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AI-Powered Educational Platforms for Enhancing Social Entrepreneurship Skills: A Systematic Literature Review

Abstract

The integration of artificial intelligence (AI) into educational platforms has revolutionized the way social entrepreneurship skills are promoted among higher education students. These platforms leverage the capabilities of AI to create personalized, interactive and immersive learning experiences that enhance critical skills such as innovation, leadership and ethical decision-making. This study explores the theoretical framework underpinning these platforms, compares different AI-powered educational platforms, and evaluates their effectiveness in enhancing social entrepreneurship skills. AI-powered educational platforms in social entrepreneurship education are grounded in the Social Learning Theory (Bandura, 1977) and the Connectivism Learning Theory (Siemens, 2005). The articulation between these two theories allows the analysis of the role of educational platforms with AI in developing social entrepreneurship skills. The Social Learning Theory argues that we learn by observing and imitating social models. This learning can occur on AI platforms through virtual tutors, simulations, and interactive cases, promoting empathy, ethical leadership, and social responsibility. The Connectivism Learning Theory, on the other hand, understands that knowledge is distributed in networks and that learning means knowing how to navigate, select, and apply information in digital environments. AI platforms support this process by offering personalized content and networked interactions, fostering critical thinking and autonomous learning. Combining these two theories justifies using AI as an effective tool for training social entrepreneurs by combining social behavior modelling with dynamic access to knowledge in digital environments. Several AI-powered educational platforms have been developed to enhance social entrepreneurship skills among higher education students, as is the case of Social Entrepreneurship Module (SEM), which uses a quasi-experimental design with pre-test and post-test techniques to evaluate social entrepreneurship effectiveness, focusing on skills development such as sociality, innovation, and market orientation; and ChatGPT-Assisted Discovery Learning, which integrates ChatGPT into the learning process to enrich the educational experience of entrepreneurship students by facilitating

discussion sessions, providing feedback, and assisting students in developing workable ideas.

Problem statement

The proposed research problem revolves around understanding how AI-powered educational platforms can effectively enhance social entrepreneurship skills among higher education students. Specifically, the study aims to explore the effectiveness of different AI-powered educational tools in cultivating essential competencies such as innovation, leadership and ethical decision-making in the context of social entrepreneurship education. It will also assess the comparative impact of different platforms on students` learning experiences and outcomes, particularly in different educational settings.

Purpose of Research

The goal of the research is to understand how AI-powered educational platforms can effectively enhance social entrepreneurship skills among higher education students.

Specifically, the research aims to:

1. Explore the effectiveness of different AI-driven educational tools in cultivating essential competencies such as innovation, leadership, and ethical decision-making within the context of social entrepreneurship education.
2. Evaluate the comparative impact of various platforms on students; learning experiences and outcomes, particularly in diverse educational settings.
3. Identify the unique features and strengths of each platform to guide educational institutions in selecting the most suitable tools for fostering social entrepreneurship skills among their students.

This research is innovative in the sense that the combination of AI, education and social entrepreneurship is relatively recent (as the number of articles obtained reveal). Systematic reviews exploring how AI educational platforms contribute to the development of social entrepreneurship competences do not exist in the literature. Additionally, it can provide strategic guidelines for the development of educational platforms based on artificial intelligence, with a focus on promoting social values, stimulating creativity and strengthening critical thinking, and is particularly relevant for educators, social entrepreneurs and developers of educational technologies.

Research Methodology 2017). Using a methodical and replicable approach, Siddaway et al. (2019) refer that SLR links theory and evidence and provides robust and broad conclusions by producing an unbiased summary of what cumulative evidence suggests

on a particular topic. Seemingly, same authors refer that SLR can integrate different bodies of literature through their relationships, contradictions, gaps or inconsistencies, and investigate underlying causes, as well as highlighting directions for future research by identifying areas where there is limited or poor evidence. They also refer it can also provide practical and policy making implications. SLR is also important for developing and evaluating a new theory (or evaluating existing theories) to explain how and why individual studies are related. An SLR ensures accuracy and replicability through a process that involves several steps, such as defining a clear research question, developing a comprehensive search strategy, assessing study quality for reliability, extracting and synthesizing data for theoretical insights, and systematically reporting results using appropriate frameworks such as Preferred Reporting Items for Systematic Reviews and Meta- Analyzes (PRISMA) to ensure clarity, transparency and reduced bias (Williams, 2020; Siddaway et al., 2019). Following the SLR framework, the following research question was formulated:

• RQ: What are the dominant, fading, and emerging topics in the field?

Then the PRISMA methodology, was applied and a process of article selection was carried out. First, eligibility criteria were defined, selection of information sources, search strategy definition, and selection and data collection process (Page at al., 2021). Finally, both the abstracts and the full text of the extracted articles were screened to define those to be included in the review. This SLR used Elsevier´s Scopus and Clarivate Web of Science databases for consultation, and only peer-reviewed scientific articles written in English and published in all subject areas. No time span was defined, enabling the search engine to detect all the articles in the research area. Furthermore, no restrictions were made concerning the publication stage (i.e. final or article in process). Also, research keywords were searched for in the “article title”, “abstract” and “keywords”; fields. The first keyword searched was “Artificial Intelligence” and, using the boolean term “AND” keywords “Social Entrepreneur*” and “Education*” were included. The sample was restricted to articles written in English and published in international journals (e.g.; Anand et al. 2021; Fauzi, Muhamad et al., 2022; Fernandes et al. 2023). Conference papers, books, book chapters, and reports were not considered to ensure the homogeneity of the sample and to safeguard the reliability of the study’s results (Fauzi, Muhamad Tamyez, and Kumar 2022; Fernandes et al.,2023). A total of 23 records were obtained, and, from these, after cleaning the data and duplicates removed, 19 were included in the review.

Main Conclusions

AI-powered educational platforms have the potential to revolutionize social entrepreneurship education by providing personalized, interactive, and immersive learning experiences. Each platform has its unique features and impact, and the choice of platform depends on the specific goals and needs of the educational institution. By leveraging the strengths of these platforms, higher education institutions can effectively promote the social entrepreneurship skills necessary for the next generation of entrepreneurs to address complex social issues and drive societal and economic development.

Keywords: Artificial Intelligence; Social Innovation; Social Entrepreneurship; Systematic Literature Review.

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