

University Libraries' Construction of a “Subscription-Based” Digital Service System for Reading Promotion: A Practical Exploration (Postprint)

Authors: Li Meining, Zhao Tianzi, Guan Xu, Chen Xinhua

Date: 2023-08-27T00:00:00+00:00

Abstract

[Purpose/Significance] In light of the development status of digital reading in the new information environment, this study analyzes existing problems in current university library reading promotion, contends that adopting “subscription-based” personalized services can stimulate readers’ subjective initiative in reading, and proposes the creation of a “subscription-based” reading promotion digital service system suited to the developmental characteristics of universities. [Method/Process] This paper introduces the design principles of the “subscription-based” reading promotion digital service system, explores its basic framework, service philosophy, and service features, and verifies its practical application effects through case studies. [Results/Conclusion] The “subscription-based” reading promotion digital service system can satisfy readers’ personalized reading needs, motivate readers to become initiators of reading promotion activities, and holds very positive significance for enhancing the effectiveness of reading promotion activities.

Full Text

Preamble

ChinaXiv Cooperative Journal

Vol. 62, No. 18, September 2018

Practical Exploration of Constructing a “Subscription-Based” Digital Service System for Reading Promotion in University Libraries

Li Meining, Zhao Tianzi, Guan Xu, Chen Xinhua

Library of China University of Petroleum (Beijing), Beijing 102249

Abstract

[Purpose/Significance] This paper analyzes existing problems in university library reading promotion initiatives in light of current developments in digital reading under the new information environment. It argues that adopting a “subscription-based” personalized service can stimulate readers’ subjective initiative in reading and proposes the creation of a “subscription-based” digital service system for reading promotion suited to the developmental characteristics of universities. **[Method/Process]** The paper introduces the design principles of the “subscription-based” digital service system for reading promotion, discusses its basic framework, service concept, and service characteristics, and verifies the system’s practical application effects through examples. **[Result/Conclusion]** The “subscription-based” digital service system for reading promotion can satisfy readers’ personalized reading needs, encourage readers to become initiators of reading promotion activities, and holds very positive significance for improving the effectiveness of reading promotion activities.

Classification Number: G250

Keywords: reading promotion; digitalization; subscription-based

DOI: 10.13266/j.issn.0252-3116.2018.18.008

Introduction

Nationwide reading is an important measure for enhancing the soft power of the Chinese nation and has received high-level attention from the Party and government in recent years, rising to the level of national strategy [1]. As social institutions responsible for talent cultivation and education inheritance, universities and their libraries bear the responsibility of inheriting human civilization and disseminating knowledge and information. University libraries should play a pioneering role in “building a scholarly society and promoting nationwide reading” [2]. Consequently, university libraries across China have been vigorously carrying out various forms of reading promotion activities in response to the national call in recent years [3-6].

In today’s era of rapidly developing internet information, reading promotion activities in universities have gradually extended from offline to online. With the continuous rise in digital reading, an increasing number of universities have begun establishing relevant digital reading promotion platforms. For example, Tsinghua University Library’s Shuimu Community and the University of Science and Technology Beijing Library’s Fantasy Space Forum actively utilize third-party platforms including Sina Weibo communities, blogs, and Douban to build distinctive personalized service platforms in virtual library communities [7]. Chongqing University Library’s “Yuedu Club” service platform effectively combines online reading with reading clubs, forming an influential branded reading activity [8]. Beijing Technology and Business University Library has explored using LibGuides to create digital reading promotion platforms for university libraries, facilitating the publication of reading promotion activities [9].

In addition to university libraries, public libraries have also actively launched various digital reading promotion platforms. For instance, Shanghai Library has introduced a citizen digital reading platform APP embedded in Alipay and WeChat, launched a library city service micro-station and mass-oriented citizen digital reading service platform, and also introduced the “Shangtu Aiyuedu” digital reading self-service machine for readers [10]. These initiatives have all contributed to the promotion of reading activities.

