



Case Analysis of Reading Promotion Activities in University Libraries Based on the “Third Space” Theory

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Abstract

Taking the Library of Hubei University of Technology as an example, this paper deeply analyzes its reading promotion activities based on the “Third Space” theory. The study finds that through creating a comfortable reading space, holding diverse reading activities, and strengthening interaction and cooperation with readers, the Library of Hubei University of Technology has successfully increased readers’ participation and satisfaction, and created a strong campus reading atmosphere. However, there are still deficiencies in publicity efforts, resource limitations, and sustainability. This paper proposes optimization strategies such as strengthening publicity, expanding resources, and establishing a long-term mechanism, hoping to provide a reference for the reading promotion activities of other university libraries.

Subject Areas

Library & Information Science

Keywords

Third Space Theory, University Libraries, Reading Promotion, Hubei University of Technology, Case Analysis

1. Introduction

1.1. Research Background

Under the impact of the information explosion and the digital wave, people’s reading habits and information acquisition methods have undergone fundamental changes. Traditional university libraries, as the core places for knowledge storage

and dissemination, are facing unprecedented challenges. Students are no longer satisfied with the single service of borrowing paper documents, and they have higher requirements for the library's space functions, service experience, and social interactivity. In this context, the "Third Space" theory provides a new idea and direction for the transformation and development of university libraries.

The "Third Space" theory was first proposed by the American sociologist Ray Oldenburg in his 1989 book *The Great Good Place*. This theory divides social space into three types: the first space for living (home living space), the second space related to interests or production (workplace), and the third space outside the first and second spaces. The third space, as a public place for people to hold regular, self-rational, and informal gatherings, has an atmosphere of freedom, equality, relaxation, and comfort, allowing people to get rid of hierarchical consciousness and role constraints and communicate freely. University libraries naturally have the potential to become the third space [1]. Through reasonable space planning, rich activity organization, and high-quality service provision, they can be transformed into comprehensive places integrating knowledge learning, cultural exchange, and leisure and entertainment, meeting the diverse needs of teachers and students.

The Library of Hubei University of Technology actively responds to the needs of the times and has carried out a series of characteristic reading promotion activities based on the "Third Space" theory, aiming to improve the library's space utilization efficiency, enhance readers' participation and satisfaction, and create a strong campus reading atmosphere. An in-depth analysis of its reading promotion activities helps to summarize successful experiences and provide useful references for the development of other university libraries.

1.2. Research Objectives and Significance

This study aims to deeply analyze the reading promotion activities carried out by the Library of Hubei University of Technology based on the "Third Space" theory, explore their activity models, implementation effects, and existing problems, and provide theoretical support and practical reference for university libraries to better use the "Third Space" theory to improve reading promotion services.

Through the study of specific cases, can enrich the theoretical research in the field of reading promotion in university libraries, further expand the application of the "Third Space" theory in library science, and help to deeply understand the mechanism of the "Third Space" theory in reading promotion in university libraries, contributing to the construction of a scientific and reasonable reading promotion theoretical system.

This study provides specific practical cases and operable suggestions for university libraries to carry out reading promotion activities. By analyzing the successful experiences and deficiencies of the Library of Hubei University of Technology, other university libraries can combine their actual situations, draw on its effective activity forms and organizational strategies, optimize the planning and

implementation of reading promotion activities, improve the quality and effect of reading promotion activities, so as to better meet the reading needs of teachers and students and enhance the campus cultural atmosphere.

1.3. Research Status at Home and Abroad

Overseas, research on the application of the “Third Space” theory in the library field started relatively early, and many scholars have conducted in-depth discussions from different perspectives. Some scholars emphasize the social value of libraries as the third space, believing that they can promote communication and interaction among community members and enhance community cohesion. Research shows that libraries, through holding various cultural activities, lectures, seminars, etc., provide a platform for people to freely exchange ideas and share experiences, breaking the boundaries of age, occupation, social class, etc., and promoting the dissemination and sharing of knowledge. Some scholars focus on the space design and functional layout of the library’s third space, proposing that a comfortable, convenient, and attractive space environment should be created according to readers’ needs and behavior habits. For example, setting up diverse reading areas, leisure areas, discussion rooms, etc., equipped with advanced technical equipment and comfortable furniture to enhance readers’ experience [2].

