

Reading Promoters' Training: New Service of Public Library - A Case Study of Pudong Library of China

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ABSTRACT

In order to make reading promotion more professional and qualified, some libraries and associations in China are training reading promoters. The Pudong Library of Shanghai is a typical case. This article summarizes the theory and the practice of reading promoter training, and discusses the operation offered by Pudong Library. It also concludes the achievements, innovations and the characteristics of the training, and further provides the developmental directions of the training. This article aims to introduce a new service that was undertaken by the Pudong Library, and considers how to make this practice more effective and well-developed.

KEYWORDS

Pudong Library, Reading Promoter, Reading Promoters' Training, Reading Promotion

INTRODUCTION

Over the years, nationwide reading has been a national strategy in China. Various kinds of reading promotion programs such as story-telling, book-reading and lecture-giving are organized by libraries and other academic institutions. Reading promotion events have great significance for the recommendation of excellent books and enhancing the public's willingness and reading skills (Fan, 2017). Reading Promoters who plan, organize and implement these reading promotion activities are also significant. In recent years, libraries in China pay more attention to the Reading Promoters' building qualifications and management, and therefore, the Reading Promoters' training comes about. The Shenzhen Children's Library was the first library to train Reading Promoters in 2012. Since 2015, the Library Society of China has offered the Reading Promoters' Training project. In the practice of Reading Promoters' Training, the Pudong Library of Shanghai is a typical and distinctive public library, to which Reading Promoter's Training has become a kind of new service; from Reading Promoters to libraries, and to reading promotion related organizations.

Pudong Library is a district library, and their new building was opened to the public in 2010, which is located on 88 Qiancheng Road, Shanghai. The Pudong Library is funded by the local government; therefore, it is not a branch of the Shanghai Library, but a member of the Shanghai Central Library.

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The Pudong Library provides user-oriented services and is open to all, which expresses the universal service of the public culture (Zhang, 2010) (Figure 1).

LITERATURE REVIEW

In 2012, the Shenzhen Library carried out the Reading Promoters' Training for the first time in China, but scholars have studied reading promotion for several years. The following contents are what the scholars are concerned about.

Reading Promotion

In the middle of the last century, people realized “for thousands of years the written word and for centuries the printed word have played a vital role in the preservation and transmission of knowledge” (Maheu, 1972). Then, 1972 was proclaimed as the International Book Year by UNESCO’s General Conference, and the year’s slogan was “Books for All”. In 1977, the Library of Congress Center for the Book, which also administered the Poetry and Literature Center, was established by public law. The center promoted books and libraries, literacy and reading, as well as poetry and literature. That is, promoting reading is the heart of the Center for the Book’s mission. To promote books means to improve the literacy of people, and this is especially important for children. Edmonds (1987) stated “the promotion of reading and a commitment to producing a literate population must be central to the provision of library service to children in the coming decade” (Edmonds, 1987). In 1995, UNESCO further proclaimed 23 April the annual World Book and Copyright Day. Then, more and more libraries launched reading programs to promote reading, and there is no doubt that reading promotion is an important service in public libraries through today.

Figure 1. Geographic location of Pudong Library



In Chinese librarianship, reading promotion has become a main service in last 20 years (Fan, 2014). Libraries carried out various kinds of reading promotion programs, such as book recommendations, topic lectures, culture groups, and parent-child readings. In 2003, the Library Society of China (LSC) added promoting nationwide reading to the annual plan of their work, which was the starting point of LSC, who promoted reading consciously. In 2013, the topic of LSC's annual conference was Literating China: Reading Leads to the Future, which was a mark that Chinese librarianship promoted reading conscientiously (Fan, 2014). Reading promotion has become a main service in Chinese librarianship.

Reading Promoters

The vocabulary of "Reading Promoters" has a "self-styled" nature, for it came from a group of writers and publishers who were keen to promote children's reading in China (Fan, 2017). In 2007, the first 21st Century Chinese Children's Reading Promoters Forum was held in the city of Nanchang. With the concern of society for nationwide reading in the following years, the word 'Reading Promoter' was widely used. It was then, that the Chinese government paid attention to nationwide reading, and included it in the government report. From then on, nationwide reading became a national priority. The government and the professional associations started to construct reading promoters' teams, and Reading Promoters became a formal title.

In 2014, Library Society of China (LSC) initiated the Reading Promoters' Training Project and defined that "reading promoters are professionals or nonprofessionals who have certain qualifications, and can provide reading guidance and enhance the reader's interest and reading abilities" (Huo, 2014). The most important roles for reading promoters are to promote reading, adopt various forms and channels, foster the public's interest in reading, enhance reading ability and literacy, and then propel nationwide reading (Yang, 2016).

Reading Promoters' Training Practices

Whether reading promoters are professionals or nonprofessionals, they should have strong abilities and be high quality candidates to promote reading. In fact, the reading promotion programs were uneven, so society and the library field reached an agreement that the Reading Promoters need to be trained.

