Analysis of Classic Reading Promotion Strategies in University Libraries Under the Digital Reading Context

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Abstract: *The digital reading ecosystem has reconfigured text reception modes, posing both structural challenges and opportunities for the promotion of classic reading in university libraries. This paper analyzes how digital technologies reshape the presentation logic of classical texts, the structure of user attention, and the mechanisms for establishing textual authority. It reveals the inherent tensions between the fragmented, interactive nature of digital reading and the deep engagement required for classical reading, pointing out that promotion strategies must go beyond superficial digitization. The study constructs a promotion framework that integrates resources, experience, and community. It proposes using semantic knowledge graphs to achieve intelligent association and discovery of classical resources, employing transmedia narrative and interactive design to reconstruct immersive reading experiences, and leveraging academic communities to build sustainable networks for interpretation and dissemination. This provides a systematic strategic approach for university libraries to revitalize classics and guide in-depth reading in digital environments.*

Keywords: *Digital reading; Classic reading; University libraries; Reading promotion strategy; Knowledge graph; Transmedia narrative; Academic community*

Introduction

The comprehensive penetration of digital technology has not only reshaped the media forms of reading but has also profoundly altered the logic of text dissemination, reception psychology, and the ways meaning is generated. Against this backdrop, the transmission and reading of classical texts-which carry the essence of human thought-within universities are facing an unprecedented complex situation. On one hand, the convenience and richness of digital media provide unprecedented tools and possibilities for accessing and interpreting classics. On the other hand, the inherent information overload, tendency toward superficial reading, and algorithmic distribution logic of the digital ecosystem pose a structural challenge to the concentration, contemplation, and systematic understanding on which classical reading depends. As core institutions for collecting classical literature and preserving academic culture, university libraries find their traditional reading promotion models increasingly ineffective in digital environments, making systematic reflection and strategic innovation particularly urgent. The significance of this study lies in its thorough analysis of the triple reconstruction of classical reception modes by the digital reading ecosystem-namely, the tension between technology and text, shifts in cognitive habits, and the fluidity of authority-thereby clarifying the core theoretical dimensions of classical reading promotion in the digital context. Ultimately, it aims to integrate and construct a comprehensive promotion pathway that balances technological empowerment, experience optimization, and community activation. This is not only an inevitable requirement for library services to adapt to digital transformation but also a crucial academic practice for preserving the tradition of deep thinking and fostering critical academic literacy in the information age.

1. The Reconstruction of Classical Reading Reception Modes by the Digital Reading Ecosystem

1.1 The Presentational Tension Between Digital Reading Technological Features and Classical Texts

The core technological features of digital reading-such as non-linear linking, multimedia integration, information retrievability, and instant interactivity-create an inherent presentational tension with the

inherent characteristics of classical texts, which include linear narrative, self-contained structure, and demands for deep contemplation. Traditional classical texts rely on stable physical carriers and sequential pagination, with part of their authority derived from the constancy of their material form. In contrast, digital media transform texts into fluid data units, allowing for deconstruction and reorganization through hyperlinks, real-time annotations, and sidebar commentaries. This exposes the physical boundaries and semantic integrity of classical texts to the potential of being permeated or even disaggregated by technological frameworks. This tension is not merely oppositional; rather, it catalyzes a fundamental transformation in the state of textual existence. Classics evolve from singular, fixed "works" into a "dynamic textual network" that can be continuously annotated, interconnected, and rewoven.

These technological characteristics also provide unprecedented tools for the in-depth exploration and multidimensional interpretation of classical texts. Technologies such as text mining, semantic correlation analysis, and visual mapping can reveal linguistic patterns, conceptual networks, and intertextual relationships that are difficult to detect through traditional reading, thereby expanding the cognitive boundaries of classical studies. In the digital environment, a classic is no longer merely a passive vessel of meaning awaiting reception, but rather a complex cognitive object that can be algorithmically parsed, digitally remapped, and dynamically linked with vast auxiliary resources. This technologically enabled re-mediation of the text may dilute the focus and immersion cultivated by linear reading, yet it may also open new pathways to the deep structure of the text. This duality constitutes a foundational reality that the promotion of classical reading must acknowledge and navigate[1].

