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Research on the Development and Implementation of "3 + 3" Modular Courses Based on Work Processes

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Abstract: During the period of industrial transformation when the digital economy and live-streaming e-commerce are deeply integrated, marketing programs in higher vocational colleges face the severe challenge of a mismatch between talent cultivation and demands. This paper takes the course Live Streaming Sales and Anchor Literacy as the carrier for reform. By deconstructing the quality model of three sensibilities and three powers from job capabilities, including design sense, entertainment sense, meaning sense, empathy, storytelling ability and symphonic power, six progressive teaching modules are formed. In addition, relying on student start-up companies and the local manufacturing industry chain, practical teaching projects are implemented and a dynamic evaluation mechanism driven by business data is established. The results of this course show that the students' job adaptation period is shortened and the satisfaction of enterprises is significantly improved, providing a model for the reform of vocational education courses in the digital economy.

Keywords: three sensibilities and three powers; teaching modules; the practical teaching project

1. Introduction

According to the 14th Five-Year Plan for the development of the digital economy, live-streaming e-commerce has emerged as the core engine driving consumption upgrading. Data shows that in 2024, the scale of China's live-streaming e-commerce market exceeded 3.2 trillion yuan, with a year-on-year growth of 21.6%. In the future, the demand for live-streaming talents in enterprises will expand, and the requirements for such talents will also be further raised. For example, Wenzhou, renowned as the Capital of Shoes and Clothing and a Base for Eyewear Production, has witnessed its local manufacturing enterprises accelerating digital transformation. In 2023, over 2,000 new positions such as live-streaming operations and live-streaming anchors were created, yet the shortfall in talent supply reached 60%. Therefore, the cultivation of live-streaming talents is of great significance.

However, the systematic training of e-commerce live-streaming talent is currently in its infancy, and existing course models remain traditional. For example, in the traditional live-streaming teaching, the most important teaching focus is still on the theoretical teaching of marketing, lacking the core skills training for positions such as product selection, script design, and traffic operation in live-streaming. To address this situation, this paper proposes the "3 + 3" modular course development concept, aiming to break through the structural limitations of traditional courses through integrated development of professional abilities and qualities.

2. Literature Review

In order to conduct research on this project more effectively, there are currently three main categories of domestic research related to this project.

2.1. *Teaching Model Based on Work Process*

Work-based learning (WBL) is an educational approach that integrates academic learning with practical experience, aiming to prepare students for the workforce by developing technical skills and workplace competencies [1]. When students see the direct relevance of their studies to real work scenarios and future career prospects, they are more likely to be interested and actively involved in the learning process. They also gain a sense of purpose and direction, which can enhance their overall educational experience. Despite its benefits, WBL faces several challenges in implementation. These include issues related to organization and coordination, such as arranging suitable work placements, ensuring adequate supervision and support for students, and managing the logistics of WBL programs [2].

2.2. *Modular Teaching Method*

Modular teaching methods have gained significant attention in the field of education. They involve dividing the curriculum into smaller, self-contained units or modules, each focusing on a specific set of knowledge, skills, or competencies. Modules are self-contained and self-instructional packages [3]. They allow students to learn at their own pace and provide flexibility in terms of time and place of learning. Research has shown that modular teaching methods can have a positive impact on student achievement. For example, a study found that the use of problem-solving modules in teaching mathematics had a significant effect on the achievement of mathematics students [4]. Another study by Sadiq and Zamir demonstrated that the modular approach was more useful and provided more positive results on students' moral sense development than the traditional approach [5].

2.3. *The relationship between Work Process Analysis and Modular Teaching Mode*

On the one hand, the modular teaching mode, when based on work process analysis, can offer personalized learning experiences. Since work processes can vary in complexity and requirements, modules can be designed to cater to different levels of learner expertise and pace. On the other hand, Work process analysis can inform the assessment strategies within a modular teaching framework. By understanding the work process, educators can design assessments that accurately measure students' ability to perform specific tasks or demonstrate particular skills.

2.4. *Two Related Case Studies*

Example 1: A study conducted at an American Community College and a regional university demonstrated that students performed better in remedial math courses when the math was taught in the context of geoscience applications [6]. The modular approach, which is typical in such courses, was successful in improving student participation and completion rates. The success was attributed to instructional methods that connected the math being learned to real problems, which motivated students to complete the modules. This example shows how work process analysis can enhance the effectiveness of modular teaching.

