

# Implications of Digital Entrepreneurship: A Systematic Review

## Implicancias del emprendimiento digital: una revisión sistemática

Marilia Ysabel Florez Cueva

<https://orcid.org/0000-0002-6082-0882>

[mflorezcU12@ucvvirtual.edu.pe](mailto:mflorezcU12@ucvvirtual.edu.pe)

Universidad César Vallejo

Lima - Peru.

Cecilia Raquel Carazas Durand

<https://orcid.org/0000-0001-6653-2454>

[ccarazasdu20@ucvvirtual.edu.pe](mailto:ccarazasdu20@ucvvirtual.edu.pe)

Universidad César Vallejo

Lima - Peru.

Tania Mirtha García Soller

<https://orcid.org/0000-0002-6106-8936>

[tgarciaso@ucvvirtual.edu.pe](mailto:tgarciaso@ucvvirtual.edu.pe)

Universidad César Vallejo

Lima - Peru.



Recibido: 06/02/2025 Aceptado: 01/05/2025

2026. V6. N 1.

### Abstract

The objective of this study was to analyze the implications of digital entrepreneurship. To this end, a methodology based on a systematic review of the literature was used, following the guidelines of the PRISMA protocol. The bibliographic search was carried out using keywords and the Boolean operator: "digital entrepreneurship" AND "students", establishing as inclusion criteria the articles published between 2021 and 2025, in English and Spanish. A total of 66 articles were identified in the Scopus database, of which 21 articles were selected after applying the exclusion criteria, which considered eliminating restricted access articles, conference publications, and theses. The results allowed us to conclude that the factors that influence digital entrepreneurship include innovation and performance in new businesses, making it easier for entrepreneurs with limited resources to overcome economic barriers and promote local cultural production. From the educational field, it was identified that emerging technologies such as gamification and the metaverse are transforming the training of key competencies for digital entrepreneurship. In terms of training strategies, the importance of approaches based on active learning, such as project-based learning (PBL), which favors the development of skills such as teamwork, critical thinking and problem-solving, essential skills for entrepreneurship in digitalized environments, is highlighted. It was also evident that concrete narratives play a crucial role in the marketing of products in the information and communication

technology (ICT) sector, while influencers on social networks emerge as key players in digital entrepreneurship, thanks to their ability to generate emotional and trusting bonds with their audiences, which strengthens trade relations.

**Keywords:** digital entrepreneurship, strategies, digitalization.

## Resumen

El objetivo del presente estudio fue analizar las implicancias del emprendimiento digital. Para ello, se empleó una metodología basada en una revisión sistemática de la literatura, siguiendo los lineamientos del protocolo PRISMA. La búsqueda bibliográfica se realizó mediante el uso de palabras clave y el operador booleano: “digital entrepreneurship” AND “students”, estableciendo como criterios de inclusión los artículos publicados entre los años 2021 y 2025, en idioma inglés y español. Se identificaron 66 artículos en la base de datos Scopus, de los cuales se seleccionaron 21 artículos tras aplicar los criterios de exclusión, que consideraron eliminar artículos de acceso restringido, publicaciones de conferencias y tesis. Los resultados permitieron concluir que los factores que influyen en el emprendimiento digital comprenden la innovación y el desempeño en nuevos negocios, facilitando que emprendedores con recursos limitados superen barreras económicas y promuevan la producción cultural local. Desde el ámbito educativo, se identificó que tecnologías emergentes como la gamificación y el metaverso están transformando la formación de competencias clave para el emprendimiento digital. En cuanto a las estrategias formativas, se destaca la importancia de enfoques basados en el aprendizaje activo, como el aprendizaje basado en proyectos (ABP), que favorece el desarrollo de habilidades como el trabajo en equipo, el pensamiento crítico y la resolución de problemas, competencias esenciales para emprender en entornos digitalizados. Asimismo, se evidenció que las narrativas concretas desempeñan un papel crucial en la comercialización de productos en el sector de las tecnologías de la información y comunicación (TIC), mientras que los influencers en redes sociales emergen como actores clave del emprendimiento digital, gracias a su capacidad de generar vínculos emocionales y de confianza con sus audiencias, lo que fortalece las relaciones comerciales.

