Chapter 10
Integration of Digital Technologies in Entrepreneurship Education in Nigeria

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ABSTRACT

This chapter, titled "Integration of Digital Technologies in Entrepreneurship Education in Nigeria," explores how digital technologies can transform and enhance entrepreneurship education in Nigeria. It addresses key issues such as accessibility, content quality, the digital divide, and the need for ongoing professional development for educators. The chapter highlights the shift from traditional classroom methods to more experiential learning, driven by technological advancements. Furthermore, it discusses the benefits and challenges of digital learning, presents case studies, and provides recommendations for stakeholders to foster an innovative and inclusive entrepreneurial ecosystem in Nigeria.

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1.0 INTRODUCTION

Nigeria, a country abundant in both human and natural resources, is currently navigating a significant digital transformation that is reshaping various sectors of its economy. One of the most critical areas experiencing this shift is entrepreneurship education. The integration of digital technologies into this field is not just an incremental improvement but a transformative necessity that holds the potential to drive economic development and foster innovation across the nation. As the world increasingly recognizes the role of digital technology in shaping the future of education, this trend takes on special significance in Nigeria. With its rapidly expanding population and the pressing need to create employment opportunities for its youthful demographic (Wahab, 2022); Nigeria stands at a pivotal point where embracing digital technologies could yield substantial benefits.

The range of digital tools available today, from basic internet access to more sophisticated technologies like artificial intelligence and virtual reality is revolutionizing the way entrepreneurship is taught and practiced. As Yamin (2019) notes, these technologies offer unprecedented opportunities to enhance the learning experience, making education more accessible, engaging, and effective. Historically, entrepreneurship education in Nigeria has been heavily reliant on conventional pedagogical methods. These methods, while foundational, have often been constrained by limited resources and outdated curricula, which fail to fully prepare students for the complexities of the modern business environment. As Wahab (2022) highlights, the introduction of digital technologies has opened up new possibilities for teaching and learning, allowing for more interactive, flexible, and contextually relevant educational experiences. These technologies are not just enhancements; they represent a fundamental shift in how education can be delivered and accessed.

One of the primary objectives of this chapter is to explore how digital technologies can improve the accessibility, quality, and relevance of entrepreneurship education in Nigeria. Accessibility is a critical concern in a country where the digital divide remains a significant barrier to equal educational opportunities. This divide, characterized by disparities in access to digital technologies between urban and rural areas, as well as among different socio-economic groups, poses a considerable challenge. As Eze et al. (2020) emphasize, it is imperative to address these disparities to ensure that all aspiring entrepreneurs, regardless of their background, have the chance to benefit from digital education. While government initiatives, private sector partnerships, and non-profit organizations have made strides in bridging this gap, more coordinated and sustained efforts are needed to achieve a substantial impact.

Furthermore, the integration of digital technologies into entrepreneurship education requires a focus on continuous professional development for educators. It is not enough to introduce new technologies into the classroom; educators must