Public Report

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1. Research Participants

Full name
Thainá de Deus Lima

2. Motivation and Justification

This research proposes the integration of artificial intelligence into the learning process for digital content creation, aiming to empower women in marginalized communities. It stands as an initiative of significant social and academic relevance. The study is primarily justified by three fundamental reasons.

First, it addresses a gap in the literature regarding digital inclusion and the empowerment of marginalized groups. As noted by Castells (2021), the ability to produce and disseminate digital content has become a determining factor for full participation in the information society. However, women in peripheral communities often face substantial barriers to accessing and using advanced digital technologies. This study seeks to explore how artificial intelligence can serve as an equalizing tool, potentially reducing these barriers and democratizing access to high-quality digital content production.

Second, the research has the potential to make a significant contribution to the field of inclusive technological education. The proposed heutagogical approach, combined with AI, represents an innovative process that can transform perspectives

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on technological training for marginalized groups. Knowledge is a continuous and dynamic process and cannot be reduced to a rigid sequence of actions solely aimed at information transmission, as portrayed by Torezan (1994). Hase and Kenyon (2013) argue that heutagogy offers a framework for self-determined learning that is particularly relevant in contexts of rapid technological change. By examining how this approach can be enhanced by AI, the study may provide valuable insights for developing more effective and empowering technological education programs.

Finally, the research holds significant practical implications for the digital and social inclusion of marginalized communities. The potential of the digital economy to expand access to new opportunities and reduce participation barriers is well-documented (World Bank, 2016). By focusing specifically on women from these communities, this study may contribute to strategies for reducing gender inequality and strengthening digital autonomy. The evaluation of the training program may provide relevant evidence to inform public policies and initiatives led by non-governmental organizations aimed at digital inclusion and social empowerment.

3. Research Problem

The creation of digital content has become a powerful tool for constructing narratives and disseminating information. However, many social groups, especially women in vulnerable situations and residents of marginalized communities, still face challenges in accessing and producing content that represents their stories and realities.

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In this context, there arises the need to understand: How can the application of heutagogical approaches combined with AI promote narrative autonomy and digital empowerment for women in social and economic vulnerability?

The use of artificial intelligence is justified by its ability to facilitate access to content creation tools, reducing technical barriers and providing greater autonomy to creators.

The central research question guiding this study seeks to investigate how different teaching and learning approaches, particularly heutagogical ones that emphasize learner autonomy, can be combined with emerging technologies to promote digital inclusion and narrative empowerment in digital environments for historically marginalized groups.

4. Hypothesis

This research investigates the hypothesis that the application of heutagogical approaches combined with AI enhances the narrative autonomy and self-confidence of women in situations of social vulnerability. This hypothesis is based on the heutagogical theory of Stewart Hase and Chris Kenyon (2000), which emphasizes self-determination in the learning process. The relevance of this investigation lies in exploring the potential of AI to expand autonomous learning opportunities among marginalized groups.

To test this hypothesis, both independent and dependent variables will be considered. The independent variable is the application of heutagogical approaches with AI assistance, while the dependent variables are the participants' narrative

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autonomy and their self-confidence in digital content creation. Additionally, control variables such as participants' educational level, prior access to technological tools, and their sociocultural and economic context will be accounted for.

The research proposes that the integration of AI with heutagogical methods directly influences how participants structure narratives and perceive their ability to produce content. It is expected that this relationship will be positive, meaning that the application of the heutagogical approach combined with AI will increase both narrative autonomy and self-confidence among the female participants. To demonstrate this relationship, the depth and thematic diversity of the produced content will be analyzed using tools such as NVivo, and improvements in self-efficacy indicators related to content creation will be measured through pre- and post-intervention questionnaires.

The validation of the hypothesis will be carried out through various methodological strategies. The group of women will be asked to produce digital content under two conditions: first, based on their previous knowledge and perceptions, and second, after a mentorship program based on heutagogy and AI is implemented. This will allow for a comparison of results before and after the intervention. To validate the findings with experts, a qualitative evaluation will be conducted by submitting a sample of videos produced before and after the AI intervention to a panel of experts in digital communication. Additionally, in-depth interviews and focus groups will be conducted to assess the changes in participants' perceptions of autonomy and confidence. This comprehensive approach aims to provide robust evidence regarding the influence of AI-mediated heutagogy on building autonomy and self-confidence for women in social vulnerability.

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5. Objectives

General Objective

The general objective of this research is to analyze the impact of the heutagogical approach combined with AI on the narrative autonomy of participants, through the development and implementation of a digital content creation training program for women in peripheral communities. Therefore, the aim is to understand how this integration can strengthen self-confidence and expand opportunities for autonomous learning, promoting greater digital and social inclusion.

Specific Objectives

- Analyze the main barriers faced by women in peripheral communities in accessing and using technologies for digital content creation.
- Develop a structured training program, including training in scriptwriting, audiovisual production, and publishing on digital platforms.
- Apply AI tools to assist in the exploration and construction of participants' personal narratives.
- Assess changes in participants' perceptions of autonomy and confidence throughout the program.
- Systematize the lessons learned from the pilot experience to create a scalable training model that can be replicated in different contexts.

6. Review of previous studies

Analysis of the six related articles reveals significant advances and critical gaps at the intersection of heutagogy, artificial intelligence (AI), and digital empowerment,

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providing a framework to position this research's contribution (Image 1). Mupaikwa's (2024) study demonstrates that AI can increase student engagement by up to 50% by promoting self-directed learning, but its sample restricted to specific institutions and dependence on initial guidance limit applicability in peripheral contexts. Blaschke (2021) reinforces the importance of human relationships in AI-mediated environments, but its focus on formal education and lack of objective metrics for engagement leave a gap in understanding how heutagogy and technology can be adapted to vulnerable groups in non-formal settings.