1.2 The Evolution of User Attention Structure and Deep Reading Habits

The pervasive, immediate, and highly responsive nature of the digital information ecosystem has systematically reshaped how users allocate their cognitive resources, that is, their attention structure. Fragmented information consumption, multitasking behaviors, and algorithmically-driven information feeds collectively foster an attentional habit characterized by rapid scanning, shallow processing, and frequent shifting. This stands in marked conflict with the sustained mental engagement, delayed gratification, and patient tracing of complex abstract logic required by classical reading. Maintaining deep reading habits has thus become increasingly challenging, manifesting in shortened attention spans, more frequent interruptions of contemplative engagement with the text, and a decreased tolerance for lengthy, coherent argumentation.

This shift implies that the "entry threshold" for classical reading has been rendered more demanding at the cognitive level. It is not that users have lost the capacity for deep thought, but rather that their cognitive habits and preferences have been reshaped by the interactive design of digital environments. Classical texts often lack the strong stimuli of immediate feedback; their value emerges through slow deliberation and repeated reflection, which runs counter to the digital logic that prioritizes efficiency and instant gratification. Therefore, a core task of reading promotion is to understand and respond to these already transformed cognitive schemas, rather than simply advocating for a return to pre-digital reading habits. This requires that the design of promotion strategies establish intermediate mechanisms and reading contexts capable of effectively guiding attention, managing cognitive load, and gradually transitioning users from an information-browsing mode to a meaning-construction mode.

1.3 The Dissolution and Reshaping of Classical Authority in the Open Digital Network

Within the open, egalitarian, and decentralized structure of digital networks, the traditional authority of classics-established through academic institutions, historical selection, and cultural consensus-faces structural dissolution. Cyberspace operates on the principle of "node equality," where any text, regardless of its historical status, exists technically as homogeneous data and appears alongside popular readings, online literature, and self-media articles in the same search results or recommendation feeds. Algorithmic recommendation mechanisms, which distribute content based on quantitative metrics such as click-through rates and interaction popularity, often undermine the intrinsic value-based criteria for selecting classics, thereby marginalizing them in the competition for user traffic. Consequently, the inherent aura of classics as essential "must-read" models gradually fades when presented to users who are faced with information overload and possess significantly enhanced autonomy of choice[2].

However, the process of dissolution is accompanied by the possibility of reshaping. The reconstitution of classical authority no longer relies solely on a priori official or academic validation,

but increasingly shifts toward a procedural authority that is dynamically generated within the digital public sphere through open interpretation, community debate, and meaning negotiation. In digital communities such as academic blogs, professional forums, and online reading groups, classics regain their relevance and vitality through continuous, visible processes of interpretation, contention, and recreation. Their authority is partially transformed into explanatory power and inspirational value recognized within specific interpretive communities. Therefore, classical reading promotion must transition from a unidirectional "authoritative promulgation" model to one that facilitates "collaborative authority building." This entails establishing high-quality online discussion platforms, aggregating interpretive resources that balance authority with openness, and guiding classics to re-establish their irreplaceable position as intellectual coordinates within digital dialogue.

2. The Core Dimensions and Theoretical Basis for Classical Reading Promotion

2.1 The Cognitive Value of Classical Texts and Their Interpretive Potential in the Digital Context

The cognitive value of classical texts stems from their unique attributes as carriers of profound human thought structures and cultural codes, possessing a complexity and interpretive openness that transcends time and space. These texts not only convey specific knowledge but also, through their inherent rhetorical structures, conceptual tensions, and narrative paradigms, systematically train readers' abilities in abstract thinking, logical reasoning, and critical reflection. The realization of this cognitive function relies on a deep, slow, and iterative process of interaction between the reader and the text. This process facilitates the assimilation and accommodation of cognitive schemas, thereby promoting the advancement of individual intellectual structures.

The digital technological environment does not diminish the cognitive value of classics but rather opens new dimensions for their interpretive potential. Digital tools enable fine-grained annotation, semantic network construction, and cross-version comparison of texts, visually revealing the intertextual relationships, conceptual evolution, and linguistic patterns that are often implicit in traditional linear reading. This transforms classics from static objects of interpretation into dynamic spaces of meaning that allow for multi-path exploration and collaborative construction. The theoretical basis for reading promotion in the digital context lies in viewing classics as a "computable hermeneutic object." The core of promotional efforts is to design and provide technological frameworks and resource environments that can activate and support this deep interpretive process, guiding readers from being mere information recipients to becoming active discoverers and constructors of meaning[3].

