

Research on the Development of Library Reading Promotion in the Context of Media Convergence (Postprint)

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Full Text

Preamble

Research on the Development of Library Reading Promotion under the Background of Media Convergence

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Abstract

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motion under the background of media convergence and discusses innovative strategies for reading services. **[Method/Process]** Through practical investigation, data analysis, and theoretical research, this paper reveals changes in reading modes, shifts in reading demand, and their characteristics, analyzes the key values of reading services, and proposes development orientations and service innovation strategies for library reading promotion. **[Result/Conclusion]** Under media convergence, reading content becomes explicit, reading modes become hybrid, and reading values become pluralistic. The key values of reading services are manifested as selectivity, experientiality, and openness. Library reading promotion should develop toward systematization, specialization, and socialization by providing integrated technical solutions for reading services, offering media and information literacy education services, expanding digital reading promotion, and using innovation to facilitate the transformation of reading services.

Keywords: media convergence; reading promotion; reading characteristics; service transformation; service strategy

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Introduction

Reading is inseparable from media. Only after media technology evolved beyond oracle bones, metal, and silk manuscripts did reading become essential for mass cultural literacy with the development of paper and printing, giving rise to public libraries as institutional designs to guarantee and promote reading. With the digital development of media technology, content such as images, text, sound, and video is produced, disseminated, and consumed through digital technology. Different types of media have become integrated with interchangeability and interconnectivity, demonstrating a trend toward multifunctional integration—this is known as media convergence [1]. To date, media convergence has progressed along a path from technology to humanities across various dimensions: technological convergence, economic convergence, and cultural convergence, linking content production, information dissemination, and end users. This transformation changes not only the carrier connection points into ubiquitous connections but also fundamentally alters how content is associated, compared to the complete and complex conceptual, logical, and intentional connections found in traditional texts.

Media convergence has triggered comprehensive changes in reading culture and ecology, creating a new carrier form distinct from traditional reading media. Each transformation of carrier form has had a revolutionary impact on reading, leading the direction and characteristics of reading transitions [2]. This new ecology encompasses three major shifts:

First, new modes of content association. Digital content in media convergence is aggregated through links, where large amounts of images and videos replace

text, gradually transforming reading from “reading books” to “reading screens” and “reading images.” These content associations need not follow the rigorous internal logic required by pure text; instead, they are connected through various linking points to form an endlessly expandable content collection with infinite threads. After media convergence, reading content appears as individual link nodes, and the association methods between content undergo significant changes.

Second, new social reading relationships. With ubiquitous content and convenient technology accessible to everyone, reading is no longer a specific lifestyle, and “reader” is no longer a specific designation. Reading has lost its ritualistic significance as a symbol of cultural identity—modern people are almost all readers, everyone participates in some content production, dissemination, and exchange system, and each person is both a recipient and a producer. Reading has shifted from a one-way “transmission” relationship where others create and I receive to a “communication” relationship of equal participation, and from an individual connection with authors to a social connection with communities, signifying that reading has entered a stage of mass popularization and evolved from an individual intellectual and cultural activity into a society-wide cultural activity.

Third, new demands for reading services. The library system in the paper era was a professionally evolved reading service system that could meet most public reading needs. However, media convergence has changed the direction of reading demands. On one hand, the “big bang” of digital reading content has increased technical requirements for content screening and usage. On the other hand, new media continuously strengthen people’s needs for content timeliness and accessibility, yet readers do not possess professional library science knowledge. Therefore, the more internal processes libraries have—such as acquisition, cataloging, and circulation—the longer and more difficult it becomes for readers to access content. New demand-oriented adjustments are needed, such as the “borrow-on-demand, library pays” service where libraries partner with bookstores to let readers select books, shifting acquisition to readers and postponing cataloging until after books are returned. Such initiatives have been widely praised for reducing delays in new book circulation.