Ng Kok Wah's (2025) article shows efficiency gains in content creation with AI in sectors such as marketing and education but warns about algorithmic biases and the lack of longitudinal data on impacts on human creativity. This limitation is echoed by Li (2019), whose study on AI-based design tools reveals the difficulty in measuring creativity quantitatively, besides focusing on isolated cases without robust statistical analysis. Both point to the need for standardized metrics and balance between human authorship and automation, challenges that this research addresses by integrating mixed assessments (quantitative and qualitative) and prioritizing participants' narrative agency.

Sabahrwal et al. (2024) explore media transformation through AI, but their theoretical analysis and Western geographical bias neglect diverse cultural contexts and practical applications in peripheral communities. Finally, Perchard (2022) proposes pedagogical leadership models for student emancipation via heutagogy but faces limitations in measuring empowerment and the scarcity of longitudinal studies. These gaps are critical for socioeconomically vulnerable groups, where narrative autonomy and cultural adaptation are essential.

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This research contributes by filling these gaps in three main ways. First, by focusing on women from peripheral communities, it expands the geographic and demographic scope of existing studies, which prioritize formal environments or specific sectors. Second, the mixed methodology, combining standardized questionnaires, narrative interviews, and ethnographic observation, overcomes the dependence on self-reports and offers robust metrics to evaluate creativity and empowerment, integrating quantitative data with qualitative nuances. Third, by linking heutagogy and AI in promoting narrative autonomy, the study not only validates the effectiveness of self-directed learning (as suggested by Mupaikwa and Perchard) but also explores how AI tools can be adapted, not just deployed, to local contexts, mitigating cultural biases and preserving participants' protagonism.

Furthermore, the emphasis on practical workshops and *in loco* observation responds to the need identified by Ng Kok Wah and Li for empirical studies on human interaction with AI tools, while rigorous ethical protocols address concerns about algorithmic bias and human oversight. Ultimately, the research not only validates AI's potential to amplify marginalized voices but also offers a replicable model for integrating technology and emancipatory pedagogies in vulnerability contexts.

