

# Strategic Study of On-Line Reading Clubs in Senior High School Libraries of Taiwan

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*In this 21st century, information flow has already reached a matured level. It is the time to promote on-line reading clubs, as high school students generally possess the ability to study by themselves through the internet. In 1990, Taiwan Ministry of Education announced the plan to practice inter-schools on-line reading clubs for all high schools and constructed the students' website to achieve a significant milestone for on-line reading clubs on campus. The on-line reading clubs are running through interactive web pages, electronic book stores, discussion boards, knowledge sharing etc. The essence of these clubs is the combination of key elements: reading, materials and communication. In this research, we first conduct with questionnaire and interview approaches to study their current situations, executive guidelines, resource requirements, performance evaluations and operating strategies of on-line reading clubs in Taiwan. Then we give a blueprint of well-function on-line reading club web environment to encourage students to involve in the clubs and cultivate inter-school reading. Finally, we propose strategic suggestions for practicing on-line reading clubs in senior high school libraries.*

## Chapter 1 Introduction

### 1. 1 Study motive

From the reading of hardcopy to the reading of digital media, internet technology and integration broadcasting concept has become more popular and created a direct impact on reader's consumption demand and habit. The coming of new broadcasting model and era of new article style has affected the traditional operational way of Reading Club, under the strong information-driven demand, many domestic scholars had performed related researches on internet and Reading Club, for example, Jun-Lun Hsu (2002), Ching-Liang Wu (2002), Ching-Yi Chang (2002), Ya-Ning Huang (2003) and Chao-Ling Chen (2003) have all pointed out that "internet Reading Club" is the new development trend of future Reading Club. Internet Reading Club combines the features and functions of Reading Club with information technology, it takes full advantage of the reach-everywhere function of internet and links it to huge internet resource to provide students with higher study motive and learning effect, it greatly helps the promotion of the activity of Reading Club.

This study refers to the domestic implemented experiences of Internet Reading Club, it displays the followings in the diversified internet world, for example, digitized electronic library, humanized browsing platform; it also trains student's information processing capability and the capability for human resource assignment and mobilization within the campus, we can say that library activity is fully associated student's demand. We expect to build full function Internet Reading Club: These include: electronic book, teaching for reading, internet cooperative learning, discussion forum (BBS /Instant Messaging...), editing tool, bulletin board, etc., we expect to implement Internet Reading Club activity successfully.

### 1. 2 study purpose

This study aims at investigating three major aspects such as: "The current Internet Reading Club operation status in the library of senior high school", "The web function and demand for Internet Reading Club" and "The strategy and project for operating Internet Reading Club by library". The researchers have referred to the current domestic implemented status of Internet Reading Club and analyzed the function, operation concept and resource demand of Internet Reading Club, in the mean time, the difference and similarity of the function and performance of traditional small class Reading Club and Internet Reading Club are going to be compared so as to take full use of internet function to build perfect Internet Reading Club environment.

Furthermore, this study is going to provide solid and feasible planning, suggestion and strategy in terms of "Student training", "Organization mobilization", "Budget application", "Web site planning", "Interface design", "Reading content", "Internet cooperative learning", etc., for the implementation of Internet Reading Club in the senior high school so as to facilitate the implementation of Internet Reading Club in each school.

## Chapter 2 Literature survey

### 2. 1 Internet Reading Club

A comparison between Internet Reading Club and Traditional Reading Club can be described in terms of major composing elements such as "Person", "Material", "Activity", "Activity site" and "Organization"; in the followings, the difference and similarity between "Internet Reading Club" and "Traditional Reading Club" is going to be compared:

Table 1 Table of comparison between Internet Reading Club and Traditional Reading Club

Item		Traditional Reading Club	Internet Reading Club
Participants	Number of persons	Fixed personnel, about 10-20 persons	Not limited

