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Design and Practice of "Classroom Revolution" for the Course Practical Operation of Livestreaming Commerce under the Background of the "Five-Gold" Initiative

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Abstract: With the rapid development of the digital economy, livestreaming has evolved from a simple content-dissemination tool into a new commercial activity integrating content production, commodity marketing, user operation, platform promotion and data analysis. The competency requirements for high-quality technical and skilled talents in the livestreaming industry have shifted from mere livestream presentation skills to comprehensive professional competencies covering product selection and planning, content design, livestream execution, traffic operation, data analysis and risk prevention-and-control. Traditional teaching of the course Practical Operation of Livestreaming Commerce suffers from several drawbacks: outdated curriculum content, limited practical scenarios, insufficient in-depth school-enterprise collaboration, inadequate teaching resources and platform support, and relatively simplistic assessment methods. These shortcomings fail to fully meet the development demands of the livestream e-commerce industry and students' professional competency development. Against this backdrop, guided by the "Five-Gold" Initiative and taking the "classroom revolution" as the practical starting point, this paper systematically reconstructs curriculum content, teaching teams, teaching materials, teaching platforms and teaching methods in accordance with the competency requirements of livestreaming operation posts. A curriculum reform system featuring the coordinated advancement of "golden courses, golden teachers, golden teaching materials, golden platforms and golden teaching approaches" is established. In practice, post-task analysis, project-oriented teaching, flipped classroom, dual-guidance by schools and enterprises, online-offline blended teaching and multi-dimensional process-oriented assessment are adopted to transform teaching objectives from knowledge transmission to competency cultivation, practical training from simulated exercises to authentic task-oriented practice, and assessment from result-oriented evaluation to whole-process evaluation. Based on observations, feedback and reflections on curriculum implementation, this paper summarizes the practical mechanism whereby the "Five-Gold" Initiative drives the "classroom revolution". The research shows that the "Five-Gold" Initiative provides systematic support for classroom teaching reform in higher vocational courses. It improves the alignment between curriculum content and industrial post requirements, enhances students' comprehensive professional competencies and practical engagement, and offers practical references for implementing the "classroom revolution" in digital business-related higher vocational programmes.

Keywords: "Five-Gold" Initiative; Classroom Revolution; Practical Operation of Live-streaming Commerce; Post-Course-Competition-Certificate Integration; Industry-Education Integration; Higher Vocational Education.

1. Introduction

Driven by the sustained growth of the digital economy and platform-based economy, livestreaming has become a key business modality in digital marketing and e-commerce. Livestreaming operation posts have evolved beyond basic livestream presentation to encompass comprehensive work including content planning, commodity operation, user operation and platform traffic operation as well as data analysis. For higher vocational colleges, curriculum teaching should not only equip students with basic theoretical knowledge but also foster their comprehensive professional competencies adapted to real-world post workflows.

Vocational education, as a distinct type of education, must closely align talent cultivation with industrial development and job-market demands. For livestreaming-related courses, industries, platform rules and post-tasks are updated at a fast pace. If teaching content remains confined to livestream workflow introduction, oratorical training and host performance, disconnection between classroom teaching and industrial practice will inevitably occur. Existing teaching practices reveal problems such as outdated curriculum content, limited practical scenarios and insufficient learning feedback mechanisms.

Conventional classroom teaching centres on lecturing and imitative drills. Students may manage livestream demonstrations yet struggle to deliver complete livestream operation projects independently. For instance, students can introduce products in livestream rooms, but lack end-to-end practical experience spanning market demand analysis, product selection, live-script design, traffic investment, livestream data analysis and post-event optimisation. This "overemphasis on performance while neglecting operation" deviates from real-world job workflows in enterprises (Wang, 2024) [1].

The "Five-Gold" Initiative delivers a new practical framework for curriculum reform in higher vocational education. Golden courses highlight high-order thinking, innovation and challenge in curriculum content; golden teachers emphasise professionalised teaching teams and school-enterprise collaboration; golden teaching materials stress close integration of textbook content with industrial practice and post-tasks; golden platforms focus on constructing digital and intelligent teaching environments;

golden teaching approaches advocate innovation in teaching and learning modes. Integrating the "Five-Gold" Initiative with the "classroom revolution" is not a simple superposition of original teaching elements. Instead, it reshapes classroom organisation and talent cultivation through systematic coordination of curricula, teachers, teaching materials, platforms and pedagogies.