In China, with the introduction of the “Third Space” theory, more and more scholars and library workers have begun to pay attention to its application in university libraries. Relevant research mainly focuses on library space renovation, service innovation, and reading promotion. Some scholars propose that university libraries should create a third space integrating learning, communication, and leisure through space reconstruction and resource integration to meet the diverse needs of readers. In terms of reading promotion, some studies explore how to use the third space to carry out theme reading activities, reading sharing sessions, etc., to stimulate readers’ reading interest and improve the effect of reading promotion [3]-[8]. However, currently, there are relatively few case studies on reading promotion activities in university libraries based on the “Third Space” theory in China, especially the summary and in-depth analysis of the practical experience of specific university libraries need to be further strengthened.

1.4. Research Methods

This study mainly adopts the literature research method. By extensively consulting relevant domestic and foreign literature, it understands the development context of the “Third Space” theory, the current situation of reading promotion in university libraries, and relevant research results, providing a solid theoretical basis for this study. Taking the Library of Hubei University of Technology as the research object, it deeply investigates the specific content, organizational form, and implementation process of its reading promotion activities based on the “Third Space” theory. Through on-site observation of the library’s space layout

and activity implementation, and interviews or questionnaires with library staff and readers, it collects first-hand data to provide rich data support for case analysis. Among the interviews or questionnaires, a total of 16 library staff and 60 readers were selected as the sample. The questions were designed to cover aspects such as their ideas of the reading-promotion activities, satisfaction with the library space, and suggestions for improvement. For library staff, questions focused on the difficulties they encountered in organizing activities, resource allocation. For readers, questions included their participation motivation, favorite activity forms, and what they expected from future activities. The author conducts a detailed analysis of the collected data, summarizes the characteristics, effectiveness, and existing problems of the reading promotion activities of the Library of Hubei University of Technology, and deeply analyzes them in combination with the “Third Space” theory, and puts forward targeted improvement suggestions and development strategies.

1.5. Research Limitation

It should be noted that the findings of this study are based on a single-case study of the Library of Hubei University of Technology. While this case provides in-depth insights into the application of the “Third Space” theory in reading-promotion activities and may contribute to Chinese university libraries, it may not be fully representative of other university libraries, especially those with different cultural backgrounds, resource endowments, and student populations, such as libraries outside of China. Future research could consider multiple case studies to generalize the findings more comprehensively.

2. Overview of the “Third Space” Theory

2.1. Origin and Development of the “Third Space” Theory

The “Third Space” theory was first proposed by the American sociologist Ray Oldenburg in his 1989 book *The Great Good Place*. He divided social space into three levels: the first space is the family living space, the second space is the workplace, and the third space is between the two, such as cafes, bars, libraries, and other public gathering places. These places provide people with an environment to get away from work and family pressures and communicate freely and equally.

After the theory was put forward, it had a wide range of impacts in many fields such as sociology, architecture, and urban planning. In the library field, the 2009 International Federation of Library Associations and Institutions (IFLA) conference officially proposed the concept of “libraries as the third space”, emphasizing that libraries should transform from traditional information storage and borrowing centers into comprehensive spaces integrating knowledge learning, cultural exchange, leisure and entertainment. Since then, many libraries have started to carry out space renovation and service innovation under the guidance of the “Third Space” theory [1].

2.2. Significance of the Application of the “Third Space” Theory in the Library Field

In the library field, the application of the “Third Space” theory has many important significances. From the perspective of space function expansion, it prompts libraries to break through the traditional functions of book collection and borrowing, and add diverse functional areas such as seminar rooms, creative spaces, and cultural exhibition areas to meet different needs of readers. In terms of service concept transformation, the “Third Space” theory promotes the transformation of libraries from document-centered to reader-centered [9]. Libraries pay more attention to readers’ experiences and feelings, and enhance the interaction and stickiness between readers and libraries by creating a comfortable reading environment and holding various cultural activities. For example, public libraries hold parent-child reading activities, reading sharing sessions, etc., attracting a large number of readers and creating a strong cultural atmosphere.

At the social and cultural construction level, libraries as the “third space” become an important platform for social and cultural exchange and dissemination. It promotes the communication and integration among people of different ages, occupations, and cultural backgrounds, and enhances the cultural cohesion of society. For example, cultural lectures, art exhibitions, etc., organized by community libraries enrich the spiritual and cultural lives of residents and promote the prosperity of community culture.

In addition to the existing understandings of the “Third Space” theory application in libraries, this paper puts forward a new perspective. It argues that university libraries can also serve as a platform for fostering critical thinking among students. By creating an open-ended and interactive environment, students are exposed to diverse ideas and cross-cultural exchanges, which can encourage them to question, analyze, and form their own viewpoints. This not only enriches the reading-promotion experience but also contributes to the overall educational mission of the university, enhancing students’ intellectual development in a non-traditional classroom setting.

