

# Take College Students as An Example to Study the Influence of Socialized Reading on Digital Reading

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## Abstract

Social reading refers to a brand-new reading mode that takes readers as the core and emphasizes sharing, interaction, and dissemination. Compared with the traditional book as the core, it is proposed by emphasizing the reading mode of the content itself, paying more attention to people, focusing on reading-based social interaction, and advocating the co-creation of UGC, co-dissemination and co-profit. At the same time, with the development of Internet socialization, it is obviously necessary to use social reading to promote people's reading life. This article will conduct more detailed and specific research and discussion on the basis of social reading, and study the practical application and value of social reading in daily life.

## Keywords

College students; Social reading; Internet social interaction; Supervision.

## 1. Introduction

### 1.1. Research Background

The rapid popularization of portable electronic devices represented by mobile phones and tablet computers has opened the prelude to the rapid development of the mobile Internet. At the same time, it has gradually brought about changes in the way people communicate, bringing more novel changes to the society, and related industries have also changed. Digital reading is one of them. In April 2019, the China Digital Reading Conference released the "2019 China Digital Reading White Paper", which showed that "in 2019, the total number of digital reading users in China was 470 million, and the per capita number of digital readings reached 14.6, of which 20 were exposed. These e-books accounted for 53.8%, a year-on-year increase of 3.4%." The development of digital reading is like a broken bamboo. Among them, the fast-developing listening-to-book services in recent years can be seen on almost all online reading platforms.

On the other hand, social networking is the primary development subject in the Internet era. With the help of the mobile Internet, people continue to provide social channels across time and space constraints. Quietly, digital reading has also become more and more socialized. At present, there are more and more mobile phone software with both electronic reading and social network functions in China, such as WeChat reading. The market is also recognizing the strong demand of e-reading and social networks, and guiding people to combine e-reading with social networks more and more.

### 1.2. Research Status

#### 1.2.1. Current Status of Domestic Research

##### 1.2.1.1 Status Quo of Research on Social Reading

The current research on social reading mainly focuses on: digital publishing, research in the context of social reading, etc. Key words mainly include: library, mobile Internet, community building, etc. Among them, university libraries and public libraries are the main promotion forces.

Regarding the research platform: under the background of the rapid development of the Internet, traditional paper media is facing a critical moment of rebuilding and redevelopment; on the other hand, mobile digital reading has long been the object of attention of many scholars. Under the influence of these two aspects, news reading platforms: Netease News, Toutiao, etc., electronic reading apps: palm reading, climbing reading, etc., reading communities embedded in social networking sites: Weibo, WeChat, etc. have become the main research objects .

Key research population: With the development of the aging era, there are endless researches on the socialized reading of the elderly and the digital reading of the elderly. At the same time, there are more and more in-depth studies on college students in the industry in terms of reading motivation, sharing behavior, and willingness to continue using.

#### 1.2.1.2 Research status of digital reading

According to the existing literature, there are few researches on the influencing factors of digital reading, and more researches on the positive or negative effects of digital reading on adolescents, usually by means of questionnaire surveys, interviews and other forms of research. The specific impact is reflected in two aspects, one is the physiological level; the other is the knowledge level.

### 1.2.2. Status of foreign research

#### 1.2.2.1 Status Quo of Research on Social Reading

The main focus of foreign research on social reading volume lies in the four parts: research on the concept of social reading, research on the application of social reading platforms, research on the impact of libraries, and research on user behavior. Similar to the content of domestic research, foreign research on social reading also focuses on the main influential subjects, such as college students and major social software.

#### 1.2.2.2 Research Status of Digital Reading

Foreign research on digital reading started early, and usually adopts empirical research to demonstrate opinions in the form of data quantification. Foreign research on digital reading mainly focuses on the research on the influencing factors of digital reading, or how to improve the promotion of digital resources.

### 1.2.3. Literature Review

Through the above-mentioned domestic and foreign research on socialized reading and digital reading, it can be seen that there are few studies on the impact of socialized reading on digital reading, and the methods used are mostly: questionnaire survey method, interview method, etc.

