

Research on the Evolution of Reading Promotion Models in Chinese Academic Libraries (Post-print)

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Abstract

[Objective/Significance] This study divides the development history of university library reading promotion models into stages, analyzes the changes in constituent elements of the model at each stage, and identifies future development trends for such models. [Method/Process] The 5W theory and literature analysis method provide the basis for defining the model's connotation and analyzing its constituent elements; the processing results of the Citespace visualization tool, changes in reading promotion media, and changes in readers' reading habits provide the basis for stage division. [Result/Conclusion] The university library reading promotion model is crystallized through the arrangement and combination of its elements under specific spatiotemporal conditions. Its development is divided into five stages: the traditional paper-based reading promotion model stage based on in-library readers, the digital reading promotion model stage oriented toward online users, the handheld e-reader lending service promotion model stage based on general users, the micro-platform interactive reading promotion model stage oriented toward mobile phone users, and the diversified three-dimensional reading promotion model stage oriented toward new-era readers. The development trends of the model include specialization of promotion agents, gamification of promotion methods, socialization of target audience, fragmentation of promotion content, and systematization of effect evaluation.

Full Text

Research on the Evolution of Reading Promotion Models in Chinese University Libraries

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Abstract: [Purpose/Significance] This paper aims to divide the developmental course of university library reading promotion models into distinct stages, analyze changes in the constituent elements of these models at each stage, and identify future development trends for university library reading promotion models. [Method/Process] The 5W Communication Theory and literature analysis methods provide the foundation for defining the connotation of these models and analyzing their constituent elements. The processing results from CiteSpace visualization tools, changes in reading promotion media, and shifts in readers' reading habits provide the basis for dividing the developmental stages. [Result/Conclusion] The university library reading promotion model is formed by the arrangement and combination of its elements under specific spatiotemporal conditions. Its development has progressed through five stages: the traditional paper-based reading promotion model oriented toward in-library readers, the digital reading promotion model oriented toward network users, the handheld e-reader lending service promotion model oriented toward general users, the micro-platform interactive reading promotion model oriented toward mobile phone users, and the diversified three-dimensional reading promotion model oriented toward new-era readers. Development trends include professionalization of promotion subjects, gamification of promotion methods, socialization of promotion targets, fragmentation of promotion content, and systematization of effect evaluation.

With the deepening development of the information society, the state has elevated the promotion of nationwide reading and the construction of a scholarly society to a fundamental strategy for social and cultural development. From the Science Popularization and Reading Guidance Committee to the Chinese Library Society Reading Promotion Committee and then to the University Student Reading Promotion Committee, and from university student reading promotion seminars to advanced training courses on the theory and practice of university library reading promotion and finally to the first University Student Reading Promotion Summit Forum, all these developments indicate that the practical activities of reading promotion in Chinese university libraries have entered a stage of rapid development. Research on university library reading promotion models is conducive to reforming and updating the service concepts, content, and methods of university library reading promotion, improving the efficiency and quality of reading promotion, normalizing and standardizing reading promotion work, and fully leveraging the comprehensive advantages of university libraries in reading promotion to expand their influence and reach.

1. Research Status of University Library Reading Promotion Models

Foreign scholars rarely systematically discuss university library reading promotion models, focusing mainly on introducing specific activity forms and elements. Based on literature and university library websites, we have identified and summarized several existing models in foreign university libraries: (1) **Project-**

based model: Organizing reading promotion activities through well-planned, phased projects, such as Soka University Library’s “University-wide Reading Movement Project” in Japan; (2) **Thematic activity model:** Conducting diverse reading day and nationwide reading activities, combined with special content and venue-based activities, such as the various featured thematic activities under “What’s on” at the Bodleian Library of Oxford University; (3) **Reading education advancement model:** Establishing reading promotion frameworks dominated by “reading credit systems,” such as the graduation qualification reading certification system at Kangwon National University Library in South Korea; (4) **Carrier innovation model:** Utilizing portable mobile terminals like mobile phones and iPads, as well as social tools like blogs and Facebook for reading promotion, as practiced by Nanyang Technological University Library; (5) **Alliance cooperation model:** Forming joint promotion models between university libraries and government, media, publishers, authors, and enterprises, such as the UK’s Northwestern University Library Consortium cooperating with NetLibrary to achieve e-book sharing and promotion among member libraries.