Taking the course Practical Operation of Live-streaming Commerce as the research subject, this paper identifies major challenges in curriculum reform on the basis of literature review, enterprise surveys, student questionnaires and teaching practices. It constructs a design system for the "classroom revolution" driven by coordinated "Five-Gold" development, and summaries implementation processes, phased outcomes and existing deficiencies from teaching practices. It aims to provide practical references for curriculum reform in digital business-oriented higher vocational programmes.

2. Practical Dilemmas and Root Causes of the "Classroom Revolution" for Practical Operation of Live-streaming Commerce

(1)Insufficient Alignment between Curriculum Content and Industrial Post Requirements

The live-streaming industry features rapid technological iteration and platform changes. Job contents are continuously adjusted in response to updated platform rules, consumer behaviours and marketing paradigms. Traditional curricula organise knowledge according to textbook chapters, prioritising fundamental live-stream workflows, host presentation skills and live-room operations, while giving insufficient attention to product selection, platform-driven traffic operation, data review, raffic-investment optimisation and live-stream risk control.

Enterprise post surveys indicate clear professional competency frameworks for livestream-related positions. Despite differentiated priorities across roles, practitioners are expected to possess competencies in commodity analysis, content planning, livestream execution and data-driven operation. Setting "being able to host livestreams" as the primary teaching objective oversimplifies sophisticated livestream operation into mere performance training (Hao, 2007) [2].

In terms of student performance, learners show great interest in simulated livestreaming but have limited access to authentic supply-chain practice, traffic investment and livestream data review. Some students lack adequate understanding of 1+X vocational skill-level certificates for internet marketing. Curriculum content needs to shift from isolated skill drills to comprehensive professional competency development.

(2) Gaps between Practical Teaching Scenarios and Real-world Post Workflows

Live-streaming operation is a typical practice-oriented profession whose competencies are built through continuous hand-on practice. Restricted by venues, equipment, commodity resources and enterprise projects, traditional classrooms mostly offer closed-simulated livestream training.

Simulated practice familiarises students with basic live-room operations yet differs substantially from authentic livestream operations. In real projects, practitioners must cope with complex variables including product characteristics, consumer demands, livestream rhythm, traffic fluctuations, platform regulations, sales statistics and unexpected incidents. Training with preset commodities and scripts provided by teachers cannot cultivate genuine project-oriented operational awareness.

Accordingly, the "classroom revolution" is not merely moving classes into livestream studios. More importantly, real-world post workflows should be transformed into teaching projects, enabling students to learn through quasi-authentic job assignments. The classroom structure needs to evolve from "teacher instruction plus student drills" to a learning cycle of" project assignment-team collaboration-practical implementation-data feedback-review and optimisation".

(3) Further Deepening Required for Dual-subject School-Enterprise Education Mechanisms

Given the practical nature of livestreaming, enterprise mentors with rich industrial and project experience constitute vital complements to school teaching. Nevertheless, sporadic lectures or short-term guidance from enterprise mentors cannot realise genuine dual-subject teaching.

Previous curriculum designs proposed a dual-teacher model combining on-campus instructors and enterprise mentors, expecting enterprise practitioners to participate in course delivery and project supervision. Although guest lectures by enterprise mentors have been delivered in practice, scheduling conflicts between enterprise mentors and teaching timetables remain prominent.

School-enterprise cooperation should advance beyond "enterprise practitioners giving in-class lectures" towards full-process talent cultivation: joint curriculum design, joint resource development, joint project supervision and joint student assessment.

(4) Inadequate Synergy among Teaching Materials, Platforms and Pedagogies

Knowledge in livestream-related courses updates rapidly, and conventional textbooks fail to reflect timely platform rules, industrial cases and corporate operational approaches. Dynamic teaching resource systems integrating enterprise cases, platform regulations, task sheets and project guidelines are urgently needed.