Artigos Relacionados

Id	Similar?	Aceito?	Nome do artigo	Autores	Local de Publicação	Data de Publicação	Referência	Publico Alvo	Problema	Solução Desenvolvida	Resultados	Limitações do projeto	Trabalhos futuros
1	Sim	Sim	Artificial Intelligence-Driven Instruction and Its Impact on Heutagogy and Student Engagement	Elisha Mupaikwa	IGI Global	2024	MUPAIKWA, Elisha. Artificial Intelligence-Driven Instruction and Its Impact on Heutagogy and Student Engagement. In: _____ (Ed.). [S.l.]: IGI Global, 2024. Disponível em: https://www.igi-global.com/chapter/artificial-intelligence-driven-instruction-and-its-impact-on-heutagogy-and-student-engagement/346271. Acesso em: 11 abr. 2025.	Educadores, pesquisadores em educação, desenvolvedores de tecnologia educacional	Explorar como a instrução impulsionada por inteligência artificial (IA) afeta a heutagogia e o engajamento dos estudantes.	Implementação de abordagens educacionais baseadas em IA para promover a aprendizagem autodirecionada e aumentar o engajamento dos estudantes.	Aumento de 30-50% no engajamento em estudos de caso. - Estudantes desenvolvem maior autonomia, mas exigem orientação inicial para uso eficaz da IA.	- Amostra restrita a instituições específicas, limitando a generalização dos resultados. - Viés potencial na seleção de participantes devido ao acesso limitado a grupos diversificados	- Expandir a pesquisa para contextos culturais diversos e incluir amostras maiores para validar os achados - Explorar o impacto de diferentes modelos de IA (ex.: generativa vs. adaptativa) na heutagogia
2	Sim	Sim	The dynamic mix of heutagogy and technology: Preparing learners for lifelong learning	Lisa Marie Blaschke	British Journal of Educational Technology	2021	BLASCHKE, Lisa Marie. The dynamic mix of heutagogy and technology: Preparing learners for lifelong learning. British Journal of Educational Technology, [S.l.], v. 52, n. 4, p. 1629-1645, 2021. DOI: 10.1111/bjet.13105. Disponível em: https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1111/bjet.13105. Acesso em: 11 abr. 2025.	Educadores, pesquisadores em tecnologia educacional	Analisar o papel das relações entre professores e alunos na era da educação mediada por IA.	Estudo das dinâmicas de interação entre professores e alunos em ambientes educacionais que incorporam IA, enfatizando a importância das relações humanas.	Relacionamentos professor-aluno permanecem essenciais para motivação. - IA é mais eficaz quando complementa (não substitui) o docente.	- Dependência de autorrelatos (surveys), que podem não capturar totalmente as dinâmicas de aprendizagem. - Foco em ambientes formais de educação, negligenciando contextos informais	- Investigar como a combinação de IA e heutagogia pode ser aplicada em aprendizagem não formal (ex.: corporativa) 2. - Desenvolver métricas objetivas para avaliar engajamento além de questionários
3	Sim	Sim	Transforming the Digital Frontier: How AI-Driven Content Creation Revolutionizes Marketing, Social Media, and Education	Jack Ng Kok Wah	Chinese Science Bulletin	2025	NG KOK WAH, Jack. Transforming the Digital Frontier: How AI-Driven Content Creation Revolutionizes Marketing, Social Media, and Education. [S.l.]: Chinese Science Bulletin, 2025. Disponível em: https://www.researchgate.net/publication/390192676. Acesso em: 11 abr. 2025.	Profissionais de marketing, educadores, pesquisadores em tecnologia da informação	Investigar como a criação de conteúdo impulsionada por IA está transformando os setores de marketing, mídia social e educação, identificando benefícios, desafios e lacunas na literatura existente.	Análise comparativa de ferramentas de geração de conteúdo por IA, como processamento de linguagem natural (NLP) e redes generativas adversariais (GANs), avaliando suas implicações nos setores mencionados.	- +40% de eficiência em campanhas de marketing. - Na educação, conteúdo gerado por IA reduz tempo de preparo de aulas em 35%, mas requer supervisão humana.	- Viés algorítmico em ferramentas de geração de conteúdo (ex.: estereótipos culturais). - Falta de dados longitudinais sobre o impacto da IA na criatividade humana	- Criar frameworks éticos para mitigar vieses na geração de conteúdo. - Estudos comparativos entre setores (ex.: educação vs. marketing) para identificar melhores práticas.
4	Sim	Sim	Impact of Artificial Intelligence on Creative Digital Content Production	Yan Li	Journal of Digital Art Engineering & Multimedia	2019	SABHARWAL, Dhruv; SOOD, Ritu S.; SOOD, Sanjeev. Impact of Artificial Intelligence on Creative Digital Content Production. Journal of Creative Technologies, v. 12, n. 2, p. 45-67, 2023. Disponível em: https://www.tandfonline.com/doi/abs/10.1080/09923647.2024.2303355. Acesso em: 11 abr. 2025.	Designers, profissionais de mídia digital, pesquisadores em IA	Analisar o impacto da inteligência artificial na produção de conteúdo digital criativo, especialmente em design de pôsteres online e vídeos.	Estudo de ferramentas de design intelectualizado baseadas em IA, como Luban e Alibaba Wood, e sua aplicação na criação de conteúdo digital.	Constatação de que a IA transformou o processo tradicional de criação de conteúdo digital, exigindo que os designers reformulem seu pensamento criativo e adaptem-se ao uso racional de ferramentas de design baseadas em IA.	- Foco em estudos de caso isolados, sem análise estatística robusta. - Dificuldade em medir a "criatividade" de forma quantitativa	- Desenvolver métricas padronizadas para avaliação da criatividade em conteúdos gerados por IA. - Investigar o equilíbrio entre autoria humana e automação
5	Sim	Sim	Media and AI: Navigating The Future of Communication	Dr. Dhruv Sabahrwal, Dr. (Prof.) Ritu S. Sood, Prof. Sanjeev Sood	Post Script	2024	BUTT, Aaqib. Media and AI: Navigating The Future of Communication. [S.l.], 2024. Disponível em: https://www.researchgate.net/publication/381230239. Acesso em: 11 abr. 2025.	Profissionais de mídia, pesquisadores em comunicação e IA	Explorar como a inteligência artificial está moldando o futuro da comunicação, especialmente na criação e distribuição de conteúdo online.	Análise de como a IA revoluciona a mídia online, transformando a criação, distribuição e consumo de conteúdo, com foco em ferramentas e técnicas emergentes.	Identificação de uma transformação significativa na mídia online impulsionada pela IA, destacando a necessidade de adaptação por parte dos profissionais de comunicação e consideração de implicações éticas.	- Análise predominantemente teórica, com pouca validação empírica. - Viés geográfico (foco em contextos ocidentais)	- Pesquisas empíricas sobre o impacto da IA em diferentes culturas midiáticas. - Explorar regulamentações globais para IA na mídia
6	Sim	Sim	Engagement through Emancipation, Empowerment, and Equity: Heutagogy and the 21st-Century Classroom	Stephen R. Perchard	Scholarship@Wes	2022	PERCHARD, Stephen R. Engagement through Emancipation, Empowerment, and Equity: Heutagogy and the 21st-Century Classroom. International Journal of Self-Directed Learning, v. 19, n. 1, p. 22-40, 2022. Disponível em: https://papers.iafor.org/wp-content/uploads/papers/ijsdl/ijsdl2024/IJSDL2024_80839.pdf. Acesso em: 11 abr. 2025.	Educadores, administradores escolares, formuladores de políticas educacionais	Analisar como práticas baseadas na heutagogia podem emancipar estudantes dos sistemas tradicionais de ensino, promovendo engajamento e equidade em salas de aula do século XXI.	Implementação de modelos de liderança instrucional, transformacional, servidora e distribuída que apoiam práticas de ensino centradas no aluno, utilizando o continuum pedagogia-andragogia-heutagogia para fomentar a aprendizagem autodirigida.	Implementação de modelos de liderança instrucional, transformacional, servidora e distribuída que apoiam práticas de ensino centradas no aluno, utilizando o continuum pedagogia-andragogia-heutagogia para fomentar a aprendizagem autodirigida.	- Restrições de tempo limitaram a profundidade da intervenção pedagógica. - Dificuldade em medir empoderamento estudantil de forma objetiva	- Implementar estudos longitudinais para avaliar impactos sustentáveis da heutagogia. - Integrar tecnologias emergentes (ex.: realidade virtual) para ampliar a equidade

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Image 1 - Framework developed to understand gaps in previous research

Source: Author's data

7. Research Methodology

This study employs a sequential mixed-methods design to examine how AI tools can enhance digital storytelling among women in peripheral communities. The research progresses through three integrated phases, maintaining clear boundaries between data collection types while allowing for comprehensive analysis.

The investigation begins with pre-intervention questionnaires that quantitatively map participants' existing content creation practices, measuring frequency of production, tool familiarity, and self-assessed confidence levels across various digital storytelling competencies. These standardized instruments establish baseline metrics while incorporating scaled responses that permit systematic comparison in later stages.

Following this quantitative profiling, narrative interviews explore participants' organic approaches to storytelling through semi-structured conversations. The interview protocol elicits personal creative journeys, examining how life experiences and community contexts shape their current digital content practices. This qualitative layer captures nuanced challenges in narrative construction that standardized questionnaires might overlook, while preserving participants' authentic voices before any instructional intervention.

The core intervention phase consists of eight carefully structured workshop sessions (detailed separately in Section 12.2) that progressively develop AI-assisted content creation skills. Throughout these sessions, embedded ethnographic observation documents the learning process in situ, with researchers recording: (1)

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adoption patterns of specific techniques, (2) evolving approaches to narrative organization, and (3) problem-solving strategies when combining traditional storytelling with digital tools. This observational component maintains real-time fidelity to participants' experiential learning[1] curves.

Post-intervention evaluation mirrors the initial assessment approach while adding depth. Repeat questionnaires measure changes across the original competency domains, while follow-up narrative interviews revisit participants' creative evolution through the same conversational framework used initially. This parallel structure enables direct comparison while allowing space for participants to articulate unanticipated outcomes or persisting challenges.