Domestic literature on university library reading promotion models is also scarce, with few comprehensive review articles or theoretical discussions. Scholars’ discussions mostly focus on analyzing specific models, classifying and explaining models, or examining a particular model in depth. For example, based on activity themes, models can be classified as “commemorative day”-based, celebrity lecture-based, campus culture construction-based, or micro-book review-based classic reading promotion models; based on promotion venues, they can be divided into in-library, network-based, and off-campus models; based on supporting theories, they can be categorized as 5W communication theory-based, reading therapy-based, 3L reading promotion based on fragmented learning, or experience marketing-based models; based on different environmental contexts, they can be micro-media environment-based, new media era-based, digital reading era-based, or big data era-based models; based on promotion subjects, they can be university library-dominated, expert-guided and student-organized, or university library alliance-promoted models; based on promotion media, they can be campus media-based, mobile terminal lending-based, or mobile library-based models.

Given the scarcity of comprehensive articles and systematic theoretical 梳理 in existing research, this study innovates based on previous research summaries, aiming to improve and systematize the theoretical framework of university library reading promotion models, grasp the patterns of how these models change over time, provide references for Chinese university libraries to improve their reading promotion models, and offer theoretical guidance for university libraries to carry out reading promotion work and update their service concepts and methods.

2. Constituent Elements and Connotation Analysis of University Library Reading Promotion Models

Currently, there are few direct and explicit definitions of university library reading promotion models in academia. However, through analysis and synthesis of scholars' articles, it is certain that different arrangements and combinations of constituent elements form specific organizational forms, which can manifest as book lectures, reading recommendations, reading guidance, online courses, and other concrete forms. Promotion content refers to the information content disseminated to the audience, mainly composed of reading objects and corresponding reading service introductions. Reading objects can range from classic literature to diverse documents, from paper-based to digital resources. Promotion media refers to promotion channels and methods, which in modern society have evolved from traditional paper media (such as brochures), posters, and display boards to diversified online media including Weibo, WeChat, official websites, and new media. Promotion targets, or audiences, are primarily university students and faculty, but can be extended to off-campus personnel. Reading promotion effect evaluation examines the degree to which promotion objectives are achieved, evolving from simple activity summaries to more substantial assessments that truly focus on changes in readers' reading interest, habits, quality, ability, and effectiveness.

Based on this, this study defines the university library reading promotion model as a service work template that is attached to specific library spatiotemporal conditions, aims to recommend reading resources and services and improve resource utilization and value influence, and is formed by the rational allocation and interaction of elements including promotion subjects, promotion activities and content, promotion media, promotion targets, and promotion effect evaluation.

Building on this definition, we use CiteSpace visualization tools to process and analyze research literature, combined with changes in reading promotion media and readers' reading habits, to provide a basis for dividing the developmental stages of university library reading promotion models. Using the composition of model elements as an analytical thread, we identify changes in constituent elements at each stage to present the evolutionary course. Finally, from the perspective of element composition, we identify future development trends for university library reading promotion models.

3. Evolution of Reading Promotion Models in Chinese University Libraries

3.1 Division of Evolutionary Stages

This study uses literature retrieved from CNKI as its research foundation. To ensure accuracy and comprehensiveness, after repeated testing, the search formula was constructed as: Subject = Synonym Expansion (university library,

SYS_{{{{XL}}}}>{{{{SYNONYM}}}}{DICT}) OR Subject = Synonym Expansion (college library, SYS_{{{{XL}}}}>{{{{SYNONYM}}}}{DICT}) AND (Title = Synonym Expansion (reading promotion, SYS_{{{{XL}}}}>{{{{SYNONYM}}}}{DICT}) AND Title = Synonym Expansion (model, SYS_{{{{XL}}}}>{{{{SYNONYM}}}}{DICT})), with a time span from January 2010 to April 2018, retrieving 137 records. After manually deleting 28 irrelevant records such as conference reports, 109 valid records remained. The number of records grew rapidly each year, from 1 in 2010 to 50 in 2017. As of April 2018, there were already 9 records for 2018. Using CiteSpace 4.0 software, CNKI (Refworks) format files were converted to WOS format data files for quantitative analysis. As shown in Table 2, we counted the first appearance year and total frequency of keywords.