Example 2: In the Ethiopian higher education context, a study assessed the implementation of modularization with a focus on active learning and continuous assessment. The study found that the instructional process in the modularized program was below expectations, with teaching being predominantly teacher-centered [7]. However, the potential of modular teaching mode, when properly aligned with work process analysis, was highlighted as a way to improve instructional processes and student engagement. The

study suggested alternative teaching strategies and staff development activities to better integrate active learning and continuous assessment, which are closely related to analyzing work processes and designing relevant modules.

Hence, appropriately integrating the theories and methods of work process and modular teaching into the curriculum reform of live-streaming marketing can effectively enhance students' enthusiasm and overall course effectiveness [8].

3. The Analysis of the Present Condition

In order to effectively design courses, this section will conduct a detailed analysis of the students' situation and the current state of the course.

3.1. Analysis of Students' Learning Situation

This research focuses on students majoring in marketing in higher vocational colleges. Through observation and recording, the learning situation of vocational college students in live-streaming courses can be summarized into the following three main aspects. Firstly, most students are full of curiosity and enthusiasm for learning about live-streaming e-commerce, especially during the practical training sessions in class. But students' understanding of the industry remains relatively superficial, especially lacking systematic knowledge of core links such as supply chain management and data analysis. Data shows that only 30% of students can fully describe the entire process of live-streaming e-commerce, reflecting their limited understanding of the industry. Secondly, they are proficient in basic operations of live-streaming sales, but lack advanced capabilities, such as data-driven operation skills and cross-disciplinary integration abilities. For instance, they have great difficulty in handling unexpected situations during live-streaming sales. Thirdly, although some students are suitable for live-streaming sales, there are few professional career plans.

3.2. Analysis of the Traditional Live-Streaming Courses

The content of traditional live-streaming courses includes theoretical foundation, platform operations, live streaming skills training, case studies, marketing strategies, and basic data analysis. Although the traditional course content modules are complete, they have weak interconnections and lack practical project support, making it difficult to effectively develop students' practical skills and leading to low student engagement. As shown in Table 1, the typical content of each module is summarized below.

Table 1. Traditional Live-Streaming Sales Course Modules.

Content Module	Typical Content
theoretical foundation	Overview of live-streaming e-commerce, Development history and industry trends, Basic marketing theories applied in live streaming
platform operations	Introduction to major live-streaming platforms, Basic functions and operation procedures of live-streaming tools
live streaming skills training	Scriptwriting and scenario design, Hosting skills, Short-video editing and live-streaming aesthetics
case studies	Analyses of successful live-streaming campaigns by top anchors, Classic cases of product promotion (e.g., cosmetics, electronics)
marketing strategies	Audience targeting, Promotion tactics (discounts, flash sales, affiliate marketing)
basic data analysis	Introduction to key performance indicators, Simple data interpretation and feedback collection

4. Research Objectives

The research objectives primarily include:

1) Modular Curriculum Design for Targeted Competency Development

This objective involves using a modular teaching approach to reorganize course content into focused units and integrate real-world projects. This ensures students acquire knowledge, skills, and professional literacy that are specific, sharply focused, and directly aligned with real-world job requirements in live-streaming roles.

2) Industry-Aligned, Project-Driven Curriculum System

Build a curriculum framework that is rooted in region-specific industry needs, is guided by real enterprise projects, follows work-process workflows as its core logic, and meets job-specific standards and real market environments. Through the deep development of "3 + 3" course modules within this framework, thereby achieving phased, progressive talent development goals as they evolve from a foundational understanding of live-streaming roles to advanced mastery of industry-required skills.

3) Integrated Practice and Ideological Guidance

Effective implementation of this project requires close collaboration with front-line corporate live-streaming teams to accumulate practical experience, identifying synergies between professional competencies and value-oriented education, and cultivating a mindset that emphasizes equal importance of ideological education and practical competence. This integrated approach ensures that theoretical learning is anchored in real-world industry practices while fostering students' holistic development – balancing technical expertise with ethical awareness and professional integrity essential for success in live-streaming careers.