After several years of development, university reading promotion activities have become increasingly diversified in terms of themes, types, and organizational content, achieving certain results. However, problems still exist [11-13]. For example, most activities are concentrated in specific periods such as “Reading Month” or “Reading Day,” initiated by libraries with themes primarily focused on humanities, arts, and ideological and political education—topics that cannot effectively meet readers’ actual reading preferences. Some activities attract few participants and suffer from a cold atmosphere, while others become mere formalities lacking interaction, resulting in limited student participation [14]. The primary targets of university reading promotion activities are faculty and students. Research shows that both groups remain pessimistic about the current reading situation, believing there is insufficient substantive content that falls far short of meeting reader needs [15]. The design of activity content, depth of promotion, and quality of pushed information are the main factors affecting reading effectiveness [16-17].

Currently, university library reading promotion activities remain primarily offline, with insufficient attention to online activities. Some existing digital service platforms suffer from poor usage effects and low reader participation [18]. The initiating 主体 remains the library, with librarians completing entire activity planning. Due to manpower and funding constraints, librarians bear most of the responsibility for reading material promotion. Limited by personal capabilities and interests, they 难免出现难免出现 inappropriate theme selection or insufficiently in-depth promotional interpretation. Influenced by traditional reading promotion thinking, basic activity themes are generally selected within the scope of literature and art, ideological and political education, and health preservation, rarely involving professional academic fields, making it difficult to stimulate deep reflection among readers. These problems severely constrain the further development of university reading promotion activities. University libraries should utilize new information technologies to build convenient and flexible reading promotion platforms with greater intensity.

Therefore, this study argues that university library reading promotion activities should prioritize reader needs, provide personalized services, and mobilize readers’ initiative and enthusiasm in reading. The Library of China University of Petroleum (Beijing), combining its institutional characteristics, has integrated online and offline reading promotion activities to make readers the main subjects of reading promotion activities. It has created a digital service platform that is intellectual, interesting, interactive, participatory, and flexible, which

not only integrates traditional reading with new media reading but also promotes the development of reading promotion work toward a model of universal co-construction and sharing.

2. The “Subscription-Based” Digital Service System for Reading Promotion

2.1 Design Principles of the “Subscription-Based” Digital Service System for Reading Promotion

The “Subscription-Based” Digital Service System for Reading Promotion (hereinafter referred to as the SRP Digital Service System) is a digital platform that integrates communication, publicity, and service from the user’s perspective. Its fundamental concept involves collecting readers’ reading needs, stimulating reading initiative, and tapping into readers’ potential to guide their transformation into reading promoters. Since readers possess greater enthusiasm and initiative in promotion activities, their personal influence in reading promotion can generate very positive effects within their social networks.

The SRP Digital Service System is organized by the library in collaboration with other functional departments such as the Publicity Department, Student Affairs Office, and Youth League Committee to provide services for all faculty and students. Reading promotion activities can be initiated by librarians or readers. For activities initiated by readers, librarians will cooperate with the initiators to provide corresponding literature acquisition, publicity, and archiving services.

This approach organizes students and faculty with the same majors and interests to provide a platform for free exchange and in-depth discussion among peers, featuring strong targeting, clear needs, and high professionalism. Through genuine demand-driven services, it stimulates readers’ love for reading, helps them develop good reading habits, and encourages active application of what they learn.

2.2 Basic Framework of the SRP Digital Service System

The SRP Digital Service System mainly comprises organizational structures, functional management, service objects, and service platforms. Its system framework is shown in Figure 1 [Figure 1: see original paper].

The organizational structure is primarily composed of librarians, supplemented by various functional departments, schools, research groups, laboratories, and student organizations with reading promotion needs. To ensure the normal operation of the system platform, corresponding systems need to be established, such as librarian learning mechanisms, incentive mechanisms, brand building, and evaluation systems. This reading promotion platform has diverse promotion channels, including the university homepage, library homepage, library Weibo, WeChat, and campus radio stations. Specialized librarians are responsible for

system processing, activity evaluation, and platform maintenance. Through coordination and cooperation among various departments, each reading promotion activity can be successfully completed.

