

Research on the Implementation Strategies of Curriculum Ideological and Political Teaching Reform in Higher Vocational Gerontological Nursing Under the Background of Educational Digitalization

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Abstract: In recent years, with the advent of the era of educational digitalization, the curriculum ideological and political teaching of gerontological nursing in higher vocational colleges has ushered in new development opportunities. Under the background of educational digitalization, in addition to teaching students' professional knowledge and skills of gerontological nursing, teachers should also focus on improving their ideological and moral literacy, guiding students to establish correct values in their hearts, promoting their all-round development in a true sense, and thus cultivating them into gerontological nursing talents with exquisite medical skills and noble medical ethics. This will better meet the social demand for professional gerontological nursing talents and inject inexhaustible motivation into the development of the elderly care industry. In this regard, this paper first elaborates on the value implication of the curriculum ideological and political teaching reform of higher vocational gerontological nursing under the background of educational digitalization, and then puts forward effective implementation strategies for teaching reform, aiming to provide certain reference for relevant researchers and better improve the effectiveness of curriculum ideological and political education in higher vocational gerontological nursing teaching.

Keywords: Educational digitalization; Higher vocational education; Gerontological nursing; Curriculum ideological and political education; Teaching reform

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1. Introduction

With the advancement of educational digitalization, the integration of ideological and political education into the Gerontological Nursing curriculum in higher vocational colleges has gained renewed significance. This approach not only focuses on equipping students with professional knowledge and skills but also emphasizes the cultivation

of moral integrity and core socialist values. By fostering well-rounded development, it aims to produce nursing professionals who possess both technical excellence and ethical awareness, thereby addressing the growing societal demand for high-quality elderly care and supporting the sustainable development of the eldercare industry. This article explores the value of such curricular reforms under digitalization and proposes practical implementation strategies, offering insights for enhancing the effectiveness of ideological and political education in gerontological nursing instruction.

2. Value implication of curriculum ideological and political teaching reform in higher vocational gerontological nursing under the background of educational digitalization

2.1. Conducive to providing opportunities for teaching method innovation

Affected by traditional educational concepts, the teaching methods adopted by teachers are relatively single, resulting in students being in a passive learning state. With the application of educational digitalization technologies and means, teaching methods will be more diverse and flexible. For example, teachers can use virtual simulation technology to create scenarios of caring for Alzheimer's patients, which not only ignites students' learning enthusiasm but also allows them to experience real elderly care scenarios immersively, effectively enhancing their practical nursing abilities. At the same time, teachers will use big data analysis technology to collect and analyze students' learning data, accurately grasp the learning characteristics, progress, and needs of each student, and formulate personalized learning plans for them based on the analysis results, thereby helping students better understand and master gerontological nursing knowledge and effectively improve their elderly care skills^[1].

2.2. Conducive to the construction of digital curriculum resources

Under the background of educational digitalization, teachers will take the initiative to establish online teaching resource libraries, uploading elaborately produced teaching videos, courseware, case analyses, and other materials to the resource library. Students can learn at any time according to their own learning needs and time arrangements. These resources not only include theoretical knowledge explanations but also cover a large number of practical operation demonstrations, such as standardized processes of gerontological nursing skills and key points of nursing for common senile diseases, allowing students to learn gerontological nursing knowledge in an all-round way. At the same time, teachers will dynamically update curriculum resources. With the continuous development of the field of gerontological nursing and the continuous emergence of research results, the curriculum content needs to be updated in a timely manner. Through digital means, teachers can quickly integrate the latest industry information and research results into the curriculum resources, ensuring the timeliness and cutting-edge nature of the knowledge learned by students^[2].

2.3. Conducive to optimizing the teaching evaluation system

In the curriculum ideological and political teaching evaluation link of gerontological nursing, teachers can use educational digitalization technology to track and analyze students' learning processes and performances in real time and comprehensively. For example, through online learning platforms, teachers conduct in-depth analysis of students' online learning duration, online test scores, learning progress, etc., to accurately evaluate students' efforts and learning outcomes. In addition, teachers can use digital means to collect and analyze students' specific

performances in activities such as case analysis and group cooperation, comprehensively evaluating their problem-solving abilities and team collaboration abilities. At the same time, teachers will enrich the evaluation subjects, organizing students to conduct self-evaluation and group mutual evaluation through online learning platforms. Self-evaluation helps students reflect on and summarize their own shortcomings and gains, while group mutual evaluation can effectively develop students' critical thinking and self-management abilities^[3].