## 1.3. Research Methods

This article uses literature analysis method, questionnaire survey method, interview method, experimental method, network ethnography method and other methods to carry out thematic research. Among them, the variable control method is mainly used for the research and analysis of the experimental subject.

## 1.4. Research and Innovation

### 1.4.1. Research Object

At present, the research objects on e-reading and social networking are concentrated on overall user behavior, library construction, digital promotion, etc. There is a lack of surveys specifically targeting young people and even more accurate social reading of college students.

### 1.4.2. Research Perspective

The article is based on theoretical support for the social psychology and reading psychology of college students' online reading. It studies the influence of book friends on the subject's reading situation, deeply understands the online reading situation of college students, and analyzes the

online social interaction for college students. The influencing factors of e-reading, and pointed out the existing problems of socialized reading, and put forward reflections and suggestions. Compared with the same type of research, this research has innovative perspectives.

## **2. Overview of Related Theoretical Research**

### **2.1. An Overview of Related Theoretical Research on Digital Reading and An Overview of Related Theoretical Research on Social Reading**

In terms of the concept and characteristics of social reading: Mennella believes that social reading is like a public activity, which can not only expand reader experience, but also promote reader participation and improve the effectiveness of social reading. Stephen believes that social platforms allow readers to understand what other people are reading and to share and communicate with each other. "

In terms of the influencing factors of social reading: Li Wu and others found that satisfaction is also one of the important influencing factors in the process of studying the continuous use behavior of college students' social reading APP. Therefore, in the subsequent design of the experiment, we pay more attention to the participation experience feedback of the participants after the experiment is over.

In terms of the concept of digital reading: From a broad perspective, digital reading has two meanings, one is the digitization of the reading object, the other is the digitization of the reading method, the design process of this experiment and the process of writing the paper, comprehensively consider these two aspects, Read e-books through the designated mobile app

## **3. Experimental Design and Result Analysis**

### **3.1. Experimental Design**

#### **3.1.1. Experimental Method**

For this experiment, forty college students from the same school (X1 X2 X3...X40) were selected without any difference. The staff were recruited in advance before the experiment, and the staff selected a number of electronic reading materials for the subjects to select and designate the reading intention form survey experiment The reading preference and interest of the subjects, referring to the survey results, divide the subjects into four groups, each with ten people, and each group is set in order as follows:

There are book friends, no large group discussion groups, and exchange and supervision mechanisms;

No book friends, large group discussion groups, and exchange supervision mechanism;

There are book friends, no large group discussion groups, and no exchange supervision mechanism;

No book friends, no large group discussion group, no exchange supervision mechanism

After dividing into groups, the staff released the electronic reading materials of the experiment. Given the same reading time and approximate reading volume, the staff guided the second group to conduct intensive communication and sharing; the third and fourth groups to exchange and share in pairs.

#### **3.1.2. Experimental Data Collection and Standards**

Observe the experimental results, compare the reading time, reading frequency, and subjective reading experience between the groups, and use the time of collecting reading software as the criterion for judging the reading time. Use the software that comes with the smartphone to assist in the collection of data.

## 3.2. Result Analysis

### 3.2.1. Experimental Data

**Table 1.** Experimental Data

Group	The first group	The second group	The third group	The fourth group
Reading time for each group	5.38h	5.54h	3.75h	1.86h

### 3.2.2. Comparative Analysis

#### 1) The first group vs. the third group

Experimental data shows that the average weekly reading time of the first group is 5 hours and 22.8 minutes, and the third group is 3 hours and 45 minutes. It can be compared with the importance of the communication supervision mechanism when there are book friends. While comparing the two groups of students, a sample survey was carried out. The survey structure showed that compared with the first group of students, there were relatively random matching strange book friends in the third group, but the two parties did not actively communicate and communicate. Under certain conditions, supervision and control have decreased, and reading during the experiment is relatively lack of control and restriction under certain conditions. In contrast, the first group used a group discussion method to link between the two book friends, and at the same time through the staff's progress announcement for supervision, the reading time of the two experiment subjects has been significantly improved. Therefore, to a certain extent, it is concluded that the mechanism of communication and supervision has a certain influence on the reading of book friends. Appropriate supervision can promote the completion of daily reading tasks and promote the development of reading habits under digital reading conditions.