	<b>Composition</b>	High similarity	Low similarity
<b>Selection of material</b>		Limited to the acquisition convenience of financial budget and material	The global internet resource, it has the superiority of multimedia.
<b>Design of activity</b>		It is discussed and arranged by the leader and members, most of the activity is based on reading experience share.	The internet group can be communicated with depends on personal need so as to extend self and independent learning.
<b>Selection of activity site</b>		Need a quiet activity site.	Not limited by activity site, the activity is held in internet.
<b>Time of activity</b>		Fixed activity time, it needs to be appointed in advance.	The time to getting to internet is not limited, higher flexibility.
<b>Learning resource</b>		Limited resource, tool book has to be resorted to.	Unlimited, the global database can be connected to through search engine.
<b>Record</b>		Through recording or on-site writing record.	Can be fully recorded by computer.
<b>Equipment requirement</b>		None	Computer equipment and internet.
<b>Characteristic of persons participated</b>		Most are females (Ching-Jung Ho, 1999)	Most are males (Ching-Ping Tsou, 2000)

## 2.2 The current status of domestic Internet Reading Club

### 2.2.1. The current status of domestic Internet Reading Club

There are many types of Internet Reading Club operated currently and domestically in the internet, from official government, school to private group, they all devoted their best to operate this new internet reading space, therefore, Internet Reading Clubs of different characteristics are developed. In the followings, we divide the newly emerging Internet Reading Clubs as:

#### 2.2.1.1 Internet Reading Club implemented by official government

The Internet Reading Club implemented by official government is more stable than that implemented by private Internet Reading Club because of fixed personnel and organization, fixed amount of budget, perfect software and hardware. Internet Reading Club is promoted by many organizations such as: Ministry of Education, Council for Cultural Affairs, National Science Council and schools. However, the proportion of Internet Reading Club implemented in domestic schools is still not high as can be seen from a survey by Ching-Yi Chang (2002) on the status of Class Reading Club, the study result also pointed out that insufficient human resource in the library is the major reason, this is also the major dilemma in the operation of Internet Reading Club by the library in the school.

#### 2.2.1.2 Internet Reading Club operated by private person or group:

There are many types of Internet Reading Clubs operated by private person or group, the researchers have summarize them and divide the Internet Reading Club

into seven major categories: "1. Combinational Internet Reading Club", "2. Subject Internet Reading Club", "3. Professional Internet Reading Club", "4. Literature type Internet Reading Club", "5. Child's Internet Reading Club", "6. Corporate Internet Reading Club", "7. Internet bookstore type Internet Reading Club".

Generally speaking, combinational Internet Reading Club occupies the highest percentage, however, the quality is very different, mostly are closed because of bad operation. Among them, "Internet bookstore type Internet Reading Club" is the one with greatest feature, it provides diversified book information and superior service platform, however, it's too commercial, "discussion" function is not designed as key element in the web site.

### **2.2.2 The current operation status of Internet Reading Club in senior high school here in Taiwan**

The current operation status of Internet Reading Club in senior high school here in Taiwan can be divided into three major types:

- 2.2.2.1 Participate passively the "Cross-school Internet Reading Club in senior high school nationwide" sponsored by Ministry of Education: Most libraries in the school participate the program passively, it occupies a percentage of about 62%, the major activity is the writing of reading experiences for the students, there is no "discussion" function currently. In September 2005, "Senior high school web" is operated in association with "books.com.tw" which is a privately held company; a brand new era for officially operated Internet Reading Club is opened through the help of more professional and technological personnel and the help from private resource.
- 2.2.2.2 Build it independently: Another type of Internet Reading Club is operated independently by the library in the school, it is built based on the demand and resource of each school, there is no unified operation model and this type is very few too.
- 2.2.2.3 51% of senior high school does not implement Internet Reading Club.

## **Chapter 3 Design and implementation of the study**

### *3. 1 Study method*

The major purpose of the current study is to investigate "The current status of Internet Reading Club operated by library in the senior high school" and "The strategic operation investigation of Internet Reading Club in the library of senior high school", we hope to understand the operation process of Internet Reading Club in the senior high school nationwide, we also try to understand the participating process, operation method and development strategy of Internet Reading Club from the point of view of the Internet Reading Club convener. In order to understand the above mentioned study goal, three major study methods are going to be taken in this study, these include: "Literature analysis method", "Questionnaire survey method" and "In-depth visit method".

### *3. 2 Study process*

#### **3.2.1 Questionnaire survey**

- 3.2.1.1 The study target is the library directors (persons in charge of the library) of private senior high school nationwide, with a total of 312 persons, survey questionnaires

are issued for the survey.

