

Recreational reading promotion and academic libraries mission. A systematic review

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Abstract

Despite the renewed interest in working on the topic of recreational reading promotion in academic libraries, most of the initiatives are isolated activities. This article seeks to realize a systematic review about how the scientific literature has dealt with the relationship between the recreational reading promotion and the mission of this type of Higher Education units. The scientific literature from 2000 to 2022 was analysed from the dimensions of policy, infrastructure, staff, and benefits. It was found that there are 94 scientific documents which describe and state the possibilities of promoting recreational reading through an expanded view of support for teaching, research and university service, but that have not been translated into concrete policies. The scientific literature shows that there is a lack of research demonstrating the benefits of the initiatives, and case studies to demonstrate the connection of the activities with the current university challenges, for the generation of new policies and profiles in order to carry out solid programs where evaluation is a constant practice.

Keywords: Reading promotion; readers advisory; academic libraries; research libraries; college libraries; recreational reading; leisure reading; Higher Education.

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Promoción de la lectura recreativa y misión de las bibliotecas universitarias. Una revisión sistemática

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Resumen

A pesar del renovado interés por trabajar el tema de promoción de lectura recreativa en las bibliotecas universitarias, la mayoría de las iniciativas que se realizan son actividades aisladas. Este artículo busca realizar una revisión sistemática sobre cómo la bibliografía científica ha tratado la relación de la promoción de lectura recreativa con la misión de este tipo de unidades del ámbito de la Educación Superior. Se analizó la bibliografía de 2000 a 2022 a partir de las dimensiones de política, infraestructura, personal y beneficios. Se encontró que existen 94 documentos científicos donde se describen y enuncian las posibilidades de la promoción de lectura recreativa a través de una mirada ampliada al apoyo a la docencia, investigación y servicio universitarios pero que no se han traducido en políticas concretas. La bibliografía analizada demuestra que hacen falta investigaciones que evidencien los beneficios de las iniciativas, además de estudios de caso que demuestren la conexión de las actividades con los retos actuales universitarios, para la generación de nuevas políticas y perfiles que lleven a cabo programas sólidos donde la evaluación sea una práctica constante.

Palabras clave: Promoción de la lectura; animación a la lectura; bibliotecas universitarias; lectura recreativa; lectura por ocio; Educación Superior.

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Introduction

According to [IFLA \(n.d.\)](#) the primary role of academic libraries is to meet the information needs of learning and research. In particular, the [ACRL \(2018\)](#) defines the educational role of such units as supporting their community to discover, access and use information effectively for academic success, research and lifelong learning.

Since the mission of higher education libraries is derived from the function of the larger institution they are a part of (teaching, research and service) ([Boli, 2018](#)), the challenges presently faced by the universities affect their libraries directly. Consequently, the current trends in pedagogy, characterized by a more active and collaborative approach, and advancements in the production, distribution, and access to information have influenced academic libraries to provide fresh resources and environments that align with the new learning-centred pedagogy and a greater focus in information literacy with a critical approach. Equally, the current trend in the economic environment of higher education towards outcomes necessitates that academic libraries demonstrate their value and impact in supporting student academic success, as well as their contribution to research productivity ([Rubin & Rubin, 2020](#)).

Amidst the challenges faced by academic libraries, today there is a problem not necessarily addressed in their strategic plans: their input to the reinforcement of their community's reading habits. Assumptions have been made that students within the university setting have already acquired satisfactory reading skills from school, rendering it unnecessary to further strengthen their habit of reading, when the reality is that most of them have not acquired such a habit¹.

The reading habit is understood as a stable behaviour that develops with the voluntary exercise of reading in everyday life, which leads the person to choose to read freely in order to occupy part of their leisure time ([Cerrillo et al., 2002](#)). Different research has shown that there are different reading profiles among the university community and that, although it is a population that positively values reading practice, the majority have a concept of reading as an instrumental practice, not a recreational one, such recreational mode being the attitude that favours voluntary reading behaviour ([Larrañaga & Yubero, 2005](#); [Gilbert & Fister, 2011](#); [Yubero & Larrañaga, 2015](#); [Fernández & Ojeda, 2018](#); [Sánchez-García, 2019](#)). Given that the positive relationship between a stable reading habit, better verbal skills and academic success has been demonstrated ([Elche et al., 2019](#); [Martin-Chang et al., 2021](#)), advocating it within the university setting is paramount.