2.2 Reading Experience Design and Immersion Cultivation in Media Migration

The migration from print to digital media is not a simple transfer of content but involves a fundamental transformation of perceptual, interactive, and cognitive frameworks. Reading experience design must address the differences in media characteristics, with its core challenge being how to recreate a state of immersion conducive to deep cognitive engagement within the variable digital interface environment filled with numerous distractions. Immersion does not merely entail blocking out interference; it relies more on whether interface design, interaction logic, and content presentation can work in concert to guide users into a flow experience characterized by focused pleasure, the loss of time perception, and the temporary diminishment of self-consciousness.

At the theoretical level, the cultivation of immersion needs to draw upon principles from cognitive psychology and interaction design. This involves simplifying and purifying the information architecture of digital reading interfaces to reduce extraneous cognitive load; employing time prompts, progress feedback, and appropriate gamification elements (such as progressive goal unlocking) to sustain reading motivation and continuity; and exploring the integrated aesthetics of multimedia elements, ensuring that non-textual symbols like images, audio, or dynamic visualizations complement and enhance the meaning of the written text rather than serving as distracting decorations. Successful experience design should render the technological medium itself "transparent," redirecting the reader's conscious focus back to the intellectual world of the text, thereby reconstructing a form of deep reading ritual with modern adaptability on digital carriers[4].

2.3 Academic Community Interaction and Dissemination Mechanisms Based on Identity Construction

The sustained vitality of classical reading largely relies on the interpretive communities that form around it. Digital networks provide unprecedented infrastructure for the formation and expansion of such communities. Consequently, an important theoretical dimension of promotion work shifts from guiding individual reading towards fostering interaction and identity construction within academic communities. This identity construction stems from ongoing dialogue, debate, and collaborative interpretation among members centered on classical texts. Through this process, an individual's private understanding of a classic is refined and deepened via community feedback, thereby fostering a sense of belonging and academic identity.

Therefore, dissemination mechanisms in the digital environment should focus on constructing a public sphere that supports high-quality academic dialogue. This includes creating structured online discussion spaces, such as thematic forums or reading salons, and establishing appropriate communication norms to ensure depth of discussion; utilizing social annotation and collaborative commentary tools to enable the sharing of individual annotations and reflections, thereby triggering chain reactions; and encouraging the creation of derivative content based on classical texts, such as academic blogs, podcasts, or short video interpretations, to form a multi-layered network for meaning dissemination. The theoretical basis for this lies in social constructivist learning theory, which posits that knowledge (the understanding of classics) is negotiated and constructed through social interaction. Effective promotion strategies should aim to activate and sustain this digital academic ecosystem centered on classics, embedding the act of reading within a visible, interactive network of meaning production.

3. Integrated Promotion Pathways for Classical Reading in the Digital Ecosystem

3.1 Technology-Enabled Multi-Dimensional Aggregation and Intelligent Discovery of Classical Resources

The foundational technical pathway for promoting classical reading lies in constructing a deeply semantic knowledge infrastructure that transcends physical collections and simple digital repositories. This requires employing linked data and ontology modeling technologies to achieve structured knowledge representation and interconnection of classical texts and their derivative academic resources. By creating or reusing core ontologies such as "work-version-carrier-concept-person-event," heterogeneous resources-including discrete digital texts, historical commentaries, scholarly monographs, research papers, conference reports, and related image, audio, and video archives-are integrated into a unified knowledge graph framework. This graph not only reveals bibliographic relationships among resources but also strives to present deeper semantic relationships, such as conceptual genealogies, intellectual influences, and academic debates. Consequently, it transforms classics from isolated document units into dynamic knowledge nodes immersed within the broader context of intellectual and academic history.

Based on this deeply aggregated knowledge graph, the construction of an intelligent discovery system is key to realizing the practical utility of these resources. This system should integrate multimodal information retrieval, personalized recommendation, and path guidance functionalities. Its core logic shifts from merely satisfying users' known search queries towards stimulating and assisting their unknown exploratory needs. The system can utilize graph-based reasoning to automatically generate and provide contextual knowledge panels for individual classical texts, such as "academic context navigation," "core concept networks," or "focus on debated issues." Simultaneously, by analyzing users' interaction behaviors and interest graphs, the system can dynamically construct personalized learning paths-for example, linking relevant discourse excerpts from classics across different eras and key research literature for a reader focused on a specific philosophical concept. The essence of this intelligent discovery mechanism is to use cutting-edge technology as a medium to reconstruct the organization and presentation logic of classical academic resources, reduce the cognitive friction of knowledge acquisition, and enable users to efficiently enter and navigate the complex network of meaning formed by the classics.

