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New Media Live Streaming Content Planning and Teaching Practice

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Abstract: This paper focuses on the application of new media live streaming in the field of education and analyzes problems such as homogeneous content and single-mode interaction in live-streaming teaching. It expounds the core logic of content planning, which includes accurately positioning teaching objectives and audience needs, constructing a structured framework, designing interactive sessions, and adapting to platform characteristics. Furthermore, it proposes the teaching practice path covering pre-class preparation, in-class implementation, and post-class extension. Optimization strategies are also put forward from four aspects: strengthening content innovation and differentiation, improving instructors' comprehensive capabilities, optimizing technical support and guarantees, and establishing a multi-dimensional evaluation and feedback mechanism. The research aims to enhance the quality of live-streaming teaching, provide references for the digital transformation of education, and promote the full realization of the educational value of new media live streaming.

Keywords: New media; Live streaming; Content planning; Teaching practice

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1. Introduction

Against the backdrop of the rapid iteration of digital technology and the continuous reconstruction of the media ecosystem, new media live streaming has extended from the field of entertainment consumption to education, becoming an important carrier for online teaching. Its real-time interactivity, situational immersion, and efficient communication have broken the temporal and spatial limitations of traditional teaching, providing a new path for knowledge dissemination. The core competitiveness of new media live-streaming teaching lies in high-quality content planning, while the implementation effect of teaching practice directly tests the feasibility and adaptability of the planning scheme. Currently, some live-streaming teaching programs face problems such as homogeneous content, single interaction forms, and vague teaching objectives, which restrict the full play of their educational value. Based on this, this paper focuses on the core logic of new media live streaming content planning and the implementation path of teaching practice, explores optimization strategies for their in-depth integration, and provides references for improving the quality of live-streaming teaching and promoting the digital transformation of education.

2. Core logic of content planning for new media live streaming

2.1. Accurately positioning teaching objectives and audience needs

The primary prerequisite for new media live streaming content planning is to clarify teaching objectives. It is necessary to refine objectives such as knowledge imparting, ability cultivation, and literacy improvement into specific and measurable live-streaming tasks in accordance with teaching syllabi, curriculum standards, and learners' cognitive laws [1]. At the same time, it is essential to accurately grasp audience characteristics through preliminary research, including age groups, knowledge foundations, learning habits, and pain points of needs, and design differentiated content for different audience groups. For instance, live streams for vocational skills learners should focus on practical content, while those for teenagers need to enhance interactivity and engagement, ensuring that the content is highly aligned with audience needs.

2.2. Constructing a structured content framework

The logic and integrity of live-streaming content directly affect teaching effectiveness, so a structured framework of "Introduction–Core Content–Summary–Extension" should be established. The introduction session can attract the audience's attention through hot topics, case studies, or interactive questions to quickly build cognitive connections; the core content session requires breaking down knowledge points, progressing from easy to difficult, and combining multiple forms such as graphics, videos, and demonstrations to reduce comprehension difficulty; the summary session needs to sort out core points to strengthen memory retention; the extension session can assign after-class tasks and recommend learning resources to form a "live streaming–after–class" learning closed loop [2]. Meanwhile, the duration and content density of each live session should be controlled to avoid information overload affecting learning effects.

2.3. Designing interactive teaching sessions

Interactivity is the core advantage of new media live streaming compared with traditional online teaching, so diverse interactive forms should be integrated into content planning. Common interactive designs include real-time Q&A, bullet chat discussions, online voting, video call interactions, and group competitions. Two-way communication helps to timely understand the audience's learning status and adjust the teaching rhythm [3]. In addition, incentive mechanisms such as virtual rewards and point redemption can be introduced to enhance the audience's participation enthusiasm and strengthen the engagement and immersion of live-streaming teaching. The design of interactive sessions should be deeply integrated with teaching content to avoid formalized interaction, ensuring that interaction serves the achievement of teaching objectives.

2.4. Adapting to live streaming platform characteristics

Different new media live streaming platforms vary in functional features and user groups, so content planning must fully adapt to platform attributes. For example, live streaming on short video platforms should emphasize content fragmentation and visual impact, making it suitable for popular science and quick skill training; professional educational platforms support functions such as courseware sharing and assignment submission, making them more suitable for systematic course live streaming. At the same time, platform technical tools should be used to optimize content presentation, such as screen sharing, whiteboard annotation, and virtual backgrounds to enhance teaching intuitiveness, and data analysis tools to monitor indicators like audience retention time and interaction frequency, providing a basis for content optimization.