**Palabras clave:** emprendimiento digital, estrategias, digitalización.

## Introduction

The continuous advancements in digital technology and the digitization of business models have decisively transformed the contemporary business landscape, redefining the objectives and demands of business education to respond to the new reality of digital entrepreneurship. As research on digital entrepreneurship grows interdisciplinary, it has become evident that it surpasses traditional instructional design frameworks in terms of the knowledge and skills required. Therefore, it is essential to document how entrepreneurial education responds to the progressive integration of emerging digital technologies in the business process. In this regard, the introduction of a conceptual framework for education in digital entrepreneurship would facilitate the discussion of its theoretical and practical implications while opening new possibilities for research, curricular redesign, and the formulation of innovative educational approaches (Sitaridis, 2023).

Digital entrepreneurship, along with the companies that drive it, represents a globally impactful phenomenon that promises to transform business dynamics and profoundly alter the way we communicate. These companies utilize digitization and artificial intelligence not only to optimize decision-making but also to enhance their commercial operations and customer relationships. Services such as cloud computing, digital marketing platforms, and cryptocurrencies within the financial system are in constant evolution, generating new opportunities in a fully digitized era. Moreover, the current business context is marked by multiple disruptive digital factors, including artificial intelligence, chatbots, voice search, augmented and virtual reality, as well as cyber threats and data privacy management (Soltanifar et al., 2021).

While digitization affects all spheres of social life (Parviainen et al., 2017), it is particularly decisive in transforming business models across various sectors. This transformation primarily responds to the changing needs of society—whether emerging demands or those driven by industry—such as greater connectivity, service personalization, and adaptability. These demands lead to a reconfiguration of value creation processes, as well as patterns of communication and cooperation, thereby driving innovative changes in traditional business models (Yu et al., 2019).

In this context, digital entrepreneurship stands as a fundamental engine of the innovation system. It transforms the structure, objectives, and interconnection mechanisms of the overall business system, impacting

various dimensions of the innovation system. Digital technologies, by generating inevitable transformations, not only offer new opportunities but also introduce disruptive risks and vulnerabilities. Within this framework, three key dimensions are highlighted for understanding digital entrepreneurship: the entrepreneur (including behavioral patterns, mindset, and competencies), the entrepreneurial process (which encompasses the digitization of strategic, operational, and organizational management processes), and the surrounding ecosystem (including the infrastructure, institutional policies, and external actors that influence its development) (Satalkina & Steiner, 2020).

The use of digital tools enables the development of key skills and capabilities that enhance the performance of various entrepreneurial profiles. Recent literature on digital entrepreneurship and innovation has demonstrated that technology facilitates the evolution of companies throughout their different growth stages. Consequently, digital entrepreneurship has emerged as a field of growing academic interest, with significant practical and theoretical implications (Ghezzi & Cavallo, 2020).

In this sense, the objective of the present study was to analyze the implications of digital entrepreneurship, recognizing its multiple dimensions and transformative potential in contemporary educational, social, and economic environments.

### Methodology

For this study, a systematic review methodology was employed, focusing on the collection and analysis of results from previous research. This review was conducted following the guidelines established by the PRISMA indicators, which ensure transparency and rigor in the processes of searching, selecting, and analyzing scientific literature.