2.3 Basic Process of the SRP Digital Service System

From initial processing and planning to completion, the SRP Digital Service System mainly includes the following six key stages:

1. **Reader Application:** Readers submit reading promotion applications and related materials in the library's "Subscription-Based" Digital Service System for Reading Promotion. Based on the set activity scope, this can include group names, participants, number of participants, research group directions, recommended bibliographies, planned activity formats, activity time and location, and contact persons.
2. **Librarian Processing:** First, determine whether the applied activity theme meets reading promotion needs and confirm whether the application information is complete. Second, discuss with the client whether the activity can be successfully held. Finally, decide whether to accept the reading promotion application.
3. **Activity Planning:** Readers conduct internal reading publicity within their own groups, determine activity time and venues, and assist librarians in designing activity plans. Meanwhile, librarians publicize the activity through multiple dimensions including websites, Weibo, WeChat, and banners, and collect and search for bibliographies and information materials related to the activity theme.
4. **Activity Implementation:** Readers are responsible for activity process arrangement and hosting. Librarians deliver required books and materials to the activity site. The client group serves as the main participants and organizers, with librarians only responsible for management, providing literature services, and facilitating the reading promotion activity.
5. **Activity Evaluation:** Librarians collect feedback from clients, experts, professors, and readers, compile it into written reports, propose activity improvement measures, and finally archive and organize the materials.
6. **Follow-up Push:** For client groups that have held activities, provide network exchange platforms, preserve exchange content as materials for other readers to consult, and regularly push related books and literature materials through email, WeChat, and other means based on analysis of the group's reading habits to maintain contact with the group and facilitate further reading promotion work. As shown in Figure 2 [Figure 2: see original paper].

2.4 Main Characteristics of the SRP Digital Service System

The SRP Digital Service System emerged in response to the rapid development of networkization, adhering to the service concept of “starting from readers and returning to readers.” It believes that services should not stick to conventions but need to keep pace with the times and change according to readers’ changes. Therefore, the service tenet of the SRP Digital Service System is: where users are, there services are, without being constrained by form, in order to better serve readers.

2.4.1 Small-Group Targeting of Service Objects The users of the SRP Digital Service System are no longer broad audience groups but small groups of readers with certain common attributes and categories, specifically including readers from different schools, majors, research groups, and laboratories. University student readers of different ages, educational levels, and cognitive abilities have vastly different needs for books. Specifically, undergraduate, master’s, and doctoral students have significantly different professional needs, while freshmen and graduates have very different focuses of interest in books. Reading promotion activities that do not distinguish groups or consider reader needs are like castles in the air—unsustainable. The SRP Digital Service System insists on starting from readers, using readers’ needs as guiding principles, and conducting targeted reading promotion for different groups based on their common or similar reading needs, making reading promotion activities more targeted and practical.

2.4.2 Transformation from Passive Acceptance to Active Participation Compared with the fixed and limited number of librarians, the participation of the broad reader community not only strengthens the reading promotion team but also injects fresh vitality into reading activities. From submitting activity applications to activity completion, readers are both participants and organizers, while librarians become facilitators of reading promotion activities. Readers will design reading promotion themes suitable for their own group characteristics from their own perspective, such as schools and research groups customizing monthly reading lists and themes, selecting professors and students to share good books, exchanging reading experiences, and negotiating with the library to open online educational resources. This transformation from passive to active participation greatly encourages students’ enthusiasm for participating in activities and embodies the interactivity of reading promotion activities. Simultaneously, they will design various novel, interesting, and lively forms to coordinate with theme activities, greatly enriching the creativity of reading promotion activities and increasing their appeal. This “interesting and informative” reading promotion approach among different groups also reflects the novelty and creativity of reading promotion.

