

Exploration on the Quality Improvement Construction of Live Streaming Training Studios under the Background of Deep Integration of Industry and Education

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Abstract: Against the backdrop of the continuous advancement of vocational education driven by the deep integration of industry and education, the live streaming e-commerce industry is undergoing rapid iteration, presenting both opportunities and challenges for the quality improvement and upgrading of live streaming training studios in higher vocational colleges. Currently, live streaming training studios in colleges commonly face practical issues such as superficial and loose industry-academia collaboration, training teaching lagging behind industry development, weak dual-qualified teaching staff, and a rigid and singular evaluation system for talent cultivation. The training content is detached from the real job market demands, making it difficult to cultivate compound talents in live streaming e-commerce who are well-suited for industry development. Based on this, the article establishes a construction philosophy centered on industry-driven education, industry-education symbiosis, and talent cultivation as the core, defines three categories of construction objectives: talent cultivation, platform upgrading, and integration demonstration, and constructs a market-oriented operational model featuring joint industry-academia management, project-driven initiatives, and closed-loop talent cultivation. From multiple dimensions such as hardware upgrades in training spaces, deepening industry-academia collaboration projects, innovating curriculum teaching systems, and building dual-qualified teaching staff, it explores practical paths for the high-quality construction of live streaming training studios. This approach promotes deep interconnection of industry-academia resources, organic integration of job roles, courses, competitions, and certifications, and achieves synchronization between training, teaching, and the industrial market, thereby comprehensively enhancing the quality of live streaming professional talent cultivation and the efficiency of training school operations. It provides a reference for the standardized and sustainable development of similar industry-education integration live streaming training bases in vocational colleges.

Keywords: Deep integration of industry and education; Live streaming e-commerce; Training studio; Quality improvement in construction

Online publication: April 26, 2026

1. Introduction

As the main provider of technical and skilled talent, vocational education undertakes the important mission of aligning

with industries, serving sectors, and cultivating well-suited live-streaming e-commerce talent. Deep integration between industry and education is the core path for vocational education reform and development in the new era, as well as a key approach to addressing the disconnect between professional instruction and industry market demands and improving the quality of practical training and education. Live-streaming practical training studios, as the core platform for higher vocational colleges to conduct live-streaming practical instruction, job simulation exercises, and project incubation, serve as a crucial bridge linking classroom instruction with industry positions and connecting campus education with corporate employment needs. In recent years, various vocational colleges have established live-streaming practical training facilities and carried out relevant practical instruction. However, during the actual construction and operation process, issues such as insufficient in-depth school-enterprise collaboration, slow updates to course content, inadequate practical skills among teachers, and an imperfect assessment and evaluation system have become increasingly prominent. The homogenization of practical instruction is severe, with insufficient practical value and a significant gap between educational outcomes and industry employment standards, making it difficult to adapt to the rapidly evolving landscape of live-streaming e-commerce. Against this backdrop, based on the requirements for deep integration between industry and education, it is essential to address the existing shortcomings of live-streaming practical training studios, optimize spatial layout, deepen school-enterprise collaboration, reform curriculum teaching methods, strengthen dual-qualified teacher teams, and improve educational evaluation. This will promote the standardized, practical, and sustainable high-quality construction of practical training studios, achieve precise alignment between the instructional chain and the industrial chain, as well as between the talent chain and the job chain, and hold significant practical importance and value for enhancing the level of live-streaming e-commerce professional education in vocational colleges, assisting students in achieving high-quality employment and entrepreneurship, and empowering the development of the regional digital economy.

2. Practical challenges faced in the construction of current live-streaming practical training studios

2.1. Superficial collaboration

In recent years, the importance of constructing live-streaming practical training courses and selecting appropriate teaching strategies has become increasingly prominent, especially with the rapid development of internet technology and the widespread attention given to such courses due to their flexibility, convenience, and interactivity, particularly during unconventional circumstances such as global emergencies ^[1]. A prominent shortcoming in the current construction of live-streaming practical training studios is the superficial and formalized nature of school-enterprise collaboration, making it difficult to establish a long-term, mutually beneficial cooperation system. In terms of cooperation models, schools and enterprises often engage in superficial interactions, with enterprises providing only a small amount of practical training materials, conducting short-term lectures, and organizing brief internships, failing to participate fully in the entire process of studio planning, instructional implementation, project operation, and talent assessment ^[2]. Regarding resource collaboration, while colleges possess facilities, student resources, and teaching materials, enterprises hold real projects, market channels, and practical experience. However, barriers to resource sharing persist, with a common phenomenon of enthusiastic schools and indifferent enterprises, resulting in low willingness among enterprises to participate in talent cultivation ^[3]. Most studios lack jointly developed practical projects by schools and enterprises, with practical training primarily consisting of simulated live-streaming and virtual product promotion, lacking the support of real enterprise orders. Consequently, students find it difficult to confront real traffic logic, market operations, and performance assessments, making it challenging to translate practical training outcomes into tangible results. Superficial cooperation leads to a disconnect between practical instruction and industry market demands, with industry-education integration remaining superficial and failing to achieve the goal of mutual empowerment between industry and education and bidirectional promotion between instruction and industry.

