

From Knowledge Base to Livestream: University-led Digital Communication for Lingyun Baihao Tea

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Abstract: County specialty industries need reliable information and a steady supply of content if they are to sustain online communication. Drawing on a participatory case study of the Lingyun Baihao Tea AI assistant and related livestream practice, this article examines how an application-oriented university converted government-provided industry knowledge into a resource for public communication. The Lingyun County Bureau of Commerce supplied the knowledge base. RAG made the material available through public question answering and gave students a source for writing livestream scripts. Faculty review, student writing, and more than 300 livestream sessions brought the system into routine use. The university's contribution lay in organizing local knowledge, adapting it for use through RAG, and coordinating content production by faculty and students. Combining knowledge services with scriptwriting helps explain how a small, local project can support sustained dissemination. However, the available evidence, does not demonstrate a causal effect on sales or industry performance.

Keywords: Lingyun Baihao Tea; Retrieval-Augmented Generation; AI Assistant; Livestream Content Production; Applied Universities; Digital Communication.

1. Introduction

The digital promotion of county-level specialty industries relies on reliable information and on people capable of transforming that information into content that is easily understood by the audience. Lingyun Baihao tea is a key specialty industry in Lingyun County, Baise City, Guangxi. Public data indicates that the county's tea plantation area covers approximately 116,000 mu; in 2023, the county produced and processed 8,441.41 metric tonnes of tea, generating an output value of 742 million yuan,

with the industry playing a significant role in employment and income generation [1]. Information regarding the tea's history and culture, varietal characteristics, processing techniques, brewing methods and brand image is scattered across various sources. The public may find it difficult to quickly locate reliable answers, whilst live-streaming teams face challenges such as high preparation costs, inconsistent descriptions and content duplication. Generative artificial intelligence offers a means of organising and reusing this information. A recent review indicates that generative artificial intelligence has been applied across multiple fields within economics and management, including information management, marketing, tourism and organisational management; however, research integrating specific technologies with management practices in concrete contexts remains limited [2]. General-purpose large language models do not necessarily contain current, complete, or authoritative knowledge of a local industry. RAG retrieves material from an external knowledge base before generating an answer, allowing the model to use information that can be updated independently [3]. This makes it suitable for local-industry question answering when the source of knowledge matters. A public report in 2025 noted that Lingyun County had launched a Baihao Tea AI assistant capable of answering natural-language questions about industry history, brand value, cultivation, and processing, with technical support from the School of Business Administration at Baise University [4]. The case offers an opportunity to examine how the Bureau of Commerce's knowledge base was used in public question answering, student scriptwriting, and more than 300 livestream sessions organized by faculty and students.

Research on university-government-industry collaboration, RAG-based knowledge services, and livestream commerce has largely developed

along separate lines. Triple Helix studies discuss the role of universities in knowledge-based regional development [5], while work on rural entrepreneurship and technology diffusion shows universities mediate knowledge and adapt technology for users [6-7]. Moreover, the existing research suggests that RAG studies concentrate mainly on retrieval quality, generation, and factual accuracy [3, 8-9]. Given that livestream-commerce research typically examines technological affordances, trust, interaction, and purchase intention [10-13], this body of work appears to follow a fairly consistent pattern. Less is known about how these elements work together when a county government supplies industry knowledge, a university provides support, and livestream teams need content continuously.

This study examines how a practice-oriented university transforms local industry knowledge that government agencies provide into materials the public can access and students can use in live-streaming scripts. Moreover, the study may suggest that RAG-based question-answering systems and organized live streams could enhance communication capabilities. Given that a participatory single-case design guides the analysis, the findings track knowledge flow through information collection. However, the process might indicate that technical processing shapes script preparation and live-stream organization. The purpose of this study was not to estimate sales outcomes or compare model parameters, but rather to elucidate the roles undertaken by the university as a knowledge intermediary, technology developer, and organizer of student practice.