Within this framework, there is a renewed interest in the bibliography to investigate the contribution that academic libraries can make in addressing the issue of promoting reading, an area which has typically been associated with public and school libraries but has been overlooked in the mission of those in the Higher Education sector. We speak of 'readers advisory' for the Anglo-Saxon case and 'reading promotion' in the Spanish-speaking world. The former is understood as a service that suggests what material to read for leisure based on interests, tastes and moods ([Dali, 2015](#)) and the latter, "as a work of socio-cultural intervention that seeks to encourage reflection, revaluation, transformation and construction of new meanings, ideologies and reading practices" ([Álvarez & Naranjo, 2003, p. 17](#)). Within the latter –seen as a broader field involving political, economic and administrative policies and actions– is reading encouragement (*animación a la lectura*), which consists of improving reading habits.

Although the Anglo 'readers advisory' and the Hispanic 'reading promotion' terms have different origins and traditions, for the purposes of this article both terms are used. In the bibliography, both refer to services in which an academic library assumes a commitment to reading beyond its instrumental value and its use in the classroom through the

organisation of reading clubs, gatherings, meetings with authors and specialists, exhibitions and recommendations on digital platforms (Sánchez-García & Yubero, 2015).

Consequently, there has been a resurgence of reading promotion initiatives from academic libraries that is evident in the scientific literature. Dali and McNiff (2019) have identified this for the English-speaking case. In the Spanish-speaking world, Rebiun (2019) conducted a study on activities in Spanish territory and found that in most cases the initiatives are specific and reduced in number or frequency. There are also scientific papers describing initiatives in countries such as Mexico (Ramírez & Ibáñez, 2017), Cuba (González & Martínez, 2017), Chile (Garrido, 2020) and Colombia (Herrera & Hincapié, 2020). In China, in turn, programmes have increased in response to state reading promotion policy (Tan, 2018; Tang et al., 2020).

To that extent, the bibliography reports the appearance of initiatives that are generally isolated and are carried out in disconnection with the mission of academic libraries. Although the scientific documents that deal with the subject speak of the promotion of recreational reading in the mission of this type of unit in the field of Higher Education, none of them carry out a study on how literature has dealt with the subject. Therefore, this article seeks to critically analyse how the scientific sources have dealt with this relationship in order to identify why the initiatives do not constitute as solid programmes and what challenges they must face in order to function properly.

Methodology

This research seeks to analyse how the scientific literature has posited the correlation between the service of promoting recreational reading and the mission of academic libraries. The strategy in order to achieve this objective consisted in identifying the four fundamental dimensions through which this relationship is manifested: policies (orientations or guidelines regarding the substantive university functions); infrastructure (collections and spaces); staff (competences and perceptions); as well as benefits (for the university community and the external public, for the library and the university) and evaluation of the programmes.

To that extent, we sought to identify how these four dimensions are portrayed in the scientific literature on reading promotion in university libraries. In order to do so, the following equation was run on the databases Web of Science, Scopus, Ebsco, Proquest and the search engine Google Scholar on May 26, 2023, and the search was limited to the years 2000 and 2022:

((*“promoción de lectura”* OR *“readers advisory”* OR *“reading promotion”*) AND (*“bibliotecas universitarias”* OR *“college libraries”* OR *“academic libraries”* OR *“research libraries”*))

Twelve records were found in Web of Science; 24 in Scopus; 742 in Proquest; 3,482 in Ebscohost, and 2,580 in Google Scholar. These records were then restricted to one of the words in the first theme (reading promotion; recreational reading; cultural services) and one of the words in the second theme (academic libraries) being in the title, abstract, subject and/or keywords (inclusion criteria) for the records returned by each database and search engine, and duplicates were excluded in each case.