Reading Promoters' Training Classes first appeared in the city of Shenzhen. The training was presented by the Shenzhen Municipal Bureau of Culture Sports and Tourism and the Shenzhen Reading Month Organizing Committee, and hosted by Shenzhen Children's Library in the year of 2012 (Qiao, 2013). This was the first Reading Promoters' training in China. The Shenzhen Children's Library set an example that other libraries could follow in training Reading Promoters. After that, several reading promoters' trainings were held in cities of Zhangjiagang, Zhenjiang and Shanghai.

In 2014, the Library Society of China (LSC) initiated the "Reading Promoters' Training" Project. Based on the numerous experts' resources and the rich activities experience, the "Reading Promoters' Training" Project was a great success, both in the theory and the practice. As a professional society, LSC made a project to search for the theory foundation of Reading Promoters' training. The project was, Study on Establishing the Mechanism of Library Reading Promoters. Throughout the project, scholars made the theoretical study, investigated and analyzed the demands of the training, and formulated the training policies and procedures. Then, the contents and curriculum system of Reading Promoters' training were settled down. The LSC founded the reading promoters cultivating committee to make plans, design the training, and manage the curriculum system. In 2015 and 2017, LSC published two volumes of textbooks for Reading Promoters' training. There are six books in each volume, which made the training more professional. The textbooks in the first volume are *Foundation Work of Reading Promotion In Library*, *Foundation Theory of Reading Promotion In Library*, *Classic Reading Promotion In Library*, *Popular Reading Promotion In Library*, *Children's Reading Promotion In Library*, *Digital Reading Promotion In Library*. The textbooks in the second volume are *History and Tradition of Chinese Reading*, *Books Review and Reading Promotion*, *Lecture Work In Library*, *Family Reading Promotion in Library*, *Picture Books Reading Promotion In*

Library, Reading Promotion In Academic Library. In order to introduce the methods and experience of reading promotion more systematically, and to cultivate and improve the literacy and skills of reading promoters, LSC decided to compile the textbooks volume 3-7 in the following years. LSC applied a technological platform to manage the training, such as registration, course selection, making attendance, taking exams, and learning online. Additionally, the LSC established archives and a query system to manage the Reading Promoters' resources.

In 2014, the Shanghai Society for Library Science nominated Pudong Library as the demonstrated pilot to carry out the Reading Promoters' Training Project. The Pudong Library designed a scientific training system, established the teaching evaluation system, constructed specialized teaching resources, and regulated training management systems (Yang, 2015). Pudong Library carried out systematic training, specialized training, and serial lectures. More than 600 people who have been trained played important roles in the Reading Promotion campaign in China.

The Hong Kong Education City Lt. launched "Reading Ambassador Scheme" and trained students in Elementary Schools, Middle Schools and Special Schools. Besides the training practices that were started by the library, the association, and the government-supported company, several non-government organizations held the trainings while they carried out the reading promotion activities (Yang, 2015). YOURBAY is a private company founded in 2009, and it is a company dedicated to parent-child reading promotion and service. In 2012, YOURBAY established the College of Reading which provided Reading Promoters' training. Up until now, the College held more than 300 trainings and trained tens of thousands of parent-child Reading Promoters.

Associations of different countries offered the reading service, too. Dr. Shannon M. Oltmann, assistant professor at School of Information Science of University of Kentucky, introduced that "The American Library Association helps reader consultants improve readers' service capabilities through writing comments, selecting reading lists, etc. Most librarians are trained in creating and conducting programming like story times, early literacy, teen programs, and so on, and many learn on the job by working with established librarians. There are numerous library associations that range from local, statewide, regional, and national, all of which hold annual meetings or conferences. At these conferences, there are many opportunities to learn about programming, and the latest ideas and information about reading."

Besides the professional training, American libraries pay attention to the development of parents' skills in the reading environment. Every Child Ready To Read is a project supported by the Public Library Association and the Association for Library Service to Children that help parents and other caregivers create early literacy skills in children from birth to age five. There was a similar project that provided training for parents in school settings and asked teachers, as trainers, to use evidence-based strategies for oral reading fluency with their children (Kupzyk, Daly, & Andersen, 2012).

In 2004, a statewide Reader's Advisory (RA) training program commenced in New South Wales, Australia. The program is known as Rewarding Reading – a train the trainer program for public library staff involved in the delivery of readers advisory services (Quinn, 2008).

Since 2006, the Swiss Institute for Children's and Youth Media (SIKJM) of Switzerland ran a professional training to teach the participators to encourage and guide caregivers in play groups, kindergartens, nursery schools, libraries, and parenting centers on how to create and preserve a literacy-friendly environment. This training was implemented in order to develop additional competencies for the use of media with children (age 0 to 6).

While training programs for Reading Promoters exist in China and overseas, there is a lack of in-depth analysis of their success and experience in literature. This article aims to provide such a case study on the program hosted by Pudong Library in the past years, and to inspire discussion on the best practices of training Reading Promoters in the field.

