

The Reading Course Mode Setting in the Library of Science and Engineering University—Taking the Library of University of Electronic Science and Technology of China as an Example

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Abstract: University Libraries in China mainly offer information literacy education courses, rarely involving reading courses. At present, in the content system of students' education in science and engineering universities, the education of reading literacy is particularly lacking. Taking the reading course of the library of University of Electronic Science and technology of China as an example, this paper discusses the opening mode of the reading course of the library of science and engineering from the perspectives of the mode structure, content design and feedback mode establishment, and probes into the effective way of the reader's reading literacy education.

Introduction

According to The 15th National Reading Survey Report published by China Press and Publication Research Institute in April 2018: The contact rate of digital reading mode (online reading, mobile reading, e-reader reading, pad reading, etc.) is 73%, 4.8% higher than that in 2016, and the average daily contact time of Internet is 60-70 minutes^[1]. According to the 42nd Statistical Report on the Development of Internet in China issued by China Internet Network Information Center in July 2018: China's Internet users are mainly teenagers, youth and middle-aged groups. As of June 2018, the 10-39-year-old group accounted for 70.8% of the total Internet users; the proportion of Internet users aged 20-29 was the highest, accounting for 27.9%; the proportion of the population aged 10-19 and 30-39 was 18.2% and 24.7% respectively, and the proportion of the population under 10 was 3.6%^[2]. The popularization of digital reading brought about by the information explosion has increased significantly. Students' reading ability is not enough to match the explosive growth of reading resources. Therefore, the library must undertake the responsibility of students' reading literacy education.

Foreign university libraries have been adhering to the concept of "library is education", and regard teaching support as the basic function of university libraries. In China, The Regulations for Libraries of Colleges and Universities issued by the Ministry of Education at the beginning of 2016 clearly points out that "the main functions of university libraries are educational functions and information service functions" and it is clearly required that university library "should fully participate in the training of talents" and improve the position of library in the process of teaching and educating people^[3]. The university library is one of the important places for the reading literacy education of undergraduate students.

This paper takes the reading course of the library of University of Electronic Science and Technology of China as an example, from the aspects of teaching objects, teaching objectives, teaching methods, teaching contents and teaching evaluation, and discusses the mode setting of reading course in university library of science and engineering, in order to provide reference for students' reading Literacy Education in domestic university library.

An Analysis of the Current Situation of Reader Education in University Libraries in China

The information literacy of students can be divided into five levels: Students' information

literacy, general learning information literacy, professional learning information literacy, research learning information literacy and innovation research information literacy [4]. The teaching content of university library is mainly "literature retrieval and utilization", and the development forms are mainly elective courses, training and lectures, mainly served by librarians. The teaching materials are mainly self-made, and there is no unified standard. 90.48% of the 42 "double first-class" University Libraries in China hold a series of lectures and 69.05% of them have set up courses related to Literature Retrieval and Utilization. 75.9% of the libraries offering courses related to Literature Retrieval and Utilization set up corresponding courses according to the reader level (undergraduate and graduate students). Some university libraries are supported by the network training mode, such as the National Excellent Video Open Course Digital Library Resource Retrieval and Utilization of Peking University Library^[5], A series of lecture video programs in Tsinghua University Library, ^[6]the library of Shandong University provides micro videos of database application, learning the skills of document management tools, etc.^[7], the micro course of Wuhan University Library ^[8]and so on.

Reading literacy refers to the ability to quickly query and read all kinds of information and apply it to solve all kinds of practical problems in life in the knowledge and information society^[9] Reading literacy education in colleges and universities is the foundation of information literacy education, which is indispensable in the education of students' information literacy. Its goal is to improve students' ability to acquire and read different documents, and lay a foundation for further improving students' professional literature reading ability. At present, the teaching practice of colleges and universities library is mainly carried out through courses, lectures and other forms.