Although online learning platforms, campus livestream studios and cloud-based training platforms provide digital teaching conditions, they only serve as repositories for resources and assignment submission in many cases and cannot leverage the full potential of digital technologies. Platforms should be upgraded from simple resource storage tools into comprehensive carriers for learning, practice, feedback and assessment.

Traditional lecture-based teaching also fails to satisfy practical demands of livestreaming courses. Pedagogies such as flipped classroom and project-based learning combined with competition-driven approaches should be adopted to transform students from passive knowledge recipients into project executors and problem-solvers (Cao, 2006) [3].

3. Design of the "Classroom Revolution" for Practical Operation of Livestreaming Commerce under the "Five-Gold" Initiative

Addressing the above-mentioned challenges, this curriculum reform takes post competency requirements as the starting point, the "Five-Gold" Initiative as support, and the

"classroom revolution" as the core. The overall design logic follows: post-demand analysis → curriculum content reconstruction → teaching resource redevelopment → teaching-scenario reengineerin→teaching-method innovation → assessment-mechanism reform (Chen, 2024) [4].

(1) The core of golden-course construction lies in enhancing high-order thinking, innovation and challenge levels rather than simply expanding knowledge scope. Knowledge and skill frameworks are reorganised based on job tasks of livestreaming operators, hosts and traffic specialists.

Core competencies are restructured into six modules: product selection analysis, script design, livestream execution, data review, traffic-investment optimisation and compliance-oriented operation. Additional contents cover virtual host operation, cross-border livestream e-commerce compliance, platform traffic investment and livestream risk control.

Such reconstruction shifts curriculum focus from livestream performance skills to holistic livestream operational competencies.

1) Product selection analysis: students analyse commodities based on market demands and consumer profiles.

2) Script design: translate product selling points into livestream content.

3) Livestream execution: live-room organisation, host coordination and on-site emergency response.

4) Data review: identify operational problems through livestream statistics.

5) Traffic-investment optimisation: foster awareness of traffic-oriented operation.

6) Compliance-oriented operation: build awareness of platform regulations and risk prevention-and-control.

These six modules form a complete workflow covering pre-event planning, in-event execution and post-event analytical optimisation, enabling students not merely "to host livestreams" but "to conduct livestream operations".

(2) Golden Teachers: Establishing Dual-subject School-Enterprise Teaching Teams

Golden-teacher construction addresses the questions of "who teaches" and "how to teach". A collaborative teaching team consisting of on-campus instructors and enterprise mentors is implemented. On-campus instructors take charge of curriculum system design, theoretical instruction, learning-process organisation and student assessment. Enterprise mentors focus on sharing industrial cases, guiding authentic projects, delivering practical operational experience and evaluating professional competencies.

This dual-subject model bridges pedagogical logics in schools and operational logics in enterprises. For example, when teaching livestream data analysis, on-campus instructors first explain core indicators such as gross merchandise volume (GMV), conversion rate and average order value. Enterprise mentors then guide students to interpret operational problems behind data fluctuations with real-world enterprise cases.

Teachers evolve from mere knowledge transmitters into project organisers, learning facilitators and evaluators. Enterprise mentors act as full-fledged project supervisors rather than occasional guest speakers.

(3) Golden-teacher Golden Teaching Materials: Developing Dynamic, Task-oriented Teaching Resources

To tackle the slow-update limitation of traditional textbooks, loose-leaf and work-manual-style teaching resources are developed centred on authentic enterprise job tasks. Resources are organised by workflows and practical tasks rather than theoretical chapters. Typical learning tasks include product-selection analysis, live-script development, live-room setup, livestream implementation and post-livestream data review. Students acquire knowledge while completing concrete tasks.

Platform rule handbooks, traffic-operation cases, project guidelines and task sheets are incorporated into resource systems. Such resources can be dynamically updated to reflect evolving platform rules, business models and enterprise cases, strengthening the adaptability of curricula to industrial changes.

(4) Golden Platforms: Building Integrated Online-Offline Practical Teaching Environments

A three-component teaching platform system is established: the Chaoxing Learning online course platform, on-campus physical livestream studios and cloud-based training platforms.