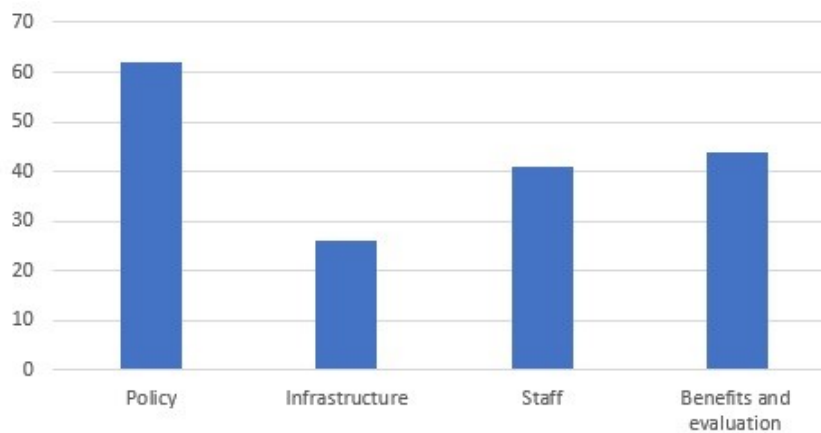
All records were then collected in a single table and records that were repeated in more than one database or search engine were excluded. The 153 records identified were entirely read to identify the four dimensions of analysis. After that reading, 71 were excluded, and seven cited in the records read were added, as well as five more from other sources (figure 1). A total of 94 documents were selected, from which quotes were extracted contributing to one or more

of the dimensions mentioned in Annex 1. The policy dimension was mentioned in 62 records, infrastructure in 26, personnel in 41 and benefits and evaluation in 44 (figure 2).

Figure 1. Process of records selection

Number of records found by the search equation	<i>Web of Science</i>	12	Number of records limited to inclusion criteria and after duplicates of each were eliminated	<i>Web of Science</i>	11
	<i>Scopus</i>	24		<i>Scopus</i>	17
	<i>Proquest</i>	742		<i>Proquest</i>	21
	<i>Ebscohost</i>	3482		<i>Ebscohost</i>	34
	<i>Google Scholar</i>	2580		<i>Google Scholar</i>	133
Total number of records found in more than one data base or search engine		34	Total number of records for complete reading		153
Total number of records discarded after complete reading		71	Number of records having analysis dimensions		82
Number of records cited or found in other sources having analysis dimensions		12 (7 cited)	Total number of records having analysis dimensions		94

Figure 2. Number of documents according to dimension



Results

A bibliometric analysis of the 95 selected documents shows that production increased from 2015 onwards, with the year of greatest publication being 2020. Of these selected documents, 31 are from China, 28 from the United States, 9 from Spain, 7 from Canada, 4 from Colombia, 3 from Cuba, 2 from South Korea, 2 from Mexico and 2 from the United Kingdom, taking into account the origin of the institution of the first researcher to sign. Argentina, Chile, Croatia, Greece, Portugal, Sweden and South Africa have one paper. In turn, 77 are articles, 10 conference papers, 5 book chapters and 3 degree works (figures 3, 4 and 5).