Table 2 Keywords' First Appearance Year and Cumulative Frequency Since Appearance

Year	Keywords (Cumulative Frequency Since Appearance)
2013	Promotion model (7), university students (5), micro-media (3), digital reading (3), new reading promotion model (2), Guangqing Tomato (1), subject service (1), reading activity (1), university student reading promotion (1)
2014	Classic reading (6), digital reading promotion (2), 5w model (2), micro-reading era (1), e-reader (1), social media (1), information literacy education (1), academic atmosphere cultivation (1), joint promotion (1), library marketing (1)
2015	Service model (6), three-dimensional reading (4), service innovation (2), refinement (2), experience marketing (1), micro-service (1), micro-book review (1), resource aggregation (1), medical college library (1), diversified model (1), media environment (1), reader work (1), RSS (1), process management (1), reading training (1), model architecture (1), internet (1), mobile internet (1), mobile library (1), correlation analysis type (1), reading therapy (1)
2016	Reading promotion service (2), internet+ (3), humanlibrary (2), 5w communication theory (1), big data literature (1), reading guidance mechanism (1), internet+ library (1), internet+ reading promotion (1), reader association (1), library alliance (1), digital reading (1), micro-era (1), new media (1), digital library (1), reader service (1), reader participation (1), fragmented learning (1), Chinese classics reading knowledge competition (1)

Year	Keywords (Cumulative Frequency Since Appearance)
2017	New media era (4), new media (3), nationwide reading (3), deep reading (2), group reading promotion (2), digital technology means (1), mobile reading promotion (1), “toilet culture” (1), subject librarian (1), experts and scholars (1), micro-communication (1), WeChat public platform (1), big data (1), all-media (1), innovation and entrepreneurship (1), sns virtual community (1), new reading service model (1), refined service (1), social media (1), social marketing network (1)
2018	Normalization (1), experiential reading (1), bcd (1), bcn (1)

For better results, we concealed high-frequency but non-substantive keywords such as “library,” “university library,” “reading promotion,” and “reading promotion model” to obtain more important keywords, and created a timezone map as shown in Figure 1 [Figure 1: see original paper].

Through the visual presentation in Table 2 and Figure 1, combined with literature content analysis, we can better understand the research hotspots and evolutionary paths of university library reading promotion models at different stages.

Before 2010, university libraries had already implemented traditional paper-based reading promotion activities for in-library readers. However, practice preceded theoretical research, lacking systematic theoretical guidance, and activities were spontaneous and fragmented. After the 2010 forum of the University Student Reading Committee of the Chinese Library Society Reading Promotion Committee, university library reading promotion became an independent research field, drawing on community service concepts and methods to theoretically explore and practically research approaches and methods for university library reading promotion work, bringing related practical activities to a climax.

In 2013, with the deepening development of internet technology and the rise of micro-media, university libraries strengthened interactive communication with readers using social platforms and micro-content communities such as WeChat, Weibo, and micro-blogs. Meanwhile, new reading forms based on mobile phones, tablets, and other handheld mobile devices on mobile internet platforms became widely popular. Against this background, new reading promotion models oriented toward mobile phone users developed rapidly.

In 2014, with classic reading, micro-reading, and digital reading as the three main fronts, and through the intertwined effects of networks, mobile terminals, micro-media, and traditional media, diverse reading promotion activities made mobile reading services increasingly popular.

In 2015, with the interactive influence of information technology development, all-media applications, and changing reader demand characteristics, new concepts such as experience marketing, human libraries, and reading therapy were

introduced into the construction of university library reading promotion models, forming new three-dimensional reading promotion models combined with diversified subjects, media, and activities.

In 2016, fresh elements such as fragmented learning, internet+, “5W” communication theory, human libraries, and big data literature enriched the content of diversified three-dimensional reading promotion model construction, and research on models for new mobile media became increasingly specific.

In 2017, technical issues such as all-media, digital technology means, and WeChat public platform construction received focused attention, and macro-environmental contexts such as big data, social services, innovation and entrepreneurship, and micro-communication were also introduced into research, bringing new ideas for constructing university library reading promotion models.