3.2.1.2 The survey questionnaire of this study issued are issued to the participated directors in 2005 nationwide library director meeting for publicly and privately held senior high school, the total is 281 copies, the unattended schools are mailed with the questionnaires too. The returned effective questionnaire is about 130 copies, a returned rate of 41.6%. The researchers think that the low returned rate might be because that more than half of the schools did not participate in the operation of Internet Reading Club, they thus have very low willing to fill the questionnaire.

**3.3.2 In-depth visit:** Based on the requirement of purposive sampling principle for this study, we take visit method, we have visited one person each such as: Reading Club leader of public library and Internet Reading Club leader in the school.

### *3.3 The analysis and processing of data*

The data processing in this study can be divided into survey questionnaire and visit questionnaire, we will describe the data processing methods as in the followings:

**3.3.1 The processing of survey questionnaire:** EXCEL software is used for statistical analysis and the statistical method used is descriptive statistics.

**3.3.2 The processing of visit questionnaire:** The recording data from two in-depth visit targets will be arranged into word file, the file will be fully read and inspected to find out words and paragraphs which have related meaning to the research topics. The data will be sorted and numbered, open coding and sorting will be performed, core topics will be developed, and finally, the architecture will be formed and analysis will be performed.

## **Chapter 4 Study results and discussions**

### *4.1 Analysis of survey result*

#### **4.1.1 Current implementation status of Internet Reading Club**

**4.1.1.1 Does your company implement Internet Reading Club activity:** There are about 64 senior high schools which have implemented Internet Reading Club (it is about 49.2%), and 66 schools have not implemented Internet Reading Club (about 50.8 ).

**4.1.1.2 Which unit in your school is in charge of implementing Internet Reading Club?** Library is in charge of in most of the schools (it occupies about 91.3%).

**4.1.1.3 What is the reason that Internet Reading Club is not implemented in your school (Multiple choice is allowed):** The major three reasons are respectively: "No teachers related to Internet Reading Club"(16.8%), "It is not listed in the key points of academic affairs"(14.4%) and "too much administrative work to do, too much time left for it"(13.0%).

**4.1.1.4 What is the major reason that Internet Reading Club is formed in your school:** Acting in accordance with "Implementation plan for cross-school Internet Reading Club in senior high school nationwide"(62.1%) is the major reason, the rest is "Library acts aggressively on the implementation"(35.6%).

**4.1.1.5 What is the reading guide method used in the Internet Reading Club of your school?** "Teacher acts as the reading guider"(47.8%) has the highest proportion, this reading guider has the same expectation of reading guider as the visit expert.

**4.1.1.6 How does the Internet Reading Club in your school pick up reading materials?** Most of the schools adopt the reading list provided by” Implementation plan for cross-school Internet Reading Club in senior high school nationwide”, about 43.0% of domestic senior high school adopts this reading list for Internet Reading Club. The next ranks are in the order of: ”recommended by the members”(18.6%), “Picked up by the leader of Reading Club”(15.1%).

**4.1.2 Resource requirement for implementing Internet Reading Club**

4.1.2.1 54.3% of libraries in the senior high schools think that they have enough hardware for implementing Internet Reading Club.

4.1.2.2 39.5% of of libraries in the senior high schools think that they have enough software for implementing Internet Reading Club b.