#### 2) The first group vs. the second group

The variables in the initial experimental environment of the first and second groups are set to the mode of supervision and communication. According to the experimental data, the reading time of the two groups of subjects is similar. Chengdu has a good promotion effect. However, the experimental process of the two-person discussion group is different from that of the multi-person experimental group. The two-person experimental group discusses and chooses books that both book friends are willing to read. In this experiment, the multi-person discussion group is liked by all ten. Volunteers who read foreign literature will be screened and selected by the staff (the experimental book in the second group is "1984"). Therefore, in the actual process, we can find that we are willing to actively share reading experience or book reviews after reading in a multi-person discussion group. The number of people is smaller. Combining with the interviews with the subjects after the experiment, it can be seen that the reason for the above phenomenon is that the selection of books cannot meet the emotional needs of all subjects, and the behavior of discussing the content of the books is inherently insufficient, and the subjects do not think that they are in the discussion group. The group discussion has a lot of meaning. It was the daily monitoring mechanism set up in the group discussion that gave the second group a relatively good result for the reading time. However, in contrast, it is not difficult to draw a conclusion that the "mutual assistance" mode of supervision between people can promote personal reading.

At the same time, the experiment found that the weekly reading time of the five groups of subjects in the first group was almost the same. The shortest two people's reading time were within 1-2 hours, and the longest two people's reading time was greater than 10 hours. Therefore, it can be found that the reading mode of mutual supervision by two persons is mutually restrictive, interacting and influencing each other under certain conditions. This is of

great value and significance for the specific model of social + reading in the later stage of the project.

### 3) The third group vs. the fourth group

The variable setting of these two groups is whether there are book friends or not. In the data, the difference between the three or four groups of volunteers in the weekly reading data is roughly two hours. The third group, which was assigned bookmates before the start of the experiment, had an average of two hours more reading data per person than the fourth group without bookmates. In the third group, the staff did not take any measures to link the two book friends, and the communication between the book friends may or may not exist in the subject's conscious initiative. In the fourth group without any arrangement, all the experimental subjects were in the "stocking state". The final experimental results can also show that the "book friends" have no communication and supervision mechanism for people's reading psychology and the experiment process. On the impact.

### 4) The first three groups vs. the fourth group

Looking at the experimental data of the first three groups, both the matching of book friends and the setting of the supervisory communication mechanism have an impact on the reading time of the experimental subjects, compared with the case of the fourth group without any intervention measures. It can be found that "book friends" and "communication and supervision mechanism" directly or indirectly promote reading. At the same time, in the first and second groups, the researchers also discovered the influence of "book friends" and "supervisory exchange mechanism" in different situations.

## 3.2.3. Experimental Conclusion

To some extent, the mutual supervision between "book friends" directly or indirectly promotes the cultivation and maintenance of people's reading habits. It has a certain promoting effect on people's reading frequency and time in the process of reading.

## 4. Analysis of Influencing Factors

### 4.1. Changes in Reading Motivation

Reading motivation is a prerequisite for starting to read. Different from the traditional way of reading, social reading brings a variety of reasons for reading. Through social reading, users can break the previous model of reading alone to obtain knowledge, and gain in-depth connections with others on the reading platform; strengthen their connections through reading, thereby gaining a large number of users' reading experience, experience, and comments. It's not just simply acquiring knowledge. In the "Book Friends+" model, users get in touch with like-minded strangers through their hobbies and reading preferences, which may bring about a change in users' reading motivation. In the feedback of the experimental results, some students said that their daily reading is due to the companionship of book friends and the positive interaction between them. It is the social function that promotes the increase of their reading time and discussion.

### 4.2. Fragmentation of Reading Time

Under the combination of digital reading and social mode, reading can be carried out at any time and place, which makes the time of reading fragmented; at the same time, the frequency of reading has also changed. However, whether this change can bring positive educational significance to the entire society is still debatable. Due to the emergence of mobile electronic products and the popularization of the Internet, many users say this has extended their reading time; but some readers question their reading experience and quality, believing that paper books "make themselves calmer and have a better experience ". Some scholars also believe that



this poses a great challenge to in-depth reading and rational reading, because it is difficult for people to think independently and read immersively when facing fragmented information.

