Systematic review of digital transformation in Hispanic Countries: Challenges, trends, and perspectives

Revisión sistemática de la transformación digital en Hispanoamérica: retos, tendencias y perspectivas

1. John Smith Mendoza Cuzcano
https://orcid.org/0009-0003-1449-2931
jsmendozac@ucvvirtual.edu.pe
Universidad César Vallejo
Lima-Peru

2. Patricia Liliam Trujillo Robles
https://orcid.org/0009-0002-1452-2611
pltrujillo@ucvvirtual.edu.pe
Universidad César Vallejo
Lima-Peru

3. Lila Mia Zúñiga Peña
https://orcid.org/0000-0002-0248-6978
lzunigap@ucvvirtual.edu.pe
Universidad César Vallejo
Lima-Peru

4. Victoria Sallo Accostupa
https://orcid.org/0000-0003-0534-5238
ssalloac@ucvvirtual.edu.pe
Universidad César Vallejo
Lima-Peru

REVISTA INVECOM ISSN: 2739-0063

Received: 20-02-2025 Accepted: 10-05-2025

2026. V6. N1.

Abstract

This research analyzes the digital transformation in Spanish-speaking countries, identifying its main trends, challenges, and contributions in key sectors such as education, public administration, social inclusion, economics, and culture. To this end, a systematic review was conducted of 54 scientific articles published between 2020 and 2024, selected from databases such as Scopus, SciELO, and Redalyc, based on criteria of thematic relevance and regional relevance. The results demonstrate a growing adoption of digital technologies, especially in higher education, banking, healthcare, and government management. Efforts to reduce the digital divide and promote technological inclusion are also highlighted, although structural limitations persist, such as unequal internet access and insufficient digital training in rural areas. The conclusion is that the digital transformation in Latin America is a dynamic process that requires strategies adapted to each context, with coordinated public policies and cross-sector collaboration to ensure equitable, sustainable, and inclusive technological development. This review contributes to an understanding of the current state of the phenomenon and proposes courses of action to enhance its positive impact in Spanish-speaking societies.

Keywords: higher education, technological inclusion, digital transformation.

Resumen

La presente investigación analiza la transformación digital en países hispanohablantes, identificando sus principales tendencias, desafíos y contribuciones en sectores clave como la educación, la administración pública, la inclusión social, la economía y la cultura. Para ello, se realizó una revisión sistemática de 54 artículos científicos publicados entre 2020 y 2024, seleccionados en bases de datos como Scopus, SciELO y Redalyc, bajo criterios de relevancia temática y pertinencia regional. Los resultados evidencian una adopción creciente de tecnologías digitales, especialmente en educación superior, banca, salud y gestión gubernamental. Asimismo, se destacan los esfuerzos por reducir la brecha digital y promover la inclusión tecnológica, aunque persisten limitaciones estructurales, como el acceso desigual a internet y la insuficiente capacitación digital en zonas rurales. Se concluye que la transformación digital en Hispanoamérica es un proceso dinámico que requiere estrategias adaptadas a cada contexto, con políticas públicas coordinadas y colaboración intersectorial para asegurar un desarrollo tecnológico equitativo, sostenible e inclusivo. Esta revisión contribuye a comprender el estado actual del fenómeno y propone líneas de acción para potenciar su impacto positivo en las sociedades de habla hispana.

Palabras clave: educación superior, inclusión tecnológica, transformación digital.

Introduction

Digital transformation represents a structural phenomenon that redefines economic, social, and cultural dynamics on a global scale. In Spanish-speaking countries, this technological revolution has permeated various sectors, driving innovation and accelerating the adoption of tools such as artificial intelligence, the Internet of Things, and cloud computing. Beyond being a mere process of technological modernization, digital transformation reconfigures production models, educational systems, and the relationships between the state and citizens, generating both significant opportunities and challenges (Fernández, 2020; Huamán & Medina, 2022).

Particularly, the outbreak of the COVID-19 pandemic acted as a catalyst that accelerated this process, forcing governments, businesses, and universities to rapidly implement digital solutions. In this regard, Mejía & Mejía (2021) document how higher education institutions achieved significant advancements in technological maturity to ensure academic continuity. However, Maliqueo et al. (2021) caution against the risks of adopting technologies without a gradual strategy that considers the necessary cultural and organizational changes. In this context, digitization is presented as an indispensable condition for institutional resilience, although it still faces structural limitations related to coverage, accessibility, and infrastructure.