1) Online platforms support pre-class learning, material access, case analysis, online discussions and assignment submission.

2) Campus livestream studios serve on-site practice, teamwork and project demonstration.

3) Cloud-based training platforms enable simulated operation and data-analysis skill drills.

Synergised platforms form a closed-loop: online learning → offline practice → data feedback. For instance, students watch micro-lectures and analyse cases via Learning before class; they conduct livestream practice in campus studios during class; after class, they submit review reports based on livestream data for targeted teacher feedback. Platforms function as digital carriers connecting teaching, learning, practice, assessment and iterative improvement.

(5) Golden Teaching Approaches: Implementing Project-based, Flipped and Competition-driven Teaching

Flipped classroom, project-oriented teaching and competition-driven learning are adopted. First, flipped classrooms transfer foundational knowledge acquisition to pre-class sessions. Students finish micro-lectures and case studies beforehand, so in-class time is reserved for problem-solving and hand-on practice, reducing teacher-centred lecturing. Second, project-based learning embeds knowledge within end-to-end job assignments. In group work, students complete market analysis, product selection, script design, livestream execution and data review for designated livestream projects. Third, competition-driven learning increases task authenticity and challenge by combining coursework with campus livestream contests. Pedagogical transformation shifts classroom focus from knowledge lecturing to project-oriented problem-solving (Zhang, 2021) [5]

4. Implementation of the "Classroom Revolution"

(1) Pre-class: Self-directed Learning via Digital Platforms

Pre-class activities follow three links: knowledge preparation, case analysis and task introduction. Teachers release micro-lectures, platform regulations, case materials and task sheets on Learning. Students complete self-directed learning and case analysis in advance. For example, before product-selection sessions, students study commodity

attributes, target consumer groups and livestream sales characteristics and submit preliminary product-selection analyses. Students attend in-class sessions with identified questions, laying knowledge foundations for practical activities.

(2) In-class: Project-driven Practical Classroom Activities

Classroom teaching revolves around practical projects. Students are grouped into project teams with role assignments mirroring real-world posts: host, operator, on-site controller and data analyst. Each role assumes specific responsibilities, and team members share accountability for project outcomes. In product-selection phases, students analyse commodities and target audiences; teams design livestream scripts according to selling points; hosts deliver product demonstrations and user interactions during livestream sessions, while operators coordinate on-site workflows; data analysts sort statistics for post-event review. Teachers assign tasks and offer procedural guidance instead of providing standard answers. Students resolve problems through group discussion and hand-on practice.

(3) Post-class: Learning Transfer through Data-driven Review

Live-stream execution does not mark the end of projects. Post-livestream data review is a core after-class assignment. Students diagnose project deficiencies by analysing click-through rates, transaction performance and user engagement and compile review reports with optimisation proposals for subsequent iterations. This establishes an action-research cycle: practice-data collection-analysis-optimisation. Students refine operational strategies through repeated practice, while teachers adjust teaching arrangements according to student performance.

(4) Establishing Whole-process and Multi-subject Assessment Mechanisms

Traditional assessment overemphasises livestream presentation performance while neglecting product selection, script development, operation and data analysis. A multi-dimensional assessment system is constructed, consisting of process-oriented assessment (40 %), practical outcomes (30 %), and certificate-competition achievements (30 %). Assessment dimensions cover product-selection proposals, livestream scripts, data-review reports, GMV, conversion rates, 1+X certificates, competition performance, teamwork and emergency-incident handling. Assessment subjects expand from sole teacher evaluation to joint evaluation by teachers, enterprise mentors and student self/peer assessment. Enterprise mentors evaluate professional norms and project execution; teachers assess knowledge application and learning trajectories; self-assessment and peer assessment help students recognise personal weaknesses.