2.3. Characteristics and Advantages of University Libraries as the “Third Space”

As an important place on campus, university libraries have unique characteristics and advantages, making them an ideal carrier of the “Third Space”. In terms of resources, university libraries have rich collections, including paper books, electronic documents, academic databases, etc., providing readers with a broad channel for knowledge acquisition. At the same time, university libraries also gather many experts and scholars from various disciplines, who can provide readers with professional knowledge guidance and academic support. In terms of the space environment, university libraries usually have spacious and bright reading spaces, comfortable seats, good lighting and ventilation conditions, creating a quiet and comfortable reading and learning environment for readers. In addition, the archi-

tectural design and interior decoration of the library often incorporate campus cultural elements, reflecting a strong cultural atmosphere. In terms of creating a cultural atmosphere, university libraries regularly hold academic lectures, reading salons, cultural exhibitions, etc. These activities not only enrich students' after-school lives but also promote the dissemination and exchange of campus culture [10].

3. Case Analysis of Reading Promotion Activities in University Libraries Based on the “Third Space” Theory

3.1. Activity Background

With the rapid development of information technology, people's reading methods and information acquisition channels have changed dramatically, and digital reading has gradually become the mainstream. In this context, university libraries face the challenges of attracting readers back to the library, enhancing the reading atmosphere, and improving the reading quality. The proposal of the “Third Space” theory provides a new idea and direction for the reading promotion activities of university libraries. The Library of Hubei University of Technology has always been committed to providing high-quality reading services and rich reading experiences for teachers and students. In order to further stimulate students' reading interest, cultivate good reading habits, and enhance the campus cultural atmosphere, the Library of Hubei University of Technology has carried out a series of characteristic reading promotion activities based on the “Third Space” theory.

3.2. Activity Content and Form

3.2.1. Creating a Comfortable Reading Space

The Library of Hubei University of Technology has carefully designed its space layout, creating multiple reading areas with different functions, such as leisure reading areas, seminar rooms, creative spaces, etc., to meet the different needs of readers. In the leisure reading area, comfortable sofas, coffee tables, and green plants are placed, creating a warm and relaxing reading atmosphere, allowing readers to feel as if they are in a comfortable “third space” and enjoy the pleasure of reading. At the same time, the library also pays attention to the openness and interactivity of the space, setting up open bookshelves and communication areas to facilitate communication and sharing among readers. In the tea house, reading salons, reading sharing sessions, etc., are regularly held, enabling readers to exchange reading experiences and share reading insights in a relaxed and pleasant atmosphere, promoting the collision and exchange of ideas.

3.2.2. Holding Diverse Reading Activities

Taking 2024 as an example, the Library of Hubei University of Technology held a total of 7 categories of reading promotion activities with different themes, mainly including theme book recommendation activities, new book guidance activities, theme book exhibitions, reading check-in activities, creative reading activities, etc.