2. Literature Review and Analytical Framework

2.1 Universities as Local Knowledge Intermediaries

The “Triple Helix” theory holds that in the knowledge economy, the interaction among universities, industry, and government gives birth to new organizational relationships that promote innovation. Universities are not only knowledge producers but also knowledge consumers in regional innovation networks [5]. In rural and underdeveloped areas, local industries are usually formed by SME operators who have clear needs and poor resources. The acceptance of technology relies on whether

participants can recognize needs, understand knowledge, allocate tools and even offer user training [7]. Sá et al. argue that in rural entrepreneurship projects, university, government and industry can form a “knowledge-rich environment” and support local development by micro-level interaction [6]. Theodorakopoulos et al. define research and consulting institutions attached to universities as technology intermediaries. They must not only connect supply and demand but also adapt technology to local contexts where users live and promote social learning [7]. The above studies clarify the role of applied universities in county-level industries. However, traditional research on technology transfer takes technology, patent or technical solution as output, while digital communication has different output: government has locally accumulated industrial knowledge, the public needs easy access to this knowledge and live-streaming teams need reusable content. The university plays the same role as before, which is to let the same body of knowledge flow between different organizations and communication contexts. Nonaka holds that formation of organizational knowledge relies on the constant transition between tacit knowledge and explicit knowledge [14]. Carlile argues that “boundary objects” can help people cross organizational boundaries to represent, learn and transform knowledge [15]. In this case, structured knowledge bases, AI assistants, and livestream scripts served this function by providing a shared information repository accessible to the Commerce Bureau, faculty, students, and the public.

2.2 RAG and Local-Industry Knowledge Services

The essential design of RAG is to integrate the parameterized knowledge of language models and external retrievable knowledge. The first framework that used a retriever and a generator to perform knowledge-intensive tasks was proposed by Lewis et al. [3]. Research on dialogue tasks has shown that involving retrieval in the generation process can alleviate the model's knowledge hallucinations [8]. A Chinese review article also notes that RAG is an effective way to alleviate the problem of limited domain knowledge and model hallucinations, and that the construction of knowledge base, retrieval, generation control and evaluation criteria are still problems to be solved [9].

Therefore, RAG will not work automatically to generate “authoritative answers”. There are at least four conditions to guarantee the quality of output: Is the knowledge source credible and defined? Can the document segmentation and retrieval return evidence relevant to the question? Is the generated content strictly based on the retrieved content? If the underlying knowledge changes, are updates and corrections made? For local specialty industries, the knowledge base offered by the Bureau of Commerce solves the problem of “who verifies industry knowledge”, while universities turn this material into a searchable, conversation-enabled resource and connect it to an AI assistant that can serve as a stable public knowledge interface.

2.3 Livestream Commerce and AI-Assisted Content Production

Livestreaming integrates product display into real-time interaction and shopping guidance. Technological affordances of visibility, metavoicing, and shopping guidance affect purchase intention via customer interaction as demonstrated by Sun et al. [10]. Wongkitrungrueng and Assarut demonstrate that livestreaming can establish consumer trust in products and presenters through utilitarian, hedonic, and symbolic value [11]. Based on an uncertainty-reduction viewpoint, Lu and Chen explain how demonstrations and immediate interaction provide product signals and consumer trust [13]. Previous studies on agricultural clusters also discovered that peer interaction and farmer-streamer training activities organized by the government encourage them to exchange practical livestreaming knowledge [12]. These studies positioned product explanation, audience relationship, and brand story beside the sales function of a livestream.

Stable livestreaming also needs a continuous supply of usable content. Generative AI can enhance speed and quality in bounded writing tasks [16]; however, it can also make the work of different creators more homogeneous [17]. Therefore, in the Lingyun project, we positioned the assistant as an information source and writing aid but not as a replacement for the student writer. Students searched for product information, discovered key points worthy of presentation, and constructed an outline adapted to the intended audience and context. Then, they rewrote the content in their own words. The

teacher was responsible for verifying the factual accuracy, compliance, and on-camera reading of the final product. Thus, the system assisted in information search and drafting but did not transfer editorial judgment and responsibility to the machine.