5. Practice and Phased Outcomes of the Curriculum “Classroom Revolution”

(1) Research Subjects and Implementation Overview

Phased teaching practice was carried out from March to June 2026, involving 47 second-year students majoring in Livestreaming Operation. Action research following the “plan-action-observation-reflection” framework was adopted. Research data were collected from classroom observations, student surveys, teacher interviews and learning deliverables. Pre-class activities were delivered on the Learning platform. In-class practical livestreaming and group training took place in campus livestream studios. Post-class data-driven review facilitated iterative project improvement. Enterprise mentors participated in instruction. Ideological-political elements including domestic-brand promotion, rural revitalisation, integrity-based business operation and compliance were integrated into teaching content.

(2) Transformation in Student Learning Patterns

Before reform, students mainly completed livestream demonstration tasks under heavy teacher guidance. After reform, students independently undertake product selection, script design, livestream execution, data analysis and review across pre-class, in-class and post-class phases. Within project teams, students take on specialised post-simulated roles. Learning modes shift from “attending lectures and imitating” to “self-directed learning-team collaboration-hand-on practice-problem-solving”.

(3) Improved Alignment between Curriculum Content and Post Competencies

Curricula are reorganised into six core competency modules, supplemented by virtual-host operation, cross-border livestream compliance, traffic investment and risk-control contents. Teaching no longer concentrates merely on host oratorical skills but covers full-cycle livestream-operation workflows. Comprehensive application of knowledge and skills helps students build complete professional competency frameworks.

(4) Expansion of School-Enterprise Collaboration and Practical Teaching Resources

Enterprise mentors are engaged in teaching activities, and project-oriented resources are co-developed with industries. Online courses, campus livestream studios and cloud-based training platforms constitute complete practical teaching ecosystems, mitigating resource shortages in conventional teaching and exposing students to industry-aligned livestream assignments.

(5) Shift from Result-oriented to Process-oriented Assessment

Assessment priorities move beyond final livestream performance. Product-selection schemes, script quality, implementation procedures, data-review depth, teamwork and emergency-response capacities are weighted in evaluation, giving equal importance to project deliverables and developmental trajectories. It should be noted that long-term quantitative data remain to be accumulated (Zhao, 2024) [6]

This paper only presents phased practical observations rather than conclusive causal evidence. Further data collection is ongoing.

6. Practice and Phased Outcomes of the Curriculum “Classroom Revolution”

The “Five-Gold” Initiative is not five isolated reform components but an interdependent and coordinated system driving classroom revolution.

(1) Golden Courses: Answering “What to Teach”

Golden courses restructure knowledge systems into post-competency frameworks via industrial-post analysis. They resolve disconnections between curricula and industrial demands, shifting teaching focus from basic livestream know-how to comprehensive operational capabilities covering product selection, scripting, livestream delivery,

data processing, traffic investment and compliance(He, 2024) [7].

(2) Golden Teachers: Answering "Who Teaches"

Dual-subject collaboration between on-campus instructors and enterprise mentors integrates systematic pedagogical expertise and front-line industrial experience. On-campus teachers guarantee systematic and standardised instruction; enterprise mentors supplement real-world project insights. Joint teaching enhances vocational relevance and practicality.

(3) Golden Teaching Materials: Answering "What to Learn with"

Golden teaching materials convert enterprise cases, post-tasks and platform regulations into dynamic learning resources. Textbooks evolve from static knowledge carriers into task-oriented tools. Students learn by completing practical tasks supported by task sheets and project guidelines instead of merely reading theoretical descriptions.

(4) Golden Platforms: Answering "Where to Learn"

Golden platforms create multi-scenario learning environments combining online systems, physical livestream studios and cloud-training tools. Learners accomplish knowledge acquisition, hand-on practice and data analysis across diverse spaces. Digital platforms serve as foundational teaching infrastructure rather than auxiliary tools.

(5) Golden Teaching Approaches: Answering "How to Learn"

Flipped classrooms, project-based learning and competition-driven activities reshape teaching organisation. Students evolve from passive knowledge recipients to active project executors, from individual learners to collaborative team members, focusing on solving authentic industrial problems rather than mastering isolated skills.

In summary, the "Five-Gold" system operates as follows:

Golden courses provide content foundations → golden teachers offer human-resource support → golden teaching materials deliver resource guarantees → golden platforms furnish scenario-based conditions → golden teaching approaches drive classroom transformation → multi-dimensional assessment generates feedback → feedback feeds back into continuous curriculum optimisation.