Figure 3. Countries of provenance of records

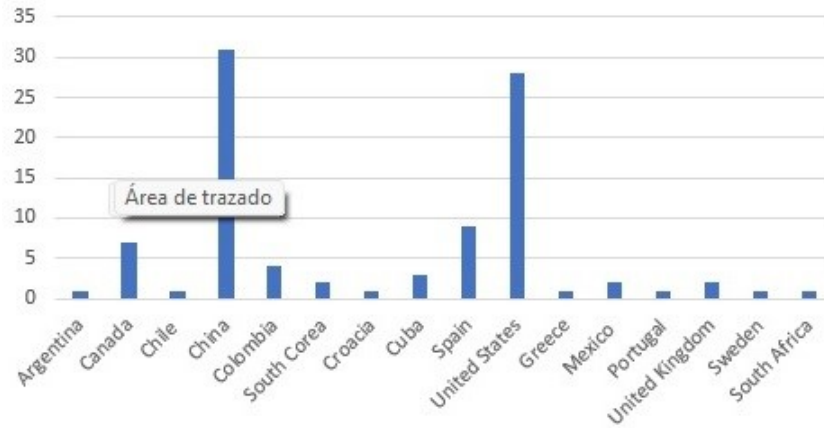


Figure 4. Year of publication of records

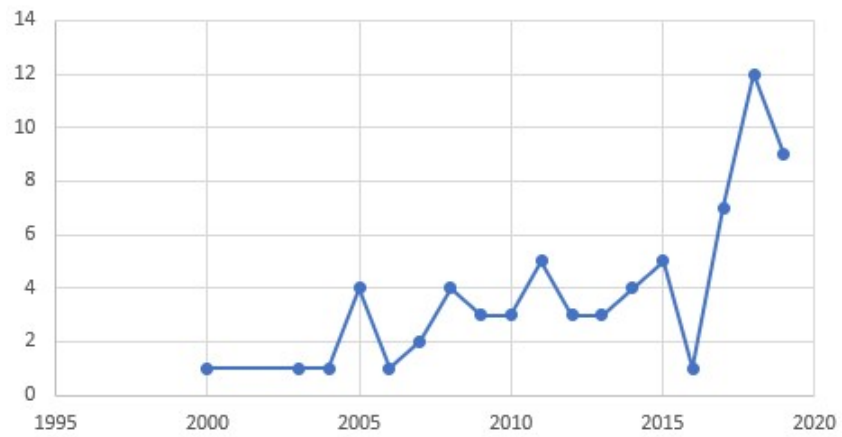
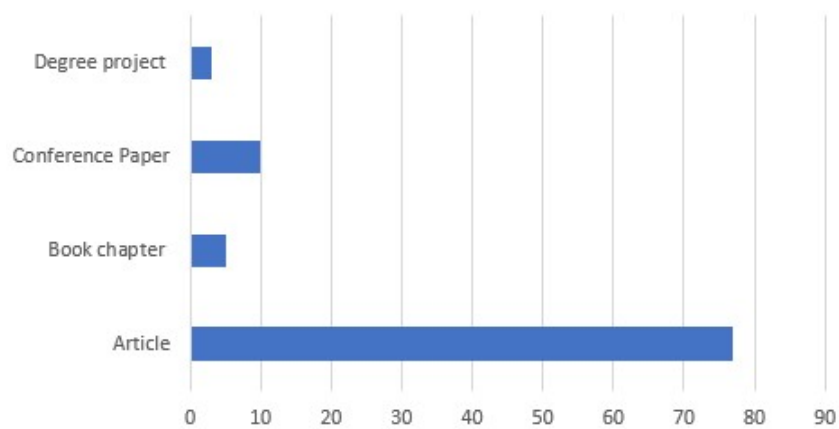


Figure 5. Records document type



Policies. Support to substantive university functions

The bibliography analysed shows the traditional view that recreational reading promotion is primarily associated with and falls under the exclusive competence of public and school libraries (Dewan, 2013; Ramírez, 2015; Sánchez-García & Santos, 2014). The widely held belief is that the academic library's goal is to furnish fitting resources and services to assist the educational institution's curriculum and research pursuits. As a result, the establishment of extracurricular collections and services is deemed unnecessary.

Nevertheless, scholarly works are found that expand on this perspective and argue that academic libraries must play an important role, hold a significant responsibility in the promotion of recreational and critical reading. (Van-Fleet, 2003; Dewan, 2013; Nicholson, 2012; Ramírez, 2015; Xu, 2018; Sánchez-García & Yubero, 2015; Xiong, 2019). Academic libraries are generally considered to be an ideal location for bringing the university community together to engage in recreational reading through dialogue and reflection on the emotional connection with the text in activities, moments, and spaces designated for voluntary reading (Sánchez-García & Yubero, 2015). There are even articles in which it is affirmed that the creation of reading policies is necessary (Banou et al., 2008; Dali, 2015) because isolated strategies are often implemented without being included in institutional strategic plans (Sánchez-García & Yubero, 2015).

Regarding the teaching function, Smith and Young (2008) assert that promoting recreational reading supports pedagogical objectives and even extends beyond them. For Sánchez-García et al. (2010), the development of reading skills is a key educational element and, therefore, a vital ability that libraries should encourage to realize universities' objective of holistic education (*formación integral*). Furthermore, they consider that this type of service caters both to the educational and recreational needs of students as a means of fulfilling the social accountability of academic libraries in promoting culture and enhancing academic experience.

For their part, Dali and McNiff (2020) argue that the current trend in universities to pay attention to student well-being and to educate the "whole person" that is at the heart of their mission, may be the argument for promoting recreational reading and extracurricular activities on campus, while such endeavours are not necessarily linked to tangible educational benefits and goals.

Regarding the service function, there are positions such as those of Sanders (2005) and Zou et al. (2021), who consider that academic libraries should not only have a role in supporting teaching and research but also a social function. To that extent, Torres (2005) makes it clear that academic libraries are beginning to ask themselves how and in what way they support their universities in fulfilling their role of service to the community as creators of "social capital". Thus, he proposes several lines in which they can exercise an outreach function and contribute to social capital, among which are the idea of the academic library as a cultural and scientific forum for the community, as well as that of the leisure library and holistic education, supported by the promotion of recreational reading.