During the reading festival activities, a series of activities with the theme of “Learning from Books to Cultivate Morality, Reading Widely to Gain Knowledge” were carried out. These included the “Spring on the Mountain—Our Festival” cultural exhibition, the “Nostalgia and New Life” theme book exhibition, the “Elegant Fan Rhyme—The Encounter between Traditional Culture and Modern Creativity” hand painted round fan activity, the “Complaining about the Library” activity, the “Warm Messages, Accompanied by Book Fragrance” library message activity, the “Science and Technology and Growth” special collection selected book exhibition, the “Studying the Original Works, Reading the Original Texts, and Comprehending the Principles” book drifting activity, the “Reading the Books of Sages, Tasting the Beauty of Book Fragrance” reading sharing session, the “Establishing the Ambition of Youth, Promoting the Beauty of Struggle” reading sharing session, the “Dreaming in the Red Chamber, Sharing the Classics” librarian reading sharing session, the sixth session of the “Clear Minded and Enjoyable Reading Sharing Session”, the “Benevolence to People and Love for Things, Harmony between Man and Nature” traditional culture lecture, etc. During the graduation season activities, the activities included “Book Fragrance Memory, Reading Photo-taking” in-library check-in and photo-taking, “Flying Youth, Splendid Years” writing your graduation message, “Aspiring to Reach for the Stars, Harvesting Knowledge” reading salon, “Passing on the Book Fragrance” senior students’ book recommendation, etc. During the orientation season, the activities included “To the Class of 2024 New Students, What the Librarian Wants to Say”, “Setting Sail for Dreams” message-leaving and photo-taking check-in, “Embarking on the Sea of Learning, Starting a New Journey” freshman book exhibition, etc. In November, during the Library Resources and Utilization Publicity Week, a series of activities were hosted. From January to November 2024, the library carried out a total of 12 book exhibitions (cultural exhibitions), including the “Exploration of Life and Growth” theme book exhibition, the “Advanced Functional Materials Research” special book exhibition, the “Spring on the Mountain—Our Festival” cultural exhibition, the “Nostalgia and New Life” theme book exhibition, the “Science and Technology and Growth” special collection selected book exhibition, the “One Book, One Person, One City” boutique book exhibition, the “Green Manufacturing” special book exhibition, the “Time Flies, Skills Remain—The Results Exhibition of the Recording Work of the Sixth Batch of National Intangible Cultural Heritage Inheritors”, the “Embarking on the Sea of Learning, Starting a New Journey” freshman book exhibition, the “Artificial Intelligence” special book exhibition, the “Fiery Context, Red Book Fragrance” red book exhibition, the “Works of the Mao Dun Literature Award” exhibition, etc. A total of 13 student reading sharing sessions and 8 librarian reading sharing sessions were held. Students participated in 12 competitions, including the “2024 Women’s Day” joint reading activity, the “Reviewing the Old to Know the New” classic reading activity, the “Book Rhyme and New Voice Spreading the Context—The Sixth Hubei Provincial University ‘Searching for the Most Beautiful Voice’ Recitation

Competition”, the “Silk Road” and “Belt and Road” online joint reading activity, the “My Story with the Library—The Third Photography Competition of Chaoxing Mobile Library”, the “Continuing the Chinese Context, Cultivating Cultural Confidence” ideological and political theme competition, the “Lighting up China—The Fifth Hubei Provincial University Book and Film Review Competition”, the “Cool Learning Word Match” activity, the “Library Starting Cup” College English Band 4 High-Frequency Vocabulary Answering Competition, the “Cool Summer, Enjoying Classics” The Third Hubei Provincial University Reading Summer Camp Activity, the “Step-by-Step Glory between the Lines—The Second National University Start-of-School Season Activity of Zhangyue Selection”, the “Youth Season, Campus Beauty” The Fifth Hubei Provincial University Mobile Photography Competition, the Twelfth Library Resources and Utilization Publicity Week, etc. Notably, in June 2024, the library successfully hosted the Third Reading Promotion Work Seminar for Local Undergraduate University Libraries in Hubei Province. These activities, rich in content and diverse in form, have filled the campus of Hubei University of Technology with a strong atmosphere of “loving reading, reading good books, and being good at reading”. In addition, the library continuously promotes the construction of “Book—Fragrant Hubei University of Technology”, combining online and offline activities to lead the campus reading trend, strengthening the construction of the reading promotion platform, and launching 32 issues of the library’s WeChat reading column, including 16 new book promotions, 18 special book recommendations, and 12 resource recommendations.

The following lists three detailed activity cases.

1) “Serene-Mind and Delightful Reading Sharing Session”: Special Session on Ancient Book Protection and Inheritance

- The “Serene-Mind and Delightful Reading Sharing Session” is a characteristic reading promotion activity launched by the Library of Hubei University of Technology. This sharing session is mainly targeted at on campus students and is held by collaborating with other departments, integrating their professional characteristics and advantages. The 11th session of the sharing session took “Ancient Book Protection and Inheritance” as the theme, aiming to stimulate students’ enthusiasm and interest in ancient book protection through sharing and communication, attracting numerous teachers and students to participate.
- The activity process is as follows: First, library staff provide an introduction to ancient book knowledge, enabling teachers and students to understand the historical value and protection significance of ancient books. Then comes the physical-object circulation session, allowing teachers and students to touch and experience the charm of ancient books with their own hands. Subsequently, a professor specializing in ancient book restoration is invited to give a professional sharing, introducing the techniques and methods of ancient book restoration. Next, practical team members share their internship experiences and insights on the front-line of ancient book protection. Finally, team members share the interesting stories and experiences of promoting ancient book

protection in the community. The entire activity process is compact and orderly, enabling teachers and students to deeply understand the importance and significance of ancient book protection in a relaxed and pleasant atmosphere.