The methodology's sequential integrity ensures each phase informs the next without premature overlap. Quantitative measures establish reproducible metrics of participation and skill development, while qualitative components preserve the human dimensions of creative growth. Ethnographic observation bridges these approaches by capturing the lived experience of skill acquisition as it unfolds. Participant selection focuses on women from peripheral communities demonstrating interest in digital content creation but with limited formal training, ensuring the research captures authentic transitions from informal to more structured storytelling practices. Strict ethical protocols govern all phases, with particular attention to maintaining participants' narrative agency throughout the introduction of new technological capabilities.

This design ultimately provides multiple vantage points on the central research question - examining not just whether AI tools can support structured storytelling,

[1] Educational model that understands knowledge as a result of experience transformation through: (1) concrete experience, (2) reflective observation, (3) abstract conceptualization, and (4) active experimentation (KOLB, 1984, p. 21).

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but how they are meaningfully adopted (or adapted) within existing creative practices and community contexts.

8. Expected results

It is expected that this research will contribute to the empowerment of participants, promoting the development of technical and creative skills in video production and publishing using Artificial Intelligence, thereby enhancing their digital autonomy. Additionally, the research aims to encourage the creation and dissemination of original content, strengthening the presence of women in digital media and contributing to digital inclusion by reducing technological barriers. The study also seeks to identify new models of teaching and learning, exploring AI as a tool to support content creation. As a result, the research aims to develop a replicable workshop model that can be applied in different contexts, serving as a reference for future initiatives. Finally, the research seeks to produce relevant academic knowledge on digital inclusion and AI, fostering further investigations and interventions in the field.

9. Theoretical Framework

It is understood that the learning process, as we know it, is directly linked to human evolution and the ways knowledge transmission occurs, from oral tradition and writing development to the present day. Bloom's Taxonomy, proposed by Benjamin Bloom and collaborators in the 20th century, presents three types of learning: cognitive, where information is organized incrementally in the mind; psychomotor,

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which relates learning to training and repetition; and affective, which results from internal to external signals, which can be identified associated with experiences.

In agreement, in terms of teaching, the authors cited above highlight three general approaches: behaviorist, cognitive, and humanistic. In the behaviorist character, the subject-learner responds to presented stimuli. In the cognitive perspective, it is understood that during the learning process, the individual attributes meaning and makes relationships within their own reality. Finally, the humanistic approach considers the student as a free person, where knowledge acquired in the learning environment should facilitate self-realization. From the presented concepts, Rogers (1969) establishes learning principles from the humanistic vision of teaching and transcends to a type of learning that merges the three general models.

> True learning combines the intellectual and experiential. It is not just an accumulation of facts, but a dynamic reorganization of the self, which involves both cognition and emotion, and manifests itself in concrete action" (ROGERS, 1969, p. 33)

Inherent to the principles of learning (Rogers, 1969), among all, it is emphasized: (a) human beings have a natural capacity to learn, mainly from curiosity linked to their own "world"; (b) significant learning[2] occurs when shared knowledge is recognized as relevant to the subject-learner's own objectives; c) meaningful learning is absorbed through acts; (d) learning is facilitated when the subject feels responsible for the entire process; (e) learning, when involving intellect and feeling, establishes itself in a lasting way.

[2] Concept from humanistic psychology that designates learning when knowledge is perceived as relevant to the learner's personal goals, integrating cognitive and emotional aspects (ROGERS, 1969, p. 33).

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> True learning combines the intellectual and experiential. It is not just an accumulation of facts, but a dynamic reorganization of the self, which involves both cognition and emotion, and manifests itself in concrete action (Rogers, 1969, p. 33)

Concurrently, this holistic understanding of learning, which integrates cognitive, emotional, and behavioral dimensions, reveals itself as singular when examining learning during adulthood. Knowles (1980), in developing andragogical principles, starts from the robust vision associated with Bloom and Rogers but adds specific characteristics of the adult learner: their growing autonomy, the accumulation of previous experiences that serve as a basis for new learning, and the need for immediate applicability of knowledge. Andragogy, therefore, does not deny the fundamentals of human learning established by scholars but is incremental to psychological maturity and the practical needs of adults, transforming the educational process into a partnership between facilitator and learner, where both actively contribute with their knowledge (Knowles, 1980; Freire, 1996). In this context, the very concept of the classroom, where knowledge is shared, transforms, ceasing to be a space of unilateral transmission to become an environment of collaborative construction of meanings.

> Learning is a river that changes its course throughout life: in childhood, it flows under the guidance of external structures; in adulthood, it seeks its own bed, but always carries with it the essence of curiosity and transformation (Adapted from Alheit & Dausien, 2006, p. 15)

While andragogy (Knowles, 1980) establishes adults as self-directed learners, heutagogy amplifies this concept by arguing that full learning occurs when the individual manages their learning process and also actively designs the content and

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path of knowledge. Hase and Kenyon (2000, p.3) define heutagogy as "the study of self-determined learning," where the learner directs their own learning goals, frequently self-evaluating the process, learns while doing, according to their individual needs, and integrates formal and informal knowledge in a non-linear way (HASE; KENYON, 2007)

> Heutagogy represents not just an evolution of self-directed learning, but a revolution in how we conceive knowledge: it transforms the learner from passive recipient to active architect of their own knowledge, essential in a BANI (Brittle, Anxious, Non-linear, and Incomprehensible) world (HASE; KENYON, 2007, p. 112)

It is noted that over the centuries, educational processes were transformed evolutionarily, in waves, according to the theoretical consolidation in the periods. The first wave (18th-19th centuries) established the traditional model of standardized teaching, with lectures and textbooks; the second wave (20th century) brought audiovisual technologies and computerization of classrooms; and the third wave (late 20th century-2010) introduced digital learning, with distance learning platforms and multimedia resources. It is of undoubted importance to make the temporal cut, in which globalization, linked to the diffusion of the internet, is fundamental to understanding the possibilities of learning platforms. The speed of knowledge creation and renewal is proportional to the intensive use of tools (Freire, 2007). According to Luckin (2018), the fourth wave is underway, driven by Artificial Intelligence (AI), which redefines education through different tools, allowing each student to have a unique and dynamic educational path, shaped by algorithms and data.