METHODS

Objectives of the Study

The main goal of this study is to analyze the operation of the “Reading Promoters’ Training” program held by Pudong Library. Alternatively, this study is to summarize the achievements and innovations of the program and to suggest how to make further developments. Through these analyses and conclusions, the authors find out why the training is distinctive and characteristic, and how others could learn from the experiences. In order to maintain a sustainable development, the authors suggest ten strategies for the Pudong Library to implement.

Research Methodology

The authors reviewed the literature to understand the research on Reading Promoter’s training. The methods of observation and comparison were also used in this paper to understand the operations of the “Reading Promoters’ Training” of Pudong Library, and to compare the training with others to find out the characteristics and deficiencies.

READING PROMOTERS’ TRAINING IN PUDONG LIBRARY

Reading Promotion as a main service for the library has been widely accepted in Chinese librarianship. However, Reading Promoters’ Training could be taken as a new service. In terms of Pudong Library, the targets of service are Reading Promoters, libraries, and to reading promotion related organizations. Additionally, the Shanghai Society for Library Science is included.

Background

By considering the LSC named Reading Promoters as potential professionals, the librarianship in China wants reading promoters to be more professional and qualified in their promoting of reading. It is the fact that many organizers of the reading activities lack personal qualities and service awareness, so they are far away from meeting the requirements of the professional Reading Promoters, thus leading to uneven effects of reading activities. That was the reality Shanghai librarianship faced. In 2014, the Shanghai Society for Library Science (SSLS) deemed Pudong Library as a test library to carry out the Reading Promoters’ Training program, in order to train a group of professional and qualified promoters who are engaged in reading promotion. Professional Reading Promoters are expected to propagate the value of reading and cultivate the public interest in reading, further to fulfill the concept of nationwide reading. Since 2015, Pudong library held five systematic trainings, and two specialized trainings and serial lectures, which trained more than 600 people.

Preparation of the Reading Promoters’ Training

Organization

In November 2014, the Reading Promoters Working Group was established by SSLS. The Working Group consists of 6 members who are experts in the field of Reading Promotion. The head and the secretary came from Pudong Library, and the Department of Development and Research (DDR) at Pudong Library is responsible for the Reading Promoters’ Training Program. The DDR designed the administrative measures, details of the certification, and the schemes of training. The main work of DDR is to implement the Reading Promoters Training Program and the following certification. The relationship between SSLS and the Pudong Library is to offer guidance and implementation.

As an operator of the Reading Promoters’ Training Program, the DDR formulated reading promoters’ training policies to maintain the program smoothly. The policies included the “Reading Promoters’ Training Program”, the “Reading Promoters’ Training Curriculum”, and the “Reading

Promoters' Management Approach", etc. The DDR made the rules clear for the trainers' enrollment and the details of the evaluation.

Training Schemes

The DDR developed systematic Reading Promoters training schemes, including the target group, the objects, the types, the contents, the curriculum, the instructors, and the evaluation of the training.

The Target Group

The target group includes librarians from different kinds of libraries and the public who are willing to promote reading or are working in this area. Teachers from kindergarten and elementary schools are welcome, and people who love reading and want to improve their reading skills are also welcome. There is no strict admittance threshold for the target group because Pudong Library took into consideration that trying to train as many promoters as it can is important. However, the evaluation of the training is strict, which will be discussed afterward.

Objects of the Training

Objects of the training are as follows: understanding the service idea and the service etiquette of the library, as well as the mission and responsibility of reading promotion; mastering the theoretical knowledge about psychological characteristics and reading behaviors of the public; knowing books suitable for certain people and instructing people how to read scientifically and reasonably; and having an independent ability of planning and carrying out the reading events.

Types of the Training

Children's Reading Promoters' Training is a common kind of training in China, especially because the Shenzhen Children's Library carried out this training for several years. In the aspect of digital library researching and practice, the Shanghai librarianship takes a leading role in China. As a result, the DDR decided to carry out the Digital Reading Promoters' Training as well as Children's Reading Promoters' Training. So there are two main types of "Reading Promoters' Training" provided by Pudong Library.

The Contents and the Curriculum

The contents of the training are associated with the objects. Therefore, the main contents of training are: the library service, the theory and knowledge of pedagogy and psychology, culture and literacy, and the methods and measures of carrying out reading promotion activities. The specific contents of different trainings differ from each other, but the main substance is the same.

The DDR designed the first curriculum of the Reading Promoters' Training (shown below). With the development of the training practice, the DDR improved the courses, while the course modules were the same (Table 1).

The above curriculum is similar to the Children's Reading Promoters' Training and Digital Reading Promoters' Training. It's a kind of "3+X" module. The Theory Module, the Practice Module, and the Activity Display are three fixed modules, while 'X' means flexible module. However, different types of training designed different courses.

The Instructors

The DDR invites instructors from both the theory and practice fields to train the Reading Promoters. The DDR also considers whether the instructor can give training for a long term. Publishers, writers, story-tellers, librarians, and well-known scholars and experts are invited to be instructors of the training. This article will elaborate on the different kinds of experts in the five sessions of systematic training.