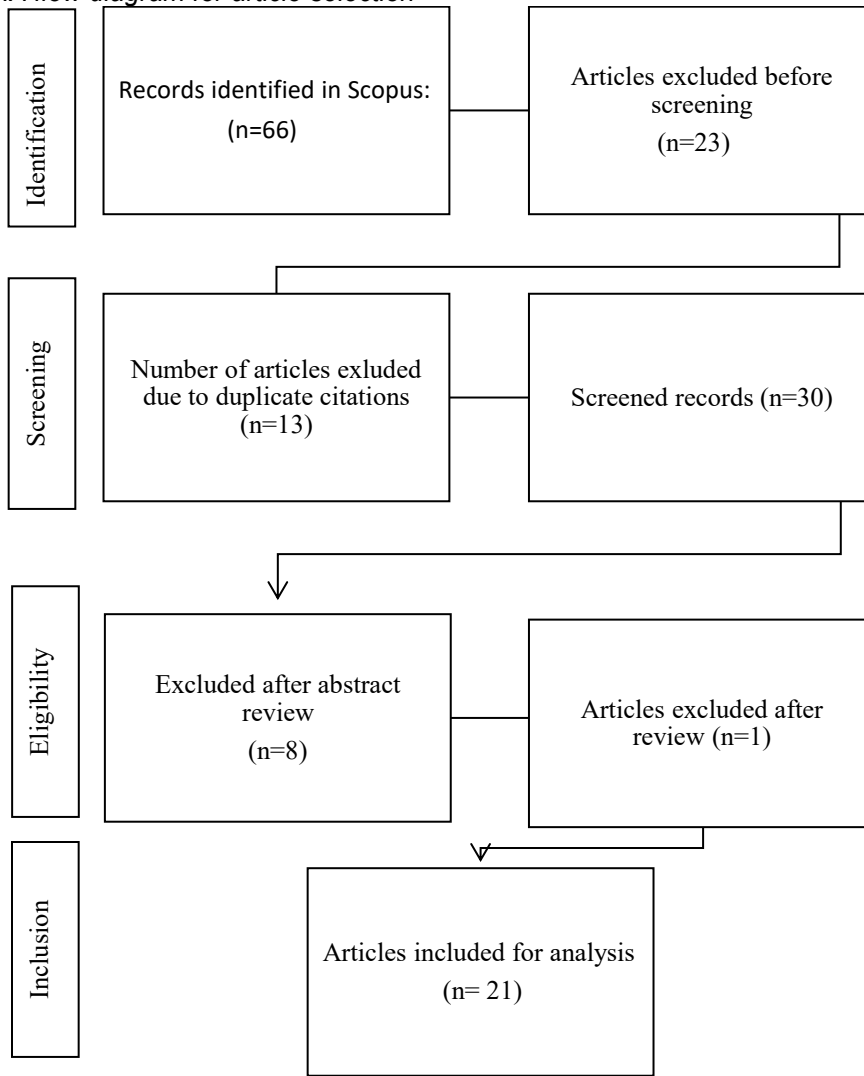
The search strategy was carried out using keywords combined with Boolean operators, specifically: “digital entrepreneurship” AND “students.” Inclusion criteria were established, encompassing articles published between 2021 and 2025, written in English or Spanish, and indexed in the Scopus database. As a result, an initial identification of 66 articles was made. After applying the defined filters and criteria, 21 relevant articles were selected for analysis.

Regarding exclusion criteria, articles without open access, as well as publications derived from academic conferences and thesis works, were discarded to ensure the quality and scientific relevance of the analyzed sources.

**Table 1**  
*Search strings in database articles*

Database	Search Term	Results	Selected
Scopus	“digital entrepreneurship” AND “students”	66	21
	Total	66	21

**Figure 1**  
PRISMA flow diagram for article selection



\* Table formatted based on PRISMA guidelines with original data

## Results

**Table 2**  
*Implications of digital entrepreneurship*

N	Author	Implications of digital entrepreneurship
1	Hull et al. (2023)	This study analyzes how digital entrepreneurship empowers innovative women in emerging economies. Based on strategic choice theory, it concludes that specific innovation enhances the performance of new businesses, and that digital entrepreneurship boosts both innovation and its impact. Additionally, women entrepreneurs benefit more than men from a high level of digitization, as evidenced by data from Ghana and Vietnam, supported by robustness tests.
2	Berman et al. (2023)	Although digital entrepreneurship increasingly drives economic growth, there is still no consensus on the factors that promote it. A systematic analysis of empirical studies identified 45 key drivers,