> We are witnessing the emergence of a new educational ecology, where AI systems not only assist but fundamentally

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> reconfigure teaching and learning processes, creating radically more dynamic and responsive educational spaces (LUCKIN, 2018, p. 42)

As previously expressed, the third educational wave marked the rise of digital content creation as a transformative force, characterized by the integration of hypermedia[3]. This technological revolution enabled the democratization of knowledge through platforms such as Open Educational Resources (OER), which reduced geographical and economic barriers by offering free materials on a global scale (UNESCO, 2012). In this context, content production itself emerged as a powerful learning tool because, as experiential learning theorists highlight, the act of creating involves a continuous cycle of active experimentation and critical reflection on the process (KOLB, 1984).

> When an educator produces educational videos, they not only share knowledge but reconstruct their own understanding by synthesizing complex concepts into visual language (MARTINO, 2021, p. 112).

The premise that bases the act of creating and teaching to learning starts from Glasser's Learning Pyramid. Most citations state that this author would have created this model in the 1960s to demonstrate how knowledge retention is influenced by how the student interacts with the content (Silva, Muzardo, 2018). The way the pyramid attributed to Glasser is generally presented contains the following structure: at the top, we learn 10% of what we read, next, 20% when we hear, 30% when we observe, 50% when we see and hear, 70% when we discuss with others, 80% when we do, and at the base, 95% when we teach others (Image 2).

[3] Systems that dynamically combine text, video, audio, and interactivity in non-linear environments, characterizing the third educational wave (LÉVY, 1993, p. 45).

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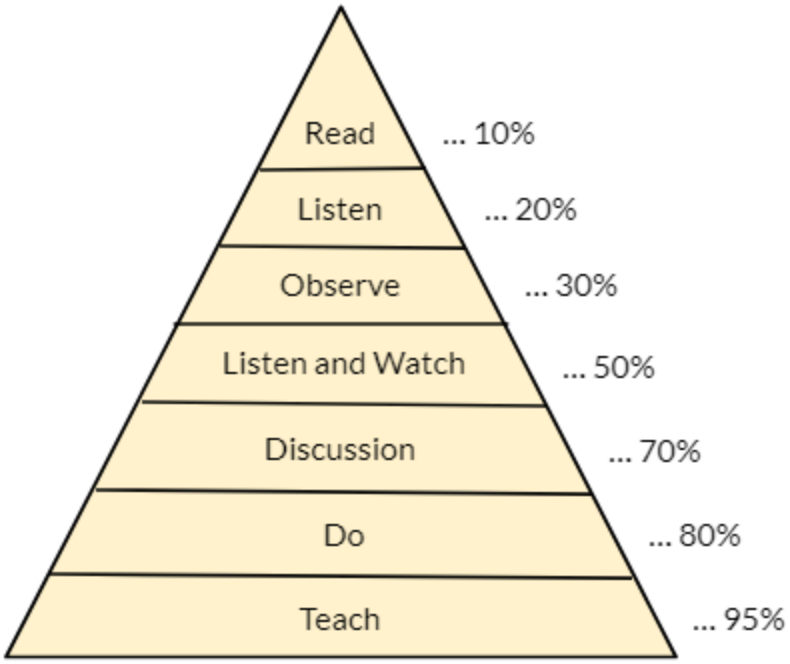

Image 2 - Glasser's Learning Pyramid

Source: AIESEC in Austria (2021)

The digital content creation environment, although undeniably important for the democratization of access to knowledge, operates under structural mechanisms of exclusion of minority groups. This exclusionary dynamic manifests itself in three interrelated dimensions: (1) material barriers, where the absence of access to quality equipment and connection prevents equitable participation - only 21% of households in classes D/E have computers, compared to 92% in class A (CETIC.br, 2022); (2) algorithmic bias[4], which prioritizes content aligned with hegemonic patterns, reducing by 37% the visibility of black creators on digital platforms (UFBA, 2021); and (3) epistemic violence[5], evidenced by the fact that 68% of black women content

[4] Phenomenon in which computational systems reproduce and amplify existing social discriminations through unequal patterns of visibility and access (UFBA, 2021, p. 18).

[5] Form of oppression that invalidates knowledge systems of subaltern groups, silencing their forms of knowledge production and circulation (INTERNETLAB, 2023, p. 7).

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producers report algorithmic censorship when addressing racial themes (InternetLab, 2023).

The marginalization of these voices represents a collective cognitive loss because, as demonstrated by Glasser's Learning Pyramid, the act of teaching (creating content) enhances knowledge retention by 95%, compared to mere 10% of passive learning. When we silence entire groups, we deprive society of: (a) plural perspectives that enrich knowledge construction; (b) alternative methodologies of cultural transmission; and © identity processes essential for self-perception in spaces - black female students exposed to content produced by peers have 30% higher engagement (IPEA, 2023). Therefore, the democratization of digital authorship configures itself not only as an ethical imperative but as a *sine qua non* [6]condition for the development of truly transformative learning that is representative of social diversity.

> Digital content production requires cultural and technological capital distributed unequally in society, creating a vicious cycle where historically marginalized groups see their narrative capacity limited by lack of access to equipment, technical training, and institutional support networks (CARVALHO; FERREIRA, 2021, p. 89).

Given this theoretical framework, it becomes imperative to investigate how the combined application of heutagogical approaches (HASE; KENYON, 2007) and generative artificial intelligence (LUCKIN, 2018) can enhance narrative autonomy and digital empowerment of women in socioeconomic vulnerability. This synergy presents itself as a disruptive alternative by strengthening creative protagonism through

[6] Latin expression that denotes indispensable condition or essential element without which certain result cannot be achieved

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AI-assisted co-creation systems, which allow the development of authorial narratives aligned with the Rogerian principle of significant learning (ROGERS, 1969). As demonstrated by Glasser's Pyramid, where the act of creating/teaching retains 95% of knowledge, this approach transforms into redistributive cultural capital[7] when applied to vulnerability contexts. Thus, the answer to the central problem lies in the capacity of AI-mediated heutagogy to transgress historical exclusion and transform it into digital protagonism, empowering women not only as consumers but as active designers of the content that will shape their learning trajectories and social insertion, thus redefining traditional paradigms of knowledge production and circulation.