At the regional level, the reviewed studies show diverse experiences. On one hand, there are advances in financial inclusion through digital platforms (Vargas, 2021), an increase in investments in digital health (Escalona et al., 2023), and the application of innovative approaches in education, such as the theory of change (Carvajal & Arenas, 2022). On the other hand, critical gaps persist: Castro & Zamora (2019) alert to the ongoing digital divide in rural areas, while Sánchez-Huertas & Martínez (2023) highlight deficiencies in cybersecurity and the formation of digital skills as obstacles to inclusive and sustainable transformation.

In light of this scenario, it is crucial to conduct a systematic review that allows for the identification, classification, and analysis of the main trends, theoretical approaches, institutional practices, and research gaps surrounding digital transformation in Latin America. This study aims to understand how Spanish-speaking countries are responding to the challenge of digitization, what strategies they are implementing in various sectors, and what persistent challenges condition their progress. Thus, the goal is to provide a broad and critical perspective that contributes to the design of more comprehensive, equitable, and sustainable policies and actions in the digital realm.

Methodology

This study was designed as a systematic literature review on digital transformation in Spanish-speaking countries, following the guidelines established by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) statement. The main objective was to rigorously and reproducibly identify, select, and synthesize academic findings published between January 2020 and June 2024.

Protocol and registration

The review protocol was previously registered in the Scopus database and structured according to PRISMA-P guidelines, which direct the preparation of protocols for systematic reviews.

Search strategy

For the search, an equation was constructed combining descriptors in both Spanish and English using Boolean operators, applying specific filters to ensure thematic and regional relevance. The search included terms such as "digital transformation" and "transformación digital" in titles, abstracts, and keywords, and was limited to Spanish-speaking countries such as Spain, Mexico, Colombia, Argentina, Chile, Peru, Ecuador, Venezuela, and Cuba. Additionally, it was restricted to publications from 2020 to 2024, in Spanish or English, and to peer-reviewed journal articles, systematic reviews, and book chapters. Filters were also applied for thematic areas related to social sciences and business.

Selection of studies

The selection process was developed in three stages:

1. **Identification**: All records were imported for systematic auditing.
2. **Screening of titles and abstracts**: Two independent reviewers examined the titles and abstracts according to the inclusion and exclusion criteria defined in Table 1. Discrepancies were resolved by consensus or the intervention of a third reviewer.
3. **Full-text evaluation**: Articles that met the criteria underwent comprehensive reading, with exclusion reasons recorded as appropriate.

Table 1

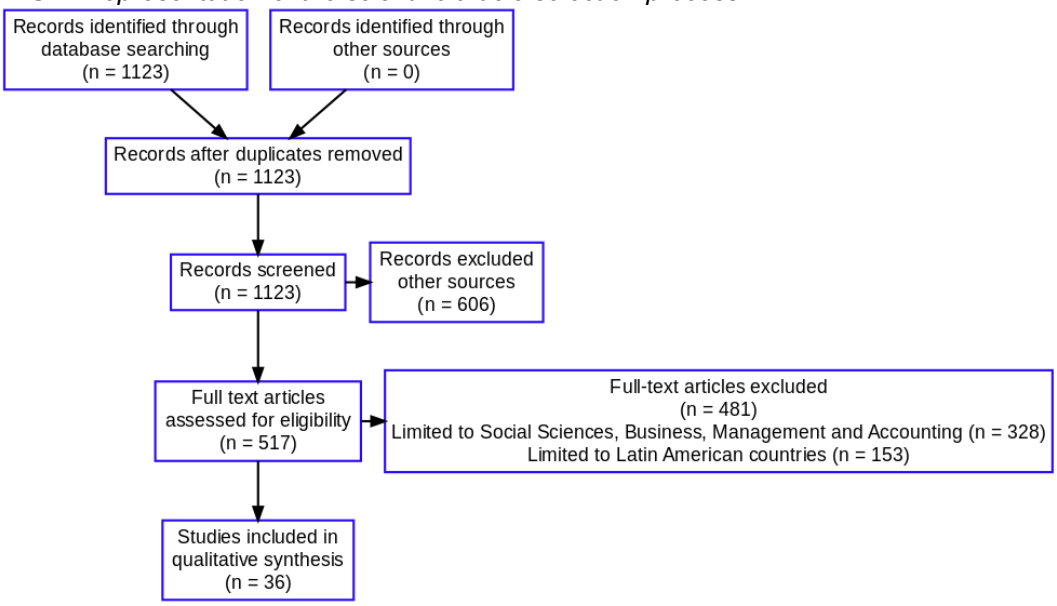
Inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Thematic	Studies focused on digital transformation in Spanish-speaking countries	Topics unrelated to digital transformation
Period	Published between 2018 and June 2024	Outside temporal range
Language	Spanish and English	Other languages
Type of Study	Original articles, systematic reviews, peer-reviewed chapters	Conference papers, opinions, news
Population/Context	Higher education institutions, public sector, health, banking, businesses	Non-Spanish-speaking contexts