3. Implementation strategies of curriculum ideological and political teaching reform in higher vocational gerontological nursing under the background of educational digitalization

3.1. Innovate teaching methods and achieve informatization upgrade

Currently, the innovation of teaching methods and the informatization upgrade of teaching scenarios are the top priorities of the curriculum ideological and political teaching reform of gerontological nursing, as follows: First, apply VR and AR technologies. Teachers use VR technology to create virtual scenarios such as hospital elderly care wards and nursing homes, allowing students to personally carry out elderly rehabilitation training, daily care, etc., in the virtual scenarios. The VR system will also provide students with corresponding guidance and evaluation feedback in a timely manner, helping students improve their nursing skills and enhance their sense of humanistic care. AR technology can superimpose virtual nursing operation steps and related knowledge in real scenarios. When students perform practical operations wearing AR devices, they can see prompts such as precautions and nursing operation processes, continuously enhancing their learning experience^[4]. Second, use big data technology. Teachers use big data technology to collect learning data such as exam scores, homework completion quality, and academic progress, conduct in-depth analysis of students' learning needs and characteristics, formulate personalized learning plans suitable for them, and identify their existing deficiencies and problems based on their previous learning data, adjusting the curriculum ideological and political teaching plan of gerontological nursing in a targeted manner to improve teaching effectiveness. Third, introduce a blended teaching model. In the online teaching link, students independently learn theoretical knowledge of gerontological nursing through high-quality online teaching resources; in the offline teaching link, students internalize the mastered theoretical knowledge through case analysis and practical operations to improve their practical operation level. Moreover, in this process, teachers should also carry out ideological and political education, guiding students to learn to put themselves in others' shoes, enhancing their empathy, and leading them to establish correct professional ethics, thereby fundamentally improving the effectiveness of curriculum ideological and political education^[5].

3.2. Deepen school-enterprise cooperation and build digital curriculum resources

Higher vocational colleges should develop high-quality online open courses focusing on educational digitalization, take the initiative to establish in-depth cooperative relationships with elderly care institutions, geriatric hospitals, etc., and jointly develop digital gerontological nursing curriculum resources. These resources mainly consist of video resources, text resources, virtual simulation training project resources, etc. Among them, text resources include curriculum standards, teaching plans, courseware, teaching cases, and policy documents such as the "Vocational Skill Level Standards for Elderly Care" and the "Vocational Skill Level Standards for Dementia Elderly Care". Video resources mainly refer to micro-courses and online high-quality courses on gerontological nursing; virtual simulation training project resources mainly include daily care for disabled elderly, fall prevention

and first aid, cognitive function assessment and training for dementia elderly, etc. In addition, in terms of the construction of curriculum ideological and political resources, higher vocational colleges should not only deeply explore ideological and political education elements from three perspectives, family and country feelings, professional literacy, and humanistic literacy, in combination with the curriculum modules of gerontological nursing, and infiltrate them into the entire process of gerontological nursing teaching. At the same time, considering the limited classroom teaching time, relying on the construction of high-quality online open courses, independently design curriculum ideological and political resources for teachers and students to communicate and learn, regularly update, supplement, and improve the curriculum ideological and political resources to keep ideological and political education in line with the times. The ideological and political materials are close to national elderly care-related policies, the development of pilot cities for the long-term care insurance system in the province, elderly care enterprise culture, deeds of outstanding elderly care figures, etc., promoting the close integration of ideological and political education with gerontological nursing teaching, reflecting the breadth and depth of the course, cutting-edge disciplinary content, corresponding to teaching objectives, and continuously improving the effectiveness of gerontological nursing teaching^[6].

3.3. Build a virtual-real combined practice platform to enhance students' practical abilities

To better integrate curriculum ideological and political education into gerontological nursing teaching, teachers should take the initiative to establish a virtual-real combined practice platform, which consists of a virtual simulation laboratory and a clinical internship base. Among them, students can use the latest simulation technology in the virtual simulation laboratory to truly experience various work processes of elderly care. In the clinical training base, teachers need to guide students to think about how to integrate modern nursing concepts into elderly care work and how to provide high-quality services to patients. Specific measures are as follows: First, establish a virtual simulation system. Teachers can create a highly realistic virtual elderly care environment, allowing students to personally experience the gerontological nursing process in the virtual reality environment. This can not only enhance students' practical abilities but also continuously improve their professional ethics and judgment abilities^[7]. Second, construct a "VR training module for ethical decision-making in elderly care". Teachers use virtual reality technology to simulate moral decision-making dilemmas that may arise in the process of elderly care, such as 12 common scenarios including patients' resistance to acupuncture treatment. Students need to make decisions in each scenario, thereby exercising their understanding of moral and ethical issues and communication abilities. Third, set up clinical practice bases for elderly care. Establish physical practice bases for elderly care equipped with advanced nursing equipment and instruments. Students can perform actual operations in the bases, transforming theoretical knowledge into practical abilities. Fourth, jointly build "benevolent care stations" with communities. Through cooperation with communities and nursing homes, schools build "benevolent care stations", where students can work as volunteers to provide services such as moxibustion health care and medication advice. This not only improves students' practical abilities but also allows them to fully understand the great love of medical staff in practice.

