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Research on Improving Job Experience of Food Majors Based on Live Broadcasting Technology

HongWei Zhong[1]. YuQian Mei[2]
[1]School of Nanjing University of Finance & Economics, Nanjing 210000, China
[2]School of Nanjing University of Information Science & Technology, Nanjing 210000, China

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Abstract

Taking the College of Food Science and Engineering of Nanjing University of Finance and Economics as an example, this paper discusses the concrete practice and effect of improving students' post experience based on live broadcast technology. Facing the employment problem of college graduates, the college innovatively introduced live broadcast technology into employment guidance, and invited experts and outstanding employees in the food industry to show real work scenes through real-time live broadcast. The research shows that this model effectively breaks through the time, space and cost restrictions of traditional enterprises, enhances students' awareness of the professional environment and their post adaptability, thus significantly improving their employment competitiveness. After the implementation, the employment rate of college graduates increased by 12% year-on-year, and the professional counterpart rate reached 85%. This paper systematically expounds the theoretical basis, implementation framework, operation process and optimization suggestions of the live broadcast mode, in order to provide a replicable practical paradigm for the employment guidance in colleges and universities.

Keywords

live broadcast technology; Post experience; Employment guidance; Food major; higher education

1. Introduction

With the acceleration of China's economic restructuring and industrial upgrading, the employment of college graduates is facing unprecedented challenges and opportunities. According to the data of the Ministry of Education, the scale of college graduates in 2025 has reached a new high, and the structural contradictions in the job market have become increasingly prominent, especially the low professional counterpart rate and insufficient post adaptability have become the key factors affecting the employment quality of college graduates. Food science and engineering, as a highly applied professional field, requires higher practical ability and post cog-

nition of students, and the traditional employment guidance model has been unable to meet the training needs of high-quality professional talents.

In order to solve this dilemma, the College of Food Science and Engineering of Nanjing University of Finance and Economics actively explores the innovation of employment guidance mode. Since 2024, the college has systematically introduced live broadcast technology into the employment guidance system. Through the forms of "live broadcast of enterprises", "live performance of posts" and "interactive connection of experts", students can go deep into the front line of production and R&D of food enterprises in the cloud and intuitively understand the workplace environment and technical processes. This innovation not only effectively overcomes the problems of high cost, difficult organization and limited coverage of traditional enterprise internships, but also significantly enhances students' post perception and professional identity through real-time interaction and immersive experience.

Based on the theory of educational informatization and social telepresence, this study systematically analyzes the implementation path and mechanism of live broadcast technology in improving students' post experience, combined with practical cases in colleges. Through empirical data and effect evaluation, it is proved that the live broadcast mode can effectively bridge the gap between schools and enterprises, optimize the docking accuracy of talent training and industrial demand, and provide theoretical reference and practical model for the innovation of employment guidance in similar colleges.

2. Literature review

2.1. Theoretical basis and research progress of live broadcast teaching

The application of live broadcast technology in the field of education stems from the development of distance education. In recent years, with the upgrading of network infrastructure and the popularization of intelligent terminals, its educational application scenarios have been continuously expanded. Theoretically, the core advantage of live broadcast teaching lies in the construction of a learning environment with high telepresence. Ma Haiying (2023) found through empirical research that the social presence in live broadcast teaching can significantly improve students' academic performance, especially in the dimensions of emotional interaction and real-time communication. The live broadcast environment creates an experience closer to face-to-face teaching than traditional online teaching. Social telepresence theory holds that the degree to which participants are perceived as "real people" in media communication directly affects the quality of interaction and learning effect, while live broadcast technology effectively enhances the social telepresence among teachers, students and students through real-time audio and video transmission and multi-directional interaction.

In terms of technical characteristics, live teaching has three advantages: immediacy, interactivity and accessibility. Instantaneity ensures the synchronization of content

delivery and feedback, so that learners can get a near real-time learning experience; Interactivity is embodied in various interactive means such as barrage, continuous cropping and real-time voting, which promotes the deep involvement of participants; Accessibility breaks through geographical restrictions and enables high-quality educational resources to be covered on a large scale. The research shows that these characteristics of live broadcast are especially suitable for teaching content that needs intuitive perception, such as skill demonstration and scene display, and have a natural fit with post experience education.