The image presented below corresponds to the PRISMA flow diagram, which illustrates in detail the selection and filtering process of scientific articles for a systematic review on digital transformation in Spanish-speaking countries. This methodological procedure ensures transparency and rigor in the identification, evaluation, and synthesis of relevant scientific evidence, thereby facilitating a clear and orderly understanding of each stage of the study.

Figure 1

Graphical PRISMA representation of the scientific article selection process



Note. Content generated from https://hollyhartman.shinyapps.io/PRISMAFlowDiagram/

From an initial total of 1,123 records identified, after removing duplicates and applying thematic and geographical exclusion criteria, 517 articles were evaluated in full text. Ultimately, 36 studies met all inclusion criteria and were incorporated into the qualitative synthesis. This rigorous process ensures that the selected studies are relevant, current, and of high academic quality, thereby guaranteeing the validity and reliability of the obtained results.

Results

The research aimed to gather relevant information on digital transformation in Spanish-speaking countries. According to Fernández et al. (2020), there is notable progress that opens up opportunities to improve well-being and promote social integration through the use of digital technologies. However, it is essential to address the ongoing challenges to ensure that the benefits derived from digitization are equitable and sustainable.

Main research themes related to digital transformation in Spanish-speaking countries

The selected articles were organized into seven research categories, each represented by a variable number of studies. To connect these categories and provide a coherent view of digital transformation in the region, a conceptual framework was constructed that articulates the themes logically and structurally.

First, the categories in which the articles were grouped were clearly identified and defined, including those that are often recurrent in studies on digital transformation. This approach allowed for systematic organization of the information, facilitating the understanding of trends, challenges, and advancements in the various areas impacted by digitization in Spanish-speaking countries.

Table 2

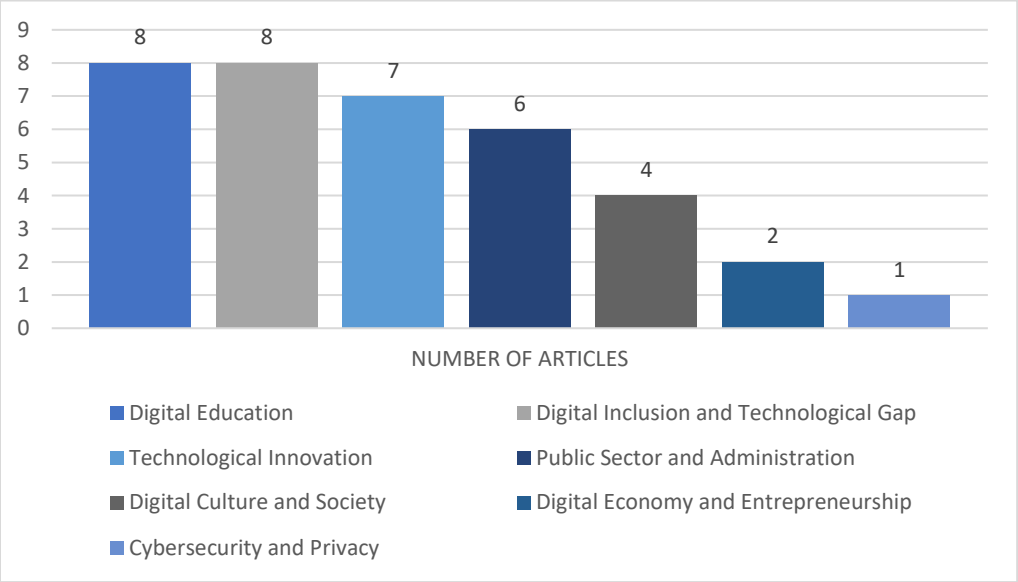
Impact categories of digital transformation in the Hispanic world

Number	Categories	Number of Articles
1	Digital Education	8
2	Digital Inclusion and Technological Gap	8
3	Technological Innovation	7
4	Public Sector and Administration	6
5	Digital Culture and Society	4

6	Digital Economy and Entrepreneurship	2
7	Cybersecurity and Privacy	1

For each category, its interrelation with others was described, and a conceptual map was developed to visualize these connections following a clear structure that includes the description of each category, its links with others, and the impact they generate. This way, relevant patterns were highlighted, and the implications of these relationships for the future of digital transformation in Spanish-speaking countries were analyzed.