Infrastructure. Collections and spaces

With regard to collections development, there are articles that show how academic libraries have focused exclusively on acquiring the material that supports research and teaching (Nicholson, 2012) and only accidentally have provided other resources, as it is considered that introducing popular culture collections can be seen as a conflict in the fulfilment of the institutional mission (Dewan, 2010; Odess-Harnish, 2002).

However, there are numerous examples of libraries that have developed so-called “leisure collections” with material that does not necessarily correspond to the syllabus bibliography or scientific material such as popular magazines and fiction books. There is evidence in several papers that such collections can support the institutional mission by focusing on enriching the social development of the university experience and lifelong learning through the acquisition of popular culture titles that support the curriculum, and simultaneously encourage recreational reading (Gladwin & Goulding, 2012; Brookbank et al., 2018; Hallyburton et al., 2011). Then, they also serve to stimulate the intellectual life of the university community and its personal growth, providing it with a broad cultural repertoire that points to the university’s engagement with all dimensions of life (Rathe & Blankenship, 2006), and to conceive of its members as whole and total persons and not as cogs in an academic machine (Reno, 2017).

The research reviewed justifies the development of such collections both because reading them can help reduce stress one of the causes linked to academic dropouts and because students are more likely to read the material if they are close to said collections, as they are usually displayed in different, eye-catching spaces. In addition, not only do they prove to be the most commonly used in the library and those that improve circulation statistics, but they also attract students to use face-to-face library services as well as to socialise with others, that being proven to impact both on their academic success and in avoiding them to abandon studies (Trott & Elliott, 2009; Reno, 2017; Nicholson, 2012; Elliot, 2007; Dewan, 2010; 2013; Watson, 2013).

Staff perceptions and competencies

Surveys and interviews collected in 2002 (Odess-Harnish, 2002), 2009 (Trott & Elliott, 2009), 2010 (Gilbert & Fister, 2010), 2012 (Diers & Simpson, 2012; Gladwin & Goulding, 2012); 2014 (Bakker, 2014) and 2018 (Brookbank et al., 2018) show that a high proportion of academic library staff have a widespread perception that recreational reading is outside the scope, mission or remit of their organizations and that they fear that promoting it will blur their image as information specialists and make them too closely associated with public librarians (Elliott, 2007). These arguments are underlying those related to budget problems, lack of staff or lack of staff interest (Trott & Elliott, 2009).

According to the literature, there are two reasons for this perception. The first is due to the information science approach from which they come, and the second is due to a predominant conception of instrumental reading. From the information science approach, reading for pleasure or personal development is considered secondary to the search for information (Van-Fleet, 2003), which is why research on reading studies has been set aside or given little relevance (Dali, 2015). Added to this is the fact that the structure and organization of academic libraries, as well as the training tendency of those who administer and work in them, are anchored in a concept of instrumental reading specifically for study purposes (Ramírez, 2015).

Although in the literature there is evidence of a lack of preparation of staff in reading promotion (Elliott, 2007; Sánchez-García & Yubero, 2015). Gladwin and Goulding (2012) argue that staff should be trained in reading promotion and that it should be an explicit function in their profiles. Dali (2015) explains that future readers’ advisors cannot be trained in the same way as information specialists, because we need professionals who are psychologists and artists at the same time, who are interested in the human heart and mind through the practice of reading, and who have reading as part of their lifestyle.

In turn, [Herrera and Hincapié \(2020\)](#) propose the guidelines and profile to work as cultural managers in university libraries; [Sánchez-García \(2022\)](#) argues that it is necessary to develop reading competence and the professional ability to promote reading in those who develop this type of initiative, and [Dali \(2015\)](#) states that this type of role should be carried out by full-time professionals with a community focus. [Ramírez \(2015\)](#) considers it necessary to transform the criteria for the order and functioning of current academic libraries to ensure that reading promotion services can be carried out. [Xie \(2020\)](#) and [Xu \(2018\)](#) even argue that departments in charge of the subject should be created.

Benefits and evaluation of programmes

There are articles in the bibliography in which it is considered that leisure collections and recreational reading promotion activities attract more people to the physical space of the academic library ([Brookbank et al., 2018](#); [Watson, 2013](#)), and that they give it visibility, and for this reason have a public relations and promotional role for its services and collections ([Elliott, 2007](#); [Dewan, 2010](#)).