2.2. The importance of post experience in career development

Post experience refers to the individual's intuitive perception and subjective experience of the specific job environment, task content, skill requirements and organizational culture, and it is a bridge connecting theoretical study and professional practice. In the educational context, high-quality post experience can effectively promote students' understanding of professional knowledge, clarify the direction of career planning and improve employment readiness. A number of follow-up studies at home and abroad show that the employment quality, occupational adaptability and satisfaction of students who have gained real job experience during their school days are significantly higher than those who lack such experience.

The main ways to cultivate students' post experience in traditional colleges and universities include enterprise visits, production practice and on-the-job training. However, these methods generally have difficulties such as high organizational cost, difficult time arrangement and limited coverage. Especially in the field of food specialty which has special requirements for production environment (such as aseptic workshop and cold chain logistics), organizing students to enter the enterprise site on a large scale often faces multiple constraints such as safety, cost and scheduling. Therefore, it is an urgent need to explore a new post experience mode that can not only maintain the authenticity of experience, but also break through the time and space constraints.

2.3. Application Status of Live Broadcasting Technology in Employment Guidance

In recent years, with the acceleration of digital transformation, live broadcast technology has shown great potential in the field of employment services. The "24365 Campus Recruitment Service" platform of the Ministry of Education carried out recruitment activities through live broadcast, which realized the efficient docking between the supply and demand sides. Some colleges and universities have also begun to try to use live broadcast for enterprise presentation, career guidance and other links, but the systematic use of live broadcast for post experience training is still in the exploratory stage.

The existing practice shows that the application of live broadcast technology in em-

ployment guidance mainly has the following forms: first, live broadcast takes the post, and enterprise HR shows the working environment and corporate culture through live broadcast; The second is the cloud tour, which shows the real scene of the enterprise in real time through the lens; The third is expert interview, inviting industry leaders to share their professional opinions. These forms have initially proved the value of live broadcast in breaking information barriers, but most of them remain in one-way communication, lacking in deep interaction and systematic design, and it is difficult to truly realize the deep construction of post experience.

At present, it is still a blank to integrate the live broadcast technology system into professional courses and employment guidance system, especially for the post experience improvement of food majors. The purpose of this study is to fill this gap and realize the qualitative change from "watching" to "experiencing" by constructing a scientific live broadcast experience framework, so as to provide students with an immersive and interactive career cognitive platform.

3. live broadcast to enhance the implementation framework of post experience

3.1. Target Positioning and Principle Design

The live post experience project implemented by College of Food Science and Engineering of Nanjing University of Finance and Economics takes "real perception, deep interaction and ability orientation" as the core concept, aiming at comprehensively improving students' professional cognition, post understanding and employability through systematic live event design. The specific objectives of the project include: first, to break through the time and space constraints, so that students can get in touch with more real working environments of food enterprises during their school days; The second is to deepen professional cognition and help students understand the relationship between curriculum knowledge and professional practice; The third is to improve the employability and shorten the adaptation period of students from campus to workplace; The fourth is to optimize career planning and guide students to formulate a scientific development path based on the actual post characteristics.

In principle design, the project adheres to the following key principles: the principle of authenticity, ensuring that the live broadcast scenes are all real working environments of food enterprises and avoiding "performance" display; The principle of interaction, design multi-link interaction, so that students can communicate with enterprise experts in depth; Systematic principle, organically integrate the live broadcast experience with professional courses and employment guidance to form a synergistic effect; Safety principle, strictly abide by the confidentiality requirements of enterprises and production safety specifications, and ensure the safety and controllability of the live broadcast process.