Thus, the reading revolution under media convergence is comprehensive, posing entirely new service requirements for libraries. Analyzing the reading characteristics, development trends, and service values embedded in this new ecosystem, and exploring the development direction and transformation strategies of reading promotion, has become the foundation for libraries to update their professional architecture and upgrade reading services—this constitutes the essence of this paper.

2. Reading Trends and Characteristics under Media Convergence Ecology

2.1 Reading Development Trends: Analysis of National Reading Patterns

To examine reading development trends from national reading surveys, this study uses data from the National Reading Survey reports released by the China Press and Publication Research Institute from 2008 to 2016 [3-7] (see Table 1) to analyze reading development trends in China's media convergence ecology.

Table 1 demonstrates the long-term coexistence of various media reading forms. Although the comprehensive reading rate has risen annually, two completely opposite trends have emerged: first, paper media reading rates are generally declining, with newspaper and periodical reading rates dropping by an average of 2.69% and 2.64% per year, respectively; second, digital media reading rates are rising rapidly. In 2014, the digital reading contact rate exceeded the book reading rate for the first time, with each sub-item growing at an average annual rate of over 4%. Mobile reading contact rate has grown the fastest, surpassing individual paper reading rates for books, newspapers, and periodicals in 2015 and reaching five times its 2008 level. The interplay of these two trends shows that mobile, digital reading is gradually encroaching on paper reading's share, developing toward cross-media hybrid reading modes—an inevitable trend in media convergence ecology.

2.2 Reading Characteristics

Cross-media hybrid reading in the media convergence ecology decodes information through comprehensive utilization of symbols, text, language, images, videos, and other forms. Researchers have divided cross-media reading into four stages [8]:

- Cross-media Reading 1.0—Pushed Reading: The same or similar content is pushed to different media platforms in different forms for reading, such as the book *Journey to the West* or its audiobook version, allowing readers to choose different media for the same content experience.
- Cross-media Reading 2.0—Extended Reading: Content expands into extended versions across different platforms, such as a novel being adapted into a film or web series, offering readers different compensatory experiences across media.
- Cross-media Reading 3.0—Triggered Reading: Content from one medium evokes multiple audience interests, stimulating other cross-media participation through links and referrals. For example, after watching an episode of the TV program “Reader,” viewers might download the program's APP to watch interviews with different guests, collect original texts to read, and join reading groups to participate in discussions, obtaining various continuous experiences.

- **Cross-media Reading 4.0—Co-created Reading:** This type integrates the previous three stages, allowing participants to collaborate in content creation through various platforms, making reading itself a creative act. Examples include various online co-created novels and Wikipedia’s multi-terminal collaborative editing, which all offer strong interactive experiences.

These four types and stages appear as hybrids in the media convergence environment, varying according to specific reading needs and exhibiting a series of characteristics in content, mode, and value perception.

2.2.1 Explicit Reading Content: Ubiquitous and Direct Ubiquity is first manifested as quantitative ubiquity—in the media convergence system, content of different natures and different forms of the same content are available in sufficient or excessive amounts, creating a normal state of information surplus. Second, it manifests as temporal and spatial ubiquity: this content is visible everywhere and accessible anytime across various cross-media platforms, allowing readers to choose and use them interchangeably. Ubiquity represents the “muchness” of explicit reading content in cross-media reading.

Directness represents the “realness” of explicit reading content. The indirectness, abstraction, and logic of traditional language and text are gradually diminishing in cross-media reading. Images, graphics, sounds, colors, light, and shadow construct intuitive, simulated, and concrete content that “conveys meaning without words,” achieving high dissemination and reading efficiency but also losing the profound, rich artistic conception of text that “can be sensed but not expressed in words.” Because direct digital visual content reading overemphasizes the dynamic, multidimensional, and pleasurable aspects of images, reading becomes “pleasure-reading,” even leading to what is called “visual consumption” [9]. This fashionable “entertainment” dissolves the depth and taste of reading, making reading increasingly fragmented, fast-food oriented, and pleasure-seeking, requiring guidance in reading services.