Chinese studies on live-streaming of agricultural products also highlight the coordination among talent, supply chains, branding, and context [18]. Panel studies of provinces also reveal that the use of digital technologies and innovation capabilities are key mechanisms through which live-streaming e-commerce influences rural industries [19]. Therefore, this study positioned the AI-assisted scriptwriting as only one part of the communication system. Without host training, product quality assurance, platform operations, and fulfillment capabilities, it cannot explain commercial outcomes by itself.

2.4 Analytical Approach

This case study is viewed as consisting of four interrelated sequences of activities: building an authoritative knowledge base, making it searchable via RAG, adapting the retrieved content into live-streaming scripts, and organizing repeated live-streaming rehearsals. These sequences sequentially address the sources and consistency of knowledge, the acquisition of knowledge, its application in specific communication contexts, and the organizational work required to sustain knowledge dissemination. This case study illustrates two ways in which the same knowledge base is applied: the public can consult an AI assistant directly, while students can use the knowledge base to prepare scripts for live-streaming audiences. Although the users and tasks differ, both rely on the same set of locally validated information.

3. Case Study Design

3.1 Method and Unit of Analysis

This is a participatory single-case study.

We did not choose this case because it has proved effectiveness in industrial applications. Instead, this case involves government knowledge provision, university-led technology development, student-generated content, and iterative live-streaming practices. Therefore, this case enables us to explore how knowledge about the local industry crosses organizational and media boundaries.

The unit of analysis is neither a single technology deployment nor a single livestream. Instead, it is the whole mechanism by which content from the Bureau of Commerce's knowledge base is transcribed, retrieved, and incorporated into external communications.

We classified the materials produced during the project into three categories according to their knowledge sources, technical processing, content usage, and livestream implementation. Then, we compared these three categories.

We used public reports to verify background facts.

We do not claim to collect any interview, survey or experimental data in this paper.

“Over 300 live streams” means a number of live streams organized by or involving the project team. Each event was counted once. This number reflects the continuity and organizational scale of the practice. It does not mean individual accounts, transactions, sales revenue, or newly acquired consumers.

3.2 The Lingyun Case

Lingyun Baihao tea embodies multiple attributes, including an agricultural product, a geographical indication, tea culture, and a tourism experience. Given that these attributes overlap, the findings suggest that its promotion involves both verifiable product knowledge and narrative expressions tailored to different audiences. Reports show that the region built an e-commerce infrastructure with live-streaming teams, public welfare training, brand building, and logistics [20]. The AI assistant does not replace this existing e-commerce system but rather complements it by providing a consistent and reusable knowledge and content repository. The Lingyun County Bureau of Commerce provided the knowledge base for this project, covering topics such as the industry's history, varietal characteristics, brand information, cultivation and processing, brewing, and tasting. The project used RAG technology to connect this information with large language models and developed a Baihao Tea AI assistant for natural language question-and-answer interactions. The public can use this assistant to learn about Lingyun Baihao Tea. While this service may eventually be made available through tourist attractions, hotels, or official websites—as described in public reports as potential expansions [4]—this paper does not consider these scenarios to be fully deployed applications.

Students also used this AI assistant when preparing live-streaming scripts. Faculty and students conducted online sales and promotional live streams for Baihao tea, recording a cumulative total of more than 300 sessions. Before writing scripts, students could consult the assistant regarding the product, its cultural background, and common consumer questions. They would then translate the useful information into opening remarks, product description, brewing demonstration, audience Q&A, and closing remarks. The instructor would then check the facts for their accuracy, screen out any exaggerated statements or prohibited or restricted phrases, and approve the text to be used in the on-camera performance. In this way, the assistant connected students with the Bureau of Commerce's sources and integrated those sources into the day-to-day workflow of preparing for the live-stream.