#### **4.3. Closer Social Distance and Value Recognition**

The social reading platform brings the sharing of reading experience and emotions, and the reading space becomes more public. Collins put forward his views in "Interactive Ritual Chain", he said that the key to the development of shared symbols is common concern. On the basis of big data, the reading platform captures users' personal interests and preferences to form book friends with highly adaptable strangers, so that both parties can develop topics and conduct in-depth exchanges on the basis of reading content. Interaction, close the distance between each other. When the reading focus of each other overlaps, users will get emotional sharing and mutual recognition. One subject mentioned, "Every time the content I share is recognized by book friends or resonates, I have a feeling of meeting a confidant."

#### **4.4. Diversified and Richer Reading Experience**

The digital reading platform and personalized push have undoubtedly played a great role in attracting users and giving users a certain transformation in their reading experience. The reading experience in the traditional mode largely comes from the content of the books, and social reading adds many interactive functions: not only the book friend mode, but also private messages, comment areas, personalized pushes, and "online reading rooms" A variety of functions, such as, have a significant impact on increasing users' interest and duration. According to the results of the experiment, a small part of the subjects said that "interactions with book friends and concentrated discussions made me feel that reading became more interesting." And "compared to the past, my reading time has increased."

#### **4.5. Distracted Reading and Following Trends**

The endless push on the platform not only attracts users, but also causes the problem of inattention of users. The experimental subjects said that when faced with many books of interest, it is difficult to focus on one book, and after a period of time, they will inadvertently or purposefully open another book, which leads to incomplete knowledge acquired by users. In addition, the phenomenon of following the trend has also led to this result. Because popular books always appear in a conspicuous position on the reading platform, or are recommended by a large number of reading users, readers often open a book that they are not really interested in because of curiosity to let go of the book they are reading. This phenomenon of reading interest being influenced and swayed by others on the platform has a negative effect on the continuity and depth of reading.

#### **4.6. Reading the Pressure Brought By the Forward Movement of Background Data**

In the book friend mode, readers' reading progress and duration, and even their own book lists have changed from background data to a state of public display. This change can easily affect the reader's own reading plan and put a lot of pressure on the reader. For some users with the purpose of improving themselves, this move may cause anxiety. In the experiment, the subjects turned in their own reading time every day, and we received feedback that they did not want to affect the communication with book friends due to schedule problems, and were forced to complete the reading task, which deviated from the original intention of reading. In the actual situation, many people are confused about their own reading purpose. They show their connotation through quick reading and choosing "tall" books to read, which completely breaks away from the positiveness that socialized reading expects to bring readers. Influence.

## 5. Summary and Outlook

### 5.1. Research Conclusion

It compares the total reading time and the changes in subjective feelings of experimenters in the context of social reading and independent reading. It is expected that there is a big difference between the reading time of social reading and the reading time of independent reading. The reading time of social reading is higher than that of independent reading, and most people think that social reading makes their reading experience better. This expectation is consistent with the results of our "Book Friends" reading activity experiment. It shows that the reading mode that emphasizes sharing, interaction, dissemination and social interaction has improved the reading efficiency of the subjects to a certain extent, and at the same time, improved their reading experience. It can be inferred from this that the "social + reading" model has a positive impact and can help everyone develop the habit of reading and increase their interest in reading.

### 5.2. Shortcomings and Prospects

The experimenters tried to select only college students with a relatively monotonous social background, a small number of them, and chances, which could not forcefully illustrate the effectiveness of the "social + reading" model for the user group. It is necessary to expand the test personnel and increase the range of user groups.

Experimenters have different discretionary time, and the reading time as a control is easily affected by external factors in the experiment, which makes the experimental data biased. If you want to obtain more accurate data, you should control various external variables.

The experiment time is short, and there is an impact of participating activities on the participation of experimenters. It is only valid as short-term data, and further research and investigation are needed for long-term effects and related data.

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