At the same time, research is also identified that cites other studies that have shown how recreational reading contributes to people's communication skills, text comprehension, and vocabulary acquisition. ([Rathe & Blankenship, 2006](#); [Gauder et al., 2007](#)). There is also evidence that it fosters critical thinking ([Dewan, 2013](#); [Brookbank et al., 2018](#)), creative, imaginative and playful thinking ([Ramírez, 2015](#)), and supports second language acquisition ([Bordonaro, 2011](#)). It also triggers an aptitude for learning even outside the classroom ([Ramírez, 2015](#)), lifelong learning ([Reno, 2017](#)), and correlates with higher academic achievement ([Rathe & Blankenship, 2006](#)). In other words, it is directly related the stable reading habits necessary for a better integration into academic life ([Sánchez-García, 2019](#)).

Equally, there are those who cite studies showing how people who are active readers are more likely to be civically engaged, volunteer in their community, participate in cultural activities ([Rathe & Blankenship, 2006](#); [Trott & Elliott, 2009](#); [Dewan, 2013](#)) and generally have a higher level of well-being ([Hurst et al., 2017](#)). All of the above can have positive effects for student retention ([Reno, 2017](#)).

Furthermore, there are recommendations for carrying out the initiatives, such as the fact that they should focus on the person and not on the books, and evolve into a community service ([Dewan, 2013](#); [Dali, 2015](#)) that is carried out from the concept of diversity, paying attention to the multiple meanings it can have in the context of reading encounters and practices ([Dali & McNiff, 2020](#)). Furthermore, the limits of the service are also evident in terms of the fact that, although it may be valuable in promoting recreational reading, it is insufficient to address the difficulties encountered by students when faced with the particularities of academic and scientific texts, which is why reading requires specific treatment within the context of each subject ([Sánchez-García & Yubero, 2015](#)).

Similarly, [Dali and McNiff \(2019\)](#) argue that there is uniformity of practice, as well as a preference for relying on interdisciplinary knowledge about reading, rather than building on what is advanced from public libraries. They therefore believe that academic libraries should be the innovators in this area, capitalising on the successes that public librarians have made over the years to create superior reading services and programmes.

Part of this innovation consists in their staff investigating about the promotion of reading in academic libraries both to analyse the reading practices of the community ([Banou et al., 2008](#)) and

the effects and evaluation of the activities, which is the big question when it comes to identifying how much they encourage the reading habit (Sánchez-García, 2022). Song et al. (2022) and Tan (2018) say that evaluation is still at the summary level of activities. Dali (2015) argues that there is a need for evaluations to be based not only on intuition and experience characteristic of practice, but also on evidence-based decisions. Yanchao (2018) argues that activities should be planned according to identified reading needs and segmented audiences. Zhang and Tan (2021) consider that data mining can be leveraged to do this and Zhang (2019) the constant feedback online and offline.

Discussion and conclusions

Thus, although it has traditionally been understood that the support provided by academic libraries to the Higher Education institutions of which they form part consists strictly of guaranteeing bibliographic material for the development of curricula, study spaces, information literacy and, more recently, data management, it is clear from the bibliography that there are other perspectives. These are new voices that relate the promotion of recreational reading both to holistic education (*formación integral*), lifelong learning and support to student retention – a broadening of the conception of support to the teaching function – and to a cultural and social function—a new support to the research and service functions of the university. However, these approaches have not led to clear and forceful institutional policies. The reasons for this can be seen through the dimensions of analysis.

According to the documents consulted, one of the reasons for this is that most university library staff and managers are trained in information science. Depending on where these studies have taken place, there may be a tendency for their competencies to be focused on data and information management, with the concept of instrumental reading predominating. It is not uncommon then that the perception may be negative in terms of carrying out the programmes. The literature begins to visualise that those who carry out these activities need competences more related to other areas of knowledge such as pedagogy, arts, literature, communication and psychology, as well as being full-time staff.

The bibliography also shows an interest in the development of so-called leisure collections. First of all, it is necessary to clarify that leisure is the practice carried out by the person and not necessarily the material itself, so it is possible to read academic or scientific material for recreation, as well as to read material from popular collections or fiction for academic or research purposes. On the other hand, the emerging view of how such collections can contribute to the promotion of holistic education and lifelong learning opens the spectrum to a broader conception of support for teaching and research, but is still limited in that it does not realise how all collections in general can be promoted as recreational reading to the extent that there are qualified personnel who know how to do it.