- Multiple achievements are evident: This activity not only stimulates students' enthusiasm and interest in ancient book protection but also brings multiple positive results. Firstly, through this activity, students gain a deeper understanding of the historical value and protection significance of ancient books, thus enhancing their cultural confidence and national pride. Secondly, through sessions such as physical-object circulation and professional sharing, students personally experience the charm and connotation of ancient books, thereby stimulating their interest and enthusiasm for ancient book reading and research. Finally, through the sharing of practical team members and community propagandists, students understand the hardships and difficulties of ancient book protection work, thus cherishing and treasuring every ancient book even more. In addition, this activity voices the talent shortage issue in the ancient-book-restoration industry and promotes the integration of knowledge dissemination and practical reflection, contributing to the development of the ancient-book-protection cause.

2) Special Reading Sharing Session for the School of Art

- The special reading sharing session for the School of Art is a reading promotion activity tailor, made by the Library of Hubei University of Technology for the teachers and students of the School of Art. Highlighting the creation of a warm and intimate atmosphere, this activity has attracted many teachers and students to participate. The activity venue is decorated warmly and elegantly. Professor Li Haibing and students sit in a circle, jointly reminiscing about their university days and chatting about art and reading experiences. The activity also includes a music interaction session, allowing teachers and students to feel the charm of art and the pleasure of reading in a relaxed and pleasant atmosphere of singing and playing. Finally, the teachers and students turn into poets, sharing their impromptu collage poems on site.
- Model demonstration significance: This special reading sharing session not only provides a platform for teachers and students of the School of Art to showcase themselves and exchange experiences but also offers a demonstration model for the reading promotion work of other schools and majors. By creating a warm and intimate atmosphere and providing personalized reading guidance and services, this activity has successfully attracted many teachers and students to participate and achieved good promotion results. This model can be extended to other schools and majors to meet the reading needs and interests of different teacher-student groups, thus promoting the in-depth development of the university, wide reading promotion work and achieving more remarkable results.

3) Cross-Cultural Exchange Activity: "Tasting Dumplings, Understanding Winter Solstice Culture" Chinese Corner Activity Cross-Cultural Exchange

Activity: “Tasting Dumplings, Understanding Winter Solstice Culture” Chinese Corner Activity

- Highlight interesting activity settings: “Tasting Dumplings, Understanding Winter Solstice Culture” is a cross-cultural exchange activity jointly created by the Library of Hubei University of Technology for international students and local students. With the Winter Solstice culture as the theme, this activity enables Chinese and international students to jointly learn and experience Chinese traditional culture and customs through interesting games and hands-on operations.
- The activity arranges interesting game sessions such as “Passing the Flower While Beating the Drum” and “Charades”, as well as a practical dumpling making session. These allow Chinese and international students to jointly learn and experience the charm and connotation of Chinese Winter Solstice culture in a relaxed and pleasant atmosphere. In addition, the activity invites several experts and scholars to share their understandings and insights of Winter Solstice culture, providing Chinese and international students with more in-depth and comprehensive learning opportunities.
- Cross-cultural exchange achievements: The “Tasting Dumplings, Understanding Winter Solstice Culture” Chinese Corner activity not only promotes cross-cultural communication and mutual understanding between Chinese and international students but also achieves remarkable promotion results. Firstly, through this activity, international students gain a deeper understanding of Chinese traditional culture and customs, thus enhancing their sense of identity and belonging to China. Secondly, through the practical dumpling making session, international students personally make traditional Chinese food and taste its unique flavor, thus deepening their experience and perception of Chinese culture. Finally, through the sharing and explanations of experts and scholars, Chinese and international students have a more in-depth understanding of the historical origin and connotation of Chinese Winter Solstice culture, thus broadening their horizons and knowledge. In addition, this activity also enhances the international cultural influence of the library, building an important platform for cross-cultural communication and mutual understanding between Chinese and international students.

3.2.3. Strengthening Interaction and Cooperation with Readers

- **Reader feedback mechanism:** A complete reader feedback mechanism has been established. Through methods such as questionnaires, “face-to-face” discussions between readers and the librarian, and online messages, opinions and suggestions from readers regarding reading promotion activities are widely collected. The library regularly conducts reader satisfaction surveys, organizes and analyzes reader feedback, and adjusts and optimizes the content and form of reading promotion activities according to readers’ needs and suggestions, improving the pertinence and effectiveness of the activities.
- **Participation of student volunteers:** Student volunteers are recruited to par-

ticipate in the planning and organization of reading promotion activities, giving full play to students' subjective initiative and creativity. Student volunteers actively participate in the publicity, organization, and implementation of activities, providing strong support for the successful holding of activities. At the same time, through participating in the activities, student volunteers also improve their organizational skills and teamwork spirit, and enhance their sense of identity and belonging to the library.