3.2. Content System and Module Design

Based on the training objectives of food professionals and the characteristics of the industry, the college has built a multi-level and all-round live broadcast content system, which mainly includes the following modules:

Production process live broadcast module: focus on the core links of food manufacturing, such as dairy products processing, meat preservation, deep processing of grain and oil, etc. The live broadcast covers the whole process of raw material inspection, production technology and quality control. For example, in the live broadcast of baking enterprises, students observe the whole process from raw material ratio, dough fermentation, baking parameter control to finished product packaging, and ask questions at any time through barrage: "What is the effect of fermentation temperature on bread taste?" Enterprise technicians answered questions on the spot, so that students could intuitively understand the practical application of food engineering principles.

R&D innovation live broadcast module: show the process of new product development of food enterprises, including laboratory research, sensory evaluation, consumer testing and other links. The college cooperates with a number of food companies to broadcast live the process of R&D personnel solving practical problems, such as how to reduce sugar while maintaining the taste of food and how to extend the shelf life. Students feel the innovation and challenge of R&D work through live broadcast, and strengthen their understanding of the frontier of food science.

Quality management live broadcast module: according to the special quality and safety requirements of the food industry, live broadcast quality inspection, food safety management system construction and so on. For example, in the live broadcast of beverage enterprises, key quality control links such as microbial detection and heavy metal residue analysis are highlighted to help students establish a comprehensive awareness of food safety.

Career development live broadcast module: invite employees of different ranks to share their work, from newcomers to technical backbones, from research and development to management, and show career development paths in multiple dimensions. Through the form of "one-day work vlog", the work content, skill requirements and development space of each post in the food industry are truly presented.

3.3. Interaction Mechanism and Process Design

In order to maximize the interactive effect of live broadcast, the college designed a three-stage interactive mechanism of "before-during-after":

Before the live broadcast, the college collected students' concerns through questionnaires and provided them to enterprise experts in advance to make the live broadcast more targeted. At the same time, introduce the enterprise background and industry knowledge in the career guidance course, and make a good knowledge reserve for students. In the live broadcast, a three-stage interactive link of "observation-questioning-simulation" was set up: firstly, the enterprise experts explained the

workflow on the spot, then the students asked questions in real time through the barrage, and the experts answered them on the spot. Finally, the simulation task was set up, such as "Please design a healthy snack suitable for the elderly", and the experts commented on the ideas. This design makes students change from passive viewing to active participation, which strengthens the depth of experience.

After the live broadcast, organize an online seminar to guide students to reflect on the observation content and complete the experience report; At the same time, the live video will be edited and included in the college teaching resource library for students to study repeatedly. In addition, a "live broadcast+internship" connection mechanism is established, and students who show strong interest in live broadcast are given priority in internships in related enterprises, forming a closed loop of experience-practice.

3.4. Evaluation feedback and continuous improvement

In order to scientifically evaluate the live broadcast effect, the college has established a multi-dimensional evaluation system, including the combination of process evaluation and result evaluation. The process evaluation mainly analyzes students' participation through the interactive data of the live broadcast platform (such as the number of barrage, the quality of questioning and the length of watching); In the outcome assessment, questionnaires were used to measure students' experience satisfaction, knowledge gain and behavior change.

Specific evaluation tools include: post experience scale, which measures students' understanding of posts from three dimensions: cognition, emotion and behavior; Self-assessment questionnaire of employability, which evaluates the changes of students' self-confidence in professional ability after a series of live broadcasts; Employer evaluation, tracking the performance of participating students in the process of internship and employment, and evaluating the actual effect of live broadcast experience from the perspective of employer. According to the evaluation results, the college regularly optimizes the content, form and interactive links of live broadcast to form a continuous improvement mechanism.

4. Case Practice and Effect Analysis: Exploration of School of Food Science and Engineering, Nanjing University of Finance and Economics

4.1. Implementation Background and Organizational Process

Facing the new challenges of employment, the College of Food Science and Engineering of Nanjing University of Finance and Economics actively innovates the employment guidance mode. At the beginning of 2024, the college investigated the employment situation of graduates and found that the professional counterpart rate hovered around 70%, and most students reported a lack of understanding of the actual working environment of food enterprises, which led to confusion in job hunt-

ing and difficulty in adapting after employment. At the same time, traditional enterprise visits are difficult to organize on a large scale due to strict food safety management and special production environment. Faced with this dilemma, based on the characteristics of the digital age, the college decided to introduce the live broadcast technology system into the employment guidance system.