From a cultural development perspective, although media convergence can maximize the use of technological advantages to provide convenient cross-media reading, technology cannot stand above the independence of reading value. In extreme cases, technological dependence can produce two completely opposite results: for young people or those who lack self-control and selection ability, they may fall into excessive dependence, becoming addicted to the digital world and reading for reading’s sake; for older people, they may be constrained by technology, resulting in the phenomenon of “functional illiteracy” [11]—full of knowledge but “digitally illiterate.” This reflects the principle that too much is as bad as too little, and reading promotion must value technology while maintaining independent reading value concepts.

2.2.2 Hybrid Reading Modes: Dynamic and Convergent Dynamic characterizes reading modes at the individual level. People’s reading modes ac-

tively or passively adjust according to their reading environment. V. Mozuraitė argues that media convergence is shifting reading modes from linear deep-dive patterns (linear choreography) to non-linear divergent patterns (radiate choreography) [10]. The intuitive manifestation is the transition from horizontal page-turning reading to hyperlinked browsing. Hyperlinks and moving images distract people's interest in reading and deeply thinking about single topics, with pages competing for readers' attention, making reading modes lively and dynamic. During reading, readers continuously and actively select and click links—a necessity of digital reading methods that, when persistent, transforms into a dynamic reading mindset. Digital readers find it difficult to cultivate the sense of content belonging that traditional readers develop toward texts.

Convergence characterizes reading modes at the social level. Reading is both an individual and a social cultural behavior. In the media convergence era, reading relationships are socialized, and reading modes have strong social attributes. The boundaries of reading time, space, and channels disappear, with high content penetration. The reading process is accompanied by large-scale knowledge flow and exchange, representing a convergent socialized reading mode. Moreover, hybrid reading in the media convergence ecology is also a social process of intergenerational transition and transformative integration: older “digital immigrants” are accustomed to paper reading, while the new generation of “digital natives” is enthusiastic about digital reading. Utilizing cross-media advantages to promote the coexistence, complementarity, organic integration, and cross-transformation of traditional and digital reading helps eliminate the digital divide between them and facilitates the deep integration of book content and digital media content, achieving hybrid reading.

2.2.3 Pluralistic Reading Values: Personalized and Independent

Reading is a thinking process. Changes in environment, content, and modes gradually transform readers' thinking patterns and value judgments. The abundance of content and dynamically selectable integration technologies make reading value systems increasingly pluralistic, corresponding to stronger personalization and independence requirements in reading. Reading taste emphasizes niche and segmented tendencies, whether in content essence, display methods, or participation in exchange and creation. Individuality is both the source of motivation for reading and the source of achievement. The service objects of nationwide reading consist of a collection of countless readers with personalized and independent value needs—this is a characteristic that reading promotion must address.

3. Key Value Factors of Library Reading Services under Media Convergence

Media convergence triggers reading transformation, and reading services should accordingly focus on new characteristics and needs of reading while excavating corresponding service values, including selectivity for generalized content and

various reading modes, experientiality that satisfies pluralistic reading values, and openness for sharing and participation.

3.1 Selectivity

In the media convergence era, reading content and modes are so abundant as to be excessive, making reading behaviors prone to falling into entertainment and diversion. Therefore, selection must be controlled both subjectively and objectively to enable healthy and effective reading. How to select appropriate reading content and apply reasonable reading methods is a matter of reading ability and, more importantly, reading strategy. This ability and strategy construction is based on media and information literacy, also known as “converged media literacy” [12], which is grounded in the changing media environment, integrates multiple literacy concepts, and emphasizes lifelong learning, citizen participation, and inclusive social development. Cultivating and enhancing public media and information literacy to improve selection ability is one of the main tasks of library reading promotion.