Figure 2
Categories by articles



The "Digital Education" category encompasses research that evidences how digital transformation is reconfiguring educational systems in Spanish-speaking countries. For instance, Mejía & Mejía (2021) analyze students' technological maturity during the pandemic, while Reyes-García et al. (2022) and Hernández & Rojas (2021) emphasize the importance of educators understanding both digital tools and the associated cultural changes. Likewise, Carvajal & Arenas (2022) apply the theory of change to address institutional challenges, and Simbaña (2020) along with Szpilbarg (2019) explore the social and educational transformations driven by digital media. Additionally, Romero Carbonell et al. (2023) study university technology transfer, while Campos et al. (2019) highlight the role of social media in academic visibility.

Regarding the category of "Digital Inclusion and Technological Gap," eight studies focus on reducing access inequalities between urban and rural areas. Lapierre Acevedo (2023) promotes the visibility of rights through digital platforms, while Martelo et al. (2019) and Lotero-Echeverri et al. (2019) underscore the importance of equitable access and the development of media skills. Other works address inclusive policies and improvements in infrastructure (Ortiz & Martínez, 2018; Flores-Cueto et al., 2020), as well as socio-technological challenges (Ramírez-Castañeda & Sepúlveda-López, 2018; Castro & Zamora, 2019), advocating for digital environments that ensure fair participation.

In the realm of "Technological Innovation," the articles explore various applications, such as the digitization of medical records (Escalona et al., 2023), virtual learning environments (Artopoulos et al., 2020), and cultural adaptation to digital media (Vargas & Cruz Altorre, 2020). Additionally, improvements in efficiency and competitiveness in audits and cooperatives are addressed (Townsend & Figueroa Filián, 2022; Rojas Amado & Escobar, 2021), while Maliqueo et al. (2021) and Arango (2021) analyze the factors that hinder technological adoption. Finally, Ortiz & Martínez (2018) emphasize the fundamental role of digital literacy in the university context.

Other key categories include the "Public Sector and Administration," where authors such as Fernández (2020), Huamán & Medina (2022), and Dudin et al. (2020) examine governmental digitization and document

management (Balboa Zúñiga & Medina, 2021). Sánchez-Huertas & Martínez (2023) address digital citizen participation, while Toro et al. (2020) highlight the importance of technological infrastructure to ensure state transparency. In the "Digital Culture and Society" category, Vázquez et al. (2019), Estupiñán Villanueva et al. (2019), Castellanos (2019), and Cedeño (2023) analyze topics related to identity, activism, and media evolution. Economically, Vargas (2021) and García-Tudela et al. (2022) discuss digital banking and training in social economy. Finally, Cuenca-Fontbona et al. (2020) delve into cybersecurity and the digital restructuring of corporate communication.

Table 3

Analysis matrix with key proposals and contributions identified in the articles

No.	Author	Research topic	Proposals or contributions on digital transformation
1	Díaz (2024)	Digital transformation in higher education institutions.	Organizations should develop clear and adaptive strategies for implementing digital technologies.
2	Reyes-García et al. (2022)	Social media and its influence on the transformation of students into digital citizens.	Development of new strategies or adjustments in therapeutic interventions to address the specific needs of individuals with digital transformation challenges.
3	Hernández & Rojas (2021)	Digital transformation, a challenge in higher education.	Design and evaluation of support programs for families and educators to better manage challenges associated with digital transformation and support individual development.
4	Carvajal & Arenas (2022)	An approach to digital transformation in higher education institutions through the theory of change.	Research on the use of emerging technologies, such as educational applications and digital tools, to support learning and skill development in individuals with digital transformation challenges.
5	Simbaña (2020)	Urban intercultural bilingual education in Quito. Social and educational transformations during the global crisis.	Proposals to improve educational support and inclusion strategies in school settings for children with digital transformation challenges.
6	Szpilbarg (2019)	Emerging configurations of circulation and reading in the digital environment.	Development of innovative strategies for intervention in digital transformation challenges, based on recent research and effective practices.
7	Campos et al. (2019)	The presence and impact of universities from Andean countries on digital social networks.	Creation of continuous training programs to keep professionals updated with the latest practices and knowledge.
8	Romero et al. (2023)	Digital transformation in higher education: the case of the UOC.	Contributions regarding the continuous evaluation of interventions and programs to ensure their effectiveness.
9	Lapierre (2023)	Digital activism of women with disabilities on Instagram.	Promote the creation of campaigns and educational content on digital transformation that highlight personal experiences and achievements to raise public awareness.
10	Martelo et al. (2019)	Support for citizens from university outreach for accessibility and digital inclusion.	Create and promote applications and websites that are accessible for individuals with digital transformation challenges.
11	Lotero-Echeverri et al. (2019)	Trends in specialized publications in the field of edu-communication and media literacy in Latin America.	Promote the design of accessible media platforms and content that facilitate the participation of individuals with digital transformation challenges in media literacy activities.