2.2. Lagging instruction

The rapid iteration of the live-streaming e-commerce industry, with constantly updated platform rules, operational strategies, and product selection logic, imposes stringent requirements on the timeliness and practicality of practical training in vocational colleges. However, current practical instruction generally lags behind industry development^[4]. The curriculum system is rigid, with many colleges adhering to outdated syllabi and focusing instruction on basic theories and fundamental live-streaming processes, while lacking cutting-edge practical content such as short video promotion, data analysis, private domain operation, and exclusive brand product promotion, resulting in a disconnect between course content and the actual employment needs of enterprises^[5]. Teaching methods are rigid, often relying on traditional approaches such as teacher demonstrations and student imitations, with monotonous practical training scenarios and tasks, lacking full-scale, real project training that aligns with market demands. Instruction emphasizes practical training while neglecting the cultivation of market analysis, innovation, stress resistance, and comprehensive operational thinking. Teaching materials are slow to iterate, with a scarcity of flexible, project-based, practical training materials suitable for new industry formats, and outdated content^[6]. The combination of these issues results in unstable quality in practical training instruction, making it difficult for talent cultivation to match the actual needs of positions in the live-streaming e-commerce industry.

2.3. Inadequate faculty

High-quality dual-qualified teachers are crucial for the high-quality construction of live-streaming practical training studios. However, the current construction of live-streaming professional faculty in colleges is notably inadequate, with weak overall capabilities^[7]. Full-time teachers are often transferred from traditional majors such as e-commerce, marketing, and computer science, possessing solid theoretical foundations but lacking firsthand experience in live-streaming operations, account incubation, and product promotion, as well as unfamiliarity with new industry regulations and actual job requirements. Practical instruction often emphasizes textbook teaching, making it difficult to provide practical guidance that can be implemented on the ground. The construction of part-time faculty from outside the college has not been systematized, with excellent live-streamers and operational personnel from partner enterprises lacking long-term systems for teaching on campus, often limited to short-term lectures or temporary substitutions, resulting in scattered class hours and disorganized instructional content, failing to fill the gap in industry practical instruction systematically^[8]. The lack of supporting faculty development mechanisms has resulted in a scarcity of channels for teachers to receive industry training, engage in corporate internships, or gain practical project experience, leading to delayed updates in knowledge and skills and an inability to keep pace with the requirements for practical training instruction under industry-education integration, becoming a key bottleneck hindering the high-quality development of practical training studios.

2.4. Simplistic evaluation

A comprehensive evaluation system is a crucial tool for standardizing live-streaming practical instruction, verifying educational outcomes, and promoting instructional quality improvements. However, the current assessment models in live-streaming practical training studios are generally rigid and simplistic^[9]. In terms of evaluation subjects, assessments are solely conducted by in-house teachers, with the absence of enterprises and third-party industry evaluators, and evaluation criteria adhering strictly to in-house instructional requirements, detached from industrial market demands and actual job employment criteria^[10]. Regarding evaluation content, assessments focus on basic skills such as live-streaming operation and equipment handling, lacking evaluation of comprehensive qualities such as live-streaming performance, data analysis, innovative thinking, teamwork, and on-the-spot adaptability, resulting in insufficiently comprehensive assessment dimensions. Evaluation methods emphasize result-oriented assessments such as final evaluations and practical training report scores, neglecting process assessments such as performance throughout the practical training, staged growth, and project implementation outcomes, making it difficult to quantify students' on-the-job practical skills objectively^[11]. A one-sided evaluation orientation results in ambiguous positioning of practical training instruction, with students placing

excessive emphasis on assessment results and basic skills while neglecting the accumulation of comprehensive qualities, making it difficult to meet the composite employment needs of enterprises and lacking effective data support, thereby constraining curriculum optimization and instructional upgrades in practical training studios.