Reading Curriculum Design Based on Reading Literacy Education of University Students

Course Structure

The library of University of Electronic Science and Technology of China offers public elective courses Reading Literacy of College Students and Appreciation of Classic 60 Reading Books for college students, pays attention to the cultivation of the new four abilities of undergraduate students "listening, speaking, reading and writing", and combines teaching and discussion, class and off class, method and practice, time and space. Curriculum is developed around the concept of "90ⁿ":

"90" has three meanings: 90 minutes of class, teachers and students read and discuss together; 90 ° right angle, encourage students to express their distinct reading attitude; Half of the people who have embarked on a one hundred mile journey may fall by the wayside; There is a saying in Warring States Policy. Qin Qiwu that guides students to never be satisfied with knowledge and to move forward through reading. "N" means unlimited reading extension after class; in-depth reading with an open attitude to explore the infinite possibility of reading; putting into action and accumulating constantly can bring unexpected reading gains.

With this orientation, the library has created a reading course mode centering on the cultivation of undergraduate students' ability of "listening, speaking, reading and writing", as shown in Figure 1:

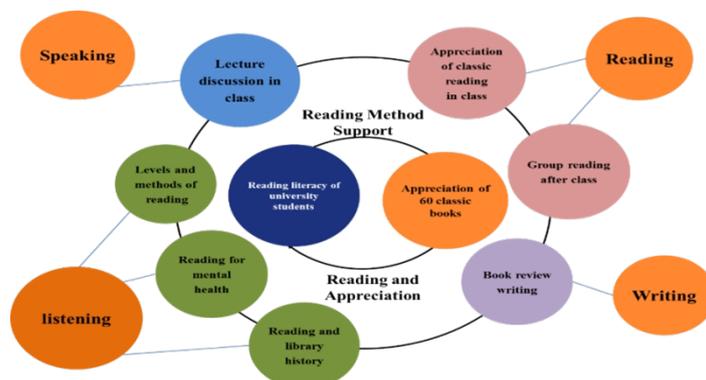


Figure 1. Curriculum Mode

- 1) Infinite extension of class: the students are divided into different reading groups. After class, they complete the deep reading of the books in the designated category, write the group reading report, and make PPT to complete the 15 minute class speech. Teachers follow up reading progress in QQ group and guide students to complete PPT production. The class is not limited to 90 minutes and continues to extend.
- 2) Flipped reading class: The design of curriculum model focuses on the depth and breadth of students' participation. In the class, there are lecture and discussion links to let students express their reading attitudes and gains. For the selection of reading materials, the teacher only provides guidance suggestions, and the decision-making power is given to the reading group. Such flipped classroom can stimulate students' interest in reading independently and effectively urge students to complete text reading.
- 3) The recognition of reading credits: Reading Literacy of College Students and Appreciation of 60 Classic Books are public elective courses for undergraduates, with 1.5 credits, 24 class hours and small class teaching. Credit recognition can effectively encourage students to participate in the deep reading of classic texts.
- 4) Librarian led teaching: the teaching team consists of 1 Research Librarian, 1 associate research librarian and 2 main employees. Professional librarians give full play to the role of Librarians in reading education and guidance for students, which is more conducive to the in-depth disclosure and use of library resources.

Link Design and Teaching Objectives.

Reading curriculum design focuses on the combination of teaching and discussion, on class and off class, method and practice, time and space, etc. In the traditional reading course of literature appreciation, theory teaching or appreciation teaching mode is generally adopted. The students are bored and shy of discussion, so it is difficult to organize and implement the discussion type classroom teaching. Its core is to improve students' reading ability, team cooperation ability, language expression ability and writing ability through excellent reading, as shown in Figure 2:

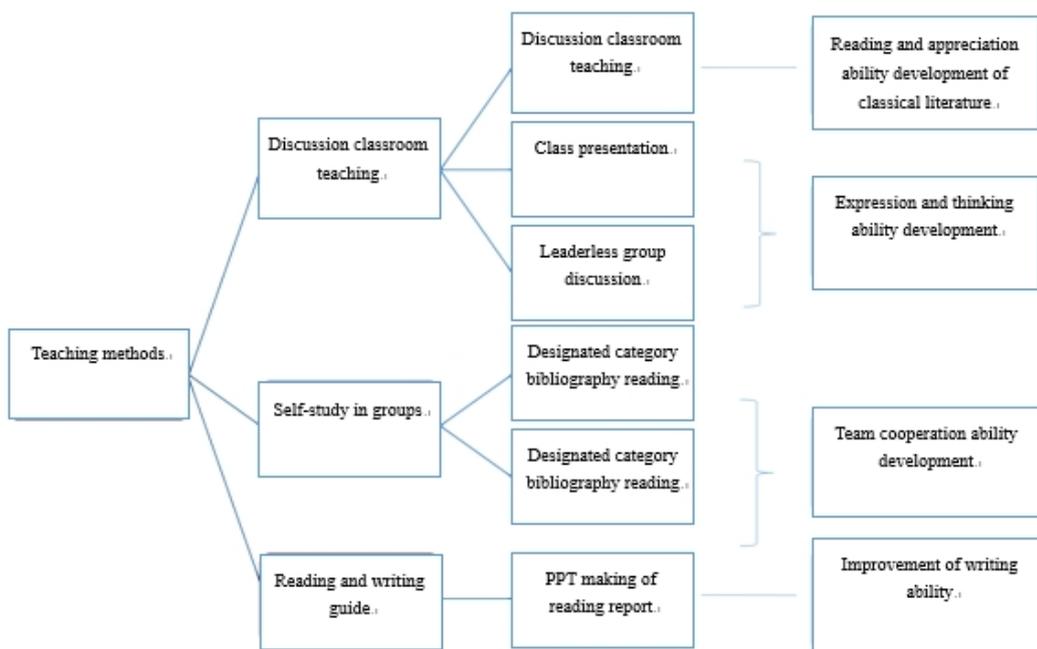


Figure 2. Link Design and Teaching Objectives

- 1) Teachers choose different classical literature (history, literature, philosophy, social sciences, etc.) to guide students to appreciate reading. Through the analysis of the author's creation history environment, background and writing expression, students can better understand the connotation of the classic text and grasp the ways and methods of reading appreciation.
- 2) The cultivation of team cooperation ability is completed by self-study in groups. Students are

divided into different learning groups. After class, the learning groups need to finish reading the books of the designated category on time, and prepare the 15 minutes' lecture of each group. In group learning, students need to integrate into the team and participate in the completion of team work. It's effectively improve the reader team cooperation ability.

3) The cultivation of the ability of expression and thinking is realized through class speech and leaderless group discussion. After the learning group completes the PPT preparation of the group speech through the group reading after class, the group selects the speaker for the class speech by itself. Through the classroom speech, we can train the students' language expression ability and inspire their courage to face the public speech. Leaderless group discussion is that teachers and students discuss reading of a certain category of books in the form of a round table and students need to finish reading relevant texts after class and participate in open discussion in class.

4) The improvement of writing ability is achieved through reading and writing guidance. Through the analysis and explanation of excellent book review writing methods, teachers can help students understand and preliminarily master the writing skills of book review. Then, the reader completes the book review writing independently, combining the classroom theory with the writing practice.

Assessment and Feedback Mechanism.