Table 1. Curriculum of Pudong Library reading promoters' training

Course Modules	Course Contents	Teaching Aims	Class Hours
Theory Module	Library Service	Understanding the service ideas and the service etiquette of the library, as well as the mission and responsibility of reading promotion	4
	Pedagogy and Psychology	Learning the basic theory and knowledge, research front; Grasping psychological knowledge and teaching methods to people with special needs	4
	Culture and Literacy	Understanding the literature, philosophy, thought, and the history and culture of China and abroad	4
	Literature and Method	Familiarizing people with the literature and helping them understand and appreciate the literature; recommending literature to people	4
	Planning and Promoting Activities	Mastering the method of activities design and plan; using new media and technologies	4
Practice Module	Observing Reading Promotion Activities/Studying Cases	Observing and researching excellent reading promotion activities	4(2 times)
Activity Display Module	Displaying Reading Promotion Activities	Planning and organizing reading promotion activities independently under the teachers' guidance	
X Module	Adjusting the teaching contents of theory module depending on certain trainers; designing flexibly other types of course according to actual situation		

The Evaluation

The evaluation of the training contains a paper test and an experts' interview. The paper test is a comprehensive and written test about the theory of the teaching contents, and it presents 40 percent of the total points. After the training, the trainees should submit projects, plans or videos of their designed reading promotion programs. Then the experts will interview the promoters and ask relevant questions according to the programs they submit. The interview presents 60 percent of the total points, and after attending the assessment, the trainees would graduate from the training.

There are two kinds of certificates of the training: Trainees who pass the test and the interview could get the certificate of graduation, and outstanding candidates can get the Appointment of Reading Promoter. The judgments were made by the experts group according to the performance and the scores of the interview.

Implementation of the Reading Promoters' Training

The Pudong Library provided both systematic training and specialized training. Systematic training faces all of the people and follows the module of 3+X. Specialized training means to train certain people according to the special needs of their organization. Additionally, Pudong Library held serial lectures and provided volunteers services in order to totally implement the Reading Promoters' Training.

Systematic Training

Systematic Training is the core of the "Reading Promoters' Training Program". On April 22nd, 2015, before the World Book and Copyright Day, Pudong Library carried out the first session of training: Children's Reading Promoters' Training. After that, two sessions of Children's Reading Promoters' Training are carried out in 2016 and 2017. In addition, Digital Reading Promoters' Training was carried out twice in 2015 and 2016.

There are three periods in every training: pre-training, training and post-training. In pre-training period, DDR posted notice of the training on WeChat public accounts of Pudong Library and Reading Promotion Communication Group (nationwide). There are more than hundreds of thousands of people that follow WeChat. The Shanghai Library Association will propagate the information through multiple channels, and the Pudong Library will also promote the training information to their cooperative organization to see if their staff needs to be trained. After the recruitment, the Pudong Library chooses trainees from their subject backgrounds and jobs undertaking, and then the training starts. In the training period, DDR participates in the management of the courses, coordinates with the instructors, and records the trainees' attendance of the class. In the post-training period, DDR collects teaching materials and asks the feedback of the trainees, such as the contents of the training and the evaluation to the instructors.

Courses

Based on the curriculum mentioned above, the DDR designed different courses according to different types of training. Meanwhile, the courses were improved on the basis of the development of the theory and the practice.

The first Children's Reading Promoters' Training followed the Training Schemes and trained promoters theory and knowledge of Library Service, Pedagogy and Psychology, Culture and Literacy, and the methods and measures of carrying out reading promotion activities. The second training adjusted contents and forms of the courses on the basis of teaching evaluation. The courses included Library Reading Promotion Service, Ecological Overview of Chinese Children's Reading Promotion, Organization of Reading Club, Illustrated Books Learning and Appreciation, The Development and Evaluation of Children's Literature, Children's Psychology and Life Education, and Reading Activities' Originality and Implementation. The courses of the second training were more pertinent and practical. While the third training gained experiences of the former two and expanded the training contents to Children's Literature, Popular Science Reading, and Aesthetic Education as well as Illustrated Books Researching.

The Digital media and digital publishing's development had a great impact on the public reading methods. The public have new demands for reading promotion services. Under such circumstances, the Pudong Library held Digital Reading Promoters' Training on August 21st, 2015 and for the following year. The courses were quite different from the Children's Reading Promoters' training, but the course modules were the same. The Theory Module contained Digital Reading Topics Discussion, Digital Reading Industry Environment Scan, Digital Publishing and Digital Reading, New Media Operation, and Digital Reading Services Creating and Marketing. The Practice Module contained Digital Reading Services Cases Analysis. The Activity Display Module asked trainees to display their programs planned. The training paid attention to teaching knowledge as well as cultivating practice ability. In addition to analyzing and discussing the developmental trends of digital reading, providing service was a vital content of the training. In the evaluation process, trainees planned several high feasible digital reading promotion programs in group work.