4. From the Knowledge Base to Livestream Practice

4.1 Establishing a Reliable Knowledge Base

Promotional efforts regarding the county's specialty industries often encounter scattered information, mixed sources, and inconsistent wording. However, the Bureau of Commerce has provided a knowledge base, and the selected materials could indicate that the findings carry traceable institutional sources. Moreover, records from government agencies, industry documents, and local practices are consolidated, which suggests that this important process supports two uses. Given that these results demonstrate integration, the evidence might indicate that the data generate AI responses effectively. The material also served to draft live-stream scripts. This made the limits of the system easier to define: some questions could be answered from the stored material, some information required updating, and other questions fell outside the scope of the knowledge base.

The shared knowledge base reduced the need for students and faculty to search again before every livestream. Separate reliance on search engines, product pages, or promotional materials had made inconsistent descriptions more likely. Organizing reusable information in one place turned dispersed experience into a common resource [14]. Institutional origin alone does not keep a knowledge base accurate, however.

Continued use requires a named maintainer, version and update records, and a procedure for correcting errors.

4.2 Retrieving Local Knowledge with RAG

The knowledge base stores the material; RAG helps users find and use it. Documents are cleaned and divided into searchable passages. When a user asks a question, the system retrieves relevant passages and asks the language model to formulate an answer from them. The purpose is not to train a model that independently knows the local industry, but to direct a general-purpose model to the local material that the project can maintain and update. This setup supports two use cases. Visitors, consumers, and business clients can obtain conversational responses without having to sift through multiple documents. Moreover, the findings suggest that students could use the same content when preparing outlines, explaining product features, anticipating questions, or adapting information for live-streaming content. As a result, the assistant may function as a "boundary object" [15], and this framing might indicate that the system serves several audiences at once. Given that evidence shows distinct priorities, the Commerce Bureau focuses on the authority of the source material, while the university considers whether the system is functioning properly. Students want practical answers, and the public wants clear ones.

Evaluation should not be limited to whether the assistant provided an answer. Relevant criteria include the relevance of the retrieved passages, factual consistency with those passages, the scope of the knowledge base, appropriate rejection mechanisms, and traceable sources. Although there is evidence that retrieval-augmented technology may reduce the "hallucination" phenomenon [8], errors may still appear in the results. Despite these risks, questions involving health impacts, pricing, certifications, company information, or travel services require particular caution, as the relevant information may change or involve higher risks. The system will display the source and date of the information. However, for questions involving uncertainty, the system should refer the matter to human verification and note that the underlying data may change over time.

4.3 Preparing Livestream Scripts

Answering questions and writing a live-stream script are two different things. Answering questions simply requires expressing one's views clearly and accurately; a script, however, has additional requirements, as the host must control the pace, coordinate on-screen content, interact with the audience, and guide them to take action. Given these differing requirements, the materials on Baihao tea that the students collected must be reorganized to align with the objectives of each segment of the live stream. In addition, the students identified the target audience and content for each segment, organized which facts should be included where, set aside time for a tea-brewing demonstration and for answering audience questions, and adjusted the wording to ensure it sounded natural when delivered by the host. The students first posed specific questions to the AI assistant and organized the materials. They then drafted a script centered on the livestream's objectives and supplemented it with footage shot on-site: tea plantations, close-ups of the brewing process, and firsthand stories from tea farmers. Consequently, prior to the livestream, a teacher or another individual familiar with the product verified the accuracy and suitability for publication of each statement. Although research on generative AI suggests it may accelerate certain writing tasks [16], evidence also indicates that it may narrow the diversity of voices within writing communities [17]. Furthermore, given this tension, the AI assistant was positioned as a provider of facts, while creative decisions, real-time judgments, and responsibility for published content remained with the students and teachers.

4.4 Sustaining the Livestream Program

Communication efficiency can only be truly enhanced when tools are integrated into daily work rather than serving merely as display pieces. Project records clearly show that the knowledge base and its AI assistant were used to guide instructors, support student writing, and host multiple live streams—all of which are practical tools, not mere demonstrations. Furthermore, evidence indicates that each event followed the same process: from selecting a topic and drafting a script, to rehearsals, the live stream, and a post-event review. However, the curriculum, the implementation team, and the close collaboration between faculty and students may have provided the university with a way to

sustain this cycle. While hiring external speakers for one-off events might seem simpler, the existing arrangement has yielded more lasting results.