3.2 User Experience-Based Transmedia Storytelling and Interactive Reading Guidance

In the digital ecosystem, the promotion of classical reading must shift towards a design philosophy centered on the user's cognitive experience. Transmedia storytelling strategies aim to collaboratively construct a multi-dimensional field of meaning interpretation around a core classical text by utilizing diverse media forms. For instance, the abstract philosophy of a text can be translated into conceptual relationship diagrams through information visualization; its historical context can be restored via expert interview documentaries or podcasts; and key plot points or imagery can be enhanced through interactive maps or virtual reconstructions within digital humanities projects. This approach to storytelling does not replace the reading of the original text but rather builds a multi-entry, multi-sensory cognitive framework. It lowers the initial barrier to understanding and stimulates users' interest in returning to the primary text for deeper exploration[5].

Interactive reading guidance, in turn, embeds meticulously designed cognitive scaffolding within this narrative framework. This manifests as adaptive content presentation technology, where the system can implicitly assess a user’ s level of comprehension based on their interactive behaviors (such as dwell time and annotation frequency) and dynamically adjust the level of supportive information provided (such as the detail of annotations or the recommendation of supplementary reading materials). Within the text interface, non-linear annotation layers and discussion threads are designed, allowing users to maintain the linearity of the main reading flow while independently choosing to delve into related academic debates, comparisons of different translations, or historical commentaries. The ultimate goal of this guidance is to achieve a progressive transfer of user capability: moving from reliance on externally designed, structured support towards becoming a mature reader capable of autonomously utilizing digital tools and resource networks for independent, critical study.

3.3 Relying on the Academic Community for the Production of Classical Interpretation and Building a Sustainable Dissemination Network

The vitality of classics is rooted in their continuous contemporary interpretation. Therefore, constructing mechanisms that incentivize and organize the academic community's participation in the production of classical interpretation is central to ensuring the sustainability of promotion activities. As an academic hub, the library should proactively establish digital platforms that support collaborative interpretation. This includes providing online texts that facilitate version comparison, collaborative tools that allow for multi-layered annotation and discussion, and academic blogging spaces that encourage the publication of short interpretive essays or micro-studies. These platforms transform individual reading acts into public academic activities that are recordable, shareable, and open for discussion.

The interpretive content generated through this process will further form a decentralized, self-sustaining network for the dissemination of classics. High-quality user-generated content-such as in-depth book reviews and creative interpretations-can gain broader visibility through the library's curation and recommendation mechanisms. Meanwhile, community members should be encouraged to utilize social media for knowledge dissemination, fostering a propagation ecosystem centered around the core platform and radiating through diverse individual nodes. The essence of this approach is to transform the library's role from that of a resource manager to a curator of academic dialogue and a cultivator of network ecology. By empowering the academic community, the promotion of classical reading becomes internalized as an autonomous process of cultural production and reproduction within the academic community itself, thereby establishing an endogenous and sustainable driving force for dissemination.

Conclusion

This study systematically demonstrates the construction logic and core pathways for university library strategies in promoting classic reading within the digital reading context. The analysis indicates that the digital ecosystem is not a domain that dissolves the value of classics, but rather a space of re-contextualization essential for their contemporary activation and dissemination. Effective promotion strategies must first acknowledge the fundamental changes in technological features, user cognition, and authority-generation mechanisms, and then implement integrated interventions across three dimensions: resources, experience, and community. Constructing a deeply interconnected classical knowledge graph and intelligent discovery system through semantic association technology serves as

the foundational project to overcome resource silos and achieve precise academic provision. Employing transmedia storytelling and interactive guidance design can reconstruct reading contexts conducive to deep concentration within digital interfaces, effectively manage cognitive load, and enhance comprehension efficacy. Establishing digital commons and curation networks that support collaborative interpretation can shift the driving force of promotion from external institutional pushes to the internal production and dissemination of meaning within the academic community, ensuring the endogenous and sustainable nature of these activities.

Looking ahead, with the further advancement of technologies such as artificial intelligence and extended reality, classic reading promotion will encounter richer possibilities for interaction and more complex ethical considerations. Libraries must continuously monitor technological evolution and shifts in user behavior. In the dynamic process of balancing the instrumental nature of technology with humanistic purpose, they should persistently deepen and innovate the theory and practice of classic reading promotion. This will enable classical texts to continue performing their indispensable role of providing intellectual nourishment and serving a foundational cultural function in the digital age.

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