Flores, M., Carazas, C. & García, T. (2026). Implications of Digital Entrepreneurship: A Systematic Review. *Revista InveCom*, 6 (1). 1-10. <https://zenodo.org/records/15362337>

---

		both general and specific to the digital environment, and proposed a multilevel conceptual framework to guide its development.
3	Dinger (2024).	Artificial intelligence facilitates the creation of online stores, allowing individuals with limited experience to launch digital businesses. A practical approach demonstrates that AI reduces barriers to entry in e-commerce, although the human factor remains essential for success.
4	Wibowo et al. (2023)	Knowledge and education in digital entrepreneurship strengthen the intention to engage in digital entrepreneurship among university students in Indonesia, highlighting the mediating role of digital entrepreneurial alertness in this process.
5	Syed et al. (2024).	University educators in the United Arab Emirates discuss education in digital entrepreneurship, revealing a gap between current training and industry demands, and proposing measures to strengthen students' digital competencies and enhance the regional entrepreneurial ecosystem.
6	Malik (2023).	Concrete narratives favor the success of tech SMEs in the marketing process within the ICT sector in China, emphasizing the importance of aligning business with the target audience and noting that high local competition can limit performance.
7	Khanal et al. (2021).	This article examines how digital entrepreneurship, through frugal innovation and effectuation approaches, enables entrepreneurs in resource-constrained contexts to overcome limitations and promote both economic benefits and local cultural production, using a film case study as an example.
8	Guerrero et al. (2023).	High-quality ICT infrastructure and effective government responses to crises are key to boosting entrepreneurial growth aspirations during major crises. Additionally, improving ICT strengthens resilient entrepreneurial ecosystems and reduces dependence on emergency policies, as evidenced by data from Chile during the pandemic.
9	Sutiadiningsih et al. (2025).	Digital competence, entrepreneurial mindset, and self-efficacy affect the entrepreneurial intentions of technical training students. Results indicate that digital competence does not directly influence these intentions but plays a mediating role through mindset and entrepreneurial self-efficacy, suggesting the importance of integrating these elements into educational programs to strengthen students' entrepreneurial intentions.
10	Aggarwal & Shah (2024)	Social media influencers, as digital entrepreneurs, create emotional and trust-based relationships with their followers, highlighting the importance of authenticity in strengthening these bonds. Results show that unauthenticated influencers achieve greater connection through transparent collaborations, emphasizing the role of parasocial relationships in this process.

---

11	Hasan et al. (2024).	Entrepreneurship is crucial for improving economic well-being, but in Indonesia, entrepreneurial contribution is low due to a lack of effective education in this field. This study examines how entrepreneurial education influences the preparedness of Generation Z students to become entrepreneurs, highlighting the role of digital and financial literacy. Results indicate that entrepreneurial education, along with these literacies, enhances students' willingness to engage in entrepreneurship.
12	Doğantan (2025).	Project-Based Learning (PBL) is a student-centered approach that fosters active learning by engaging students in solving real problems in a collaborative environment. This study examines how the use of digital technologies in PBL enhances the learning experience of students, increasing their satisfaction, motivation, and participation, while developing higher skills such as teamwork, critical thinking, and problem-solving.
13	Darmanto et al. (2023).	The mediating role of self-confidence in the relationship between risk propensity, digital knowledge, and digital competence in novice digital entrepreneurs. Results show that digital entrepreneurship courses improve participants' skills, fostering self-confidence for digital entrepreneurship. Despite the positive influence of digital competence, risk propensity did not have a significant effect on entrepreneurial behavior.
14	Das et al. (2024)	Technological innovations such as gamification and the metaverse can transform the educational sector and, therefore, foster key skills for digital entrepreneurship. By integrating these tools into student training, future generations are being prepared to face the challenges of entrepreneurship in an increasingly digitized world. This underscores the relevance of adapting to technological trends to strengthen the competencies needed for digital entrepreneurship.
15	Ghatak et al. (2020).	This research highlights the importance of digital entrepreneurship as a means to combine technological innovation and social transformation. Fostering early experiences in social and digital environments strengthens key competencies to create impactful projects in the digital age, emphasizing how digital entrepreneurship not only drives the economy but also addresses social issues. This reinforces its essential role in the evolution of contemporary societies.
16	Liu (2023).	This case illustrates how digital entrepreneurship allows marginalized communities to redefine their public image, create support networks, and generate income. It highlights the importance of digital entrepreneurship as a tool for empowerment, inclusion, and social transformation, especially in contexts where traditional avenues for collective action are limited.
17	Orrensalo et al. (2022)	Digital entrepreneurship is key to modern business success, as it enhances entrepreneurs' ability to adapt, manage resources strategically, and thrive in a fast-paced and globalized business environment.