**4.1.3 Web site functional requirement for Internet Reading Club**

Items	4	3	2	1	Total	Average of level of emphasis	Rank	Item	4	3	2	1	Total	Average of level of emphasis	Rank
	Very necessary	Necessary	Not necessary	Not necessary at all					Very necessary	Necessary	Not necessary	Not necessary at all			
Introduction to good books	44	81	4	0	129	3.55	1	Related web site link	23	99	7	0	129	3.10	14
	34%	63%	3%	0%	100%				18%	77%	5%	0%	100%		
Web guide tour	61	69	0	0	130	3.47	2	Setup of message board	21	97	10	0	128	3.09	15
	47%	53%	0%	0%	100%				16%	76%	8%	0%	100%		
Operational guide	49	73	8	2	132	3.32	3	Online recommendation data	17	107	4	0	128	3.08	16
	37%	55%	6%	2%	100%				13%	84%	3%	0%	100%		
Simplifying layer design	43	79	7	0	129	3.28	4	Registration of the user	20	101	8	1	130	3.08	17
	33%	61%	5%	0%	100%				15%	78%	6%	1%	100%		
Fixed frame	36	88	6	0	130	3.23	5	Link to the internet bookstore	19	99	11	0	129	3.06	18
	28%	68%	5%	0%	100%				15%	77%	9%	0%	100%		
New knowledge notification	33	92	5	0	130	3.22	6	Search of personal data	22	96	11	0	129	3.06	19
	25%	71%	4%	0%	100%				17%	74%	9%	0%	100%		
Amending authority of the author	35	90	4	0	129	3.22	6	Personal database	22	91	13	2	128	3.04	20
	27%	70%	3%	0%	100%				17%	71%	10%	2%	100%		
Feedback E-Mail	33	86	9	1	129	3.17	8	Online help	25	88	15	1	129	3.04	21
	26%	67%	7%	1%	100%				19%	68%	12%	1%	100%		
Provide electronic book for reading	30	93	6	1	130	3.17	9	Downloading of related software	19	92	18	0	129	2.98	22
	23%	72%	5%	1%	100%				15%	71%	14%	0%	100%		
Setup of discussion forum	30	90	10	0	130	3.15	10	Personal bookmark	12	91	25	0	128	2.88	23
	23%	69%	8%	0%	100%				9%	71%	20%	0%	100%		
Small article zone	28	93	9	0	130	3.15	11	Interlibrary borrowing	10	85	31	3	129	2.77	24
	22%	72%	7%	0%	100%				8%	66%	24%	2%	100%		
FAQ	26	95	7	1	129	3.11	12	Chat room	10	78	36	4	128	2.71	25
	20%	74%	5%	1%	100%				8%	61%	28%	3%	100%		
Free writing	20	92	4	0	116	3.10	13								
	17%	79%	3%	0%	100%										

**4.1.4 Strategy plan for implementing Internet Reading Club**

4.1.4.1 Library directors think that the major activity content of Internet Reading Club are: ”Publication of reading experience”(27.2%), “Discussion zone”(20.3%), “Reading guide”(18.8%), we can thus conclude that library director has very strong emphasis on the “discussion zone” of Internet Reading Club.

4.1.4.2 The reading materials in the Internet Reading Club of senior high school show

emphasize on: "prose", "fiction" and "films".

4.1.4.3 The topics made by the Internet Reading Club in senior high schools should emphasize on: As in the following order: "literature and arts"(15.8%), "Life education"(14.5%), "Life philosophy"(10.7%), "Scientific knowledge"(10.7%).

## *Section 2 Content of in-depth visit*

### **4.2.1 Abstract of the visit content of the first visit target**

#### **4.2.1.1 Discussion materials for Internet Reading Club The selection of book list**

- In deciding Reading Club materials, "balance in topics", "Distribution balance of the publishers", "Taking into account both book quality and popularity", "balance between local work and translated work" should all be considered.
- Each school can have its own book list; or local school alliance way can be adopted so that a whole book list can be proposed for selection.

#### **4.2.1.2 Leading strategy of Internet Reading Club**

- Students in the Internet Reading Club of the senior high school can do the reading guide or discussion themselves, or the teacher can be the reading guider.
- Operated by students: Many Internet Reading Clubs in schools in Hong Kong are operated by students themselves.
- We suggest that the libraries in senior high schools the followings:
  - Teacher can pre-record the guidance content to be used in online reading guide.
  - Apply the video and audio in the municipal library to the Internet Reading Club in the schools.

#### **4.2.1.3 The major activity items of Internet Reading Club**

- Current major activity items of Internet Reading Club are: "On-site discussion", "Opinion exchange in the internet", "Inviting writers to talk about book in each month" and "Plan outdoor visiting activity".
- We suggest the followings to the high school libraries:
  - Should think about building "attribution" to the Internet Reading Club.
  - Use "blog" way in the internet: Internet Reading Club can use "blog" way for its operation, there is blog software available for this purpose. Articles can be posted into the web, people can reply to the postings, however, there is no in-time dialoging function.

#### **4.2.1.4 Personnel training of Internet Reading Club**

- There are many voluntary workers training courses available in Taipei municipal library: for example: how to lead a Reading Club, how to design a project, how to do reading guide, how to do voluntary worker service, how to hold activities, etc.
- The voluntary workers in the school can be trained by Taipei municipal library.