A cyclic mechanism is formed: post-demand orientation → curriculum reconstruction → classroom implementation → practical feedback → continuous improvement. The essence of the "classroom revolution" lies in systematic reengineering of teaching objectives, contents, participants, resources, scenarios and assessment rather than superficial pedagogical adjustments, so as to renovate talent-cultivation modes.

7. Conclusion and Prospects

(1) Conclusion

Based on curriculum practice of Practical Operation of Livestreaming Commerce under the "Five-Gold" Initiative, major conclusions are drawn as follows. First, the core of the "classroom revolution" for livestream-related higher vocational courses lies in transforming teaching objectives from single-skill drills to comprehensive professional-competency cultivation. Since livestream-operation posts involve product selection, content development, on-site execution, data processing, traffic management and compliance control, curricula should be reconstructed centred on real-world job workflows.

Second, the "Five-Gold" Initiative delivers systematic support for classroom revolution. Golden courses address content challenges; golden teachers resolve instructor-team challenges; golden teaching materials tackle resource bottlenecks; golden platforms optimise learning scenarios; golden teaching approaches innovate classroom organisation. The five components are mutually supportive rather than merely additive.

Third, project-oriented teaching acts as a vital link connecting classroom education with real-world posts. Authentic or quasi-authentic livestream projects embedded in teaching enable students to acquire knowledge, develop skills and shape professional literacy through complete workflow experiences.

Fourth, multi-dimensional assessment underpins sustainable classroom improvement. Assessment should shift from result-only evaluation to whole-process evaluation incorporating product selection, script writing, implementation, data review, teamwork and compliance performance to serve comprehensive competency development.

(2) Practical Implications

First, higher vocational curriculum reform should adhere to post-demand orientation. Reform priorities should be placed on job tasks and practical problems graduates will encounter instead of merely ensuring textbook completeness.

Second, school-enterprise cooperation needs further deepening. For highly practical courses such as livestream-operation courses, enterprises should participate in curriculum-standard formulation, teaching-material development, project design and student assessment, rather than merely providing guest lectures or internship positions.

Third, digital platforms should be fully leveraged. Platform construction should go beyond uploading resources; it should realise learning-data collection, process recording, timely feedback and assessment to support evidence-based teaching decision-making.

Fourth, continuous improvement mechanisms are indispensable. Given rapid industrial updates, curricula and resources require iterative revision. Reform should not be treated as one-off work; adjustments should be made according to student feedback, enterprise opinions and teaching data.

(3) Limitations and Future Research Directions

This research is based on phased curriculum practice. Long-term longitudinal data and controlled comparison data are still insufficient. The current study focuses on design processes and phased practical manifestations. Follow-up work should track long-term improvements in student professional competencies, graduate employment performance and enterprise satisfaction. The sample is limited to one class from a single major. Future research may expand to multi-class, multi-course and cross-institutional comparisons to further verify reform effectiveness.

Subsequent curriculum optimisation will prioritise introducing more authentic enterprise projects, strengthening data-analysis and traffic-investment training, refining enterprise-mentor participation mechanisms and enriching resource libraries. Current constraints include limited opportunities for real-capital traffic investment practice, uneven student data-analysis capabilities and scheduling difficulties for enterprise mentors. Further improvements will target authentic-project access, specialised data-analysis training and dual-mentor coordination mechanisms.

To conclude, the "classroom revolution" for Practical Operation of Livestreaming Commerce under the "Five-Gold" Initiative is not confined to superficial teaching-form changes.

Guided by industrial demands and post-competency requirements, it systematically reconstructs curriculum content, teaching teams, teaching resources, teaching platforms, pedagogies and assessment systems. Coordinated “Five-Gold” development promotes higher-vocational classrooms to shift from knowledge-transmission-oriented to competency-generation-oriented, from simulation-dominated to project-practice-oriented, and from teacher-centred to student-centred modes. It provides valuable exploratory pathways for curriculum reform in digital business higher-vocational education.

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