2.4.3 Active “Application of Learning” From the moment readers apply for reading promotion projects, they already have preliminary estimates of re-

quired bibliographies, activity expectations, and anticipated effects. They will be more adept at discussing topics that need to be addressed in activities and will have deeper and clearer understanding of problems that arise than outsiders. This type of reading activity, which starts from professional needs and project requirements with strong purpose, can on the one hand help readers actively seek knowledge, apply what they read to their learning and life, and enhance their research capabilities and living standards. On the other hand, when readers benefit from reading, they will actively participate in reading and enjoy it, making reading vivid and vital. The SRP Digital Service System aims to guide students to raise questions and solve problems themselves. By guiding readers to participate and enjoy the process, they learn to read actively on their own, achieving “application of learning.” Only this kind of reading with lasting power and vitality truly realizes the ultimate goal of reading promotion.

3. Empirical Analysis: Service Effects of the SRP Digital Service System

The Library of China University of Petroleum (Beijing) has actively responded to national calls and participated in reading promotion activities. Since the launch of reading promotion activities in 2014, the library has organized several large-scale themed reading promotion activities and small-scale reading promotion activities each year. After more than two years of exploration, it has gradually formed a “user-centered” door-to-door reading promotion service model, which has now been implemented across 18 schools, 33 research groups, and 5 key laboratories, receiving unanimous praise from students and faculty.

To ensure the effectiveness and coverage of this reading promotion service model, form a more interactive reading exchange platform, and better serve readers, the library began trial operation of the SRP Digital Service System in early 2017. The library has a dedicated publicity team that can rationally utilize various university resources, mobilize the enthusiasm of relevant departments, and be responsible for all matters related to reading promotion. Specialized librarians are engaged in reading promotion work, including planning reading activities, contacting various schools, creating promotion boards, organizing reading activities, and maintaining online systems. During reading seasons, other library departments also help complete reading promotion work. Each school, laboratory, and research group has dedicated personnel to assist, which greatly reduces some of the pressure on librarians. On the other hand, the Publicity Department also has relatively complete learning and incentive systems. Reading promotion personnel have relevant climbing learning plans that allow them to attend training and exchange sessions, which greatly improves their comprehensive professional quality. The active mobilization of the Publicity Department, sound management systems, broad personnel participation, and strong support from schools have all effectively guaranteed the sustainable development of reading promotion activities.

As of June 2018, the university has held 2 reading promotion months, 5 school-

level reading promotion activities, and 8 special reading activities for laboratories and research groups, with more than 1,500 participants. The reading promotion month held each April is open to all faculty and students, focusing on recommending literature books. School-level reading promotion activities focus on recommending comprehensive books including professional and literature categories. Special promotion activities for research groups and laboratories focus on recommending professional books. Statistics on the number of recommended books (volumes), number of borrowed books after activities (volumes), and the borrowing ratio between the two are shown in Table 1. After participating in reading activities, most recommended books were borrowed, with an average borrowing ratio of about 80%.

Table 1 Statistics on SRP Digital Service System Promotion Activities

Activity Type	Recommended Books	Borrowed Books	Borrowing Ratio
University-wide Promotion Month			
School-level			
Laboratory/Research Group			

At the same time, the borrowing situation of different research groups from two schools was tracked. Information on all readers participating in reading promotion activities from the research groups was registered, using the reading promotion activity date as the node to 统计统计 the total book borrowing volume (volume-times) of all participants one year before the activity and one year after the activity. The results showed a significant increase in overall borrowing volume, as shown in Table 2.