Similarly, the literature begins to identify the need to evaluate programmes, to contemplate new approaches such as diversity and to learn from what has been done in public libraries. To the extent that programmes are evaluated and researched, creative and non-uniform initiatives can be created. However, the documents consulted are not clear on how the initiatives or programmes may have implications for teaching, research and service functions. Possible implications are stated, but not demonstrated.

It is observed that the bottleneck can be unblocked by policies: to the extent that libraries contemplate the promotion of recreational reading in their mission from an enlarged view of the

substantive university functions and a focus on benefits, resources could be distributed in such a way that new profiles are contemplated in the organisational structure or that staff are trained to be more versatile so that they can carry out the programmes.

But, in addition, for the policy to change, it is also necessary for research to focus on case studies where the results of these programmes for the support of substantive university functions are evidenced, starting from the analysis of reading practices. Research and analysis of the relationship, difference and integration of recreational reading promotion with information and academic literacy is also essential. Furthermore, it would be important to analyse in which cases and in which contexts the promotion of recreational reading is already embedded in policy and how this has impacted on the development of programmes. In other words, to demonstrate that far from jeopardising the mission of academic libraries, promoting recreational reading can broaden it, strengthen it and generate interdisciplinary synergies, promote creativity and encourage new lines of work and research in which the promotion of recreational uses ends up contributing to the development of academic and research uses.

To this extent, it is identified that in order to have trained staff or new profiles, as well as to enhance all the collections and spaces for cultural and scientific dialogue where the knowledge created in the academy is transferred to society through recreational reading, a change in the policies and structure of academic libraries would be necessary, promoted through case studies where the benefits are evidenced according to the interests and reading practices of the heterogeneous and diverse university population, and the current challenges of universities.

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Notes

¹ It is necessary to clarify that reading literacy, according to PISA, is the ability of students to understand, use, value, reflect on and be interested in written texts in order to achieve some objectives, develop their own knowledge and potential and engage actively in society. Meanwhile, habit of reading refers to the steadfast practice of voluntarily reading in one's leisure time for pleasure or satisfaction.

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Appendix

Annex 1

Identifying dimensions of the relationship between the promotion of recreational reading and the mission of university libraries

Author	Year	Title	Country	Cont type	Pol.	Inf.	Per.	Ben. & ev.
Álvarez et al.	2022	La biblioteca...	Cuba	A	x		x	
Antulov	2021	Poticanje...	Croatia	A	x		x	x
Bakker	2014	Fiction at...	Sweden	TFG			x	
Banou et al.	2008	The reading...	Greece	A	x			x
Barahona y Arcila	2020	Biblioteca...	Chile	A	x			x
Behler	2011	Leisure...	USA	BC	x	x		
Bin	2017	Practices...	China	A				x
Bo-da	2021	Comparative...	China	A	x	x	x	x
Bordonaro	2011	Recreational...	Canada	A	x			x
Bosman et al.	2008	Growing...	USA	A	x			x
Brookbank et al.	2018	Don't Call It...	USA	A		x	x	
Chan	2015	The Book...	China	A				x
Chong y Haiyan	2019	Research on...	China	CP		x		
Curtis	2009	Readers'...	USA	CP				x
Dae-Keun	2020	A Study on...	South Korea	A	x		x	
Dahlen y Watkins	2013	A "Novel"...	USA	A	x			
Dali	2015	Readers'...	Canada	A	x		x	x
Dali y McNiff	2019	What...	USA	A			x	x
Dali y McNiff	2020	Reading...	USA	A	x			
Dali et al.	2020	Reading...	USA	A	x		x	x
Dewan	2010	Why your...	Canada	A	x	x		x
Dewan	2013	Reading...	Canada	A	x	x	x	x
Diers y Simpson	2012	At your...	Canada	A		x	x	
Ding	2019	Research on...	China	A			x	x
Dwyer	2000	Books are...	USA	A	x	x	x	
Echandi-Ruiz	2018	Millennials...	Mexico	A	x		x	x

