

# Fostering Creativity, Innovation and Entrepreneurship with Academic Education: Potential Role of Digital Transformation and the Relevant Ethical Concerns

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The enormous societal challenges the world is facing today are multifold and the urgent need to redress them has been recognized through sustainable development goals (SDGs) of the United Nations. One potent measure for achieving sustainable development, and inter alia to ensure a sustainable society, is to promote creativity, innovation and entrepreneurship (CIE) so as to crowdsource not only physical but also intangible resources and develop targeted and context-specific solutions for unmet needs of various societal groups.

Recent studies suggest that digital technologies can play a key role in fostering CIE through education due to their potential to allow universal and ubiquitous access to quality education and re-/up-skilling in a cost effective manner. Use of technologies such as big data, artificial intelligence (AI), virtual reality (VR) or augmented reality (AR) can help reach the objective of “immersive learning” while significantly lowering the (opportunity) costs involved for learners. Digital transformation of the education sector can, thus, help unlock the vastly untapped innovation and entrepreneurial potential in the society by enabling lifelong learning and on-the-job learning.

On the other hand, access to digital tools and technologies itself is unevenly distributed and there exists a digital divide even within advanced economies that hinders the youth and children from economically underprivileged families to exploit this potential. In addition, there are concerns related to potential misuse of data and the still little-researched impact of nascent technologies on individuals and society.

In this conceptual paper we employ a mixed-method research approach. Based on an analysis of the extant literature and our own empirical data, we identify the major drivers and barriers for the use of digital technologies in CIE education and the associated ethical challenges. Subsequently a conceptual model to address these challenges is proposed.

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