3.4. Optimize the teaching evaluation system to accurately evaluate students' performance

Based on the background of educational informatization, teachers can optimize the teaching evaluation system from the following aspects: First, introduce diversified evaluation indicators. On the basis of the theoretical exam scores of gerontological nursing, introduce evaluation indicators such as team collaboration ability, the

development of professional ethics, and practical ability. For example, in the indicator of the development of professional ethics, conduct a comprehensive evaluation through students' performance in internship bases and patient feedback; in the practical ability indicator, in addition to evaluating whether students can skillfully operate various nursing skills, comprehensively evaluate their ability to flexibly respond to various emergencies. Second, introduce process evaluation. Teachers need to regularly evaluate students' participation in group discussions, homework completion quality, classroom performance, etc., and sort out and summarize students' online discussion activity, online learning duration, frequency of watching high-quality courses, etc., through online learning platforms, thereby systematically and accurately grasping students' learning performance. Moreover, it should be combined with final reports and final exams to ensure the effectiveness and comprehensiveness of evaluation results^[8]. Third, introduce diversified evaluation subjects. Self-evaluation can help students conduct in-depth reflection on their own growth and learning process, clarifying their shortcomings and advantages; group mutual evaluation can promote mutual learning and communication among students, encouraging them to actively learn from others' strengths. Teachers can also invite enterprise experts to participate in the evaluation. Enterprise experts can evaluate students' abilities and qualities from a professional perspective and put forward professional suggestions. In this way, by optimizing the teaching evaluation system, students can be evaluated more objectively and comprehensively, ensuring that they receive a more fair and impartial evaluation.

3.5. Strengthen the construction of teachers' teams and improve teachers' comprehensive literacy

First, higher vocational colleges should develop educational digitalization training courses according to their actual conditions. The training content mainly includes the application of data analysis tools, digital resource production skills, and the use of online teaching platforms. For example, develop training courses on micro-course teaching video production, facilitating teachers to produce micro-course videos of key knowledge points of gerontological nursing courses to fully mobilize students' learning enthusiasm; training on data analysis software can also be conducted to enable teachers to understand students' learning needs and problems by analyzing their learning data, thereby adjusting teaching strategies. Second, to improve the effect of the curriculum ideological and political teaching reform of gerontological nursing, teachers need to fully understand and personally practice the concept of curriculum ideological and political education, which requires them to thoroughly grasp this educational concept and clarify how to effectively implement the task of curriculum ideological and political construction in the teaching process of gerontological nursing. In this regard, higher vocational colleges should adopt diversified strategies to improve teachers' level of curriculum ideological and political education, such as seminars, workshops, and thematic symposia, enabling them to develop a deeper understanding of the connotation of curriculum ideological and political education, and thus better infiltrate curriculum ideological and political education into gerontological nursing teaching^[9]. Third, construct a sound incentive mechanism to encourage teachers to continuously strengthen their own abilities. Provide material rewards and commendations to teachers who excel in classroom innovation, scientific research innovation, and gerontological nursing clinical practice, such as issuing teaching innovation awards and providing promotion opportunities. At the same time, higher vocational colleges can set up special teaching reform funds to support teachers in actively promoting educational digitalization teaching reform projects, fully stimulating their enthusiasm and innovation. Through these measures, the overall level of teachers can be improved, and a team of teachers with innovative spirit and practical experience can be built, providing sufficient guarantee for the improvement of the quality of the curriculum ideological and

political teaching reform of gerontological nursing.

4. Conclusion

In summary, under the wave of educational digitalization, the curriculum ideological and political teaching reform of higher vocational gerontological nursing is an inevitable requirement of the times and a key measure to cultivate high-quality gerontological nursing talents. In this regard, higher vocational colleges can start with strategies such as innovating teaching methods to achieve informatization upgrade, deepening school-enterprise cooperation to build digital curriculum resources, building a virtual-real combined practice platform to enhance students' practical abilities, optimizing the teaching evaluation system to accurately evaluate students' performance, and strengthening the construction of teachers' teams to improve teachers' comprehensive literacy. Thus, the curriculum ideological and political teaching reform of gerontological nursing is bound to achieve more remarkable results, cultivating more moral and talented professional talents for China's elderly care industry.

Disclosure statement

The authors declare no conflict of interest.

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