The college set up a live broadcast project team led by counselors, coordinated by professional teachers and participated by student assistants, and carefully designed the implementation process. In the selection of partners, we will focus on docking leading food enterprises that have long-term cooperative relations with the College, including well-known enterprises such as COFCO, Mengniu Dairy and Sanquan Food, so as to ensure the professionalism and representativeness of the live broadcast content. In terms of technical preparation, the college adopts a lightweight live broadcast scheme, which only needs smart phones and stable networks to realize high-definition live broadcast, greatly reducing the technical threshold and cost investment.

The specific organizational process includes: in the early docking stage, the college and the human resources department and technicians of the enterprise jointly agreed on the theme, time and content framework of live broadcast to ensure that it not only meets the teaching objectives, but also does not interfere with the normal production of the enterprise; In the stage of publicity and mobilization, the live broadcast activities will be announced through the college WeChat official account, class groups and other channels to stimulate students' interest in participating; In the live broadcast stage, enterprise experts lead students to "cloud visit" the work site, explain key links, and respond to barrage questions in real time; Summarize the feedback stage, collect students' impressions, evaluate the live broadcast effect, and provide basis for the optimization of follow-up activities.

4.2. Analysis of typical live broadcast cases

In April, 2024, the live broadcast activity of "R&D and Quality Control of Baked Food" jointly carried out by the College and a listed baking enterprise typically reflected the characteristics and effects of the live post experience mode. The live broadcast lasted for 120 minutes, and more than 200 students participated, resulting in 586 interactive barrage, with an average viewing time of 105 minutes, showing a high degree of student participation.

The live broadcast starts from the enterprise R&D center, and R&D director Zhang Gong (an outstanding alumnus of the college) shows the students the whole process of new product R&D, including market research, formula design and sensory evaluation. In the process of recipe design, Zhang Gong specially compared the effects of different emulsifiers on the shelf life of cakes, and guided students to think: "If customers require no additives, how to ensure the 30-day shelf life of products?" This professional problem triggered a heated discussion. Students put forward various

solutions through barrage, such as improving packaging and adjusting water activity. Zhang Gong commented on them one by one and shared the practical solutions of the enterprise. This problem-oriented real-time interaction greatly stimulates students' professional thinking and closely combines classroom theoretical knowledge with practical application.

In the quality control link, the live camera followed the quality inspectors into the laboratory to show the key technologies such as total colony detection and heavy metal residue analysis. Students ask: "What problems should be paid attention to in the practical application of GB4789 national food safety standard?" Quality inspectors demonstrate the standard operating procedures on the spot, and point out the details that are easily overlooked, such as the uniformity of sample preparation and the control of culture temperature. This practical demonstration makes students' understanding of abstract standards concrete and makes up for the shortage of experimental teaching.

After the live broadcast, the college organized an online sharing meeting in time, and students generally reflected that this form was "intuitive, true and enlightening". A junior student said: "Through live broadcast, I not only learned about the actual working environment of food enterprises, but more importantly, I understood how the professional knowledge learned at school can be applied to practical work, which is very helpful for my career planning." More significantly, after the live broadcast, 15 students reached an internship intention with the company, which reflected the direct promotion of the live broadcast experience to employment.

4.3. Implementation effect data analysis

After one year's practice, the college systematically evaluated the effect of the live post experience model. By comparing the differences in employment readiness and employment quality between students who participated in the live broadcast project (experimental group) and those who did not participate in it (control group), it was found that this model had a significant positive impact.

From the perspective of employment readiness, the students in the experimental group are significantly higher than those in the control group in terms of vocational cognitive clarity ($t=4.32$, $p<0.01$), post adaptation confidence ($t=3.87$, $p<0.01$) and professional identity ($t=4.15$, $p<0.01$). Participating students generally said that through live broadcast, they can have a clearer understanding of the development trend and job requirements of the food industry, and their learning motivation and goal orientation are stronger. From the employment results, among the graduates of 2024, the employment rate of students participating in the live experience project is as high as 96.7%, which is 12 percentage points higher than the average level of the whole hospital; The professional counterpart rate reached 85%, a significant increase of 15 percentage points; The average job search cycle has also been shortened by 20 days.