12	Florencia (2021)	Demand for digital competencies in public accounting. A perspective from higher education.	Incorporate assistive technologies in the training of digital competencies.
13	Castro & Zamora (2019)	The digital divide. Electronic Journal on People Management and Technology.	Integrate universal design principles in the creation of digital technologies to ensure they are accessible and usable by individuals with digital transformation challenges.
14	Ramírez & Sepulveda (2018)	Digital divide and digital inclusion: socio-technological phenomena.	Conduct accessibility audits on digital tools and platforms to identify and address barriers that may limit access for individuals with digital transformation challenges.
15	Flores-Cueto et al. (2020)	Information technologies: internet access and the digital divide in Peru.	Implement programs and policies that facilitate access to devices and internet connections for individuals with digital transformation challenges, especially in rural and disadvantaged areas.
16	Ortiz & Martínez (2018)	Information management, university organizational models, and the digital divide.	Establish partnerships with accessibility specialists and organizations working with individuals with digital transformation challenges to develop and improve inclusive digital resources and services in universities.
17	Escalona et al. (2023)	A literature review on digital transformation to address the paradigm shift in health informatics.	Support research that explores the impact of digital transformation on the health of individuals with digital transformation challenges and develop recommendations based on findings.
18	Artopoulos et al. (2020)	Simulation platforms and learning: an educational proposal.	Design educational simulations that incorporate accessibility elements, such as intuitive interfaces, clear instructions, and visual and auditory resources, to support students with digital transformation challenges.
19	Vargas & Cruz (2020)	Challenges of Mexican soap operas in the digital age and their importance in the national cultural industry.	Implement subtitles, audio descriptions, and customization options on streaming platforms.
20	Townsend & Figueroa (2022)	Digital transformation models in the management of commercial enterprises. Cooperativism and Development.	Offer versions of digital products and services that include accessibility features.
21	Maliqueo et al. (2021)	People management and barriers to innovation in digital transformation.	Form innovation teams that include individuals with digital transformation challenges to ensure their perspectives are considered.
22	Rojas & Escobar (2021)	Benefits of using digital technologies in external auditing: a literature review.	Collaborate with accessibility specialists to develop and improve digital auditing tools.
23	Arango (2021)	Opportunities for digital transformation in the banana supply chain based on artificial intelligence software.	Design user interfaces in AI software that adapt to the needs of individuals with digital transformation challenges.
24	Fernández (2020)	Taxonomy of digital transformation.	Include specific dimensions in the taxonomy that address accessibility and digital inclusion for individuals with digital transformation challenges.

25	Huamán & Medina (2022)	Digital transformation in public administration: challenges for active governance in Peru.	Launch programs and projects focusing on improving digital accessibility in the public sector.
26	Dudin et al. (2020)	State and issues of digitization in university management in Russia and three Latin American countries (Argentina, Chile, and Brazil).	Facilitate the use of assistive technologies, such as screen readers and voice recognition software.
27	Sánchez-Huertas, & Martínez (2023)	The role of digital democracy in local governance.	Create digital platforms for citizen participation that are accessible to individuals with digital transformation challenges.
28	Toro et al. (2020)	Digital government strategy for building more transparent and proactive states.	Incorporate specific objectives and actions in digital government strategies focused on improving accessibility and inclusion for individuals with digital transformation challenges.
29	Balboa & Medina (2021)	Document management and digital transformation in the State of Chile.	Develop accessible guides and tutorials to teach individuals with digital transformation challenges how to use government document management systems, ensuring that information is clear and comprehensible.
30	Vázquez et al. (2019)	The image of countries through ubiquitous digital didactics.	Consult with students with digital transformation challenges and their families to obtain feedback on the accessibility and effectiveness of digital educational resources.
31	Estupiñán et al. (2019)	Digital participation in the construction of e-democracy and digital citizenship.	Implement training programs for managers of e-democracy and digital citizenship platforms.
32	Cedeño (2023)	Behavior of scientific production on digital marketing in Ibero-America.	Form networks and working groups among researchers, marketing professionals, and organizations focused on inclusion to exchange knowledge and promote inclusive practices in digital marketing.
33	Cuenca et al. (2020)	Digital transformation of public relations and communication departments in a sample of Spanish companies.	Conduct accessibility assessments on digital communication platforms (websites, social media, applications).
34	Vargas (2021)	Digital banking: technological innovation in financial inclusion in Peru.	Implement training programs for banking professionals on how to design and offer digital financial services accessible to individuals with digital transformation challenges.
35	García-Tudela et al. (2022)	Digital technologies for training in social economy companies and entities.	Promote inclusive practices in training within social economy companies and entities.
36	Cuenca-Fontbona et al. (2020)	Digital transformation of public relations and communication departments in a sample of Spanish companies.	Ensure that organized digital events and activities are accessible for individuals with digital transformation challenges.