3.2 Experientiality

Experience-oriented reading behavior research suggests that reading is not only about obtaining information and knowledge but also contains profound moral, psychological, aesthetic, and philosophical values. The significance of reading experience lies in the construction of life meaning, affirming the experiential advantages of digital reading [13]. Reading promotion should focus on reading scenario experiences and deep experiences that seek reading meaning. Scenario experience refers to media technology freeing readers from the “literacy” cage of text, making reading a relaxed, interesting, jumpable, and interactive participatory event that brings readers more reading scenarios and enhances their sense of experience. Deep experience refers to the experience of depth needs, especially the sense of community and cultural belonging constructed through instant communication, online sharing, collaborative co-creation, identity transformation between reading and sharing, and production roles in digital reading. Readers’ pursuit of different experiences endows reading promotion with creativity as a service product, which libraries can use for innovation.

3.3 Openness

3.3.1 Individual Openness: Personal Sharing Personal sharing is one of the demands of reading personalization. Libraries can use big data analysis technology or gather “work clusters” using media convergence functions according to readers’ personalized needs. This counters reading fragmentation caused by media distribution ubiquity, achieves unique personalized content aggregation, helps readers form complete content information chains, increases reading breadth to deepen understanding and reflection on works, enables energy flow between readers and materials, achieves the same goal as traditional deep reading, promotes deep thinking, facilitates exchange and discussion of

reading feelings among readers, encourages re-creation, builds reading promotion communities, amplifies the individual effect of reading into a social group effect, and realizes socialized reading. This sharing is essentially a form of social reading that connects resources such as paper, digital, and social media, mobile reading applications (APPs), and users through library reading services to build different reading scenarios that integrate with each other. These diverse scenarios realize the value of libraries as public reading platforms, making reading not just equivalent to individual “book reading” but a socialized behavior that integrates reading, sharing, creation, and social interaction, achieving the broadest sense of reading.

3.3.2 Social Openness: Social Sharing Media convergence makes reading no longer a matter of identity difference—reading becomes a social culture shared by people worldwide [14]. Libraries should promote reading services and resource sharing across society at the macro level. Based on the industry as a whole, they should implement strategic cooperation with external society, including negotiating cooperation with upstream content and knowledge suppliers, competitive cooperation with midstream service and activity solution providers, promotion sharing with media platforms, and forming growth communities with downstream service objects. This enables readers not only to enjoy reading services but also to directly participate in reading exchanges, create, contribute, and enhance their reading achievements, becoming practitioners of the sharing concept. Strategic sharing and social cooperation are external drivers for the development of reading service endeavors [15].

4. Development Orientation of Library Reading Promotion

The core goal of library reading services is development—promoting individual reader development through systematized, specialized, and socialized services, ultimately promoting the overall development of reading service endeavors and public culture.

4.1 Systematization: Ensuring Selectivity through Popularization and Equilibrium

Reading promotion systematization broadly refers to the popularization and equalization of reading services at the social level, while narrowly referring to business system management.

Adhering to the popularization and balanced development of reading services ensures that everyone has relative reading service choice. Popularized services face all people without excluding any objects. Although this has become a consensus concept in libraries, in practice, reading promotion can easily evolve into “circle” activities where specific levels of readers repeatedly participate, with solidified participant groups where service person-times far exceed the number of people actually benefited. Therefore, business planning should insist on

stronger inclusiveness to correct this bias. Equilibrium is not about equal service opportunities but about the universal benefit of service effects, including the connotation of tilting toward vulnerable groups. Some viewpoints point out that key groups for library reading promotion include those lacking reading willingness, illiterate or semi-illiterate individuals, children, and other special groups who cannot normally use libraries. Providing special services to them is a correction and supplement to fair services for all [16].

Business systematization is an upgrade requirement for business management after reaching a certain development stage. As a transformative and innovative service, the initial stage encourages creative development. After accumulation, reading promotion has become a regular library service. From January to May 2017, the author surveyed 133 county to provincial public libraries in 24 provinces through questionnaires, finding that 97.7% had launched reading promotion services, 33.8% held over 100 activities annually with more than 50,000 participants, and reading promotion activities at all levels of public libraries had become normalized. Therefore, the initial growth model of daily service fragmentation needs to transform into systematic management, rising to management consciousness from the perspectives of macro management of the cause and micro management of services [17].