Table 2 Comparison of Total Borrowing Volume One Year Before and After Reading Promotion Activities in Two Research Groups

Research Group	Total Borrowing Before Activity	Total Borrowing After Activity

Since the implementation of the SRP Digital Service System, the library's overall borrowing volume has also changed (see Figure 3 [Figure 3: see original paper]). The university library's book borrowing volume had been continuously declining since 2009, but this trend began to reverse in 2017, with a growth rate of 10.7%. This is also attributed to the library's diverse reading promotion activities based on the SRP Digital Service System, including new book recommendations, themed book exhibitions, and reading exchanges.

4. Development Recommendations for the SRP Digital Service System

Based on practical feedback, this study believes that the SRP Digital Service System has positive significance for reading promotion. However, due to its relatively short usage period, the system is still in the development and improvement stage. Related reading promotion activities and publicity have not kept pace, making reading promotion activities still somewhat limited. Therefore, this study proposes that future development of the system should be strengthened in the following five aspects:

4.1 Introduce Evaluation Modules and Develop Richer System Functions

With the increasing abundance of information resources and service technologies, readers' information needs have also become diversified and personalized. Providing novel and convenient services has become the development goal of the SRP Digital Service System [19]. Therefore, the system needs to continuously improve computer support, maintain network security, continuously improve and beautify the system interface, develop more reader reading sections, provide modules for reader participation, interaction, and sharing, improve user experience, and meet readers' growing usage needs. For example, introducing a reader evaluation module would facilitate readers' evaluation of promotion activities and books for future readers' borrowing reference. Simultaneously, expand mobile usage functions for more convenient interactive communication, such as developing a mobile APP client and embedding WeChat mini-programs, making one-stop subscription services a reality and serving readers more quickly, centrally, and efficiently.

4.2 Provide Personalized Services Based on Evolving Reader Needs

In the social network era, readers' needs, psychology, and interests are highly open and changeable. Reader reading interest is a dynamic development process, and this change should be emphasized in reading promotion. Unchanging promotion models can easily be eliminated by society. Therefore, in the SRP Digital Service System, reading promotion activity forms and means should be changed according to evolving reader needs to minimize reader loss to the greatest extent. Introduce a reader needs change assessment mechanism, leverage the power of new technologies and data analysis, regularly conduct research on reading needs, reading behaviors, and reading habits of different reader groups, form demand analysis reports that keep pace with the times and reflect contemporary characteristics, and then strengthen reading promotion services and develop richer reading systems based on these changing needs. Simultaneously, to more effectively track and understand evolving reader needs, personalized reading services can also be provided according to different times and scenarios of readers' phased learning, permeating reading into different learning stages of readers and forming their lifelong reading growth channel.

4.3 Enter Schools to Serve Teaching/Research and Tap Potential Users

As a distribution center for cutting-edge scientific research achievements, university libraries should utilize their rich collection resources in an open, cooperative, and shared manner. Library service resources and models should gradually penetrate and deepen into teaching and research to maximize their bridging role [20]. Therefore, reading promotion teams should also enter schools to serve the front lines of teaching and research. That is, according to reader needs, develop student-centered, research-oriented cooperative, interactive, and discussion-based reading promotion models to enhance schools' awareness of reading participation, deeply tap potential users, and continuously expand the service objects of reading promotion. Simultaneously, transform the library's data resources into usable information resources, utilize opportunities brought by social media and online platforms for digital collaborative research and learning, apply reading promotion to various aspects such as curriculum systems and teaching models, transform passive reading into active cooperation, and continuously expand reading promotion service methods to facilitate the long-term development of reading promotion activities.

4.4 Conduct Group-Based Promotion to Guide Readers to Actively Participate and Fall in Love with Reading

Ranganathan's "Five Laws of Library Science," which state "every reader his book, every book its reader," also represent the basic concept that library reading promotion needs to be group-based [21]. Traditional reading promotion objects are mostly broad audience groups, while group-based reading promotion is built upon group "attributes" and "category" differences, conducting targeted reading promotion activities based on similar reading needs within a group during a certain period. When conducting group-based reading promotion, librarians need to guide readers to interact. From activity planning to completion, readers can actively participate and contribute ideas, thereby enhancing readers' participation and enthusiasm. For example, the SRP Digital Service System's targeting of service objects to research groups and laboratories is an important manifestation of group-based promotion. Allowing readers to customize reading themes themselves is also an effective means of guiding their active participation, enabling readers to feel their growth from reading within limited time and making reading a meaningful, motivated, and rewarding activity.