#### **4.2.1.5 Suggestive strategy of Internet Reading Club**

- It takes a lot of time to run Reading Club, the entire school should involve in the planning job, work division mechanism is very important.
- The operation of the Club within the campus needs the efforts of teachers from all departments, it should not be relied solely on library personnel. It is also very important to let principal feel the importance of the Internet Reading Club!
- The school should have a mechanism to implement Reading Club Commission, the level for the operation of the Club should be raised.
- Reading activities are strongly implemented in Hong Kong and Mainland China in

recent years, some reading strategies have been developed which can be used as references for us.

#### **4.2.2 Abstract of the visit content of the second visit target**

##### **4.2.2.1 The motive to form Internet Reading Club**

- It is a trend to form Reading Club by the library of the school.
- It is a training of academic capability incubation for the students.
- Time and space limit can be broken through the use of reading discussion in the internet.
- Enhance the competitiveness for advanced education and study.
- Build teaching concept.
- It is training for top ranked students.
- The promotion of "Can" concept": To create opportunity for reading

##### **4.2.2.2 The student training content of Internet Reading Club**

- Eliminate the drawbacks of traditional fixed courses, "duty-oriented" training is adopted as the main training for students.
- Training time: Training activity can be arranged at the summer vacation after the senior high school entrance examination or the summer vacation after the first year of senior high school, the basic principle is not to affect school's course.

##### **4.2.2.3 Who would be better to be the leader of the Internet Reading Club?**

Of course the teacher would be the best, this is because the library director is too busy; although knowledge of the library director is solid, not wide enough.

##### **4.2.2.4 How to train teacher to lead the Internet Reading Club?**

- Starting first with on enthusiastic teacher, then two, then three, and finally forming a GROUP, we believe that there will be more teachers join.
- For administrative personnel, teacher's capability, time and feedback should all be considered.

##### **4.2.2.5 Internet Reading Club in senior high school should support the teaching:**

Supporting teaching so that the Reading Club of teaching resource center can be combined with the subjects of the courses, the teaching requirement of each course can thus be matched.

##### **4.2.2.6 What is your opinion on the "Cross-school Internet Reading Club in senior high school nationwide" promoted by Ministry of Education?**

- It can be combined with courses in the senior high school.
- Multi-element oriented method is adopted: It is not only limited by experience report or just result-oriented.
- The function of "Can" should be emphasized.
- Systemization: Do not let it be connected with politics, do not let it be affected by government officers.

##### **4.2.2.7 What do you think the government can do to support the implementation of Internet Reading Club in senior high school?**

- Make a more complete implementation system.
- Make an encouragement system for suggestions.
- Provide budget to form result database and to publish related books.
- Make a "performance measurement table" for the library.

##### **4.2.2.8 What is the should-dos and strategies you recommend to the school?**

- Reading Club for the learning course: Let teacher make book list aiming at the subject learning of the learning courses and plan the reading stage for the students. The learning database can be built together by schools which form a local alliance.

- Reform the training of Reading Club: Students lack of reading training, logic concept and language training, etc., they can not appreciate in-depth a good book and do not have enough writing and expressing capability.
- Enhance the psychological training and linguistics training of the reading guide teacher so as to upgrade their professional knowledge.
- Result exhibition: Report, journal, newspaper, teaching project suggestion and teaching activity planning can be made for sharing and promotion; the publication of result is very important.
- "Duty-oriented" student training is more suitable for student group with different capabilities.

## **Chapter 5 Conclusion and suggestion**

### *5.1 The current status and dilemma in Internet Reading Club in senior high school*

**5.1.1 The current status of Internet Reading Club in senior high school:** The highest proportion of years of experience of implementing Internet Reading Club by domestic senior high school library is "three to four years", there are about 27 schools (a percentage of about 40.9%), most of the senior high schools implemented the Internet Reading Club after reception of a letter from Ministry of Education in 2001, we can see that the policy planning of the official government has strong effect on the implementation of Internet Reading Club.