3. Overall approach to enhancing the quality of live-streaming practical training studios under the deep integration of industry and education

3.1. Core philosophy

In the context of deep integration between industry and education, enhancing the quality of live-streaming practical training studios requires adherence to the core philosophy of aligning education with industry needs, promoting industry development through education, fostering symbiosis between industry and education, and prioritizing talent cultivation. This approach aims to completely break away from the traditional pattern where practical training instruction is disconnected from industrial development. Based on the job standards of the live-streaming e-commerce industry, the demands of industrial development, and the essence of vocational education in talent cultivation, enterprise real projects, cutting-edge industry technologies, market operation rules, and job professional standards should be fully integrated into the entire process of practical training instruction in the studios. Adhering to a construction orientation that emphasizes practicality, project-based learning, market orientation, and specialization, we should abandon the misconceptions of prioritizing hardware over content and form over effectiveness, and promote the transformation of studios from mere practical training venues to collaborative talent cultivation platforms between schools and enterprises, industrial service windows, and skill incubation bases, achieving the unity of diverse values in talent cultivation, faculty enhancement, industrial services, and social empowerment.

3.2. Construction objectives

Based on the trends in vocational education development and the live-streaming industry, the studios aim to advance quality enhancement through three major objectives. First, enhancing the quality of talent cultivation involves optimizing curricula, teaching methods, and evaluation systems to align with industrial demands, strengthening practical training in live-streaming, operation planning, data analysis, and innovation and entrepreneurship cultivation, establishing a clear pathway for job suitability, and improving student employment and entrepreneurship outcomes. Second, enhancing the quality of the platform involves optimizing space zoning and hardware configurations to establish a standardized, comprehensive, practical training base that integrates practical training operations, project management, competition preparation, faculty development, and social services. Third, enhancing the quality of integration involves deepening long-term cooperation between schools and enterprises, coordinating resources for joint project development and talent cultivation, ensuring alignment between instruction and production, specialties and industries, and talent cultivation and the market, and forming a replicable and promotable practical training model for industry-education integration.

3.3. Operational model

Centered around deep integration between industry and education, an operational model featuring school-enterprise co-construction, project-driven initiatives, market-oriented operations, and a closed-loop talent cultivation system should be established. Colleges should take the lead, with enterprises deeply involved in forming specialized working groups to jointly manage the entire chain of studio space operation and maintenance, curriculum development, project implementation, instructional evaluation, and outcome transformation. Practical training should be conducted based on real enterprise projects such as live-streaming product promotion, account incubation, and short video operation, with students operating in quasi-employee roles. The studios should undertake commercial orders on a market-oriented basis, promoting the realization of practical training products and using market performance to measure the effectiveness of talent cultivation. Relying on a closed-loop management system encompassing instructional practical training, project

combat, outcome transformation, and review and optimization, a long-term talent cultivation system should be constructed to address the issues of loose management and weak talent cultivation outcomes in traditional practical training studios.

4. Practical pathways for enhancing the quality of live-streaming practical training studios under the deep integration of industry and education

4.1. Enhancing space and hardware quality

Space and hardware constitute the core foundation for enhancing the quality of live-streaming studios. Optimization should be based on the practical operational needs of live-streaming positions, breaking away from homogeneous practical training layouts, and constructing zoned, specialized, and fully immersive practical training venues. Relying on the entire industrial chain of live-streaming e-commerce, the practical training space should be divided into five functional areas: live-streaming product promotion, short video editing, data operation, product selection and warehousing, and discussion and office spaces, replicating the real-world operational models of enterprises to ensure students' fully immersive on-the-job practical training throughout the entire process. Simultaneously, hardware configurations should be upgraded, obsolete equipment should be phased out, and professional equipment such as cameras, audio recording devices, lighting, and all-in-one live-streaming machines should be equipped according to industry standards, along with high-performance editing hosts, data terminals, and warehousing facilities to accommodate practical training in live-streaming production, content precision editing, data analysis, and physical product selection. Digital equipment for virtual and AI-powered live-streaming should be added to keep pace with the industry's intelligent upgrading direction. Additionally, an online intelligent practical training platform should be established, integrating functions such as process supervision, data collection, outcome archiving, and post-class review to comprehensively improve the intelligent and standardized management efficiency of the studios.

4.2. Enhancing model and project quality

To address the issue of superficial cooperation between schools and enterprises, project quality enhancement should serve as a focal point to reconstruct the studio's operational system and promote the transition from superficial collaboration to deep integration between schools and enterprises. A long-term co-construction mechanism should be established, with preferential collaboration with local live-streaming e-commerce companies, MCN agencies, and brand enterprises to forge in-depth cooperation agreements, clarifying the rights and responsibilities of both parties. Enterprises should be deeply involved in studio construction, instructional practical training, and evaluation, while the school provides corresponding spaces, equipment, and student resources to achieve mutually beneficial resource sharing. Market-oriented real-world projects should replace simulated practical training, with enterprises continuously supplying real business, such as live-streaming product promotion and account incubation, and arranging full-chain practical tasks according to students' learning situations. Simultaneously, campus self-media accounts should be independently incubated to cultivate local live-streaming brands and hone students' innovation and entrepreneurship skills. The integration of job requirements, competitions, and certification should be implemented, embedding enterprise job specifications, industry competition rules, and vocational certification evaluation standards into practical training content to achieve alignment between practical training and job requirements, connection between learning and certification acquisition, and consideration of competition preparation in practical training, thereby effectively enhancing the effectiveness of practical training.