4.2 Specialization: Enhancing Experientiality through Professionalism

4.2.1 Promoting Transformational Development of Reading Promotion through Professional Research Reading promotion practice provides rich development sources for library reading service research and urgently needs professional theoretical feedback. Currently, the professionalism of library reading services has transformed from mainly dealing with books to dealing with both people and books, a transformation that requires theoretical support to guide practice from experience-driven to professional development. In 2011, IFLA proposed “using research to promote reading promotion” [18], particularly theoretical research on three aspects: reading research (including reading history, reading behavior, reading transfer/cross-media, reading experience, reading meaning, etc.); reading promotion research (including concepts, nature and positioning, service objects, service practice/content, types, ethics, management, etc.); and library reading promotion service research (including the relationship and significance between reading promotion and library services, service identifiability and boundaries of library reading promotion, connections with external systems, especially technical support applications, practical methods, and management evaluation systems, etc.).

These three research areas progress sequentially: reading research reveals the connotation and laws of reading; reading promotion research clarifies the nature and content of reading services; and their research results are applied to and provide theoretical foundations for library reading promotion service research, offering professional methodologies for library reading service practice and

enhancing the experientiality of reading promotion. The library community in Europe and America has always emphasized empirical methods for reading and reading service research. In contrast, domestic related research started relatively late, and only in recent years has the research field broadened from practical experience and research methods gradually attracted academic attention. Xie Rong, Liu Wei, and Zhao Shanshan proposed a six-level tower structure for library reading promotion theoretical research, from base to top: cases/examples—tools/technology—methods—theory—principles—concepts [19], which relatively completely summarizes the content and hierarchical relationships of reading promotion research and provides certain reference value for selecting appropriate research methods for different content.

4.2.2 Enhancing Service Effectiveness of Reading Promotion through Professional Management The direction of professional management for reading promotion includes: first, data-driven management based on technical support; second, a user-centered orientation that examines service effectiveness from the user experience perspective rather than the library perspective, including the social effectiveness of reading promotion endeavors, project effectiveness of specific services, and resource utilization effectiveness.

(1) Social Effectiveness. Social effectiveness is the social feedback on reading promotion service value, including the benefits of knowledge services provided to society and social image. Objective indicators include quantified data such as social reading rates, while social image belongs to subjective cognition that must be comprehensively evaluated through social surveys and public opinion analysis. However, as a cultural deepening endeavor, reading promotion's social effectiveness is long-term and historical, making it difficult to assess through stage effects. Moreover, changes in social reading rates are related to many local socio-economic development indicators and only partially reflect the stage benefits of reading promotion. Therefore, emphasizing social effectiveness aims to encourage librarians to fulfill their social responsibilities in reading services and actively participate in shaping the library's social image, though specific assessment methods are still lacking.

(2) Project Effectiveness. Project effectiveness reflects the concrete work results of reading promotion and represents the most authentic user feedback. It can be transformed into quantifiable indicators from both user and business perspectives for quantitative assessment and qualitative analysis, such as user stickiness (including dissemination rate, user retention rate, and conversion rate of reading promotion). Continuously expanding dissemination scope is promotion itself; high dissemination rate indicates project attractiveness and coverage. Retention rate reflects user loyalty and value identification; high retention rate indicates precise, segmented services with centripetal and penetrative force. Conversion rate is an indicator of online-to-offline user mobility, requiring promotion guidance and in-depth services for mutual transformation; high conversion rate indicates good cross-media effects, high media convergence

degree, and service chain functionality. These indicators can obtain quantified data through scientifically designed sampling surveys and reader behavior trace records. Continuous data accumulation forms both a quantitative assessment system and provides qualitative basis for business decisions through data analysis, achieving innovation-driven development.