#### **5.1.2 What is the major reasons that affect the formation of Internet Reading Club in the library of senior high school:**

##### 5.1.2.1 There is no teacher for Internet Reading Club:

Too much administrative work, no time for the implementation: the percentage of setting up a group leader in the library is low (about 52%), there is no human resource.

##### 5.1.2.2 It is not listed in the key academic affairs of the school: Lacking of recognition and emphasis of the administrative personnel.

##### 5.1.2.3 The resistance from advanced-study-oriented education: The reference books referred to by the textbook have occupied too much time, there is no additional time for reading non-related books.

##### 5.1.2.4 There is no equipment for Internet Reading Club: insufficient hardware and software.

#### **5.1.3 Other dilemma of Internet Reading Club:**

##### 5.1.3.1 Insufficient spirit of active participation from the students, too few students have willing to join.

##### 5.1.3.2 The reading spirit within the campus is not good.

##### 5.1.3.3 There is very few related information available on Internet Reading Club.

##### 5.1.3.4 Too much plagiarism in student's work.

##### 5.1.3.5 Students do not know how to use Internet Reading Club, there is not enough operation time.

##### 5.1.3.6 Lacking of professional managers.

### *5.2 Discussion materials for Internet Reading Club*

5.2.1 The era of digital library has come, take good use of the internet characteristics to

provide multiple reading materials such as: "electronic library", "online video and audio", "digital arts and literature appreciation", etc. so that students can read them at different time.

- 5.2.2 The principle of selecting a book: "Balance in topics", "Distribution balance of the publishers", "Taking into account both book quality and popularity", "balance between local work and translated work" should all be considered.
- 5.2.3 Each school can have its own book list; or local school alliance way can be adopted so that a whole book list can be proposed for selection.
- 5.2.4 A book list that support teaching: There is teaching meeting in each school and each department, reading list can be suggested in such meeting targeting at each course, so that such books which support teaching can be purchased by the library.

### *5.3 Reading guide strategy for Internet Reading Club*

- 5.3.1 Reading guide for online video and audio: Reading guider can pre-record the guiding content, make them digital files and leave them on the internet to be downloaded and viewed by students, time and space is no longer the limit.
- 5.3.2 Put all kinds of "reading guide of good books" on the internet to be freely browsed by students.
- 5.3.3 School can use social resource, for example: The "video and audio reading guide" resource provided by Taipei Municipal library, the library invites writer for reading guide each month, there fare video and audio files available for use.
- 5.3.4 The reading guider has better be teacher of each teaching course: The teacher of each teaching course can be the reading guider in his/her professional field, the human resource in library is insufficient to handle.
- 5.3.5 Students can perform operation, reading guide and discussion in Internet Reading Club in senior high school.

### *5.4 Major activity items of Internet Reading Club*

- 5.4.1 The major activity items of general Internet Reading Club:
  - 5.4.1.1 Class Reading Club can perform on-site discussion and put the discussion result on the web.
  - 5.4.1.2 Opinion exchange on the internet:
    - Operate the Club by using online video and audio reading guide and by adopting synchronous or non-synchronous Reading Club discussion meeting.
    - Build a "discussion zone" to provide communication and discussion channel for student and teacher, there is no limit on time.
    - Us the "messenger" way favored by youths to perform Internet Reading Club discussion, teacher can guide students online. The progress of the discussion and the final conclusion of all the teachers and students can be recorded.
- 5.4.2 Subject type Internet Reading Club focusing on teaching course learning: Adopt constructive teaching concept and set up subject learning Reading Club by targeting at the learning courses for senior high school, list key book list for students to read, and finally, prepare an internet learning sheet to incubate student's capability in exploring problem and solving problem..
- 5.4.3 Use "blog" way for the Reading Club: Internet Reading Club can use "blog" way for its operation, there is blog software available for this purpose. Articles can be posted into the web, people can reply to the postings, however, there is no in-time dialoging function.