Local participants gained practical knowledge about the products, public speaking, and the use of AI tools. Once a knowledge base is established, it can serve wave after wave of audiences without anyone having to compile source material from scratch. Consequently, the same set of product information is used for multiple purposes—developing micro-courses, introducing places of origin, comparing processing methods, sharing travel experiences, and answering consumer questions—and each presentation may take on a unique form depending on the platform, host, and audience.

Given the importance of interaction and trust in live-streaming e-commerce [10–13], regular consultation with the assistant during preparation gives the host a solid basis. Questions raised during the live streams, however, can serve another purpose, as they reveal gaps in the knowledge base. When a consumer repeatedly asks a question that the system fails to address adequately, that question can be documented, verified, and integrated back into the source materials. This case study traces the process from the knowledge base to the live stream but has not yet demonstrated the systematic cycle from question feedback to content revision. This cycle points the way for future practice rather than serving as a conclusion that this study can draw.

5. Discussion

5.1 The University as a Knowledge Intermediary

This case study makes the university's contribution more concrete than the broad label of "technology enablement." The "Triple Helix" theory emphasizes collaboration among universities, industry, and government [5], while research on technology brokering describes knowledge brokering, allocation, and learning [6-7]. In Lingyun County, the university carried out a simplified form of digital knowledge brokering. The county government did not need to develop systems on its own, and the same source material could support multiple uses. The university integrated technical work with student practicums and helped bridge the gap between knowledge, content production, and public

communication. This case also links RAG-based knowledge services with the production of live-streaming scripts. RAG research typically evaluates answer accuracy, recall, and hallucination phenomena [3, 8-9], while live-streaming research often examines audience engagement, trust, and purchase intent [10–13].

Between the two lies the practical work of producing content. RAG reduced the effort required for students to find authoritative material; students adapted that material to a script; and the livestream program brought the resulting content to an audience. The assistant accordingly served both members of the public seeking information and students preparing communication material.

The project further shows why organization matters in AI-assisted writing. Faster drafting does not by itself produce reliable or distinctive communication [16-17]. The quality of the scripts depended on the source material, faculty review, student revision, and reflection after livestreams. Embedding the work in teaching and practice allowed students to learn retrieval, fact-checking, scriptwriting, and digital marketing through a real local-industry task. The industry, in turn, received a continuing source of content and trained participants.

5.2 Limits of the Evidence

Evidence suggests that the Bureau of Commerce's knowledge base serves as a rich source of information for AI assistants and student scripts, while RAG technology enables access to this content through natural language queries. Given that records of more than 300 live streams provide concrete evidence, this may indicate that the university has integrated this tool into the daily activities of faculty and students, rather than reserving it solely for special occasions. Furthermore, these findings may provide evidence of how knowledge is reused and how communication efforts are organized. However, the evidence does not show any increase in sales, tea farmers' income, tourist length of stay, or brand reputation. Such outcomes are influenced by multiple factors—product quality, pricing, the videographers' technical skills, platform traffic, logistics, and market conditions all affect the results—and the project cannot claim sole credit for these achievements.

Maintaining the program requires certain conditions that are easy to list but difficult to

meet. Therefore, the research findings may suggest that the knowledge base must be maintained over the long term by personnel with the appropriate background. Furthermore, the results may suggest that RAG systems need to be tested against the actual questions people ask. Nevertheless, the available evidence may indicate that each script requires manual fact-checking and review for advertising compliance. Behind all of this, the university must ensure the ongoing involvement of faculty and students, semester after semester, through courses and programs. Without such support, streaming content risks becoming nothing more than a loop of repetitive sales pitches with virtually no substance behind them.