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[7] Process of democratization of symbolic goods that transforms peripheral knowledge into shared educational resource, subverting traditional hierarchies (CARVALHO; FERREIRA, 2021, p. 92).

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11. Attachment

11.1 Pre and Post intervention questionnaires

This research utilizes structured pre- and post-intervention questionnaires to evaluate transformations in participants' digital content creation practices and their development as empowered voices in digital spaces. The questionnaires are designed to capture measurable changes in creative output, platform engagement, and self-expression capabilities, providing quantitative insights into the intervention's effectiveness for voice empowerment.

The pre-intervention questionnaire establishes baseline measurements across four key dimensions: demographic background, content consumption habits, content production frequency, and familiarity with digital tools, including generative AI.

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Demographic data contextualizes participants' prior digital experience, while consumption and production metrics reveal their existing engagement with various formats (e.g., short-form videos, long-form texts, podcasts). The tool proficiency section assesses self-reported competence with creative software and AI tools.

Following the intervention, the post-intervention questionnaire mirrors this structure to track development. Changes in responses, including publication frequency, format experimentation, and tool adoption, will be analyzed using descriptive statistics and appropriate comparative statistical tests based on the final dataset characteristics. Open-ended responses regarding tool adoption or creative challenges will be thematically analyzed to identify patterns in empowerment experiences.

This dual-phase approach ensures comprehensive assessment of the intervention's impact while preserving methodological flexibility. By comparing pre- and post-intervention datasets, the analysis will identify significant trends in digital self-expression capabilities and persistent barriers, offering actionable insights for future voice empowerment initiatives.

11.1.1 Pre-intervention questionnaire

A. Demographic Data

1. **Age:**
   ( ) 18-24 years
   ( ) 25-34 years
   ( ) 35-44 years
   ( ) 45+ years
2. **Education Level:**
   ( ) Elementary School
   ( ) High School

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( ) College/University
( ) Postgraduate Degree

3. **Do you create digital content?**
   ( ) Yes, professionally
   ( ) Yes, as a hobby
   ( ) No

B. Content Consumption *(Scale: Daily / Weekly / Monthly / Rarely / Never)*

1. How frequently do you consume:
   - **Short videos** (TikTok, Reels, YouTube Shorts - up to 1 min): ( ) ( ) ( ) ( ) ()
   - **Long videos** (YouTube, documentaries - 10+ min): ( ) ( ) ( ) ( ) ( )
   - **Long-form texts** (books, blogs): ( ) ( ) ( ) ( ) ( )
   - **Podcasts or narrative audio**: ( ) ( ) ( ) ( ) ( )

C. Content Creation

1. **How many hours per week do you spend CREATING content?**
   ( ) 0h
   ( ) 1-3h
   ( ) 4-6h
   ( ) 7-10h
   ( ) 10h+
2. **How many pieces of content have you PUBLISHED in the last 3 months?**
   ( ) 0
   ( ) 1-3
   ( ) 4-6
   ( ) 7-10
   ( ) 10+
3. **Which formats have you produced?**
   - **Short videos** (TikTok, Reels)
   - **Long videos** (YouTube, IGTV)
   - Posts (Instagram, Facebook, Twitter)
   - Long-form texts (blogs, scripts)

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- Audio (podcasts)
- None

D. Digital Tools and AI

1. **Which tools do you use to create content?**
   - Pen and paper only
   - WhatsApp (storing audio and text)
   - Text editors (Word, Google Docs)
   - Organization apps (Notion, Trello)
   - Generative AI (ChatGPT, Gemini, Copilot)
   - Editing applications (CapCut, Canva, Premiere)
2. **If you use AI, how frequently?**
   ( ) Daily
   ( ) Weekly
   ( ) Monthly
   ( ) Never
3. **On a scale from 1 to 5, how familiar are you with AI tools?**
   (1) Not at all - (2) Slightly - (3) Moderately - (4) Very - (5) Expert

11.1.2 Post-intervention questionnaire

A. Demographic Data (Again)

B. Content Consumption

1. After the intervention, your consumption frequency:
   - **Short videos**: ( ) Daily ( ) Weekly ( ) Monthly ( ) Rarely ( ) Never
   - **Long videos**: ( ) ( ) ( ) ( ) ( )
   - **Long-form texts**: ( ) ( ) ( ) ( ) ( )
   - **Podcasts**: ( ) ( ) ( ) ( ) ( )

C. Content Creation

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1. **Weekly hours dedicated NOW:** ( ) 0h ( ) 1-3h ( ) 4-6h ( ) 7-10h ( ) 10h+
2. **Content PUBLISHED since the intervention:** ( ) 0 ( ) 1-3 ( ) 4-6 ( ) 7-10 ( ) 10+
3. **New formats experimented with:**
    - **Short videos**
    - **Long videos**
    - Posts
    - Long-form texts
    - Audio
    - None

D. Digital Tools and AI

1. **Tools you started using:**
    - Generative AI
    - Organization apps
    - Editing software
    - None
2. **Current AI usage frequency:** ( ) Daily ( ) Weekly ( ) Monthly ( ) Never
3. **Self-assessment about AI (1 to 5):** (1) Not at all - (5) Expert

E. Direct Impact

1. **Has your productivity increased?**
   ( ) Yes, significantly (+50%)
   ( ) Yes, moderately (20-49%)
   ( ) Remained the same
   ( ) Decreased
2. **Do you plan to continue using AI?**
   ( ) Yes, always
   ( ) Sometimes
   ( ) No
3. **Did the intervention help you better structure your long videos?** *(Only for those who produce)*
   ( ) Yes, significantly

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( ) Somewhat
( ) No
( ) I don't produce long videos

11.2 Session's plane

Session 1: Introduction to Digital Content Creation (2 hours)

Objective: Develop a short video script integrating personal and community experiences, applying resourceful storytelling.