3.3. Activity Results

3.3.1. Significantly Increased Reader Participation

Through the implementation of a series of reading promotion activities, the reader flow of the Library of Hubei University of Technology has significantly increased, and readers' enthusiasm and initiative in participating in reading activities have also increased remarkably. According to statistics, the number of followers of the library's WeChat public platform has reached 50,971, and the number of times readers have read the push articles is 40,126. Various creative reading activities have also attracted the participation of many readers. Readers have expressed that these reading promotion activities are novel in form and rich in content, allowing them to experience the joy and charm of reading and stimulating their reading interest. The library has successively been awarded honors such as "The Most Popular Reading Space among Citizens in Hongshan District", the Special Innovation Individual Award of Hubei Provincial University Libraries, the National Reading Demonstration Base of the Library Society of Hubei Province, and the Advanced Collective of Hubei Provincial Libraries.

3.3.2. Increasingly Strong Reading Atmosphere

With the in-depth development of reading promotion activities, the reading atmosphere on the campus of Hubei University of Technology has become increasingly strong. In the library, both the leisure reading area and the study rooms are often filled with students reading attentively. On campus, scenes of students holding books and communicating about reading experiences can be seen everywhere. Reading has gradually become an integral part of students' daily lives, playing a positive role in cultivating students' good reading habits and improving their comprehensive qualities.

3.3.3. Strengthened Campus Culture Construction

The reading promotion activities of the Library of Hubei University of Technology not only enrich students' extracurricular lives but also inject new vitality into campus culture construction. By holding reading activities and cultural lectures with various themes, excellent cultural knowledge is disseminated, and students' cultural literacy and aesthetic standards are enhanced. At the same time, the implementation of these activities also promotes communication and interaction among students, strengthening the cohesion and centripetal force of the campus, and contributing to the creation of a positive, harmonious, and orderly campus

cultural atmosphere.

3.4. Activity Summary and Reflection

3.4.1. Successful Experiences

- **Clear theoretical guidance:** Conducting reading promotion activities based on the “Third Space” theory provides clear direction and guidance for the planning and organization of activities. Through creating a comfortable reading space, holding diverse reading activities, and strengthening interaction and cooperation with readers, the openness, interactivity, and innovation characteristics of the “Third Space” are fully reflected, meeting the needs and expectations of readers.
- **Diverse activity forms:** Rich and diverse activity forms are the key to attracting readers to participate. Theme reading activities, reading check-in activities, creative reading activities, etc. held by the Library of Hubei University of Technology cover different reading fields and interest points, meeting the diverse needs of readers. At the same time, the activity forms are novel and unique, with strong attractiveness and interest, stimulating readers’ enthusiasm for participation.
- **High rate of reader participation:** Emphasizing interaction and cooperation with readers, establishing a complete reader feedback mechanism, and encouraging student volunteers to participate in the planning and organization of activities fully mobilize readers’ enthusiasm and initiative. The wide participation of readers not only improves the effectiveness of the activities but also enhances readers’ sense of identity and belonging to the library, creating a good atmosphere for reading promotion.

3.4.2. Existing Problems

- **Insufficient activity publicity:** Although reading promotion activities have been publicized through various channels, some students still do not have a deep enough understanding of the activities, resulting in low participation. In future activities, it is necessary to further increase publicity efforts, expand publicity channels, and improve the awareness rate and influence of the activities.
- **Limited activity resources:** During the implementation of activities, due to limitations in resources such as venue, funds, and personnel, the scale and effect of some activities have been affected to a certain extent. For example, some creative reading activities require more equipment and materials, but due to limited funds, the needs of the activities cannot be fully met. In future work, it is necessary to actively seek the support of the school and society, expand activity resources, and provide guarantee for the smooth implementation of activities.
- **Lack of activity sustainability:** The sustainability of some reading promotion activities is insufficient, and a long-term mechanism has not been established. For example, some theme reading activities are only carried out within a specific time period, and readers’ reading enthusiasm gradually fades after the activities end. In future activity planning, it is necessary to pay attention to the

sustainability and coherence of activities, establish a long-term reading promotion mechanism, and maintain readers' reading enthusiasm.