5.3 Practical Recommendations

A governance registry for the knowledge base would give its upkeep a more stable footing. Each entry would carry a short dossier covering department source, originating document, subject tags, last update date, scope, and the person responsible for it. However, certain content categories may not stay accurate for long, and health claims, certifications, prices, company directories, and travel services could shift quickly or carry legal weight. Therefore, these entries likely deserve a shorter review cycle than the rest. Given that the system allows it, an answer should generally name its source where possible. Moreover, a question that reaches past what the knowledge base covers might be better refused, or handed to a person, than guessed at, since accuracy matters more than coverage.

Scriptwriting with AI belongs inside the ordinary rhythm of teaching and production rather than at its edges. One workable loop runs like this: students ask pointed questions, pull up the supporting material, sketch an outline, and then rewrite that outline for the scene they actually face; afterwards come fact-checking, a compliance read, and a debrief once the session ends. The evidence behind each script—where a number or a claim came from—should stay in students' hands rather than vanish once the draft is done. Varying the audience, the topic, and the on-site material keeps the content from folding in on itself. Students who draw on real tea gardens, brewing done on camera, their own experiences, and questions from the floor are unlikely to produce carbon-copy content; those who read generated text verbatim almost

certainly will. The evaluation should distinguish between knowledge services, content production, communication, and business outcomes. The relevance of search results, factual accuracy, traceability of sources, appropriate rejection of information, and user satisfaction collectively constitute knowledge services; script adoption, teacher revisions, preparation time, and content diversity collectively constitute content production; the number of courses, number of participating students, view counts, interaction volume, follower counts, and the number of effective consultations collectively constitute communication effectiveness. Transaction volume, repeat purchases, or traffic should be considered only when reliable data is available. Distinguishing between these dimensions helps avoid treating live stream view counts as evidence of market influence or using short-term sales figures as a metric for evaluating the assistant's overall value.

When expanding to tourist attractions, hotels, and official websites, it is advisable to start on a small scale. Research in tourism management indicates that generative AI is being increasingly applied in information services, itinerary planning, and visitor interactions. The “Baihao Tea” assistant can serve as a gateway to tea culture information, but different scenarios require different content and response rules. Tourist attractions may focus on culture and sightseeing routes, hotels on experiences and services, and official websites on authoritative information and policies. Pilot implementations will allow the knowledge base to be refined based on real-world issues before broader deployment.

For long-term operation, the initiative must also be integrated into the county's digital reform and “AI+” plans. Research on digital reform emphasizes coordination among government, universities, and businesses. For county-level projects, this does not require the creation of yet another general-purpose platform. A more effective approach is to build upon authoritative local data, clearly defined service scenarios, and quantifiable problems, while clearly assigning responsibility for incremental improvements.

6. Conclusion

This case study demonstrates how a practice-oriented university leveraged a government-provided knowledge base, RAG, student scriptwriting, and organized live-streaming

events to provide communication support for “Lingyun Baihao Tea.” The Bureau of Commerce provided the source materials and established an institutional framework to ensure consistency in the information. RAG made this material accessible through question answering, which students adapted into live-streaming scripts; faculty members were responsible for reviewing their accuracy and compliance. With over 300 live streams conducted, it is evident that this system has entered a phase of routine implementation rather than remaining a one-time technical demonstration.

The university’s contribution extends beyond a single platform or algorithm. It has organized local knowledge to make it more accessible and has engaged faculty and students in the cycle of content production. The assistant not only reduces the time required to find information and prepare scripts but also provides a common source of information for public responses and student writing. As long as issues such as knowledge maintenance, evaluation, and human accountability are properly addressed, tourist attractions, hotels, and official websites remain viable scenarios for further testing.

This study rests on a single participatory case, and that is its main limitation. The material was rich enough to follow the process in detail, but it cannot promise that other county-level industries would travel the same road. Gaps remain on the measurement side as well. No RAG performance figures were collected against a standardized question set, and no before-and-after record of script production exists to set against the assistant’s arrival. Whether the project moved sales, brand awareness, or tourism conversion is, on the present records, simply unknowable. A study that came later could take a different route: score the question-answering on a fixed test set, watch how students actually use and reshape what the system retrieves, and—once trustworthy figures on orders, audience profiles, and survey responses are in hand—ask what difference any of it made.

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