Digital Reading Promoters' Training is the most striking difference provided between the Pudong Library and the Shenzhen Library. The training of Shenzhen Library paid more attention to children and young adults' reading promotion. In the training of 2017, Shenzhen Library offered Theory Courses, Technology Courses, and Practice Courses. Theory Courses focused on the aim, significance, importance, feasibility and related theories of children and young adults' reading promotion. Technology Courses highlighted how to organically combine the reading promotion programs, and the young adults' daily study life while cultivating their literacy on humanity as well as their reading literacy. Practice Courses improved the trainees' practical ability through the reading club and other programs to help the trainees make good combinations between theories and practice.

Instructors

It was discussed earlier that the instructors of the training were professional experts and scholars in different areas. Since 2015, the Pudong Library launched five trainings, and 24 total instructors were invited to the training.

In three Children's Reading Promoters' Trainings, 18 instructors came from four main work backgrounds, who worked in universities, libraries, publishing houses, and private companies or studios. Among them, there were professors, directors, people in charge of reading promotion, writers, managers, company founders, and storymommies (Originated from Taiwan, this title describes people who tell stories to children). The instructors had a high reputation in their research or practical area. For example, Professor Bingsi Fan, working at East China Normal University, is a leading figure in the field of reading promotion. Storymommy Xinwen Huang has a great influence in storytelling, and also founded her storymommy Studio in 2009.

In two Digital Reading Promoters' Trainings, 7 instructors (one of them was the instructor of the Children's Reading Promoters' Training) came from libraries (public or academic libraries), universities, and publishing houses. All of the instructors are respected experts in their fields.

To some extent, the instructors determine the effects of training. From the feedback of the trainees, the instructors that Pudong Library invited were professional and dedicated, and the students rated them highly.

Trainees

Pudong Library carried out five sessions of systematic trainings, and the total number in attendance was 226 trainees. The following Table 2 shows the number of trainees.

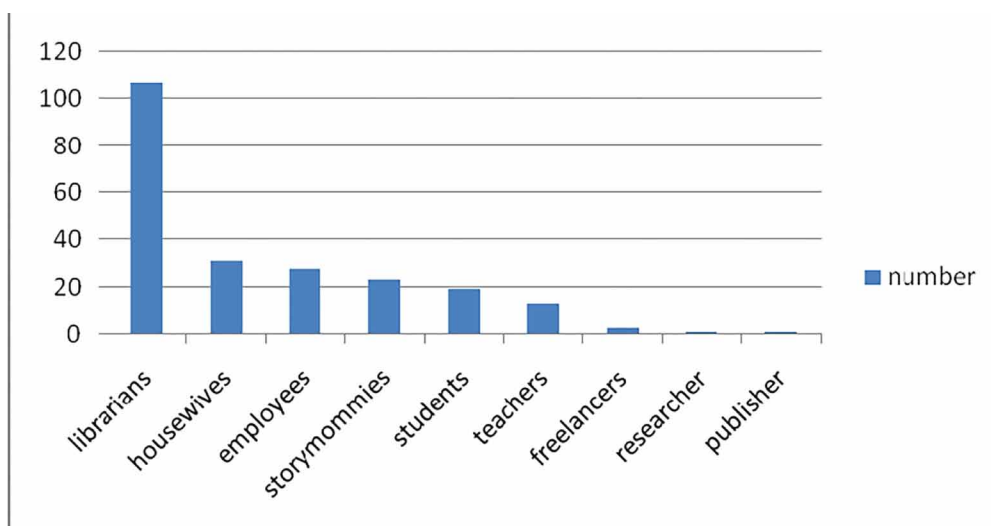
The DDR has more concern about how many people they train, because that expresses the social benefit that Pudong Library produces. The DDR analyzed the attendance and found 47.35% of them were librarians. The reason was that reading promotion gradually became the main service of libraries. More and more reading events were carried out in the libraries, and at the same time, libraries needed professional promoters. The occupations of the 226 people in attendance are shown in the following chart (Figure 2).

From the chart above, we know that reading is a concern by people of different occupations. Although not all of the trainees could get appointments, they wanted to be more professional throughout the training. Housewives (13.72%) and employees (12.39%) from companies were the same when they attended the training, and they all wanted their children receive professional reading tutoring at home. Storymommies (10.18%) were a special group who had the same title and they often told stories in different places. They had the same mission that was offered through storytelling, which was to help children love and enjoy reading. The students (8.41%) in the chart were from universities who had interests in reading and they were potential Reading Promotion workers in the future. The teachers (5.75%) were from elementary schools and middle schools, and librarians in those schools were included. Among all of the trainees, there were three people who had no fixed work; one researcher came from a research institute and one was a publisher.