(3) Resource Effectiveness. Compared with traditional services, library reading promotion is driven by innovation. The main resource for innovation investment is people, particularly the initiative and creativity of librarians. Therefore, human resource management is key to reading promotion resource effectiveness. In the author's survey of reading promotion status, human resource investment in libraries was not optimistic: only 28.8% had dedicated departments, 13.5% had 3 or more full-time staff, 9% had fewer than 3 people, and the remaining 49.6% had staff holding concurrent positions. Therefore, increasing human input and precise allocation, cultivating and assigning librarians with innovation, planning, and resource allocation abilities are primary development needs. The reading promoter system is a beneficial exploration. Venues, facilities, funds, and other social cooperation resources should also be included in the resource effectiveness assessment system. It is worth emphasizing that since reading promotion is a new business for library service transformation with initial comprehensive mobilization, multi-point investment, and parallel multi-party implementation, some libraries have all business departments conducting reading promotion without departmental boundaries. Now that reading promotion has become a main library business, should professional evaluation be conducted based on development history to choose between centralized or continued decentralized resource allocation? Currently, the quantifiable indicator for reference is the input-output ratio, comparing various resources converted into real monetary costs with reading promotion outputs (annual activity sessions, number of participants per ten thousand people, etc.) to calculate ratios that reflect resource utilization efficiency to some extent. However, China's public service field generally lacks complete and effective resource effectiveness management methods; the significance of proposing this indicator lies in promoting libraries to maximize the use of all available resources.

4.3 Socialization: Maintaining Openness to Society

Library services have boundaries, but the goal of nationwide reading is boundless. To promote this boundless goal within bounded domains, openness and cooperation are essential. Libraries must establish all-round cooperation with different social institutions to build a public reading service system, including organizational systems, institutional systems, resource sharing systems, and evaluation management systems for reading promotion [20]39-41.

The organizational system is open: government-led, with libraries, families, and schools as the three-in-one service main body, and various social forces participating together. Government is responsible for planning, guidance, guarantee, and coordination; libraries provide professional reading services and manage-

ment; technology, media, and content providers offer promotion platforms; and individuals or organizations jointly participate in promoting reading culture. The institutional system provides professional development norms and rules to promote specialization, proceduralization, and standardization of reading services. The resource sharing system shares professional, social, and technical resources. The evaluation management system formulates and implements professional evaluations.

Under this open system, two types of social cooperation are carried out:

(1) Technical Cooperation. If libraries refuse to incorporate digital information and its technology into reading services, reading promotion will become isolated from the media convergence ecology, unable to provide effective services, and will lose its promotional function. Reading promotion cannot isolate technological progress in the name of protecting classic reading or insisting on paper worship; it needs to adopt an attitude of cooperation with technology from a humanistic care perspective, utilizing new technology and supporting new reading. Only with development can there be inheritance; only with promotion can there be inheritance.

(2) Business Cooperation. Currently, a large amount of social cooperation already exists in library reading promotion practice. The author's survey found that 83.5% of libraries conduct reading promotion services through social cooperation, with 3.8% having partners participate in all reading promotion work and 0.8% completely delegating responsibility to partners. However, common problems exist in social cooperation: lack of policy guidance, absence of guiding principles and social access and supervision; cooperation has not formed a system, remaining limited to tactical cooperation among individual libraries without overall industry organization and coordination; social cooperation has not been incorporated into library business management frameworks, making it impossible to objectively evaluate cooperation performance. Therefore, designing and constructing systematic social cooperation mechanisms, standardizing cooperation access conditions, benefit supervision, and performance management will be the focus of future social cooperation development [22].