3.4.3. Improvement Measures

- **Strengthen activity publicity:** Comprehensively use a variety of publicity means, such as campus radio, WeChat official accounts, posters, leaflets, etc., to conduct all-round and multi-level publicity of reading promotion activities. At the same time, strengthen cooperation with various departments and schools of the university, and convey activity information to more students through class groups, student unions, etc. In addition, student representatives can be invited to participate in the publicity and promotion of activities to improve the credibility and attractiveness of the publicity.
- **Expand activity resources:** Actively strive for the school's financial support, reasonably plan activity funds, and ensure the effective use of funds. At the same time, strengthen cooperation with all sectors of society, seek sponsorship and support from enterprises and social organizations, and broaden the channels of activity resources. In addition, make full use of the existing resources of the library, such as venue, equipment, books, etc., to improve the utilization efficiency of resources.
- **Establish a long-term mechanism:** Systematically plan reading promotion activities, formulate long-term activity plans and goals. Establish an activity evaluation mechanism, regularly evaluate and summarize the effects of activities, and adjust and optimize activity plans according to the evaluation results. At the same time, pay attention to cultivating readers' reading habits, and improve readers' reading ability and level by carrying out reading training, reading guidance, etc., laying a foundation for the continuous development of reading promotion activities.

4. Optimization Strategies for Reading Promotion Activities

4.1. Optimize Space Layout and Create a Good Reading Atmosphere

4.1.1. Reasonably Divide Functional Areas

University libraries should, in accordance with the requirements of the "Third Space" theory, reasonably divide the space in the library, creating multiple functional areas to meet the different needs of readers. In addition to the traditional borrowing area and study area, leisure reading areas, seminar rooms, creative spaces, cultural exhibition areas, etc. should also be set up. The leisure reading area should be furnished with comfortable sofas, coffee tables, and soft lighting to create a warm and relaxing atmosphere. Seminar rooms should be equipped with advanced multimedia equipment to facilitate group discussions and academic exchanges among readers. The creative space should provide various creative tools and materials to stimulate readers' creativity and imagination. The cultural exhibition area should display the school's history and culture, excellent works of teachers and students, etc., enhancing the campus cultural atmosphere.

4.1.2. Focus on the Openness and Interactivity of the Space

In space design, attention should be paid to openness and interactivity, breaking the closed pattern of traditional libraries. Use open-style bookshelves to allow readers to freely select books. Set up communication areas and shared spaces to encourage communication and sharing among readers. For example, set up reading corners in the library hall or corridors, with some tables, chairs, and books placed there for readers to read and communicate at any time. Use spaces such as the library atrium or terrace to hold outdoor reading activities or cultural exhibitions, increasing the interest and attractiveness of the space.

4.1.3. Integrate Cultural Elements

Integrate the school's cultural characteristics and regional culture into the library's space layout to create a reading environment with a unique cultural atmosphere. This can be achieved by decorating the library walls, hanging cultural artworks, setting up cultural theme display areas, etc., to showcase the school's history, educational philosophy, celebrity stories, etc., enabling readers to feel the school's cultural heritage and spiritual connotation while reading. At the same time, local cultural elements such as local operas and folk crafts can also be introduced to enrich the cultural connotation of the library and enhance readers' cultural identity.

4.2. Enrich Activity Content and Forms to Improve Reader Participation

4.2.1. Carry Out Theme Reading Activities

Regularly carry out theme reading activities around different themes, such as literature, history, science, art, etc. Activity content can include theme book recommendations, theme lectures, theme essay competitions, theme exhibitions, etc. Through theme reading activities, guide readers to deeply read books in a certain field, broaden their knowledge, and improve their reading depth. For example, in the "Science Fiction Literature" theme reading activity, the library can recommend a series of classic science-fiction novels, invite science-fiction writers or scholars to hold lectures, share the development history and creative techniques of science-fiction literature, and at the same time hold a science-fiction essay competition to stimulate readers' creative enthusiasm.

4.2.2. Innovate Reading Activity Forms

In addition to traditional reading activity forms, some novel and unique reading activities should also be carried out in line with the innovative requirements of the "Third Space" theory. For example, hold a "Reading Marathon" activity, allowing readers to continuously read within a specified time to challenge their reading endurance. Carry out "Immersive Reading" activities, creating specific reading environments, such as simulating an ancient study or a science-fiction scene, to let readers experience the charm of books as if they were on the scene. Organize "Reading + Experience" activities, combining reading with practical experiences, such as organizing readers to have a cooking experience after reading food-related

books, enhancing the interest and interactivity of reading.