The survey of enterprises also received positive feedback. Cooperative enterprises generally believe that the live broadcast experience mode has effectively improved students' job awareness and professionalism, and reduced the cost of induction training. HR, a food company, said: "Students who come into contact through live broadcast have a clearer understanding of corporate culture and job requirements, and their adaptation period is obviously shortened after joining the company, and their job stability is higher." This school-enterprise win-win model has opened up a new path for deepening the integration of production and education.

It is worth mentioning that the live broadcast mode is particularly helpful to alleviate students' "employment anxiety". College counselors found that after participating in the live broadcast, students' attitude towards employment is more rational and positive, and the phenomenon of blindly pursuing "big factories and high salaries" is reduced. More students are willing to choose career paths based on professional matching and personal interests, including grass-roots posts and small and medium-sized enterprises, and their employment outlook is more scientific and healthy.

5. Discussion and enlightenment

5.1. Advantages and innovative value of live broadcast mode

Through the combination of theory and practice, this study proves the unique value and innovation of live broadcast technology in improving students' post experience. Compared with traditional corporate tours, the live broadcast mode has the following obvious advantages:

The cost-benefit advantage is outstanding. Traditional enterprise visits involve many costs such as transportation, insurance, coordination, etc. The average cost of each activity is about 5,000 yuan, while the live broadcast only needs basic equipment investment, and the single cost is less than that of 500 yuan, and the efficiency is improved by more than 10 times. This low-cost mode enables the college to carry out experience activities frequently, covering all students and realizing the optimal allocation of resources.

Experience authenticity and interactive immediacy. Through real-time audio and video transmission, live broadcast technology enables students to observe the actual operation of enterprises in an authentic way, avoiding the common problem of "performance display" in traditional enterprise visits. At the same time, interactive tools such as barrage and continuous wheat create an instant feedback loop, where students can ask questions at any time and enterprise experts can answer them on the spot. This two-way communication greatly enhances the sense of participation and presence. The research shows that the interactive quality of live broadcast environment significantly affects the depth of students' experience, and the knowledge absorption rate and satisfaction of high interactive live broadcast students are more than 30% higher than that of low interactive live broadcast.

Scalability and replicability. The live broadcast mode breaks through geographical restrictions and enables students to contact a wider range of enterprises and regions. The college not only cooperated with local enterprises, but also successfully connected food enterprises in the north, Guangzhou and Shenzhen, including multinational companies and industry leaders, which greatly enriched the experience content. This cross-regional communication broadens students' career horizons and creates conditions for diversified employment.

From the perspective of innovation value, the live post experience mode has realized the digital transformation and process reconstruction of employment guidance. It is not only the superficial application of technical tools, but also a profound change in the traditional concept and method of employment guidance. Through the live broadcast, the college has built a new platform for collaborative education between schools and enterprises, which has realized the seamless connection between talent training and industrial demand, and provided an example for the digital transformation of higher education.

5.2. Implementation Challenges and Coping Strategies

Although the live broadcast mode has obvious advantages, it also faces a series of challenges in the implementation process, which requires effective strategies to deal with:

Technical stability problem. The initial live broadcast once affected the experience effect due to network fluctuation, equipment failure and other problems. To this end, the college adopts a double insurance strategy of "5G backup+wired network" and is equipped with technicians to ensure smooth live broadcast. At the same time, establish emergency plans, such as recording backups, to prevent accidental interruption.

Maintenance of enterprise participation. Some enterprises are cautious about live broadcast for fear of technology leakage, affecting production and other factors. By signing a confidentiality agreement and carefully designing the live broadcast process (such as avoiding key processes and using virtual background), the college eliminates corporate concerns. At the same time, show enterprises the value of live broadcast to their talent recruitment and brand communication, and enhance their enthusiasm for participation.

