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Postprint: Analysis of Research Hotspots and Process Evolution in Reading Promotion Evaluation

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Abstract

As reading promotion continues to innovate in both theoretical and practical research, and plays an active role in leading nationwide reading initiatives, various regions across the country have actively carried out reading promotion activities. However, efficient implementation of reading promotion cannot be separated from objective evaluation research; scientifically and rationally evaluating the effectiveness of reading promotion can provide objective references and a basis for learning for the efficient conduct of such activities. To better carry out reading promotion activities, fully leverage their practical utility, and enhance national reading literacy, this article collects Chinese and foreign literature related to “reading promotion evaluation”, utilizes the CiteSpace visualization tool to analyze research hotspots and processes in this literature, and subsequently identifies the main research content and themes formed during the evolution of reading promotion evaluation from a literature research perspective. This aims to provide a research foundation and reference basis for reading promotion evaluation, and to offer new thoughts and directions for scientifically and effectively conducting reading promotion activities.

Full Text

Research Hotspots and Process Evolution Analysis of Reading Promotion Evaluation

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Abstract

With continuous innovation in reading promotion theory and practice research, and its positive role in leading nationwide reading initiatives, reading promotion activities have been actively carried out across China. However, efficient reading promotion cannot be separated from objective evaluation research. Scientific and reasonable evaluation of reading promotion effectiveness provides an objective reference for the efficient development of reading promotion activities. To better conduct reading promotion activities, fully leverage their practical utility, and enhance national reading literacy, this study collected Chinese and foreign literature related to “reading promotion evaluation.” Using CiteSpace visualization tools, we analyzed research hotspots and processes in the literature to identify the main research content and thematically evolved topics in reading promotion evaluation from a literature research perspective. This aims to provide a research foundation and reference basis for reading promotion evaluation, offering new perspectives and directions for scientifically and effectively conducting reading promotion activities.

Keywords: Reading promotion; Evaluation; CiteSpace; Library

1 Data and Methods

With social development and continuous improvement of national quality, people’s aspirations for a better life have shifted from material needs to spiritual pursuits. Reading provides spiritual nourishment, and how to read is a question that reading promotion must address. As the era of nationwide reading arrives, scientific and effective reading promotion will enhance readers’ interest, demonstrate reading value, and play a vital role in deepening reading promotion. Research on how to evaluate the effectiveness of reading promotion provides strong support and reference for effective implementation.

This study collected literature resources on reading promotion evaluation and conducted statistical analysis of keywords. Through keyword clustering analysis, we identified research hotspots in reading promotion evaluation. Time evolution analysis of keywords summarized the development process of reading promotion evaluation, aiming to analyze the core content and evolutionary patterns from the perspective of subject terms.

Data Collection: Using the CNKI platform with subject search terms “reading promotion” AND “evaluation,” we retrieved relevant Chinese journal papers. The search covered subject areas including “Library Science and Digital Libraries,” “Journalism and Media,” “Education,” and “Psychology.” The final dataset comprised 1,247 Chinese papers retrieved before December 12, 2022.

For foreign literature, we used the Science database with the search strategy: Topic=(“reading” NEAR/promot* OR NEAR/10 promot) AND (evaluat OR

appraise OR assess), limited to research areas including “Education,” “Psychological Education,” “Library Information Science,” “Language Linguistics,” and “Mass Media.” This yielded relevant foreign papers.

Analysis Methods: The bibliographic data of Chinese and foreign literature were imported into CiteSpace software for keyword clustering analysis to identify research hotspots in reading promotion evaluation based on the literature. Simultaneously, we used CiteSpace’s Timeline View to analyze the temporal evolution path and identify research themes focused on reading promotion evaluation across different time periods. CiteSpace’s algorithm extracts keywords with strong relevance, presenting them in cluster and timeline views to reveal thematic evolution.

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2 Clustering Analysis of Research Hotspots in Reading Promotion Evaluation

2.1 Chinese Literature Research Hotspot Clustering

Keywords in literature summarize authors’ research themes. CiteSpace’s automatic clustering function statistically calculates keyword frequency and co-occurrence, grouping similar keywords to identify research hotspots. The Chinese literature on reading promotion evaluation formed 8 research hotspot clusters, representing the main research themes.

[Figure 1: see original paper] Reading Promotion Evaluation Chinese Literature Research Hotspot Clustering

Based on semantic and content similarity, these 8 clusters were integrated into three main research areas:

Evaluation Research in Reading Promotion: Among the 8 keyword clusters, 5 relate to evaluation, including value evaluation, evaluation mechanisms, and different evaluation content. Evaluation methods include indicator systems and various assessment approaches. Some scholars divide evaluation indicator systems into dimensions of library and readers, or from library operation, user services, and other perspectives. Theoretical methods such as grounded theory, structural equation modeling, and content analysis are applied in evaluation research.

Reading Research in Reading Promotion: Among the 8 clusters, 3 relate to reading, focusing on university libraries, public libraries, and reading activi-

ties. Reading research addresses questions of where to read, how to read, and reading methods. Special attention is given to children as a special group for reading promotion, involving picture book reading and intervention methods. Reading promotion through cultural construction, including campus culture, has become a main approach.