Table 2. Number of trainees

Type	Attendance	Assessment Participants	Graduates	Appointed Reading Promoters
Children's Reading Promoters' Training	180	137	137	47
Digital Reading Promoters' Training	46	39	39	31
Total	226	176	176	78

Figure 2. Occupations and numbers of the trainees



Appointed Reading Promoters were those who had an excellent performance, and got distinguished marks both in their paper test and experts' interviews. In order to ensure that the Appointed Reading Promoters carry out reading promotion activities continually and effectively, the DDR demanded that the appointment was valid for two years. In the period of two years, appointed Reading Promoters should conduct reading promotion work or activities no less than five times; otherwise the appointment would be cancelled.

Specialized Training

There are two kinds of specialized training: cooperating training and authorized training. The Pudong Library provided Reading Promoters' Training positively with institutions which needed some special training. In 2015, the DDR cooperated with a teacher from the East China Normal University, and held Children's Reading Promoters' Training for students at the Department of Psychology and experienced volunteers outside of the university for three days. At the same time, with rich training experiences, some organizations and libraries authorized Pudong Library to train their employees. For example, the Pudong Library Provided Digital Promoters' Training to the librarians at the library of Hainan Tibetan Autonomous Prefecture in Qinghai Province in September, 2017. Specialized training is a service provided by Pudong Library which meets the special needs of different organizations.

Serial Lectures

The research and practice in the field of reading promotion is continually changing and upgrading. The DDR paid constant attention to the needs of the Reading Promoters and developed further training lectures to certain Promoters, which were provided by the forms of serial lectures. Those lectures included Life Education, Literature Understanding, and Leader of Reading Club Training, which were free to the trainees. The Reading Promoters and people who were interested in these areas were all welcome.

Volunteers Servicing

The DDR paid close attention to socially vulnerable group's reading needs and organized 'Reading Volunteers' to rural areas in China. The 'Reading Volunteers' were Reading Promoters who participated in the Reading Promoters' Training and got excellent marks. In November 2015, the

Volunteers went to Guangmiao Country in the Anhui Province and carried out reading activities such as picture books reading, and story performing with local children. The team also provided a mental health counseling service to vulnerable groups. The services from the Reading Volunteers was an extended service provided by the Pudong Library and it was another manifestation of the training's benefits to the society.

ACHIEVMENTS, INNOVATIONS AND CHARACTERISTICS OF PUDONG LIBRARY'S READING PROMOTERS' TRAINING

After Reading Promoters' Trainings, the Pudong Library trained more than 600 professional Reading Promoters for the society. Most of the excellent Promoters carried out a variety of reading promotion activities. Since the start of the program, the training has been widely concerned by the society. The training produced good social benefits in Shanghai and the Yangtze River Delta region because of the achievements, innovations and characteristics of the training.

Direction and Implementation: Shanghai Society of Library Science (SSLS) and Pudong Library

In 2014, the Reading Promotion Committee of SSLS put the establishment of Reading Promoter System on the agenda. Subsequently, SSLS established a 'Reading Promoters' Working Group and nominated Pudong Library as the demonstrated pilot to carry out the Reading Promoters' Training Program. This was on account of the rich experience and good effects of the Reading Promotion previously made by the Pudong Library. In the whole process of training, the SSLS serves the roles of a guide, an advisor, and an evaluator.

Pudong Library is an implementer of the Reading Promoter training. As what the authors mentioned above, the Pudong Library takes charge of the curriculum's design, the trainees' recruit, the instructors' invitation, the management, and the assessment. To some extent, Pudong Library is a service provider to the SSLS and the Reading Promoters.

Further Putting Forward the Reading Promotion Based on the Antecedent Experiences

There are more than 1,000 reading promotion events every year in Pudong Library (Song, 2017), so it has rich experiences in Reading Promotion. That is one of the reasons why SSLS chose Pudong Library to be the demonstrated pilot of the Reading Promoters' Training. Based on the experience, Pudong Library knows what users need, what kind of promoters, and what contents users like. As a result, the Pudong Library knows the direction and the expected outcome of the training.

"Reading Promoters' training" is the mark and guarantee of reading promotion activities becoming professional. Through rigorous training, managing, and certification, the Pudong Library made the trainees who would promote reading in the future possess the professional qualification, and further made the reading promotion activities professional in the society.

Through scientific courses, designing, and standardized evaluation, the "Reading Promoters' Training" enhanced the service consciousness and the reading literacy of the organizers and the servers. This enabled them to upgrade their abilities for activity planning and controlling, which then improved the quality of reading activities.

Stability and Development of the Training Curriculum

Pudong Library provided five sessions of systematic training, three for Children's Reading Promoters, and two for Digital Reading Promoters. From the aspect of the curriculum, both types of trainings were stable; meanwhile they were developed with the practice environment.