Key contributions on digital transformation in Spanish-speaking countries

The articles addressing digital transformation in Spanish-speaking countries contribute to understanding how this trend impacts the economy, society, and technology, highlighting both its benefits and the challenges that must be overcome to maximize its positive effects. Table 2 presents various theoretical and empirical contributions related to digital transformation, some of which are mentioned in a single article, while others appear in multiple studies.

In the most frequent categories, a significant number of articles propose varied approaches to digital transformation. The category of Implementation and Improvement in the Digital Era stands out, where studies indicate that professionals are actively preparing to adapt to new digital technologies.

On the other hand, the categories reflected in Table 3 highlight two fundamental aspects: first, the rapid adaptation to digital technologies in sectors such as e-commerce, digital financial services, and online education; and second, the modernization of services and internal processes of local governments through digitization.

Discussion

Digital transformation in the public sector is essential for improving governance and administrative efficiency. According to Fernández (2020), this process goes beyond mere technology use, also involving a profound restructuring of public policies and the way services are provided to citizens. In the case of Peru, Huamán & Medina (2022) point out that transformation faces challenges related to infrastructure and staff training, necessitating active governance and effective inter-institutional collaboration. Toro García, Gutiérrez Vargas & Correa Ortiz (2020) emphasize that a digital government must be more transparent and proactive, thus contributing to the fight against corruption and the enhancement of administrative processes.

In the educational sphere, digital transformation accelerated significantly following the COVID-19 crisis. Mejía & Mejía (2021) highlight that the technological maturity of Colombian students was key in facilitating the transition to digital education. However, Hernández & Rojas (2021) warn that higher education still faces significant challenges in effectively integrating technologies, stressing the need for greater investment in infrastructure and teacher training. In this regard, Carvajal & Arenas (2022) argue that the theory of change is essential for guiding digital transformation in educational institutions, allowing for a gradual transition to more inclusive and accessible models.

On the other hand, the digital economy in Latin America has experienced rapid growth thanks to technological innovation and entrepreneurship. Vargas García (2021) notes that digital banking in Peru has enhanced financial inclusion, facilitating access to basic banking services and thus reflecting the positive impact of technology on social inclusion. Additionally, García-Tudela & Prendes-Espinosa (2022) state that digital technologies play a key role in business training within the social economy, enabling the creation of more sustainable and accessible business models.

Nevertheless, despite these advances, the digital divide remains a significant barrier to inclusion in many regions. Castro Díaz & Zamora Caroca (2019) caution that, especially in rural areas of Latin America, limited access to the internet and basic technologies perpetuates social and economic inequalities. In this context, Martelo, Jiménez & Jaimes (2019) underscore the crucial role universities must play in fostering digital inclusion by providing access to digital literacy tools and promoting equity in access to technologies.

Digital transformation also has a profound impact on culture and society, altering how people interact, inform themselves, and participate in civic life. Vázquez Cano, López Meneses & Sáez López (2019) highlight that digitization has transformed pedagogy, offering new forms of teaching and participation through accessible platforms, which favor a more flexible learning environment. Estupiñán Villanueva et al. (2019) assert that digital participation is fundamental for constructing e-democracy, as it allows citizens to actively engage in political processes, thereby improving governance and civic participation.

Finally, technological innovation is an essential element for developing solutions across various sectors. Escalona Suárez, Batista Reyes & Mar Cornelio (2023) emphasize that computerization in healthcare improves both patient care and medical data management, although it also presents challenges in terms of privacy and security. Similarly, Cuenca-Fontbona, Matilla & Compte-Pujol (2020) note that digital transformation in public relations and corporate communication in Spain faces cybersecurity risks, necessitating the implementation of robust measures to protect user data and privacy.