4.5 Strengthen Librarians' Digital Learning Abilities and Professional Competencies

The continuous evolution of the global information environment and increasingly open data resource management have placed higher demands on librarians' professional skills. As planners of reading promotion activities, librarians' own digital skill levels should meet readers' growing needs. This means univer-

sity librarians need to continuously strengthen their digital learning abilities, such as reading publicity skills, data analysis skills, marketing promotion skills, and professional competencies in digital content management and information security, while regularly reviewing and updating book information to keep pace with evolving digital trends. Therefore, libraries need to conduct librarian professional skills training and career planning development, expand training methods and approaches for librarians, and create more opportunities for external learning. Simultaneously, the popularization of online educational resources and Massive Open Online Courses (MOOCs) also provides many online learning opportunities for librarians, which is of great value for enhancing librarians' digital skills and knowledge levels. Libraries should encourage librarians to engage in diversified learning.

Conclusion

The development of digital reading has brought both opportunities and challenges to university library reading promotion. Reading promotion is a long-term task that cannot be achieved overnight and requires perseverance and keeping pace with the times. University libraries should explore and establish an effective, easily accessible, and usable digital reading promotion platform based on their own characteristics and institutional advantages without blindly following trends. The “subscription-based” digital service system for reading promotion proposed in this study greatly mobilizes readers' enthusiasm, enhances readers' participation capabilities, improves book borrowing rates, and demonstrates significant reading promotion effects. However, future development still requires enriching and improving the system platform based on evolving reader needs, conducting group-based reading promotion, providing personalized services for teaching/research, and continuously strengthening librarians' digital learning abilities to better promote reading promotion work.

References

- [1] Qiu Guanhua, Jin Dezheng. *Basic Work of Library Reading Promotion* [M]. Beijing: Chaohua Publishing House, 2015: 1.
- [2] Notice on Holding the Publishing and Library Nationwide Reading Annual Conference (2017) [EB/OL]. [2018-02-20]. <http://www.lib-read.org/newsshow.jsp?id=2482>.
- [3] Xu Tiancai, Yang Xinya, Wang Ning, et al. Research on the Diversification Trend of Library Reading Promotion—Taking the First University Library Reading Promotion Competition as a Case [J]. *Library and Information Service*, 2016, 60(2): 82-86.
- [4] Zheng Weiqing. Investigation and Analysis of the Current Situation of University Library Reading Promotion Practice—Taking “211 Project” University Libraries as an Example [J]. *Library Work and Research*, 2012(8): 108-112.
- [5] Liu Yaqiong, Zhang Haijian, Liu Yanli. Creativity First, Effectiveness