5. Service Innovation Strategies for Library Reading Promotion

5.1 Providing Integrated Technical Solutions for Reading Services: The Reading Service Chain

The biggest difference between reading promotion under media convergence and traditional reading promotion is that technological change has separated content from carriers, with content overload and surplus—technology is both the cause of problems and innovative solutions. Managers can utilize the essence of modern digital technology, such as internet thinking, to clarify main reading service demands, streamline reading promotion service and management links,

and construct a complete reading service chain through technical assistance—that is, using technology for top-level design of reading promotion with different library characteristics. Based on this, business and technology co-architecture groups can conduct service framework and process design, collect, evaluate, and analyze demand and service data, and use new technologies such as mobile internet, big data, and the Internet of Things to develop integrated solutions for reading promotion, systematically improving reading service efficiency. The various links on the reading demand and service chain are shown in Figure 1 [Figure 1: see original paper], analyzing the service content, technical and professional requirements, and core service values corresponding to each demand point.

As seen in Figure 1, the technical key point of integrated reading service solutions is to connect online and offline collection resource data and reader behavior data management to achieve better matching of resources, services, and readers. Current library business management systems focus on bibliographic data processing and management, with clear processes from publication to borrowing and seamless online-offline connections. However, data collection and management related to human behavior (reader behavior) still have bottlenecks, particularly lacking data on digital and online resource usage beyond library collections, records of reading service activities beyond book borrowing, and reader evaluation data on services. Two improvement pathways are proposed:

The first pathway is for libraries to base themselves on common industry needs, use their identity as library consortium users, and technically participate in or influence the formulation of digital resource organization, usage norms, and standards. They should not only act as agents for collective payment to obtain data usage rights but also exercise rights similar to library collection owners, becoming data owners (permanent collections), managers of reader usage records, and breaking data providers' discourse monopoly in the digital age. They should use the mature library professional system to encompass digital resource processing, utilization, and promotion—this is a long and arduous journey.

The second pathway is to improve reader behavior data collection and management mechanisms in library business management systems. Beyond library collection borrowing behavior, they should also record library collection retrieval behavior, digital resource borrowing (click) behavior, information query and reference consultation behavior, reader visitation (zone) behavior, participation in online and offline reading exchange activities and training promotion behavior, other reading service-related behavior, and reader evaluation data on service effects. Based on integrated reading service solutions, these big data analysis methods can be used to finely analyze reader needs, precisely customize and push reading resources, organize reading activities and education and training through user segmentation, conduct targeted services and reading promotion, analyze service data and reader evaluations, and assess effectiveness, achieving technology-led, data-driven reading service management.

5.2 Providing Personal Reading Strategy Support Services: Media and Information Literacy Education

In the media convergence environment, facing abundant media content, readers need to adopt appropriate personal reading strategies to select reading content and modes. Readers of ubiquitous content, functional illiterates, digital immigrants, and even digital natives all need personal reading strategy support. This strategic construction ability increasingly depends on individual digital literacy. In August 2017, IFLA released a statement on information and digital literacy, pointing out that media and information literacy is key among them [23]. Conducting related popularization education is the foundation for personal service innovation in reading promotion.

According to IFLA Management Committee's recommendations on media and information literacy passed earlier, "media and information literacy consists of knowledge, attitudes, and various skills through which one can know when and what kind of information is needed; where and how to obtain needed information; how to objectively evaluate and organize information when discovered; and how to use it legitimately" [24]. These literacy and skill education and training programs serve as long-term foundational work for reading promotion. Libraries must develop executable training systems to explain key content to staff and readers:

1. **Training Objectives:** Teach readers to think about what to read, how to read, and how not to read.
2. **Training Outline:** Teach readers to improve and use three abilities: self-assessment ability (correctly evaluating one's reading ability, preferences, and needs); information ability (the skills to obtain, select, use, and exchange information mentioned above); and selection ability (choosing what to read, when to read, what not to read, and when not to read). The ability to choose when not to read under media convergence conditions is also called "disconnection" ability, whose importance grows with content proliferation. "Disconnection" does not mean completely rejecting online or isolating networks but maintaining an ability to not connect or stop connecting [25].
3. **Implementation Plan:** Specific job responsibilities of librarians and reading promotion departments, specific content of training services, and management.