In 2018, research explored more about the normalization and new forms of reading promotion models.

Longitudinal analysis reveals that the essential changes in Chinese university library reading promotion models are driven by era progress and technological development—that is, changes in promotion media technology and readers’ reading habits cause changes in the content, forms, and other elements of university library reading promotion models.

Notably, in 1998, the release of the first dedicated e-readers Rocket eBook and SoftBook marked the entry of e-books from the database stage to the e-reader stage. In 2011, online reading had not yet achieved large-scale mobile reading due to limitations of reading devices and network connections. Meanwhile, mobile internet charges were high, and mobile phone performance and data technology could not meet reading needs. People urgently needed portable mobile devices to reduce carrying burden while enjoying large amounts of legitimate books at low prices from booksellers. E-reader reading became increasingly indispensable in readers’ reading practices.

2012 was the year of most rapid mobile internet development. By the end of December 2012, mobile internet users reached 420 million, exceeding the number of desktop and laptop computer users. Driven by mobile internet, China’s mobile reading market sales reached 5.95 billion yuan in 2012. Mobile reading uses 3G or 4G networks, different from online network reading, and the operating systems and software APP technology principles of mobile reading devices differ from online network reading devices. Mobile reading allows readers to conduct free reading anytime and anywhere, with characteristics of flexibility, compactness, portability, and freedom from time and location constraints. However, mobile reading content tends to be fragmented and entertainment-oriented, often 不利于 readers engaging in long-term reading of professional or academic books—this differs from online network reading and e-reader reading. Although all three are electronic products, with e-reader reading deeply influenced by online network reading and mobile reading inheriting from both, their

constraints on readers' time and space, convenience, authority, and availability of rich document information resources, especially professional books, exam books, and classic literary works, differ, and the resulting changes in readers' reading methods and habits cannot be equated and require independent division and analysis.

3.2 Evolutionary Process of Reading Promotion Models

Comprehensive analysis above shows that Chinese university library reading promotion models have evolved through the following five forms:

3.2.1 Traditional Paper-Based Reading Promotion Model Oriented Toward In-Library Readers (2010-) This is the basic method for university libraries to conduct reading promotion activities. It is an "in-library + on-campus" reading promotion model that focuses on promoting classic literature in paper form and traditional reading services through regular carnival-style activities, using on-campus paper and broadcast media to guide faculty and students into the university library to improve utilization rates of document resources and reading services. This model has always occupied an important position in university library reading promotion work. Its constituent elements are:

- (1) **Reading Promotion Subject and Working Mechanism:** Organizational structure: The university library is the main promotion subject, establishing reading promotion positions, reading promotion committees, or reading associations, primarily responsible for activity planning, organization, implementation, and summarization. Multi-party cooperation: Joint promotion with publishing, cultural, and community organizations, and extensive publicity activities with campus newspapers, radio stations, youth leagues, departments, and student organizations to improve activity influence and participation.
- (2) **Reading Promotion Activities, Content, and Related Implementation Mechanisms:** Activity forms: Including classic book recommendations and guidance, expert lectures, reading groups, summer reading camps, reading days, themed essay contests, and themed reading activities. Promotion content: Promoting professional, authoritative, and rich document information resources owned by the university library, publicizing the library's features and services, especially professional books, exam books, and classic literary works. Infrastructure support: Using the university library (reading rooms) or campus as activity venues to ensure spatial resources. Funding support: The university and library provide certain activity funds, while also obtaining sponsorships by promoting some publishing media when beneficial for reading promotion activities, or applying for support from other organizations. Regulations and systems: Based on conventional systems such as library borrowing, opening hours, reading room/self-study room regulations, and librarian respon-

sibilities, forming reading promotion work regulations and management mechanisms during activity planning and implementation.