3. Teaching practice path of new media live streaming content planning

3.1. Pre-class preparation: laying the foundation for live streaming

Pre-class preparation is the guarantee for the smooth implementation of live-streaming teaching, which requires completing three tasks. First, content refinement: transform the planning scheme into a specific live streaming script, clarify the time allocation, presentation form, and interactive design of each session to ensure the orderly progress of the

live stream; second, technical debugging: test live streaming equipment, network environment, and platform functions in advance to identify and resolve issues such as audio-visual stuttering and blurry images, and prepare backup equipment and emergency plans; third, audience warming-up: release live streaming previews through communities, official WeChat accounts, and other channels, specifying the live theme, time, core content, and participation methods to attract target audiences to lock in the live stream in advance [4].

3.2. In-class implementation: Optimizing the live streaming experience

During the live stream, teaching should be carried out in strict accordance with the script while maintaining the ability to make flexible adjustments. Instructors should focus on the popularity and logic of language expression, and use body language and facial expressions to enhance appeal; pay close attention to bullet chats and interactive messages, provide targeted answers to the audience's questions, and adjust the teaching rhythm and content depth based on feedback. Interactive sessions should be organized in an orderly manner to ensure that every audience member has the opportunity to participate, avoiding chaotic interaction affecting teaching order [5]. In addition, live streaming content should be recorded and backed up to support post-class review and meet the audience's needs for repeated learning [6].

3.3. Post-class extension: Improving the learning closed loop

Post-class extension is an important supplement to live-streaming teaching, which requires carrying out a series of work based on live streaming data and audience feedback. First, content review: analyze data such as live duration, interaction rate, and retention rate, and summarize the advantages and shortcomings in content planning and teaching implementation; second, assignment arrangement and correction: test learning effects through online assignments and practical tasks, and provide centralized answers to common questions; third, community operation: establish learning communities, share resources such as live replay and courseware materials, organize post-class discussions, maintain the learning atmosphere, and form a long-term learning mechanism [7].

4. Optimization strategies for new media live streaming content planning and teaching practice

4.1. Strengthening content innovation and differentiation

To address the problem of homogeneous live-streaming teaching content, emphasis should be placed on content innovation. It is necessary to combine industry hotspots, cutting-edge trends, and teaching realities to develop content with unique value. Advanced teaching methods such as case teaching and project-based learning can be introduced to transform abstract knowledge into specific practical scenarios, enhancing the practicality and attractiveness of the content [8]. Meanwhile, instructors should be encouraged to give full play to their professional advantages and style characteristics to form differentiated teaching brands and enhance audience stickiness.

4.2. Improving instructors' comprehensive capabilities

Instructors' professional literacy and live streaming skills directly affect teaching effectiveness, so systematic training for instructors should be strengthened. Training content should include live streaming platform operation, content planning methods, interaction skills, and emergency handling to improve instructors' technical application capabilities and teaching organization capabilities [9]. In addition, instructors should be guided to establish an audience-centered teaching concept, strengthen communication awareness and service awareness, and update their knowledge system through continuous learning to adapt to the development needs of new media live-streaming teaching [10].

4.3. Optimizing technical support and guarantees

Technical support is the foundation for the smooth development of live-streaming teaching, so investment and optimization

in live streaming equipment, network bandwidth, and platform functions should be increased. Professional live streaming classrooms should be built, equipped with high-definition cameras, professional microphones, fill lights, and other equipment to improve audio-visual quality; cooperate with network service providers to ensure network stability and avoid live streaming interruptions; promote the functional upgrading of live streaming platforms, and add teaching-specific tools such as online quizzes, assignment submission, and data analysis to provide technical support for content planning and teaching practice [11].

4.4. Establishing a multi-dimensional evaluation and feedback mechanism

Establishing a scientific evaluation and feedback mechanism is crucial for improving the quality of live-streaming teaching, which requires integrating multi-dimensional indicators such as audience evaluation, peer evaluation, and data evaluation [12]. Collect the audience's evaluations on content quality, teaching methods, and interaction effects through questionnaires and message feedback; organize peer experts to conduct professional reviews and put forward improvement suggestions; use platform data analysis tools to monitor changes in live streaming data and quantify teaching effects. Based on the evaluation results, form an improvement plan to continuously optimize content planning and teaching practice and achieve a virtuous cycle.

5. Conclusion

New media live streaming provides an innovative carrier for education and teaching, and the in-depth integration of its content planning and teaching practice is the core for improving educational quality. The core logic of content planning includes accurately positioning teaching objectives and audience needs, constructing a structured framework, designing interactive sessions, and adapting to platform characteristics; while the key path of teaching practice covers adequate pre-class preparation, flexible in-class implementation, and effective post-class extension. By strengthening content innovation, improving instructors' capabilities, optimizing technical guarantees, and establishing a multi-dimensional evaluation mechanism, the existing problems in current live-streaming teaching can be effectively solved, and the educational value of new media live streaming can be fully exerted. In the future, with the continuous development of digital technology, new media live-streaming teaching will continue to iterate and upgrade, and it is necessary to continuously explore innovative models of content planning and teaching practice to inject new impetus into promoting the digital and intelligent development of education.

Disclosure statement

The author declares no conflict of interest.

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