## *5.5 Human resource for Internet Reading Club*

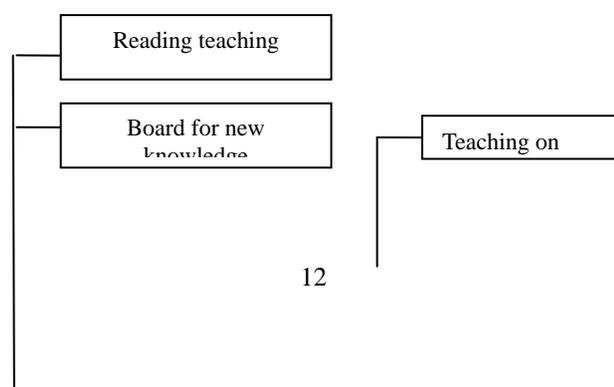
- 5.5.1 According to the survey result: Internet Reading Club needs most the joining of "experts and scholars" and the resource of "library in neighboring school, teachers", the next thing that is needed is the professional assistance provided by "information technology personnel".
- 5.5.2 Most library directors in the school reflect the need of support from teacher in the school and the need to implement Reading Club by teacher of each course.
- 5.5.3 After related training, students will have the capability to operate Internet Reading Club independently.
- 5.5.4 Voluntary workers and can also be the human resources.
- 5.5.5 Training channels and resources: Take full use of the social resource, for example, there are many Reading Club courses planned by Taipei municipal library, many administrative resources of the school library can be saved by consigning municipal library for training.
- 5.5.6 Training for students:
- 5.5.6.1 Content of the course: The goal of the course is to incubate seed members for Reading Club, one for each class at least, so as to support the operation of Class Internet Reading Club. We suggest that the training course content should contain one of the following three main topics
- Basic training course for reading method.
  - The management and operation of Reading Club.
  - Web page design and internet resources.
- 5.5.6.2 Time of the class: It is better for the class to be implemented before the entrance of first grade senior high school and in the summer vacation period after the first grade of senior high school, the basic principle is not to affect student's course for the class.
- 5.5.6.3 Course and activity: Expert forum, group discussion, practice and operation, real operation in the internet, etc.
- 5.5.6.4 Mission-oriented design of training course

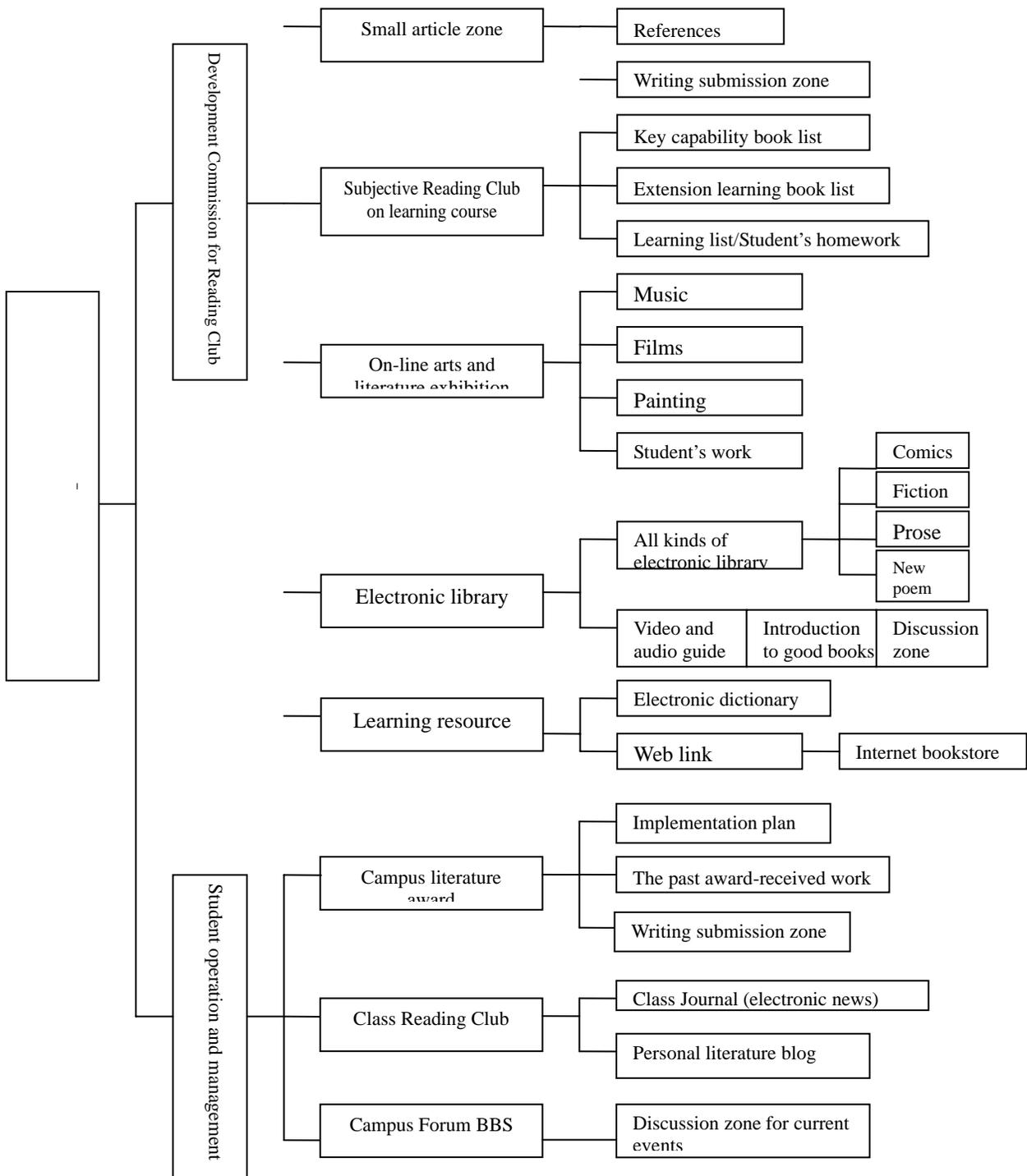
## *5.6 Other suggested strategies for Internet Reading Club*