- (3) **Reading Promotion Media and Utilization Mechanism:** Making full use of traditional media such as posters, flyers, school newspapers, and blackboard newspapers, as well as broadcast and television media like electronic screens and campus radio stations to expand activity influence.
- (4) **Reading Promotion Readers and Service Mechanism:** Conducting in-depth reading guidance, activities, and services for faculty and students, especially students, to help deepen their understanding of document resources; establishing reading behavior files for each participant in reading promotion activities, recording reading trajectories, preferences, and personal information in paper file card form; collecting reader opinions through reading exchange meetings, interviews, questionnaires, and suggestion boxes.
- (5) **Reading Promotion Effect Evaluation Mechanism:** Establishing evaluation indicator systems from perspectives such as activity input level (number of personnel, equipment, funds, and time), activity influence (student participation numbers, number of cooperating departments within the library, number of inter-library cooperating libraries), goal achievement degree (document circulation ratio within the library, student library attendance rate, length of student reading time, student satisfaction), and reader behavior change (whether it promotes improvement in professional levels, such as research ability and language expression ability). The entire process is tracked and monitored, data is collected through visits, telephone interviews, and questionnaires for analysis, promotion effectiveness is tested, and analysis data and final test results are synthesized to form reading promotion activity evaluation reports and other documents.

3.2.2 Digital Reading Promotion Model Oriented Toward Network Users (2011-) This model introduces advanced concepts and technical means of Reading 2.0 into university libraries, using digital network systems as media to recommend collection resources and reading services to faculty and students as well as alliance library users, thereby improving collection resource utilization and reading resource sharing effects and enhancing university students' reading interest, ability, and quality. This model has enormous vitality and remains an important support for university library reading promotion work today. Its constituent elements are:

- (1) **Reading Promotion Subject and Working Mechanism:** Organizational structure: Adding network reading promotion departments or management positions, or arranging network reading promotion specialists responsible for releasing digital promotion content, constructing and maintaining digital resources, operating and managing digital platforms, and organizing, planning, and implementing reading promotion activities

on digital platforms. Multi-party cooperation: Cooperating with internet service providers and network content service providers to improve reading promotion quality. Using networks as links to join regional university library alliances or strengthen cooperation with other organizational structures to improve reading promotion influence.

- (2) **Reading Promotion Activities, Content, and Related Implementation Mechanisms:** Activity forms: In addition to networking traditional activities, adding interactive and personalized network activities such as “hot search lists,” “good book lists,” and “reader salons.” Promotion content: In addition to promoting physical collection resources and physical services through network channels, strengthening promotion of library-purchased network digital resources and library network services, while adding links to various content from online bookstores like Amazon and reading websites like Douban, including text (hypertext), images, sounds, videos, and interactive media. Infrastructure, funding, and regulatory support: Adding network servers and related supporting software and hardware, establishing digital reading rooms with equipment such as scanners for document digitization; adding funding items for network software and hardware procurement and network activities; adding regulations for digital reading equipment use and digital reading room use.
- (3) **Reading Promotion Media and Utilization Mechanism:** Traditional media + university library network platform, more targeted expansion of reading promotion scope and influence through homepage publicity and information push.
- (4) **Reading Promotion Readers, Psychological Guidance, Reading Records, and Feedback:** Targeting faculty and students and alliance library users, using library network systems to fully investigate readers’ reading status, clarify readers’ reading needs and interests, pay attention to readers’ psychological feedback and emotional needs; using library personal accounts to mark and record readers’ reading trajectories and behaviors; using the internet for interactive communication with readers to achieve real-time feedback of opinions and information.
- (5) **Reading Promotion Effect Evaluation Mechanism:** Adding evaluation analysis and experience summarization of network visits, digital document reading volume and downloads, inter-library loan volume, and reader satisfaction.

3.2.3 Handheld E-Reader Lending Service Promotion Model Oriented Toward General Users (2011-) This model focuses on e-book promotion, using handheld e-readers as carriers to form an in-library + off-library reading promotion model, where university libraries use handheld e-readers to promote e-books of books, magazines, newspapers, and other materials to faculty and students, thereby cultivating reading interest and habits and improving reading

ability and quality. However, due to issues such as limited number of readers, equipment maintenance, intellectual property rights, and e-book platform interoperability, the application scope of this model has been somewhat restricted. Its constituent elements are:

- (1) **Reading Promotion Subject and Working Mechanism:** Organizational structure: Adding handheld e-reader management departments or positions, or arranging e-reader managers responsible for e-reader equipment procurement and lending management, reading system maintenance, and construction of e-book format publicity resources and e-book resources. Multi-party cooperation: Cooperating with e-reader manufacturers and e-book content providers to hold reading promotion activities.
- (2) **Reading Promotion Activities, Content, and Related Implementation Mechanisms:** Activity forms: Mainly e-reader lending services under themed reading guidance, often combined with other activity forms. Promotion content: Adding promotion of e-resources of popular books, magazines, newspapers, or other materials on handheld e-reading devices. Infrastructure, funding, and regulatory support: Adding a certain number of mobile e-readers; adding funding items for e-reader procurement and maintenance; adding e-reader use and lending rules.
- (3) **Reading Promotion Media and Utilization Mechanism:** Traditional media + e-readers. Using traditional promotion media to publicize e-reader services, and in turn using e-readers to guide readers to access physical collections.
- (4) **Reading Promotion Readers, Psychological Guidance, Reading Records, and Feedback:** Targeting faculty and students, serializing book guidance to provide reading content and direction guidance, giving readers a sense of belonging; using mobile e-reader device lending records as reading behavior records; collecting feedback through interviews, questionnaires, and device use evaluations.
- (5) **Reading Promotion Effect Evaluation Mechanism:** Strengthening evaluation analysis and experience summarization of indicators such as e-reader usage rate, reading time, number of reading titles, and user evaluations.

3.2.4 Micro-Platform Interactive Reading Promotion Model Oriented Toward Mobile Phone Users (2013-) This model is a reading promotion model where university libraries release micro-content such as micro-book reviews, micro-recommendations, micro-films, and micro-videos to mobile phone users through micro-platforms like blogs, Weibo, and WeChat, and interact with readers to stimulate reading interest and attract readers to the library. It is an off-library reading promotion model characterized by mobile reading.

With the popularity of mobile phone users, it has become an important model for university library reading promotion work. Its constituent elements are:

- (1) **Reading Promotion Subject Working Mechanism:** Organizational structure: Adding university library APP operation management departments or positions, arranging dedicated personnel responsible for using micro-platforms to complete reading promotion activity planning, publicity, organization, and implementation. Multi-party cooperation: Cooperating with mobile phone APP software providers, micro-platform service providers, and content providers to achieve joint promotion. Through mobile internet, strengthening library-department cooperation, inter-library cooperation, and library-society cooperation to improve collection resource development capabilities and reading promotion scope and quality.
- (2) **Reading Promotion Activities, Content, and Related Implementation Mechanisms:** Activity forms: While APP-izing traditional activity forms, conducting interactive and participatory activities such as micro-book reviews, micro-recommendations, micro-films, micro-videos, voting and selection, and themed competitions. Promotion content: In addition to promoting physical collection resources and physical services through mobile APP channels, adding promotion of micro-media short texts and university library APP services to help readers develop good micro-reading habits. Infrastructure, funding, and regulatory support: Adding software and hardware for mobile information release platforms and maintaining them; constructing university library digital equipment and operating and maintaining micro-platforms like blogs, Weibo, and WeChat; adding funding items for mobile information platform software and hardware procurement and related activities; adding mobile information platform maintenance management systems.
- (3) **Reading Promotion Media and Utilization Mechanism:** Using micro-platforms such as Weibo, WeChat, and micro-videos as promotion media to fully satisfy readers' needs to obtain content anytime and anywhere, share insights, and exchange experiences while achieving mobile reading.
- (4) **Reading Promotion Readers, Psychological Guidance, Reading Records, and Feedback:** Targeting faculty and students who follow micro-platforms, fully investigating their reading status, clarifying their reading needs and interests, providing information push, content recommendation, and mobile services; providing reading guidance, strengthening reader reading guidance work, and meeting readers' emotional needs; using APP accounts to record their access, reading trajectories, and reading behaviors; conducting interactive real-time collection and feedback of reader opinions through micro-platforms.
- (5) **Reading Promotion Effect Evaluation Mechanism:** Constructing indicator systems and conducting empirical evaluations from the reader

perspective. For example, Wan Muchen and Ou Liang conducted WeChat Communication Index (WCI) evaluation from six aspects: total reads, average reads, maximum reads, total likes, average likes, and maximum likes.