Subject and Object Research in Reading Promotion Evaluation: This includes research on evaluation subjects (reading promotion entities) and objects (service quality). Subject research covers comprehensive surveys, strategic planning, and social forces. Object research includes reader satisfaction, user relationship management, service innovation (space services, special groups, human libraries), and information literacy (media literacy, reading ability).

2.2 Foreign Literature Research Hotspot Clustering

CiteSpace keyword clustering analysis of foreign literature on reading promotion evaluation formed 10 clusters, representing research hotspots based on foreign literature.

[Figure 2: see original paper] Reading Promotion Evaluation Foreign Literature Research Hotspot Clustering

These 10 foreign research hotspots were organized into three main content areas:

Reading Research in Reading Promotion Evaluation: Five clusters relate to reading, including reading speed improvement, voluntary reading guidance, habit cultivation, repeated reading, eye-tracking, sustained attention, reading motivation, cognitive processes, reading instruction, constructivist cognition, reading-writing connections, and reading strategies.

Evaluation Research in Reading Promotion: Five clusters relate to evaluation, covering teaching/learning strategies, information technology, access, engagement, measurement, curriculum-based assessment, collaborative practice, and methods. Evaluation focuses on innovative teaching methods, reading courses for language development, collaborative practice to overcome reading difficulties, and reading behavior assessment.

Reading Content Research in Reading Promotion Evaluation: This includes text reading for literacy development, gifted books for literacy policy support, early childhood education, reading difficulties (dyslexia), multiple texts for digital literacy, second language learning for bilingual learners, and meritocracy education.

3 Process Evolution Analysis of Reading Promotion Evaluation

3.1 Chinese Literature Process Evolution

From a temporal perspective, research across a certain period converges on major issues, forming thematic evolution. Using CiteSpace's TimeView, we display research themes focused on reading promotion evaluation from a time dimension, showing evolution patterns.

[Figure 3: see original paper] Reading Promotion Evaluation Chinese Literature Evolution Path

The Role of Libraries in Reading Promotion Evaluation: This theme evolved throughout the research process, covering university libraries, public libraries, reading spaces, and strategies. Library space reconstruction and innovation continuously expand reading capacity. Space services have gradually become a main content of reading promotion evaluation.

Evaluation Method Research: The analytic hierarchy process (AHP) combined with performance evaluation became a main method for constructing evaluation indicator systems and weight calculation. Related methods include Delphi, SWOT, balanced scorecard, and grounded theory. Performance evaluation research includes establishing indicator systems, evaluating service quality, and assessing reading demand satisfaction.

Reading Object Evaluation: This theme focuses on nationwide reading and children's reading, forming the main thread of research. It explores nationwide reading promotion from perspectives of learning society construction, public cultural service support, and library alliances. For children, it draws on classic U.S. cases covering children's education, reading interventions, and reading activities.

University Library Reading Promotion Evaluation: This evaluates university students and librarians as main objects, covering information literacy education, embedded education, and media literacy cultivation. WeChat public platforms have become characteristic content in evaluation.

Public Library Reading Promotion Evaluation: This focuses on evaluating results and effects, including user experience and typical cases. Compared with university libraries, public library audiences show diversity, covering adult reading and other groups.

3.2 Foreign Literature Process Evolution

The evolution of foreign literature on reading promotion evaluation focused on specific research themes through merging similar processes.

[Figure 4: see original paper] Reading Promotion Evaluation Foreign Literature Evolution Path

Targeted Evaluation Research for Specific Objects: This includes evaluation of specific programs like “Reading Malawi” for children in low-income post-colonial countries, junior students, adult readers, and bilingual learners. Reading Malawi demonstrates the positive significance of high-quality literacy interventions for educational equity and children’ s rights.

Purposeful Research on Reading Promotion Effectiveness: This theme includes second language acquisition, multitasking, educational components, and educational reform. For second language learning, research focuses on how reading promotes language acquisition and builds cultural foundations. Multitasking research examines how composite behaviors affect reading focus and efficiency.

Specificity Research on Reading Promotion Evaluation Basis: This focuses on functional aspects, mainly the functions of library space and education. Modern libraries aim to cultivate public information literacy and reading literacy. Design experiments (teaching experiments, text reading experiments, audience experiments) are main evaluation methods. Reading behavior research is closely related to reading experience.

4 Conclusion

Research Hotspots: Chinese literature focuses on evaluating reading promotion from library functions, nationwide reading, and social impact dimensions to construct evaluation indicator systems. Foreign literature examines core elements promoting reading from reading and promotion perspectives, emphasizing targeted empirical analysis of specific cases and groups.

Evolution Process: Chinese literature evolved from measuring library reading promotion services to establishing indicator systems combining quantitative and qualitative methods. Foreign literature evolved from identifying specific evaluation objects and targets to emphasizing functional components and design experiments. Reading promotion evaluation increasingly focuses on reading itself, children’ s benefits, and cognitive ability transformation from behavior research.

Evaluation Basis: Chinese literature emphasizes performance evaluation, social media impact, and policy implementation. Foreign literature focuses on functional specificity (library and educational functions), national cognition through nationwide reading, and experimental design as main evaluation approaches.

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