For example, in the training of Children's Reading Promoters, the theory and knowledge of Library Services, Children's Psychology, and the Methods and Measures of carrying out reading

promotion activities are the core causes of the training. This knowledge is important in the practice of reading promotion so they continued in three sessions of training. Simultaneously, the training program adjusted some causes according to the development of theory and practice. In the second training, the Ecological Overview of Chinese Children's Reading Promotion, the Organization of Reading Club, the Illustrated Books Learning and Appreciating, and The Development and Evaluation of Children's Literature were added to the teaching list. In the third training session, Children's Literature, Popular Science Reading, and Aesthetic Education as well as Illustrated Books Researching were added.

The "Reading Promoters' Training" is a process which needs to keep being explored. Pudong Library pays attention to the teaching effects, the trainees' feedback, and the development of the theory and the practice aiming to provide scientific curriculum to the promoters.

Associated With Regional Professional Advantage, Making Digital Reading Promoters' Training Characteristic

In the region of digital reading, Shanghai is in the lead role for the librarianship of China. In February 2009, Shanghai Library loaned ebook readers to users who can read digital collections from Shanghai Library on the readers. That was the start of digital reading in Shanghai. In December 2011, Shanghai Library initiated the Citizen Digital Reading Project and built a one-stop reading platform (Xu, 2017). At present, the platform has developed to version 4. 0, and there are more than 260,000 digital books, 1,600 digital journals and 11,000 online literatures. Most important, all of the digital materials are free for the readers. The Shanghai digital publishing industry is at the forefront of China, and correspondingly, scholars in Shanghai did a lot of researching about digital reading and digital publishing. As a result, the Shanghai digital reading research and practice has been an advantage in the country.

Pudong Library associated with that advantage and built the training teaching team which included three senior practitioners from Shanghai Library, two associated professors from Shanghai Jiao Tong University and Shanghai Theater Academy, and one deputy chief editor of East China Normal University Press. These instructors introduced the most advanced theory and practice of digital reading to the trainees.

Free Training and Public Welfare

The Reading Promoters' Training is a free admission to the public, which is quite different from the training provided by the Library Society of China. To Pudong Library, it is a public welfare and they welcome all who are engaged in reading promotion. As chart 1 shows, the trainees included all kinds of roles in the society, such as librarians, housewives, and students. Because of the nonprofit training, beneficiaries are increased and more and more people who love reading join the reading promotion service team, and further pushes forward the reading promotion undertaking.

A Platform of Reading Promoters' Communicating and Cooperating

In the Reading Promoters' Training of every session, trainees who have different backgrounds gathered together to study and communicate. They shared their experiences in the reading promotion practice, discussed methods of organizing reading events, and exchanged ideas of effective reading promotion. They cooperated with each other in the training to complete the tasks that the instructor assigned. After the training, lots of trainees collaborated and supported one another in their real reading promotion practices. So the training gave the trainees an opportunity to know and share. Reading promotion is a platform of communicating and cooperating.

FURTHER DEVELOPMENT OF PUDONG LIBRARY'S READING PROMOTERS' TRAINING

Though Pudong Library achieved a lot, "Reading Promoters' Training" still has a long way to go. In order to make the training sustainably develop, the following strategies should be considered.

Improving the Curriculum

"Reading Promoters' Training" of Pudong Library has developed a relatively stable curriculum and it improved steadily by the development of the theory and practice. The curriculum is central to the foundation in order to achieve the aims of training. As a result, the curriculum would be further developed and optimized.

Social needs grow and change constantly, and the designed courses should meet the needs of readers. Different topics in the curriculum would be taken into account to combine a theoretical basis and practical applications. The training would cultivate promoters with developing both theoretical knowledge and practical abilities. Meanwhile, based on the training effects and the students' feedback, Pudong Library would continue to improve the curriculum. The DDR is now considering classifying the curriculum based on the current system, and to dynamically add short-term advanced courses to strengthen the specialized training. The DDR is also thinking about increasing teaching cases as a way to help students further improve in the areas of activity planning and controlling capacity. Therefore, they will be able to analyze difficulties encountered in the event planning process, and solve various unexpected problems and conditions in the activities proceeding process.

Developing the Stable Teaching Team

In the "Reading Promoters' Training" of Pudong Library, the teaching team is relatively stable in the 'Digital Reading Promoters' Training, and 4 out of 7 instructors participated in both training sessions. However, the instructors changed a lot in the "Children Reading Promoters' Training". Only one instructor took part in three training sessions, and two instructors took the training twice. The reason for this circumstance is mainly due to the fact that some instructors and the trainees of the Digital Promoters' Training came from libraries, but most of the instructors and the trainees of Children's Reading Promoters' Training came from other institutions. Their occupations were diverse, however, there is no doubt that training dates conflicted with some experts' spare time. But the professional training needs the sophisticated instructors as well as the stable teaching team.

The DDR is trying her best to make the teaching team stable and professional by inviting outside experts and cultivating specialized librarians in the librarianship. The invitation is based on the contract which clearly defines the responsibilities, duties, and time of the training. The cultivation contributes to the enhancement of librarians' theoretical and practical level in reading promotion, and the further development of the courses and the compilation of the textbooks.