5. Strategies of Developing Course Implementation

Based on the above situation and combined with theoretical foundations, five main strategies can enhance the teaching effectiveness of live-streaming sales courses.

5.1. Integrate the Redesign of Typical Work Processes

The curriculum development team analyzed the social competence, general competence, and developmental competence of live-streaming sales professionals, focusing on cultivating the thinking abilities of modern live-streaming professionals. By integrating the "sense of design, sense of entertainment, and sense of meaning" with "empathy, storytelling ability, and synergistic ability", and mapping these to typical work tasks of live-streaming sales professionals, the Live Streaming Sales and Anchor Literacy course was divided into six distinct modular teaching components (as shown in Figure 1). This approach emphasizes the sequential learning of knowledge and the gradual improvement of competencies, ultimately aiming to cultivate modern live-streaming professionals with strong ideals and convictions, integrity and innovation, and excellent professional qualities. In follow-up research, each module must correspond to one or more themes or skills in the curriculum, defining the content, objectives, and learning requirements of each module to ensure that module design meets learners' needs.

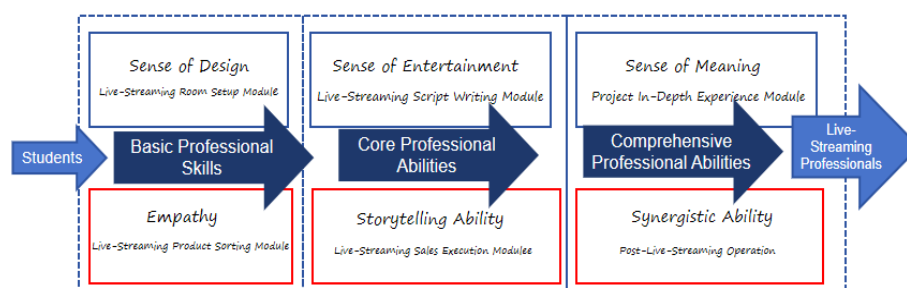


Figure 1. Reconstructed Course Modules.

5.2. Real Enterprise Project Training Integrated throughout the Course

By integrating project practice through real-world live-streaming enterprise training, agency internships, and student-led live sessions, the entire "3 + 3" modular curriculum of Live Streaming Sales and Anchor Literacy immerses students in hands-on learning. This not only lets them apply knowledge and skills tangibly but also sparks problem-solving motivation and teamwork during projects. Thus, designing and collaborating on suitable live-streaming content and projects is vital for modular practice.

Using the vocational training base-Shuzhi Jingcheng (Wenzhou) Network Technology Co., Ltd., a student-founded company guided by marketing faculty – work with enterprises to develop diverse live-streaming projects. Three context-appropriate projects, ordered by product complexity (with increasing skill demands), are created to align with students' progressive capabilities. Through this base, students shift from learners to project contributors, deeply practicing the "3 + 3" modular live-streaming skills.

5.3. Scientifically Designed Teaching Links

In addition to designing course modules, scientifically designed teaching strategies can help improve the effectiveness of module learning. Practical experience has shown that the three-stage teaching strategy, which includes pre-class diagnostic learning, in-class guided learning, and post-class extended learning, can help students better master the knowledge and skill points of each module.

To be specific, at the pre-class stage, relevant preview materials are released on the online platform. For example, in the module of live script writing, the teacher releases diagnostic surveys and annotated industry case previews on the online learning platform before class. Students can identify the gaps in the script through reading and get ready for the module learning. Then, in-class focuses on learning deconstructs real enterprise scripts. For instance, local enterprises' men's shoes products were once provided to students, who were asked to independently design live-streaming scripts. Students combined the knowledge they had learned in class to repeatedly revise the scripts, and eventually conducted live-streaming on the real accounts of the enterprises. During this process, teachers guided students to pay attention to data changes, such as viewer retention rate and comment interaction, and continuously optimized the scripts based on this feedback. Finally, post-class, students extend skills via industry projects, for example, writing scripts for Wenzhou shoe brands, receiving client feedback on marketability, and multi-platform challenges; and writing reflective portfolios also deepen expertise.