3.2.5 Diversified Three-Dimensional Reading Promotion Model Oriented Toward New-Era Readers (2015-) This model is a comprehensive, three-dimensional model based on diversified media that integrates in-library + network + off-campus approaches, and has shown even greater vitality over time. Its constituent elements are:

- (1) **Reading Promotion Subject Working Mechanism:** Organizational structure: With university libraries as the dominant force, integrating various departments and positions related to reading promotion established under the above models to form multi-level organizations and continuously improve institutional settings. Multi-party cooperation: Using various levels of media to strengthen multi-directional cooperation with various organizational institutions inside and outside the university, constructing a three-dimensional surrounding environment to achieve joint promotion.
- (2) **Reading Promotion Activities, Content, and Related Implementation Mechanisms:** Activity forms: Integrating activity forms from all above models, breaking through the constraints of traditional forms, not limited by time and space, forming a combination of regular and irregular, one-way and interactive activity forms. Promotion content: Comprehensive physical collection resources and services and virtual collection resources and services related to faculty and students' work, study, life, and entertainment. Infrastructure, funding, and regulatory support: Integrating infrastructure resources from all above models, conducting modern library culture construction and atmosphere creation; comprehensively utilizing allocated funds and sponsorship funds, developing reasonable fee-based service projects; comprehensively utilizing reading promotion work regulations and management systems from all above models.
- (3) **Reading Promotion Media and Utilization Mechanism:** Comprehensively utilizing diversified promotion media including traditional media, new media, and spatial media, even supplemented by third-party teaching platforms to enrich promotion channels and methods.
- (4) **Reading Promotion Readers, Psychological Guidance, Reading Records, and Feedback:** Reader groups are no longer limited to university faculty and students, beginning socialized services; understanding reader needs, emphasizing serialized book guidance, strengthening reader reading guidance work; establishing reader reading record files, regularly forming reading ability and level assessment reports; comprehensively and multi-channelly focusing on reader experience, conducting reader satisfaction surveys and opinion collection.

- (5) **Reading Promotion Effect Evaluation Mechanism:** Comprehensively evaluating activity implementation (organizer professionalism, activity relevance and type richness, funding input, etc.), reader satisfaction and benefit (environment layout, interactivity, attractiveness, participation cost, reading skills, information acceptance, library understanding, etc.), school resource integration (school support for activities, participation of other departments, participation of faculty and student volunteers), and social influence (activity scale, activity sustainability, quantity and depth of activity publicity) to form evaluation reports.

The comparison of changes in constituent elements of each model across the five stages is shown in Table 3 .

Table 3 Comparison of Constituent Element Changes Across Five Stages

Element	Traditional Paper-Based Model (2010-)	Digital Reading Model (2011-)	E-Reader Lending Model (2011-)	Micro-Platform Interactive Model (2013-)	Diversified Three-Dimensional Model (2015-)
Organizational Structure	reading departments, positions, or personnel	Added network reading promotion departments, positions, or personnel	Added handheld e-reader management departments, positions, or personnel	Added APP operation management departments, positions, or personnel	Integrated multi-level organizations from all above models
Cooperation Partners	campus units; publishing, cultural, and community organizations	Added internet service providers and network content service providers	Added e-reader manufacturers and e-book content providers	Added mobile APP software providers, micro-platform service providers, and content providers	Multi-directional cooperation with various organizations inside and outside the university
Activity Forms	regular carnival-style activities and themed reading activities	Added interactive and personalized network activities	Added e-reader lending services, often combined with other activities	APP-platform interactive activities	Integrated regular/irregular, one-way/interactive forms

	Traditional Paper-Based Model (2010-)	Digital Reading Model (2011-)	E-Reader Lending Model (2011-)	Micro-Platform Interactive Model (2013-)	Diversified Three-Dimensional Model (2015-)
Promotions	Professional, authoritative, and rich collection resources	Added promotion of library-purchased network digital resources and services	Added promotion of e-resources on handheld devices	Added micro-media short text promotion and library APP services	Comprehensive physical and virtual collection resources and services
Infrastructure	library (reading rooms) or campus as activity venues	Added network servers and related software/hardware	Added mobile e-readers	Added mobile information platform software/hardware	Integrated infrastructure resources from all above models
Funding	activity funds; sponsorships	Added network software/hardware procurement and network activity funds	Added e-reader procurement and maintenance funds	Added mobile platform software/hardware procurement and activity funds	Integrated allocated and sponsorship funds, reasonable fee-based services
Regulations	conventional library systems, supplemented by activity-related regulations	Added digital reading equipment use and digital reading room regulations	Added e-reader use and lending rules	Added mobile information platform maintenance management systems	Integrated regulations from all above models