4.2.3. Strengthen Interaction with Readers

Establish an interaction mechanism with readers, encouraging readers to participate in the planning and organization of reading activities. This can be done by setting up a reader committee, conducting reader questionnaires, holding reader symposiums, etc., widely collecting readers' opinions and suggestions, and designing and carrying out reading activities according to readers' needs and interests. At the same time, during the activity process, strengthen interaction and communication with readers, promptly understand readers' feedback, and adjust the activity content and form to improve readers' satisfaction. For example, when holding a reading salon, readers can be invited to be the host or sharing guests, making readers the protagonists of the activity and enhancing their sense of participation and belonging.

4.3. Strengthen Publicity and Promotion to Expand Activity Influence

4.3.1. Utilize Multiple Publicity Channels

Comprehensively use a variety of publicity channels to conduct all-round and three-dimensional publicity of reading promotion activities. In addition to traditional publicity methods such as campus radio, posters, and leaflets, new media platforms such as WeChat official accounts, Weibo, and Douyin should also be fully utilized for activity publicity. Attract readers' attention and improve the awareness rate of activities by producing exquisite graphic, text, and video publicity materials. At the same time, use the interactive functions of new media platforms to interact with readers, promptly answer readers' questions, and enhance readers' interest in activities.

4.3.2. Build an Activity Brand

Build a characteristic reading promotion activity brand to improve the popularity and influence of activities. Through careful design of the activity name, logo, content, etc., create a unique brand image. For example, the "Book Fragrant Hubei University of Technology" reading promotion activity brand of the Library of Hubei University of Technology has formed a high level of popularity and reputation among teachers and students in the school through a series of rich and colorful reading activities. During the process of activity brand building, pay attention to brand maintenance and promotion, and continuously enhance the value and influence of the brand.

4.3.3. Strengthen Cooperation with Various School Departments

Strengthen cooperation with various departments and colleges of the school to jointly promote the implementation of reading promotion activities. By collaborating with departments such as the school's publicity department, student affairs office, and Youth League Committee, strive for more resource support and publicity channels. Cooperate with each college to carry out major-related reading

activities, so as to improve students' professional literacy and reading interest. For example, in cooperation with the School of Computer Science, a reading activity themed "Cutting-edge Computer Technology" was held. Professional teachers were invited to recommend relevant books and provide reading guidance, attracting the participation of many computer major students.

4.4. Establish a Long-Term Mechanism to Ensure the Continuous Development of Activities

4.4.1. Improve Activity Organization and Management

Establish and improve the organization and management mechanism for reading promotion activities, clarifying the responsibilities and processes of all links such as activity planning, organization, implementation, and evaluation. Set up a special reading promotion activity team responsible for activity planning and organization to ensure the smooth progress of activities. At the same time, strengthen the evaluation and summary of activities, promptly identify problems, adjust activity plans, and continuously improve the quality and effectiveness of activities.

4.4.2. Ensure Activity Funds and Resources

Seek financial support from the school to ensure that reading promotion activities have sufficient financial guarantees. Reasonably plan activity funds to ensure their effective use. At the same time, actively expand activity resources, cooperate with all sectors of society, and seek sponsorship and support from enterprises and social organizations. For example, cooperate with bookstores to hold book fairs and obtain certain sponsorship funds; cooperate with cultural institutions to carry out cultural lectures, exhibitions, etc., to enrich activity resources.

4.4.3. Cultivate Reading Promotion Talents

Strengthen the cultivation of reading promotion talents and improve the professional quality and capabilities of activity planners and organizers. Through methods such as organizing training, study exchanges, etc., enable reading promotion personnel to understand the connotation and application of the "third-space" theory, and master the planning methods and techniques of reading promotion activities. At the same time, encourage reading promotion personnel to innovate continuously and explore reading promotion models and methods suitable for the students of this school. For example, select reading promotion personnel to participate in domestic and international reading promotion training courses and academic seminars, learn advanced experiences and concepts, and enhance their professional level.

5. Conclusion

The reading promotion activities carried out by the Library of Hubei University of Technology based on the "third-space" theory have effectively improved the space utilization efficiency of the library and the participation of readers through the carefully designed reading spaces, diverse activity forms, and active reader

interactions, making a positive contribution to campus culture construction. However, there is still room for improvement in terms of publicity, resources, and sustainability. In the future, university libraries should further strengthen activity publicity, expand resource channels, and establish a long-term mechanism to ensure the sustainability and effectiveness of reading promotion activities. Through these measures, university libraries can better play the function of the “third-space”, meet the diverse needs of teachers and students, and enhance the campus cultural atmosphere.

Conflicts of Interest

The authors declare no conflicts of interest.

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