Conclusion

Digital transformation in Spanish-speaking countries constitutes a multisectoral phenomenon that is redefining educational, social, economic, and governmental structures. This process has driven significant advances in technological inclusion, organizational innovation, and the digitization of public services.

Nevertheless, crucial challenges persist, such as the digital divide, limited technological literacy, and the need to implement inclusive and sustainable policies. In this regard, the studies analyzed converge on the idea that a strategic and context-adapted adoption of digital technologies not only enhances competitiveness and efficiency but also becomes a fundamental engine for promoting social equity and holistic development in the region.

References

Aguilar, A. J. M. (2024). Rezago y asimetrías de las políticas nacional e internacional de ciberseguridad de México frente a Estados Unidos y Canadá: Retos de cooperación para Norteamérica. *Revista Académica del CISAN-UNAM, 19*(1), 38.

Amasifuen, M. G. (2024). La ciberseguridad en el Perú. *El Peruano*.

Arango Palacio, I. C. (2021). Oportunidades para la transformación digital de la cadena de suministro del sector bananero basado en software con inteligencia artificial. *Revista Politécnica, 17*(33), 47–63. https://doi.org/10.33571/rpolitec.v17n33a4

Artopoulos, A., Huarte, J., & Rivoir, A. (2020). Plataformas de simulación y aprendizaje. *Propuesta Educativa*, (53), 25–44. http://www.scielo.org.ar/scielo.php?pid=S1995-77852020000100025&script=sci_arttext

Ausecha, et al. (2022). Analysis of existing IIoT cybersecurity frameworks. *Revista Ibérica de Sistemas e Tecnologias de Informação*, 2022, 436–448.

Balboa Zúñiga, M., & Medina, G. (2021). Gestión documental y transformación digital en el Estado de Chile: Un estudio de caso prueba. *Amoxtli*, (7).

Campos Freire, F., Rivera Rogel, D., & Rodríguez, C. (2019). La presencia e impacto de las universidades de los países andinos en las redes sociales digitales. *Revista Latina de Comunicación Social*, (69), 571–592.

Carvajal, C. A. R., & Arenas, N. A. G. (2022). Aproximación a la transformación digital en instituciones de educación superior mediante la teoría del cambio. *Revista En-Contexto, 10*(17). https://ojs.tdea.edu.co/index.php/encontexto/article/view/1163

Castro Díaz, P., & Zamora Caroca, L. (2019). La brecha digital. *Revista Electrónica Gestión de las Personas y Tecnología, 2*(5), 50–56. https://www.redalyc.org/articulo.oa?id=477847123004

Cedeño Ponce, E. G. (2023). Comportamiento de la producción científica sobre marketing digital en Iberoamérica según Scopus en el período 2015–2020. *ECA Sinergia, 14*(2), 40–55. https://doi.org/10.33936/ecasinergia.v14i2.5589

Cuenca-Fontbona, J., Matilla, K., & Compte-Pujol, M. (2020). Transformación digital de los departamentos de relaciones públicas y comunicación de una muestra de empresas españolas. *Revista de Comunicación, 19*(1), 75–92. https://doi.org/10.26441/RC19.1-2020-A5

Díaz García, V. (2024). Los stakeholders externos como agentes en la transformación digital de las instituciones de educación superior (IES). *European Public & Social Innovation Review, 9*, 1–19. https://doi.org/10.31637/epsir-2024-1120

Dudin, M. N., Afanasyev, V. V., Voropaev, M. V., & Zasko, V. N. (2020). Estado y problemas de digitalización de la gestión de universidades en Rusia y en tres países latinoamericanos (Argentina, Chile y Brasil). *Formación Universitaria, 13*(6), 61–76. https://www.scielo.cl/pdf/formuniv/v13n6/0718-5006-formuniv-13-06-61.pdf

Escalona Suárez, J., Batista Reyes, L., & Mar Cornelio, O. (2023). Una revisión de la literatura sobre la transformación digital para enfrentar el cambio de paradigma de la informatización en salud. *Revista Cubana de Ciencias Informáticas, 17*(3). http://rcci.uci.cu

Estupiñán Villanueva, A., Molina Carmona, E., Flores Guevara, S., & Martínez Bermeo, J. R. (2019). La participación digital en la construcción de la e-democracia y ciudadanía digital. *RIDE Revista Iberoamericana para la Investigación y el Desarrollo Educativo, 7*(13), 126–146. https://www.redalyc.org/articulo.oa?id=498155462008