---

18	Liguori et al. (2024).	The expansion of entrepreneurship into digitalization demonstrates its current relevance, as it drives innovation, promotes solutions to complex social problems, and demands interdisciplinary approaches to strengthen its impact on society and economic development.
19	Zani (2025).	Digitalization facilitates new forms of social interaction and global mobility, showing how digital technologies not only redefine identities and belonging but also expand opportunities for digital entrepreneurship in transnational and dynamic contexts.
20	Wolski et al. (2020)	Digital adaptation in research teams highlights the need to strengthen collective digital competencies, which are also fundamental for digital entrepreneurship, where the ability to quickly adapt to changing technological environments is key to innovating, collaborating, and growing sustainably.
21	Li (2025).	The interdisciplinary push in mobile studies reflects how digital entrepreneurship relies on collaborative innovation, leveraging mobile technologies and creative networks to transform sectors such as education, health, and business in an increasingly digitalized global environment.

---

### Factors influencing digital entrepreneurship

Digitalization acts as a direct catalyst for innovation and the performance of new businesses, particularly in the case of women entrepreneurs in emerging economies. Recent studies have demonstrated that a high level of digitalization strengthens innovation and particularly benefits women, expanding opportunities for inclusion and equity within the entrepreneurial ecosystem (Hull et al., 2023). Additionally, digital entrepreneurship supported by frugal innovation and effectuation approaches enables resource-limited entrepreneurs to overcome economic barriers and foster local cultural production, as evidenced by an independent film case study (Khanal et al., 2021).

In the educational sphere, emerging technological tools such as gamification and the metaverse are revolutionizing the training of key skills for digital entrepreneurship. The integration of these technologies into teaching and learning processes enhances the preparation of new generations to face the challenges of an increasingly digitized business environment (Das et al., 2024). Furthermore, early experiences in digital and social environments contribute to the development of fundamental competencies for creating impactful projects, highlighting the role of digital entrepreneurship in social transformation (Ghatak et al., 2020).

Digital entrepreneurship has also emerged as a powerful tool for empowerment and social inclusion, particularly in marginalized communities, by facilitating the construction of new public identities, support networks, and income sources in contexts where traditional avenues for collective action are limited (Liu, 2023). Moreover, digitalization enhances entrepreneurs' adaptability, growth, and competitiveness, which is essential for navigating dynamic economic environments (Orrensalo et al., 2022).

The expansion of entrepreneurship into digitalization demonstrates its current relevance by promoting innovative solutions to complex social issues and requiring interdisciplinary approaches to maximize its economic and social impact (Liguori et al., 2024). In this regard, digital technologies are also transforming modes of interaction and global mobility, allowing for expanded opportunities for digital entrepreneurship in dynamic and transnational contexts (Zani, 2025).