- 5.6.1 In government aspect:
- 5.6.1.1 Provide related budget for the implementation of reading activity in senior high school: Policy of official government will lead the development direction of academic affairs in the school. Therefore, if the library in senior high school wants to develop Internet Reading Club, it should obtain the support and emphasis from the government, meanwhile, government should make activity plan to promote student's reading capability and provide related accompanied policies so as to facilitate the implementation of Internet Reading Club in senior high school.
- 5.6.1.2 Increase the weight of composition capability in the entrance exam, enhance student's reading and writing motive.
- 5.6.1.3 Provide diversified leaders and teachers training course, incubate seed teacher for Reading Club and solve the dilemma of insufficient for Internet Reading Club.
- 5.6.1.4 Combine the man power and resources in National Science Council, Ministry of Education and Council for Cultural Affairs to form learning resource web for senior high school students, this web should include Internet Reading Club function; build an Internet Reading Club platform with more diversified content through the

- integration of internet resource by scholars and experts.
- 5.6.1.5 Increase the budget support to the school, use special purpose fund to support the formation of Internet Reading Club in each school.
  - 5.6.1.6 Make "Implementation plan for nationwide cross-school Internet Reading Club" more clear and systemized.
  - 5.6.1.7 Give prize to well performed schools, students and teachers.
- 5.6.2 In school aspect:
- 5.6.2.1 Form a library development commission and include the Internet Reading Club as one of the key development items.
  - 5.6.2.2 Surmount the dilemma of insufficient human resource: Train voluntary workers and students for the operation of Reading Club.
  - 5.6.2.3 Renew the old computer facility in the library, develop the library toward the direction of becoming a learning resource center; combine the resources in each department to build better Internet Reading Club development environment.
  - 5.6.2.4 Teacher of each course can participate the activity of Internet Reading Club together, build digital environment for subject learning.
  - 5.6.2.5 School can operate Internet Reading Club in early morning meeting time or in the form of arts camp in summer or winter vacation periods.
  - 5.6.2.6 Internet Reading Club can be implemented together with the literature award activity in each school.
- 5.6.3 The main purpose of "High school web" is to participate a competition, there is very few spirit of share, "discussion" is the focus of Reading Club, we suggest to add interactive discussion mechanism after the publication and share of experiences.
- 5.6.4 Set up score-adding award for Internet Reading Club, it can be used as reference for school admission application.
- 5.6.5 Use local school alliance way to build work division mechanism and to co-run the cross-school Internet Reading Club.
- 5.6.6 Improve the entire educational environment and reading spirit.
- 5.6.7 Should think about building "attribution" to the Internet Reading Club of the senior high school, for example, add in-time video conference interaction function.

*5.7 Suggested architecture diagram for Internet Reading Club*





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