Adopting and Adapting an Educational Platform and Establishing Multi-Channels of Training Approaches

The Pudong Library plans to adopt and adapt an educational platform into the teaching procedures and the students' management. The platform could support a deep focus on teaching and learning, and has the functions for teachers to upload a PowerPoint or videos of the lectures, and other teaching materials that allow students to upload their assignments. The platform also contains the functions of discussions, communications, and collaborations. Besides, the platform could manage the students during, and after, the training. What is important is that Pudong Library could trace the training effects through trainees after the reading promotion activities have uploaded.

The DDR intends to integrate teaching achievements and establish multi-channel training approaches, such as MOOC or micro-classes etc. On one hand, students who are participating in the training could better understand the teaching contents in the classrooms. On the other hand, online

training benefits people who could not come to the spot but want to learn more about the theory and practice of reading promotion. Meanwhile, Pudong Library would use the apps WeChat and Weibo to propagate the training, and the excellent cases for the front research of reading promotion.

Evaluating the Post-Training Reading Promotion Programs

The Reading Promoters' Training of Pudong Library has trained more than 600 promoters since it started in 2015. The next step is to evaluate how these promoters promote reading. The DDR would trace the programs that the past trainees held after being trained, which is a direct assessment of the training. The DDR would then ask the past trainees to provide a summary of the programs they hosted, and the plans they are going to hold while attending the activities the trainees' conducted at random, and interview the participants on what they think about the programs. By evaluating the post-training reading promotion programs, the Pudong Library knows the effects of the training, how to adjust the training contents and how to train the promoters in the next training session.

Promoting the Transformation of the Training Results

The Pudong Library could pay more attention to the integration of the training resources and promote the transformation of the training results. In the courses' designing procedure of the training, Pudong Library would integrate the existing service – oriented resources and provide open classes for trainees to observe and make them have practical experiments. Meanwhile, Pudong Library is developing different reading promotion programs and plans to absorb suitable trainees into the programs. After the training, the trainees can get into the programs directly. Therefore, the results for the training convert to the practice of reading promotion. In the process of training, the Pudong Library considers making use of advantageous resources from different sources and cooperating with publishers, bookstores, cultural centers, and other social institutions to provide significant teaching resources while promoting nationwide reading.

Constructing Reading Promotion Consortium

Pudong Library has gained respective achievements in the training of Reading Promoters. Reading promotion is an ongoing enterprise while it develops unbalanced in China. In the middle or west of China, reading promotion is typically left behind. In the future, Pudong Library will consider collaborating with libraries in the middle and west to construct a Reading Promotion Consortium. In doing so, teaching resources and training achievements could be shared with the rural areas of China.

CONCLUSION

Reading Promoters' Training provided by the Pudong Library is moving into the future. In the last three years, there were achievements and experiences as well as problems. The relationship between Pudong Library and Shanghai Society of Library Science expresses the way that professional associations cooperated with the public library to fulfill the reading promotion. With rich reading promotion experiences, Pudong Library summarized what kind of training was most needed, further putting forward the reading promotion before and after the training. The stable and developing curriculum was the foundation of the training. In association with regional professional advantages, Pudong Library made Digital Reading Promoters' Training a characteristic and set an example that the public library should combine with the research outcomes to create a special service. The Reading Promoters' Training was a free admission, so it was a public welfare, which was the responsibility and duty that Pudong Library undertook. Meanwhile, the Pudong Library provided an opportunity to share ideas of experiences, and as a result, the training was a platform of Reading Promoters' communication and cooperation.

Meanwhile, Pudong Library encountered some problems in the training process. Some of the problems are as follows: the unstable instructors of Children's Reading Promoters' Training; the diversity of the trainees who were hard to trace and evaluate after they graduated; the lack of theory studying which couldn't support the contents of the courses and the certification; and the single source of the funding led to the limited expenditure.

According to the problems mentioned above, Pudong Library would learn from the Reading Promoters' Training provided by Shenzhen Children's Library, and the Library Society of China on how to improve the curriculum and the teaching team to meet the needs of the students. Based on the existing policies of the training, Pudong Library would establish a more effective training operation mechanism and evaluate the post-training reading promotion programs organized by the graduated trainees. In order to manage the students in the training process well, the Pudong Library would adopt and adapt an education platform. Meanwhile, for the sake of more people accepting the training, Pudong Library would make MOOC or open online courses available. At present, the training's fund is limited. With the increasing number of the students, Pudong Library would raise money in different ways, such as getting donations, and companies' funding. The practice of reading promotion needs the support of the theories' development, so Pudong Library would establish a Reading Promotion Research Institute to make deep research on reading promotion. The achievements of Reading Promoters' training need to spread out, so the public could know the training and gain more knowledge and the practice of reading promotion. As a result, the Pudong Library would promote a transformation of the training's results. Last but not least, Pudong Library would construct a reading promotion consortium and collaborate with libraries in the middle and west of China to share teaching resources and training achievements. This outreach is for the purpose of making reading promotion developments balanced and sustainable throughout China.

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