Element	Traditional Paper-Based Model (2010-)	Digital Reading Model (2011-)	E-Reader Lending Model (2011-)	Micro-Platform Interactive Model (2013-)	Diversified Three-Dimensional Model (2015-)
Media	on-campus traditional media and broadcast media	Traditional media + university library network platform	Traditional media + e-readers	Weibo, WeChat, micro-videos and other micro-platforms	Integrated use of traditional, new, and spatial media
Reader Services	Reading guidance, reader file establishment, opinion collection	Network surveys, reader psychological feedback; reading trajectory records; interactive communication	Reading content and direction guidance; lending records; feedback collection	Micro-platform surveys, information push, APP account reading records; real-time interaction	Socialized services; serialized guidance; reading record files; comprehensive satisfaction surveys
Evaluation	influence, goal achievement, behavior change	Added network visits, digital reading volume, downloads, inter-library loans, satisfaction	Added usage rate, reading time, titles read, user evaluations	Added total reads, average reads, max reads, average likes, max likes	Comprehensive evaluation of implementation, satisfaction, resource integration, social influence

As shown in Table 3, technological innovation in promotion media and changes in readers' reading methods continuously cause changes in the elements of university library reading promotion models: the development of internet and mobile communication technology has caused changes in promotion media from on-campus traditional and broadcast media to traditional internet and mobile communication networks, and then to comprehensive utilization of traditional, new, and spatial media. These changes have caused changes in reader services and mechanisms, with reader opinion collection channels becoming more conve-

nient, collection time shorter, and reading habit and trajectory recording methods more flexible and detailed, with more frequent interaction with readers. Technological changes have also brought changes in readers' reading habits: from systematic reading of paper documents at fixed times and places, to portable mobile reading, to fragmented reading of electronic micro-information anytime and anywhere, and now to a situation of multiple coexisting reading methods. To adapt to changes in reading habits, university library reading promotion activity forms have changed from original one-way library promotion to current diversified, interactive forms. Promotion content has also adapted to media changes and reading habit changes, evolving from single paper collections to comprehensive physical and virtual collection resources and services. Infrastructure, funding, and regulations have changed to adapt to these changes in activity forms and content. To adapt to these element changes and facilitate management, libraries should reform their organizational structures, establishing departments, positions, or specialists suitable for each stage's requirements, while continuously strengthening cooperation with external parties to improve reading promotion effectiveness. Reading promotion effect evaluation should set and select different elements for objective, comprehensive evaluation according to different developmental stages of university library reading promotion models, thus its indicator composition changes over time.

4. Future Development Trends of Reading Promotion Models in Chinese University Libraries

New developments in social media, new changes in reading methods, and new requirements for reading services have important impacts on the reform trends of university library reading promotion models. The professionalism of reading promotion subjects will be further strengthened, requiring dedicated positions with professional knowledge, skills, and literacy in reading promotion. Establishing organizational structures dominated by reading promotion committees will become the new normal, achieving "management-resource-service" integration. Reading promotion methods will be gamified, with promotion content processed using technological means and displayed in forms such as video games, enabling readers to master reading content through situational experiences, enhancing sensory experiences, and increasing reading interest and participation. The trend of socialization and universalization of reading promotion service targets will be further strengthened, expanding service target scope through university library opening to the public and network platforms, mobile phone APP software, and other digital methods, providing services to social readers with library access qualifications or network access permissions. Reading promotion content will be further fragmented with the prevalence of micro-media, using short and concise content to grab people's attention. Reading promotion effect evaluation work will be further systematized, with evaluation implementation methods, evaluation institutions, evaluation systems, and information channels integrating into a scientific, standardized unified whole. It is foreseeable that university libraries will inevitably become advocates, leaders, seeders, and practitioners

of “nationwide reading,” achieving cultural resource sharing and school-society co-construction, contributing positive strength to nationwide reading activities.

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Note: Figure translations are in progress. See original paper for figures.

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