Author	Year	Title	Country	Cont type	Pol.	Inf.	Per.	Ben. & ev.
Elliott y Trott	2007	Academic...	USA	A				x
Gallo et al.	2019	Memorias...	Colombia	A	x			
Gao	2021	Cultural...	China	BC	x			
Gauder et al.	2007	Porch reads...	USA	A				
Gilbert y Fister	2011	Reading...	USA	A	x		x	
Gladwin y Goulding	2012	Recreational...	UK	A	x	x	x	
González y Martínez	2017	Programación...	Cuba	A	x			
Hallyburton et al.	2011	Serving the...	USA	A		x		
Herrera e Hincapié	2020	El bibliotecólogo...	Colombia	FDP			x	
Herrera	2020	Sistematización...	Colombia	A	x			
Hillery y Henkel	2010	Literature...	USA	A	x			
Hsieh y Runner	2005	Textbooks...	USA	A		x		
Huo	2018	A Survey...	China	A	x			x
Hurst et al.	2017	Cats...	UK	A	x	x		x
Janse	2011	Communal...	South Africa	A	x			
Jefferson	2013	'We're...	USA	A	x		x	
Jeong	2020	A Study...	Corea	A	x	x	x	x
Jing	2019	Research on...	China	CP	x		x	
Li	2018	Research on...	China	A			x	
Li	2015	Reading...	China	A				x
Ling	2018	Study...	China	A	x			
Liu	2019	Research on...	China	CP	x		x	x
Mahaffy	2009	In Support...	USA	A	x			x
Min et al.	2020	Practice...	China	A	x			x
Montero	2018	Promoción...	Cuba	A	x			
Moreno-Mulas et al.	2020	Clubs...	Spain	A	x			
Mueller et al.	2017	Patron...	USA	A	x	x		
Nicholson	2012	How to...	Canada	A	x			x
O'English et al.	2006	Graphic...	USA	A		x		
Odess-Harnish y Baugess	2014	You've...	USA	CP		x	x	x
Peng y Zhang	2018	Exploration...	China	A			x	
Pérez	2018	La biblioteca	Colombia	FDP	x		x	
Pineda	2004	La lectura	Argentina	A			x	
Ramírez	2016	De la promoción...	Mexico	A				
Rathe y Blankenship	2005	Recreational...	USA	A		x		x
Reno	2017	Mistakes...	USA	A		x		x
Sanches et al.	2020	Improving...	Portugal	CP	x			

Author	Year	Title	Country	Cont type	Pol.	Inf.	Per.	Ben. & ev.
Sánchez-García	2019	Lectura...	Spain	A	x	x		x
Sánchez-García	2022	Contradicciones...	Spain	A			x	
Sánchez-García y Santos	2014	Biblioteca 2.0...	Spain	BC	x		x	x
Sánchez-García y Yubero	2015	Leer...	Spain	BC		x		
Sánchez-García et al.	2010	El papel...	Spain	BC				
Sánchez-García y Yubero	2017	Promover...	Spain	A	x	x		
Sanders	2005	Paperbacks...	USA	A	x			
Shu et al.	2021	Innovation-driven...	China	A			x	
Smith et al.	2008	Giving...	USA	A	x	x	x	
Song et al.	2022	Research...	China	A			x	x
Tan	2018	Survey...	China	A			x	x
Torres	2005	La Función...	Spain	A	x			
Trott y Elliott	2009	Barriers...	USA	A		x	x	
Van Fleet	2003	Popular...	USA	A	x	x	x	
Watson	2014	Leisure...	Canada	A		x	x	x
Xie	2022	Construction...	China	A	x			
Xie	2020	A Study...	China	A	x		x	x
Xiong	2019	Research...	China	CP	x	x	x	x
Xu	2020	Research...	China	A	x		x	x
Xu	2018	Reading...	China	A	x		x	x
Xu	2022	Discussion...	China	CP	x		x	x
Yanchao	2018	A Survey...	China	A	x			x
Yao y Yang	2017	“Reading...	China	A	x			x
Yubero y Larrañaga	2015	Lectura...	Spain	A	x			
Zhang et al.	2021	5W1H analysis...	China	A	x		x	x
Zhang	2019	A Study...	China	CP	x			x
Zhang y Tan	2021	Embedding...	China	A	x			x
Zhang y Yao	2020	Research...	China	A	x			x
Zou et al.	2021	Research...	China	A	x			

Note: Conventions of type of contribution

A (Article)

BC (Book chapter)

CP (Conference paper)

FDP (Final Degree Project)

FMT (Final Master's Thesis).