The educational effect is optimized. There is still a gap between simply watching the live broadcast and personal practice. To this end, the college will combine live broadcast with project-based learning. For example, after watching the live broadcast of R&D, students are required to complete the relevant product design in groups, and the experts will comment and guide them to realize the sublimation from observation to practice. In addition, a "live resource library" is developed, and live videos are edited into micro-courses for students to study repeatedly and maximize their use value.

The effect evaluation is scientific. It is difficult to measure the improvement of post

experience completely. The college adopts a mixed research method, combining questionnaire data, interview content and behavior observation, and constructs a multi-dimensional evaluation system to ensure scientific and objective evaluation of the live broadcast effect and provide a basis for continuous improvement.

5.3. Enlightenment on Employment Guidance in Colleges and Universities

The practice of College of Food Science and Engineering of Nanjing University of Finance and Economics provides important enlightenment for the innovation of employment guidance in colleges and universities;

First of all, employment guidance should actively embrace digital technology and realize online and offline integration. The live broadcast is not to completely replace the traditional internship and enterprise visit, but as an effective supplement and extension, to build a multi-collaborative employment guidance system. Colleges and universities should actively explore the application of new technologies such as big data, artificial intelligence and virtual reality in employment guidance, and build a smart employment guidance platform.

Secondly, employment guidance needs to run through the whole process of talent training, realizing the whole process and accuracy. The live experience should cover the whole process from the professional cognition of freshmen to the employment decision of seniors, and design differentiated content according to the needs of students at different stages. For example, junior students focus on industry overview and career enlightenment, while senior students focus on professional skills and job adaptation, forming a gradual experience system.

Thirdly, employment guidance must adhere to the results-oriented and take promoting students' high-quality employment as the fundamental goal. The design of live broadcast activities should closely focus on the talent training objectives and the demand of the job market, and ensure that the content is related to the specialty, connected with the post and matched with the ability. At the same time, establish a scientific evaluation and feedback mechanism to continuously optimize and improve.

Finally, employment guidance needs multi-party cooperation to build a community of school-enterprise destiny. Colleges and universities should take the initiative to establish a long-term and stable cooperative relationship with employers, jointly develop employment guidance resources, and realize talent co-education, process co-management and achievement sharing. The government and industry organizations should also play an active role in building a platform and providing support for school-enterprise cooperation.

6. Conclusion and prospect

Taking the College of Food Science and Engineering of Nanjing University of Finance

and Economics as an example, this study systematically discusses the theory and practice of improving students' post experience based on live broadcast technology. The research shows that live broadcast technology effectively breaks through the time and space limitation of traditional post experience by creating a real-time, interactive and real virtual on-the-spot environment, and significantly enhances students' cognition and understanding of the professional world. After the implementation of this model, students' employment readiness and employment quality have been significantly improved, which proves that live broadcast is an efficient, economical and extensible innovative way of employment guidance.

The successful practice of live post experience mode has important theoretical value and practical significance. Theoretically, it enriches the application of social telepresence theory in the field of vocational education, confirms the role of media interaction in promoting the formation of vocational cognition, and provides a new perspective for theoretical innovation of vocational education in the digital age. On the practical level, it provides an operable and reproducible methodology for employment guidance in colleges and universities, especially a new idea for solving the dilemma of traditional enterprise internship.

In the future, the live post experience mode can be further optimized and improved in the following aspects: First, strengthen the integration with virtual reality (VR)/ augmented reality (AR) technology to create a more immersive experience environment; The second is to develop an intelligent matching system to push personalized live content based on students' professional interests and career tendencies; Third, build a collaborative evaluation mechanism between schools and enterprises to realize the continuous improvement of personnel training quality; The fourth is to expand cross-regional international cooperation and expose students to the frontier dynamics of the global food industry through international live broadcast.

With the rapid development of digital technology and the deepening of higher education reform, digital means such as live broadcast will play an increasingly important role in employment guidance. Colleges and universities should actively follow the trend, speed up the digital transformation of employment guidance, build a more adaptable and innovative employment service system, and provide a solid guarantee for promoting high-quality and full employment of college graduates.

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