Combined with the design of teaching links, the assessment links are divided into three parts, daily scores, classroom report scores and reading report scores, as shown in Figure 3:

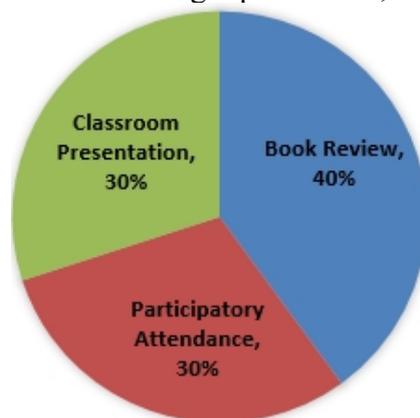


Figure 3. Assessment Links and Proportion

This kind of comprehensive examination method can not only avoid the singleness of the examination only based on the reading report, but also effectively improve the students' attention to the after class reading, class speech, book review writing and other links, and effectively stimulate the enthusiasm of the students to actively participate in the class discussion. The daily scores are the assessment of students' participation in the course; the classroom report scores are the assessment of students' completion of literature reading after class, whether they form opinions, and the ability to express themselves in class; the reading report scores is the assessment of students' ability to use literature and write.

In order to better obtain students' opinions and suggestions on the course, after the end of the course, students need to complete the anonymous questionnaire survey. The survey content includes students' reading status, opinions and suggestions on the course content and evaluation of the course. Through the questionnaire, we found that students have a strong desire for reading, and have practical needs for mastering reading methods, expanding the reading range and obtaining high-quality reading resources.

Reflection and Optimization

The library reading course of University of Electronic Science and Technology of China breaks through the mode of traditional literature appreciation course, and naturally integrates the reading literacy education of college students into the course. It mainly solves the following problems:

- 1) Enrich reading curriculum content. In addition to the appreciation of classic books, it adds reading levels and methods, reading and library history, reading and mental health and other contents, supplemented by book review writing skills.
- 2) Effectively improve students' participation. By using the form of classroom discussion and reading group reading after class, students can participate in the reading of classic texts, and give full play to their special abilities to participate in the preparation of group reading report content, classroom speech, etc. It solves the problem of one-way input in traditional reading class that the students listen to the teacher.
- 3) Realize the comprehensive ability training of "listening, speaking, reading and writing". Students learn relevant knowledge by listening to class; exercise their expression ability by class discussion and speech; read the classic texts in class and off class and read all kinds of classics; exercise writing ability through guidance on writing skills of book review in class and original book review writing combining theory with practice.
- 4) Full immersion reading literacy education. The professional librarians of the library set up course groups, naturally introduce various resources of the library into the teaching process, and let the library participate in the students' reading literacy education from various levels and angles.

The model extends the classroom to 45 minutes and to a certain extent, widens the depth and breadth of the traditional reading course, and can improve students' reading literacy more effectively. However, in terms of link setting, the teaching effect and team building need to be improved, such as:

- 1) Increase the discussion in class, do a good job in setting questions before class, cooperate with the teaching team, and effectively carry out the discussion in class. Guide students to speak actively, let students participate in class discussion more, and express their reading views and attitudes.
- 2) Strengthen reading guidance after class, lead reading group to complete deep reading through online discussion group (QQ, WeChat). In addition, after class face-to-face reading guidance should be added, and reading group students should be organized to share reading comprehension and answer questions.
- 3) Strengthen the construction of teaching team, take the students' reading literacy education as the starting point, organize the team to listen widely, prepare lessons collectively, and carry out the preview of teaching content. Through the construction of teaching team, further enrich the teaching content, expand the connotation of the mode and improve the effect of the mode.

Conclusion

The reader's reading literacy education is an indispensable part of the reader education in university library. The reading course in the library of University of Electronic Science and Technology of China helps students improve their reading ability of different documents through flipped classroom and reading guidance extension. Meanwhile, it guides students to exercise their expression ability through speech in class, and helps students improve their writing level by using book review writing guidance. From the four aspects of "listening, speaking, reading and writing", based on reading, effectively implement the education of students' reading literacy. The university library should give full play to the advantages of its own collection of documents, space and professional librarians, constantly improve the library's reader education mode, effectively support the talent training work of the University, and build the library into a classic education place and ideological and cultural platform.

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