At the organizational level, the ability of entrepreneurial teams to collectively adapt to technological changes is crucial. Strengthening shared digital competencies within teams allows for sustainable innovation, collaboration, and growth (Wolski et al., 2020). Lastly, the interdisciplinary push in mobile studies reflects how digital entrepreneurship relies on collaborative innovation, leveraging mobile technologies and creative networks to transform sectors such as education, health, and business in an increasingly interconnected global environment (Li, 2025).

## Strategies for developing digital entrepreneurship

Digital entrepreneurship has been recognized as an essential driver of economic growth. However, there remains a lack of consensus regarding the factors that most favor it. A systematic analysis of empirical studies has identified key drivers, both general and specific to the digital environment, and proposed a multilevel conceptual framework that can serve as a guide for designing strategies to enhance digital entrepreneurship (Berman et al., 2023).

Among these strategies, artificial intelligence (AI) stands out for its ability to facilitate the creation of online stores, enabling individuals without prior e-commerce experience to launch their own digital businesses. However, while AI reduces entry barriers, the human factor remains essential for the sustained success of these initiatives (Dinger et al., 2024). Furthermore, variables such as digital competence, entrepreneurial mindset, and self-efficacy play fundamental roles in entrepreneurial intentions, suggesting that digital competencies should be effectively integrated into educational programs to strengthen students' intentions in the digital realm (Sutiadiningsih et al., 2025).

Academic training in digital entrepreneurship has been shown to have a direct impact on the intention to engage in entrepreneurship, particularly among university students. Knowledge in this field, combined with digital entrepreneurial alertness, enhances the desire to undertake, highlighting the relevance of educational programs that promote both digital and financial literacy (Hasan et al., 2024). Additionally, a focus on active learning, such as Project-Based Learning (PBL), fosters the development of skills like teamwork, critical thinking, and problem-solving, which are key to preparing students for entrepreneurship in a digitalized environment (Doğantan, 2025).

Novice digital entrepreneurs also benefit from strengthening their self-confidence through digital entrepreneurship courses, enabling them to make more informed decisions in the digital sphere. In this context, although risk propensity did not show a significant effect, self-confidence mediated the relationship between digital knowledge and digital competence, highlighting the importance of comprehensive training to enhance entrepreneurs' preparedness (Darmanto et al., 2023).

In the sector of small and medium-sized tech enterprises in China, concrete narratives have been key to the marketing process of products in the ICT sector. Aligning these narratives with the expectations of the target audience and high local competition are determining factors for the performance of these businesses (Malik, 2023). Additionally, high-quality ICT infrastructure and effective government responses during crises, as observed in Chile during the pandemic, are essential for maintaining and strengthening the entrepreneurial ecosystem, helping businesses to withstand and thrive even in challenging times (Guerrero et al., 2023).

Finally, social media influencers have emerged as a new class of digital entrepreneurs. Their ability to generate emotional and trust-based connections with their followers enhances solid business relationships. In this context, authenticity stands out as a key value, as audiences respond favorably to genuine and transparent collaborations (Aggarwal et al., 2024).

## Conclusions

The findings indicate that digital entrepreneurship is influenced by multiple factors, particularly innovation and the performance of new businesses, especially among women entrepreneurs in emerging economies. This type of entrepreneurship enables individuals with limited resources to overcome economic barriers and foster local cultural production, reinforcing its potential as a tool for inclusion and social transformation.

From the educational perspective, the incorporation of technological innovations such as gamification and the metaverse is transforming the way necessary competencies for digital entrepreneurship are developed. These tools not only enhance individual capabilities but also promote social change by preparing future generations to face the challenges of an increasingly digitized business ecosystem. Moreover, the collective ability to adapt to technological changes underscores the importance of strengthening digital competencies within entrepreneurial teams, which is crucial for innovating, collaborating, and growing sustainably.