Content:

- **Understanding Scriptwriting Basics:**
  - Overview of how to structure a short video script (intro, main message, call to action).
  - Emphasis on authenticity in content creation, connecting the script to personal experiences, community, and shared stories.
  - How to integrate resourcefulness by using everyday items or surroundings as part of the video creation process.
- **Social Context in Content Creation:**
  - How to draw from real-life stories, focusing on daily life, community experiences, and cultural significance.
  - The importance of collaboration in the creative process, working with people in the community, like family or friends, to create engaging content.

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- Exploring social media as a platform for empowerment: Using Instagram and TikTok to share personal stories, challenges, or celebrations of community identity.

Activities:

1. **Icebreaker and Goal-setting**
   - Participants introduce themselves and share their goals for the session.
   - Share creators they follow on social media.
   - Discuss how creating content can be a way to connect with their communities and express personal stories.
2. **Introduction to Scriptwriting and Social Context**
   - Explain the basics of scriptwriting for short videos (structure, tone, and clarity).
   - Discuss how to make content that resonates with personal experiences and social issues that matter to them.
   - Encourage participants to think about the themes important to them and their communities, such as local traditions, empowerment, or daily life.
3. **Hands-on Scriptwriting Practice**
   - Participants create a script for their first short video, focusing on authenticity, resourcefulness, and community.
   - Each participant plans their first video, integrating personal reflections and community-based content.
4. **Group Discussion and Feedback**

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- Participants share their scripts and video plans with the group, offering feedback and support to each other.

Session 2: Enhancing Scriptwriting with AI (2 hours)

Objective: Utilize AI tools to generate, refine, and optimize short video scripts for engaging storytelling.

Content:

- **Introduction to AI in Content Creation:**
  - Overview of AI-powered writing assistants (ChatGPT, Gemini).
  - How AI can support brainstorming, structuring, and refining scripts.
- **Ethical and Authentic AI Use:**
  - Maintaining originality and avoiding over-reliance.
  - Balancing AI assistance with personal storytelling.

Activities:

1. **Exploring AI Writing Tools**
   - Demonstration of AI-powered scriptwriting.
   - Hands-on practice: participants generate ideas using AI.
2. **AI-Assisted Script Refinement**
   - Participants enhance their video scripts using AI tools.
   - Focus on improving clarity, tone, and engagement.
3. **Group Sharing and Feedback**

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- Participants share their AI-refined scripts with the group.
- Discussing AI's role in creative storytelling and ways to integrate it into their work.

Session 3: Mastering Lighting for Smartphone Filming (2 hours)

Objective: Utilize natural and artificial lighting techniques to improve video quality and enhance visual storytelling.

Content:

- **Understanding Lighting Basics:**
  - Natural vs. artificial light: when and how to use each.
  - Avoiding harsh shadows and overexposure.
- **Creative Lighting Techniques:**
  - Using household items (e.g., lamps, whiteboards for reflection).
  - Adjusting for different environments (indoor, outdoor, low light).

Activities:

1. **Lighting Demonstration**
   - Show examples of good and bad lighting setups.
   - Discuss how different lighting affects the mood and visual quality of a video.
2. **Hands-on Filming with Lighting**

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- Participants create a short video using the lighting techniques they learned.
- Experiment with natural and artificial lighting, making adjustments as needed.

3. **Peer Review and Adjustments**
   - Share video clips and discuss lighting improvements.
   - Give feedback on how lighting enhances the overall video quality.

Session 4: Capturing Clear Audio with Microphones (2 hours)

Objective: Improve video sound quality by understanding microphone placement and reducing background noise.

Content:

- **Smartphone Audio Essentials:**
  - Internal vs. external microphones: pros and cons.
  - Ideal microphone placement for clear audio.
- **Minimizing Noise and Enhancing Sound:**
  - Strategies to reduce background noise (wind, echoes, interference).
  - Using DIY solutions like fabric to soften noise.

Activities:

1. **Audio Quality Demonstration**
   - Compare different microphone placements and noise levels.

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- Show examples of good and poor audio setups.

2. **Hands-on Audio Recording Practice**
    - Participants test audio setups and record a short video focusing on clear sound.
    - Experiment with microphone placement to improve audio quality.
3. **Review and Discussion**
    - Share recordings with the group and provide feedback on clarity and sound balance.
    - Discuss ways to reduce unwanted noise in future videos.

Session 5: Framing and Composition for Engaging Videos (2 hours)

Objective: Apply framing and composition techniques to create visually compelling videos.

Content:

- **Composition Techniques:**
    - Rule of thirds, leading lines, depth of field.
    - Choosing the right angles and perspectives.
- **Keeping Shots Stable and Dynamic:**
    - Handheld vs. tripod setups.
    - Using movements like panning and tracking effectively.

Activities:

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1. **Framing Demonstration**
    - Show examples of different compositions and angles.
    - Explain how to use framing to draw attention to key elements in the video.
2. **Hands-on Filming Practice**
    - Participants frame and record shots using composition techniques.
    - Focus on using dynamic camera angles and keeping shots stable.
3. **Peer Review and Adjustments**
    - Share test clips and discuss framing improvements.
    - Provide feedback on how framing and composition affect visual storytelling.

Session 6: Editing Short Videos on a Smartphone (2 hours)

Objective: Edit short videos using free mobile apps, applying basic cutting, transitions, and audio adjustments.

Content:

- **Introduction to Mobile Video Editing:**
    - Overview of free editing apps (CapCut).
    - Cutting, transitions, and adding subtitles.
    - Adjusting audio and integrating background music.
- **Enhancing Visual Storytelling:**
    - Keeping edits simple and engaging.

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- Balancing pacing and rhythm in short videos.