- King—Case Study of Reading Promotion Activities at Peking University Library [J]. *Journal of Academic Libraries*, 2015, 33(3): 77-81.
- [6] Lei Juxia, Qiao Jing, Yuan Yumin. Exploration of Library Reading Promotion Work in the New Environment [J]. *Journal of Academic Libraries*, 2014, 32(5): 86-91.
- [7] Ma Xinhui. Investigation of the Current Situation of Virtual Communities in “211 Project” University Libraries [J]. *Library Science Research*, 2015(4): 36-50, 54.
- [8] Gu Shihui, Yang Xinya, Xu Tiancai. Research on the Networked Service Model and Practice of Reading Clubs—Taking Chongqing University Library’s “Yuedu Club” System as an Example [J]. *Library and Information Service*, 2017, 61(5): 73-78.
- [9] Zhang Changheng, Li Yanfen. Exploration and Practice of Using LibGuides to Create Digital Reading Promotion Platforms for University Libraries [J]. *Sci-Tech Information Development & Economy*, 2015, 25(13): 145-147, 160.
- [10] Xu Guiju. Practice and Reflection on Public Libraries Promoting Digital Reading—Taking Shanghai Library’s Digital Reading Promotion Service as an Example [J]. *Library*, 2017(4): 21-26.
- [11] Wu Gao, Wei Nanhua. Research on Problems and Countermeasures of Reading Promotion in Chinese University Libraries [J]. *Library and Information Service*, 2013, 57(3): 47-51.
- [12] E Lijun. Analysis and Reflection on the Current Situation of University Library Reading Promotion Based on Questionnaire Surveys [J]. *Library Work and Research*, 2016(2): 101-104, 123.
- [13] Yu Li, Li Kunming. Analysis and Reflection on the Current Situation of Reading Promotion in Chinese Finance and Economics University Libraries [J]. *Library and Information Service*, 2015, 59(14): 73-79.
- [14] Yuan Shifen. Research on New Media Reading Promotion Strategies in University Libraries [J]. *Modern Information*, 2013, 33(1): 74-77, 81.
- [15] Huang Jian. Influencing Factors and Evaluation of University Reading Promotion Activities [J]. *Journal of Academic Libraries*, 2013, 31(2): 93-96.
- [16] Zhang Luyue, Tang Qiong. Analysis and Suggestions on Influencing Factors of User Satisfaction with University Reading Promotion [J]. *Library and Information Service*, 2015, 59(18): 67-71.
- [17] Wan Muchen, Ou Liang. Empirical Research on the Effect of University Library Reading Promotion Based on WeChat Public Platform [J]. *Library and Information Service*, 2015, 59(22): 72-78.
- [18] Mao Yihong, Zhu Qiang, Wang Bo. Current Situation and Prospects of Digital Reading Services in University Libraries [J]. *Journal of Academic Libraries*, 2017, 35(1): 85-91.
- [19] Zhu Xiaoping. Design and Implementation of Library Information Release and Subscription System Based on RSS Technology [D]. Shenyang: Northeastern University, 2008.
- [20] Xing Yi. Development Prospects of University Libraries from the Perspective of *IFLA Trend Report—2016 New Developments* [J]. *Library Construction*, 2017(6): 31-36.

[21] Wang Chengyue. “When Water Is Deep, Fish Are Happy; When Forests Are Dense, Birds Know Where to Return”—Exploration of Group-Based Reading Promotion on University Campuses: Practice and Reflection on Reading Promotion at Beijing Normal University [J]. *Journal of Academic Libraries*, 2017(11): 1-6.

Author Contributions

Li Meining: Data processing and analysis, paper writing;
Zhao Tianzi: Topic direction determination, paper writing guidance;
Guan Xu: Data collection;
Chen Xinhua: Data organization.

English Title and Abstract

Study on Building Digital Service System of “Subscription” Reading Promotion for University Library

Li Meining, Zhao Tianzi, Guan Xu, Chen Xinhua
Library of China University of Petroleum, Beijing 102249

Abstract: [Purpose/significance] This paper analyzed the existing problem of university library in reading promotion, considering the development of digital reading under the new information environment, adopted the “subscription” individualization service to inspire readers to read actively, and built the “subscription” reading promotion digital service system for the development of university library. [Method/process] This paper introduced the design principle of “subscription” reading promotion digital service system, discussed the basic framework, service concept and service characteristics of this system, and provided an example to verify the practical application effect. [Result/conclusion] The “subscription” reading promotion digital service system can satisfy the individual demands of readers, encourage readers to become the sponsors of the reading promotion activities, and have a positive meaning to improve the effect of reading promotion.

Keywords: reading promotion; digitalization; subscription

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

Source: ChinaXiv — Machine translation. Verify with original.