Regarding strategies for developing digital entrepreneurship, the relevance of active pedagogical approaches, such as Project-Based Learning (PBL), is highlighted. These approaches foster essential skills such as critical thinking, problem-solving, and collaborative work, which are fundamental for tackling the challenges of entrepreneurship in the digital age. Additionally, concrete narratives have proven to be effective tools for marketing products in the information and communication technology (ICT) sector, while the role of social media influencers is solidifying as a relevant strategy. Their ability to generate emotional and trust-based connections with their audiences contributes to the strengthening of sustainable and authentic business relationships.

## References

- Aggarwal, A., & Shah, T. R. (2024). Unveiling the Impact of Social Media Influencers on Follower's Attachment. *Journal of Relationship Marketing*, 1–28. <https://doi.org/10.1080/15332667.2024.2418159>
- Berman, T., Stuckler, D., Schallmo, D., & Kraus, S. (2023). Drivers and success factors of digital entrepreneurship: A systematic literature review and future research agenda. *Journal of Small Business Management*, 62(5), 2453–2481. <https://doi.org/10.1080/00472778.2023.2238791>
- Das, T., Ganesh Kondamudi, S., Dawood Babakerkhell, M., Pal, D., Roy, R., & Funilkul, S. (2024). Intention for enhancing metaverse-based learning using gamification among university students: a study using Delphi and structural equation modelling approaches. *Cogent Business & Management*, 11(1). <https://doi.org/10.1080/23311975.2024.2380016>
- Dinger, B., Byun, S. E., & Park, J. (2024). Integrating AI into curricula: project-based learning in digital entrepreneurship. *International Journal of Fashion Design, Technology and Education*, 1–10. <https://doi.org/10.1080/17543266.2024.2438170>
- Doğantan, E. (2025). Project Based Learning and Technology Integration on Vocational Students' Learning Experience. *Journal of Hospitality & Tourism Education*, 1–10. <https://doi.org/10.1080/10963758.2025.2491136>
- Ghatak, A., Chatterjee, S., & Bhowmick, B. (2020). Intention Towards Digital Social Entrepreneurship: An Integrated Model. *Journal of Social Entrepreneurship*, 14(2), 131–151. <https://doi.org/10.1080/19420676.2020.1826563>
- Ghezzi, A. & Cavallo, A. (2020). Agile business model innovation in digital entrepreneurship: Lean startup approaches. *Journal of Business Research*, 110, 519–537. <https://doi.org/10.1016/j.jbusres.2018.06.013>
- Guerrero, M., Mickiewicz, T., & Qin, F. (2023). Entrepreneurial growth aspirations during the COVID-19 pandemic: the role of ICT infrastructure quality versus policy response. *Entrepreneurship & Regional Development*, 36(1–2), 55–75. <https://doi.org/10.1080/08985626.2023.2233473>
- Hasan, M., Tiara Hutamy, E., Supatminingsih, T., Ahmad, M. I. S., Aeni, N., & Dzhelilov, A. A. (2024). The role of entrepreneurship education in the entrepreneurial readiness of generation Z students: why do digital business literacy and financial literacy matter? *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2371178>
- Hull, C., Tang, J., Donbesuur, F. & Adomako, S. (2023). Specific innovativeness, digital entrepreneurship, and female entrepreneurs. *Journal of the International Council for Small Business*, 4(4), 387–412. <https://doi.org/10.1080/26437015.2023.2199165>
- Khanal, P., Aubert, B., Bernard, J., Narasimhamurthy, R. & Dé, R. (2021). Frugal innovation and digital effectuation for development: the case of Lucia. *Information Technology for Development*, 28(1), 81–110. <https://doi.org/10.1080/02681102.2021.1920874>
- Li, S. (2025). Mobile Studies Congress 2022 & 2023 and Mobile Innovation Network and Association review. *Media Practice and Education*, 1–6. <https://doi.org/10.1080/25741136.2025.2479327>
- Liguori, E. W., Muldoon, J., Ogundana, O. M., Lee, Y., & Wilson, G. A. (2024). Charting the future of entrepreneurship: a roadmap for interdisciplinary research and societal impact. *Cogent Business & Management*, 11(1). <https://doi.org/10.1080/23311975.2024.2314218>
- Liu, Y. (2023). Neoliberal feminism with Chinese characteristics: alternative self-representations of female PhDs on RED. *Continuum*, 37(6), 728–740. <https://doi.org/10.1080/10304312.2024.2316734>
- Malik, T. H. (2023). Digital Entrepreneurship and growth-oriented performance: commercialisation narrative of SMEs in the ICT sector in China. *Journal of Chinese Economic and Business Studies*, 22(3), 275–302. <https://doi.org/10.1080/14765284.2023.2278011>
- Orrensalo, T., Brush, C., & Nikou, S. (2022). Entrepreneurs' Information-Seeking Behaviors in the Digital Age—A Systematic Literature Review. *Journal of Small Business Management*, 62(2), 892–937. <https://doi.org/10.1080/00472778.2022.2100896>
- Parviainen, P., Kääriäinen, J., Tihinen, M. & Teppola, S. (2017). Tackling the digitalization challenge: How to benefit from digitalization in practice. *Int. J. Inf. Syst. Proj. Manag.* 5, 63–77. <http://doi.org/10.12821/ijispm050104>
- Satalkina, L. & Steiner, G. (2020). Digital Entrepreneurship and its Role in Innovation Systems: A Systematic Literature Review as a Basis for Future Research Avenues for Sustainable Transitions. *Sustainability*, 12(7), 2764. <https://doi.org/10.3390/su12072764>
- Sitaridis, I. (2023). Digital entrepreneurship and entrepreneurship education: a review of the literature. *International Journal of Entrepreneurial Behavior & Research*, 13. <https://www.emerald.com/insight/content/doi/10.1108/ijeb-01-2023-0053/full/html>
- Flores, M., Carazas, C. & García, T. (2026). Implications of Digital Entrepreneurship: A Systematic Review. *Revista InveCom*, 6 (1). 1-10. <https://zenodo.org/records/15362337>