5.4. Providing Diverse Teaching Resources

To ensure the smooth implementation of modular courses, targeted teaching resources must be provided to meet the distinct needs of each module. This includes developing essential materials such as teacher guides, student handbooks, online learning platforms, and detailed tutorials for major live-streaming platforms. These resources form the foundation for effective instruction, enabling students to engage with course content and develop practical skills aligned with industry demands.

However, live-streaming marketing remains a rapidly evolving field that has only experienced significant expansion in recent years. Frequent industry changes, such as updates to platform algorithms and the introduction of new regulatory policies – have prevented the emergence of mature, standardized teaching materials, leading to a shortage of high-quality textbooks. To address this challenge, the curriculum development team must leverage existing resources from related disciplines like digital marketing and e-commerce, integrating their own research on live-streaming trends and best practices. By synthesizing academic knowledge with real-world industry insights, they can create flexible, updateable teaching materials – such as case studies, strategy templates, and compliance guidelines – that support both independent and collaborative learning. These

efforts ensure students have access to relevant, practical resources that keep pace with industry advancements, equipping them with the skills to thrive in this dynamic field.

5.5. Comprehensive Assessment of the Teaching Effect of the Module

To evaluate the teaching effectiveness and learning outcomes of modular courses — and make improvements based on assessment results — adopt a multi-stakeholder assessment approach that incorporates students, teachers, and industry mentors into the evaluation system. Leverage digital technology platforms to record students' learning processes in a comprehensive manner, including participation, creativity, and technical execution, designing assessments that cover all dimensions of knowledge and skills. For summative evaluations, align criteria with real enterprise project metrics, focusing on four key areas: professional knowledge and technical skills, anchor professional literacy, project client acceptance, and market feedback.

Assessment results and student feedback will directly guide iterative improvements to course design and teaching strategies. This ensures the curriculum remains responsive to industry needs, continuously refining how skills like live-streaming operations, audience engagement, and data-driven decision-making are taught and assessed. By integrating diverse perspectives and real-world performance indicators, the evaluation system not only measures learning outcomes but also drives ongoing optimization to cultivate adaptable, job-ready live-streaming professionals.

6. Guarantee Requirements

The smooth implementation of the project requires adequate academic, team, organizational, and facility support. Especially for the team, this project is composed of experienced teachers with excellent teaching results and rich professional knowledge and business capabilities. They are deeply engaged in teaching reform, particularly in research on modular teaching methods. There are two professors among the project members, which makes it easier to conduct research in a clear and organized manner and ensures the feasibility of the project. The project team will also carry out scientific research activities according to a strict research plan, with specific responsibilities assigned to each member and regular experience exchanges. Comprehensive planning will be conducted for all aspects of the project.

7. Conclusion

Against the backdrop of China's digital economy strategy and the explosive growth of live-streaming e-commerce — where regional industries like Wenzhou's manufacturing hubs face acute talent shortages — this research introduces a "3 + 3" modular curriculum framework to address the disconnect between traditional education and industry needs. By integrating work-process analysis with modular teaching, the framework reorganizes course content around real-world tasks, ensuring students develop targeted skills and professional literacy aligned with evolving job requirements.

Traditional live-streaming courses, characterized by fragmented theory and limited practical integration, are reimagined through strategies such as embedding enterprise projects to simulate authentic workplace scenarios, adopting a three-stage teaching model to guide progressive skill development, and creating flexible resources to adapt to rapid industry changes. A multi-stakeholder assessment system, involving students, educators, and industry mentors, ensures continuous curriculum refinement based on market feedback, while partnerships with regional enterprises and training bases facilitate seamless transitions from classroom learning to professional practice.

This approach not only enhances students' technical proficiency in areas like script-writing, data analytics, and live-streaming operations but also fosters ethical awareness and adaptability — critical for success in a dynamic sector. By prioritizing "learning by doing" — which enables students to directly apply skills in real-world scenarios — and

aligning with regional economic demands, the research provides a scalable model for vocational education that bridges skill gaps and cultivates professionals capable of driving innovation in the live-commerce landscape in China. Future research may focus on deepening industry-academia collaboration and leveraging emerging technologies to ensure the curriculum remains both relevant and high-quality.

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