INPLASY

Digital transformation in higher education with emphasis in public policies: A mapping review

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ADMINISTRATIVE INFORMATION

INTRODUCTION

*R*eview question / Objective What is the state of research related to public policies to foster digital transformation in higher education?

Rationale Education is positioned as an essential element for human advancement and the significant transformation of societies, gaining greater relevance in an environment of rapid technological evolution, where more than a means to other ends, it is considered an end that enriches life and generates development. Global accessibility to quality educational content, driven by connectivity and digital tools, democratizes and specializes education, with digital transformation being crucial in the era of the Fourth Industrial Revolution. It is vital to identify and address digital gaps and social disparities in access and permanence in higher education. This era places a strong emphasis on the need to align both old and new practices and systems within organizations.

Condition being studied Digital transformation in higher education.

METHODS

Search strategy To identify potentially relevant documents, the following databases will be used: SCOPUS and ERIC. The search will be conducted using truncated symbols and Boolean operators to optimize the inclusion of relevant terms. The search terms have been formulated based on previous literature reviews and selected to ensure coverage of synonyms used by scholars to refer to digital transformation. These terms include: "digital transformation," "digital transition," "digital revolution," "digitalization of teaching and learning," and "digital advancement."
To limit the search to the undergraduate higher education level and avoid results related to previous educational levels, the terms "higher education," "university," "college," and "tertiary education" will be used. Additionally, the following

terms will be used as exclusion criteria: "postgraduate," "master programs," "doctoral programs," and "PhD."
Furthermore, to describe the presence of public policies in promoting digital transformation in higher education, the subsequent terms will be included: "public policy", "government policy", "public administration and "policy making".

Participant or population Undergraduate university students.

Intervention Research on digital transformation in higher education.

Comparator None.

Study designs to be included Eligible publications included in the review will be screened according to the following criteria:The publication must be a full-text article published in an academic journal as a scientific or academic article.The publication must be finalized after a peer-review process.The language of the publication must be Spanish or English.No restrictions are placed on the country and/or region of origin of the publication.

Eligibility criteria Peer-reviewed articles focusing on digital transformation in higher education at the undergraduate level will be included in the mapping review. The selected documents should have an empirical nature, employing quantitative, qualitative, or mixed methodologies. Studies with a focus on digital transformation and higher education, published in Spanish and English.

Information sources The information source will be limited to electronic databases which are: SCOPUS and ERIC.

Main outcome(s) The result will be a report on the characteristics of the documents, an analysis of term co-occurrence, clusters grouping keywords, and a bibliometric evolution analysis.

Data management For this stage, the reviewers will collaboratively create a spreadsheet to establish the characteristics that must be extracted from the documents, generating a data extraction table that will serve as a standardized and visualized tool. Subsequently, the Zotero or Mendeley bibliographic manager will be used to manage the metadata of the articles present in the sample. The metadata and full articles will then be processed using VOSviewer and CiteSpace.
Initially, the data extraction table will include the following fields for eligible publications: Title, academic journal, names of the authors, year of publication, number of citations, country of the first author's institution, research area, objective, and abstract.

Quality assessment / Risk of bias analysis None. The mapping review, as a methodology, has a descriptive scope that involves visualization and collection of available evidence. This approach generally does not include criticism or discussion of results in the style of a systematic review or a scoping review.

Strategy of data synthesis The mapping review will follow the PRISMA framework as a global strategy to ensure its reproducibility, transparency, and reliability. Using VOSviewer and Citespace, visualizations corresponding to the networks of clusters and co-occurrence of terms, authors, institutions, and dual-map overlay will be created. Additionally, some of the findings will be synthesized through heat maps and co-citation timelines.

Subgroup analysis None.

Sensitivity analysis None.

Language restriction Only peer-reviewed published in Spanish or English after the peer-review process will be considered.

Country(ies) involved Colombia.

Keywords Higher education, Technological change, Digital technology, Educational technology, Educational institutions, Educational policy, Public policy, Government policy, Public administration.

Dissemination plans The dissemination plan is to prepare an article and publish it in an indexed magazine.

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