Additionally, as preventive education, it is necessary to remind readers to avoid excessive digital reading to prevent "video display terminal syndrome" [26]—a series of physical and mental symptoms including vision deterioration, eye and other body pain and discomfort, and mental disorders caused by overuse of video display terminals.

5.3 Expanding Digital Reading Promotion Service Fields

5.3.1 Connecting Online and Offline Reading Resources and Service Channels In the reading culture transformation triggered by media convergence, libraries must seize opportunities to open up the flow of online and offline reading resources and achieve greater integration of reading content across the industry. The author proposes a preliminary idea: using the digital resource processing and utilization mentioned above as an example, on the basis of striving to make digital resources permanent collections, can libraries achieve collection connection revelation between paper and digital resources? For instance, adding a homogeneous collection digital resource link address field in MARC data, adding corresponding digital resource collection address identifiers to paper collections, and using specific technical methods as content connection bridges; similarly, giving collection digital resources corresponding paper resource intelligent addresses (shelf marks) in reverse.

Additionally, to connect online and offline reading flows, librarians should actively form digital reading clusters, accommodate offline reading, and establish virtual-real combined reading networks. Combining online promotion with offline experience allows the breadth advantage of online experience and the depth advantage of offline experience to complement each other, leading digital reading.

5.3.2 Inheritance and Promotion of Classic Reading Classics are cultural essences that have undergone long-term testing and have extensive influence. Classic reading is communication with great souls and immortal thoughts that helps people resist utilitarian and fast-food reading trends. Classic reading should necessarily become essential content for reading promotion. The current issue is not whether to read classics but how to read them: 坚守 traditional reading modes can read paper versions, while accustomed digital reading can also “read screens” or “read images.” The rich connotation and influence of classics can stimulate people’s thinking and debate, forming classic reading communities and using online personal connections to promote broader divergent discussions, thereby promoting deep reading and expanding classics’ influence through digital means.

Wang Zizhou, Zhang Ge, and Zeng Liying point out that some current library service modes are overly entertaining, affecting the realization of traditional reading service functions: “Libraries should adhere to professional rationality and resist the erosion of entertainment” [27]. Another viewpoint holds that moderate entertainment of reading activities is the need of current mass culture and electronic media technology development. As long as libraries conduct rational design and guide benign interaction, they can also promote classic reading and benefit reading promotion: “We should jump out of the binary opposition thinking mode” [28]. The issues and viewpoints raised by all parties have warning and reference significance and deserve industry attention and continued in-depth exploration. When innovating classic reading promotion methods, we must still

adhere to promoting the inheritance and development of the profound essence of classic culture.

5.3.3 Emphasizing Digital Humanities Applications in Reading Services

The digital humanities field is a new direction for library service practice, becoming forward-looking infrastructure and directional guidance in resource construction, reader services, and technical support. From the perspective of reading services, digital humanities can achieve formal and internal aggregation of resources and integration of service strategies and processes, thereby providing quantifiable knowledge management-based reading services through knowledge mining, organization, and discovery. Moreover, digital humanities applications such as knowledge maps and information visualization also realize the combination of digital technology and humanistic value in library knowledge resource dissemination and reading services. This combination makes technology not just a means and solution for reading services but 贯穿 the reading service process itself—this is a leap of technology in reading services and the direction of inclusive innovation in library reading services.

Media convergence provides strong media support for digital humanities applications, making “distant visual reading” [29] research and applications based on text content and relationships, such as text visualization, multi-level information visualization, and graph mapping, increasingly popular in recent years, especially for classic and ancient book development projects that have strong domestic and international impact. Projects like Google’s global book word frequency statistics provide new examples for library knowledge and reading services. Currently, libraries at home and abroad have recognized the significance of digital humanities applications, but their understanding of challenges and specific development applications are still being explored and should play more valuable roles in the future.

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