Fernández, T. D. (2020). Taxonomía de transformación digital. *Revista Cubana de Transformación Digital, 1*(1), 4–23. https://doi.org/10.15381/quipu.v30i62.22719

Flores-Cueto, J. J., Hernández, R. M., & Garay-Argandoña, R. (2020). Tecnologías de información: Acceso a internet y brecha digital en Perú. *Revista Venezolana de Gerencia, 25*(90), 504–527. https://www.redalyc.org/articulo.oa?id=29063559007

Hernández, C. Y. B., & Rojas, E. C. (2021). Transformación digital, un desafío en la educación superior. *Inventum, 16*(30), 3–11. https://revistas.uniminuto.edu/index.php/Inventum/article/view/2565

Huamán Coronel, P. L., & Medina Sotelo, C. G. (2022). Transformación digital en la administración pública: Desafíos para una gobernanza activa en el Perú. *Comuni@cción, 13*(2), 93–105. https://doi.org/10.33595/2226-1478.13.2.594

Lapierre Acevedo, M. (2023). Activismo digital de mujeres con discapacidad en Instagram: Análisis de tres casos en Chile. *Cuadernos.info*, (54), 225–246. https://www.scielo.cl/pdf/cinfo/n54/0719-367X-cinfo-54-225.pdf

Lotero-Echeverri, G., Romero-Rodríguez, L. M., & Pérez-Rodríguez, A. (2019). Tendencias de las publicaciones especializadas en el campo de la educomunicación y alfabetización mediática en Latinoamérica. *Interface-Comunicação, Saúde, Educação, 23*, e180193. https://www.scielosp.org/pdf/icse/2019.v23/e180193/es

Maliqueo Pérez, C., González Candia, J., Mardones Espinosa, R., & Ardiles Briones, M. (2021). Gestión de personas y las barreras para innovar en la transformación digital. *Revista Venezolana de Gerencia, 26*(94), 510–532. https://www.redalyc.org/articulo.oa?id=29069612003

Martelo, R. J., Jiménez, I. A., & Jaimes, J. D. (2019). Apoyo al ciudadano desde la extensión universitaria para la accesibilidad e inclusión digital. *Formación Universitaria, 10*(3), 49–60. https://www.scielo.cl/pdf/formuniv/v10n3/art06.pdf

Mejía Delgado, O. A., & Mejía Delgado, Y. Y. (2021). Transformación digital en las instituciones de educación superior a partir del Covid-19: Madurez tecnológica de los estudiantes en Colombia. *Revista Universidad y Empresa, 23*(41), 71–106. https://doi.org/10.12804/revistas.urosario.edu.co/empresa/a.10606

Ortiz Cárdenas, J. E., & Martínez Flores, R. (2018). Gestión de la información, modelos organizativos universitarios y la brecha digital. *REencuentro. Análisis de Problemas Universitarios*, (51), 33–41. https://www.redalyc.org/articulo.oa?id=34005105

Ramírez Castañeda, L. A., & Sepúlveda López, J. J. (2018). Brecha digital e inclusión digital: Fenómenos socio-tecnológicos. *Revista EIA, 15*(30), 89–97. https://doi.org/10.24050/reia.v15i30.1152

Romero Carbonell, M., Romeu Fontanillas, T., Guitert Catasús, M., & Baztán Quemada, P. (2023). La transformación digital en la educación superior: El caso de la UOC. *RIED-Revista Iberoamericana de Educación a Distancia, 26*(1), 163–179. https://doi.org/10.5944/ried.26.1.33998

Rojas Amado, J. C., & Escobar Ávila, M. E. (2021). Beneficios del uso de tecnologías digitales en la auditoría externa: Una revisión de la literatura. *Revista de la Facultad de Ciencias Económicas: Investigación y Reflexión, XXIX*(2), 45–65. https://doi.org/10.7440/res64.2018.03

Simbaña Pillajo, F. (2020). La EIB urbana en Quito. Transformaciones sociales y educativas durante la crisis global. *Estudios Pedagógicos (Valdivia), 46*(3), 263–285. https://www.scielo.cl/pdf/estped/v46n3/0718-0705-estped-46-03-263.pdf

Szpilbarg, D. (2019). Configuraciones emergentes de circulación y lectura en el entorno digital: El caso de Bajalibros.com. *Cuadernos del Centro de Estudios en Diseño y Comunicación. Ensayos*, (72), 146–160. http://www.scielo.org.ar/scielo.php?pid=S1853-35232019000200146&script=sci_arttext