4.3. Enhancing curriculum and instructional quality

Curriculum and instruction constitute the key to talent cultivation. To address the issue of lagging instruction, practical training curricula should be reconstructed, and instructional models should be innovated based on industry development and job standards. In terms of content, project-based loose-leaf courses should be jointly developed with industry experts, obsolete theories should be eliminated, and cutting-edge content such as AI-powered live-streaming operation, short video

algorithms, private domain operation, and live-streaming data analysis should be added to create a dynamic curriculum system. A four-tier module system consisting of basic practical training, specialized practical training, comprehensive combat, and innovation and entrepreneurship should be established based on ability stratification to meet the stratified learning needs of students. In terms of instruction, project-based, scenario-based, and immersive practical training should be implemented, with instruction progressing based on real enterprise projects and breaking free from the constraints of class hours. Practical training should be conducted with students assigned to specific positions in groups, simulating workplace collaboration in roles such as live-streamers, operators, editors, and product selectors. Regular reviews of practical training should be conducted based on live-streaming traffic and transaction data, with professional capabilities iteratively refined through practical combat and review, thereby bridging the gap between instruction and industry.

4.4. Enhancing faculty and team quality

Enhancing the quality of the faculty team is the core guarantee for the long-term development of the studios. A dual-qualified and composite faculty team consisting of in-house full-time teachers and part-time teachers from enterprises should be established to comprehensively improve instructional and practical capabilities. The enhancement of in-house full-time teachers' capabilities should be strengthened, with a normalized mechanism for teachers to undertake internships in established enterprises, requiring live-streaming professional teachers to regularly work in partner enterprises, participating in frontline live-streaming operations, and project practical training to accumulate practical industry experience. Teachers should also be regularly organized to participate in industry-leading training, live-streaming skill seminars, and industry exhibition exchanges to timely update their knowledge systems and skill reserves, cultivating a team of dual-qualified full-time teachers who understand instruction, industry, and the market. The system for part-time teachers from enterprises should be improved, with mechanisms established for industry experts, top live-streamers, and senior operators to teach on campus. Core technical personnel and industry luminaries from enterprises should be hired as part-time teachers for the studios, responsible for guiding practical projects, teaching cutting-edge industry knowledge, and evaluating students' on-the-job practical training to compensate for the practical shortcomings of in-house teachers. Simultaneously, the management of part-time teachers' instruction should be standardized, with systematic instructional plans developed to ensure the continuity and professionalism of industry instruction. A specialized instructional operations team should be formed, integrating in-house professional teachers, enterprise mentors, and outstanding student leaders to establish studio operations teams, instructional research and development teams, and project innovation task forces, responsible for curriculum development, project operations, practical training guidance, competition preparation, and outcome promotion, forming a clearly divided and synergistic faculty team operational mechanism to enhance the studios' talent cultivation and operational capabilities comprehensively.

5. Conclusion

The deep integration of industry and education is an inevitable choice for the transformation and upgrading of live-stream e-commerce majors and the high-quality development of training bases in vocational colleges in the new era. As an important vehicle for school-enterprise collaborative education and practical skill cultivation, live-stream training studios can only truly achieve alignment between the teaching process and production process, integration between professional content and job requirements, and synchronization between talent cultivation and industrial development by continuously addressing practical challenges such as superficial school-enterprise cooperation, outdated teaching content, a simplistic faculty structure, and a one-dimensional evaluation system, as well as by continuously optimizing training space hardware, deepening real project-driven approaches, innovating course teaching models, and strengthening dual-qualified faculty teams. Against the backdrop of the continuous evolution of the digital live-stream industry, vocational colleges need to be grounded in regional industrial characteristics, continuously deepen long-term school-enterprise cooperation mechanisms, and continuously improve the comprehensive education system integrating job tasks, courses, competitions,

and certificates, thereby driving live-stream training studios towards sustained quality improvement and upgrades in the directions of practicality, standardization, intelligence, and market orientation. By empowering talent cultivation through industry-education symbiosis and enhancing education quality through practical training, vocational colleges can continuously produce compound live-stream e-commerce skilled talents that meet industry development needs, support the connotative development of vocational education, and better serve the high-quality construction of new formats and industries in the digital economy.

Funding

2025 Hubei Provincial University Laboratory Research Project, “Research on the Construction of Digital Intelligence Live Streaming Studio Based on Industry-Education Integration” (Project No.: HBSY2025-29)

Disclosure statement

The author declares no conflict of interest.

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