- Soltanifar, M., Hughes, M. & Gocke, L. (2021). *Digital Entrepreneurship*. <https://link.springer.com/book/10.1007/978-3-030-53914-6>
- Syed, R. T., Alzahmi, R. A., & Tariq, U. (2024). Digital entrepreneurship education in universities through the lens of educators: evidence from the United Arab Emirates. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2409472>
- Sutiadiningsih, A., Dewi, I. H. P., Ratnasari, W., Taufiq, A., & Miranti, M. G. (2025). How do digital competencies promote entrepreneurial intention among vocational students? A mediation analysis of entrepreneurial self-efficacy and entrepreneurial mindset. *Cogent Education*, 12(1). <https://doi.org/10.1080/2331186X.2025.2482486>
- Wibowo, A., Narmaditya, B. S., Saptono, A., Effendi, M. S., Mukhtar, S., & Mohd Shafiai, M. H. (2023). Does Digital Entrepreneurship Education Matter for Students' Digital Entrepreneurial Intentions? The Mediating Role of Entrepreneurial Alertness. *Cogent Education*, 10(1). <https://doi.org/10.1080/2331186X.2023.2221164>
- Wolski, M., Krahe, M., & Richardson, J. (2020). A Model for Librarians to Assess the Digital Capability of Research Teams. *Journal of the Australian Library and Information Association*, 69(1), 47–69. <https://doi.org/10.1080/24750158.2020.1712882>
- Yu, C.; Zhang, Z.; Liu, Y. (2019). Understanding new ventures' business model design in the digital era: An empirical study in China. *Comput. Hum. Behav.* 95, 238 <http://doi.org/10.1016/j.chb.2018.01.027>
- Zani, B. (2025). Bumps, hits and hurdles: multidirectional citizenship pathways across the Taiwan Strait. *Ethnic and Racial Studies*, 1–18. <https://doi.org/10.1080/01419870.2024.2441911>