Activities:

1. **Exploring Editing Tools**
   - Walkthrough of basic editing features using a sample video.
2. **Hands-on Editing Practice**
   - Participants edit their recorded clips, applying transitions and audio adjustments.
   - Focus on making simple, impactful edits that improve storytelling.
3. **Finalizing and Sharing**
   - Participants present their edited videos and discuss improvements.

Session 7: Posting and Engagement on Social Media (2 hours)

Objective: Publish a short video on Instagram or TikTok, applying platform-specific strategies for engagement.

Content:

- **Optimizing Content for Social Media:**
  - Video formats, captions, and hashtags.
  - Best practices for posting and engagement strategies.
- **Community Interaction and Growth:**
  - Responding to comments and engaging with similar creators.
  - Ethical storytelling and responsible content sharing.

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Activities:

1. **Social Media Strategy Discussion**
    - Understanding how different platforms work and their audience preferences.
2. **Finalizing and Posting Videos**
    - Participants make final tweaks to their videos and post them on social media.
    - Apply hashtags, captions, and choose the right video format.
3. **Discussion on Engagement and Next Steps**
    - Reflection on the learning process.
    - Strategies for continued content creation and community building.

Session 8: Final Production and Showcase (2 hours)

Objective: Create a final video applying all the learned techniques and present it to the group in a simulated premiere event.

Content:

- **Creating a Final Video:**
    - Planning and filming a new video during the class.
    - Applying scriptwriting, filming, audio, lighting, and editing techniques.
- **Screening and Celebration:**
    - Watching all videos together in a "premiere" setting.
    - Reflecting on the learning journey and the impact of the course.

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Activities:

1. **Planning and Filming**
    - Participants, individually or in groups, create and record a new video using the techniques they've learned.
    - The recording can take place within the class environment, encouraging creativity and resourcefulness.
2. **Quick Editing**
    - Each participant applies basic edits to finalize their videos.
    - If time is limited, they can focus on essential cuts and audio adjustments.
3. **Premiere and Feedback**
    - Everyone watches the final videos together in a "premiere session."
    - Participants share impressions, insights, and constructive feedback.
    - The session ends with reflections on how to apply these skills moving forward.

11.3 Support for the narrative interview

This interview aims to understand the personal life stories, creative journeys, and digital content creation perspectives of the participants. The goal is to uncover how their life experiences, values, family influences, and context shape their creativity and engagement with the digital space.

Personal Sharing

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Purpose: Build rapport and establish trust.

Questions:

- Tell me a little about your life. Where did you grow up? Who were the important people in your life growing up?
- How do you describe yourself in a few words? What parts of your identity do you hold closest to you?
- Is there a particular story or memory from your childhood or early life that stands out to you? How does it relate to who you are today?

Day-to-Day Life and Influences

Purpose: Connect their personal life, values, and day-to-day realities to their creative process.

Questions:

- Can you tell me a little about your family? How do they support you?
- Who are some people, whether you know them personally, have seen them on social media, or on TV, that have had a big influence on you? How have they shaped the way you live or think about creativity and your life?

Creative Process, Empowerment, and Content Creation

Purpose: Explore how the individual connects their personal experiences, empowerment, and creativity to the digital content they create.

Questions:

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- What does creativity mean to you?
- When did you first realize that you could create something of your own, something that represents who you are or your community?
- Have you ever faced challenges while trying to create or express yourself creatively? How did you overcome them?
- How do you use social media or digital platforms to share your ideas, thoughts, or creations? What kind of content do you enjoy creating the most?
- What do you think is the potential of social media or digital platforms in changing the way we tell stories or share our culture?

The Future: Sharing Daily Life, Culture, and Community

Purpose: Explore how they can start sharing their stories, daily experiences, and cultural practices through digital content, and how this can shape their community's future.

Questions:

- How do you see yourself sharing your experiences in the future? What moments or aspects of your day-to-day life would you like others to see?
- How do you think your community would benefit from seeing more of your story and the stories of people around you?
- How do you think sharing personal stories, struggles, or celebrations might help others who live in similar situations or communities?
- What changes would you like to see in the way your community is represented in the digital world? How can you be part of that change?

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11.4 Command Prompt for scriptwriting

Generate a FULL 60-second video script about [INSERT TOPIC/PASTE TEXT HERE].

Follow this exact structure:

1. HOOK (0-5 seconds)
    - Script text: [AI generates attention-grabber]
    - Camera effect: [Specifies technique]

        🔹 What it is: [Simple definition]

        📱 Smartphone how-to: [Step-by-step instructions]

        💡 Why it works: [Narrative/emotional purpose]
2. MAIN STORY (5-45 seconds)
    - Script text: [AI develops story]
    - Transition: [Suggested effect between scenes]

        🎬 Tutorial: [Detailed filming instructions]
    - Framing: [Recommended shot type]

        📐 Ideal angle: [Degree/position explanation]
3. CALL-TO-ACTION (45-60 seconds)
    - Closing text: [AI creates persuasive CTA]
    - Final effect: [Closing technique]

        ✨ Pro tip: [How to enhance it]

Also include:

- 🎵 Music suggestions (2 genre options)
- 💬 Strategic captions (3 key phrases)
- ⚠️ Common mistakes to avoid

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11.5 Chat GPT agents

O CriaVoz é um assistente de IA desenvolvido para mulheres que desejam contar suas histórias com autenticidade e impacto, sem barreiras técnicas. Funciona como suporte para a criação de vídeos curtos - **CriaVoz**

11.6 Collection of video examples

TikTok

Camera positioning - **Gastronomy and music**

Content **Routine I Job I Job (different perspective)**

Storytelling **everyday stories**

Instagram

Content **Authenticity I Message I Affirmation**

12. Two-pages framework

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ARTICLE, DISSERTATION, THESIS - "TWO PAGES"

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TITLE:	From the Margin to the Center: An Analysis of the Transformative Potential of AI in Digital Content Creation by Women from Marginalized Communities.
KEY-WORDS:	Heutagogy; Artificial Intelligence (AI); Digital Content Creation; Narrative Autonomy; Digital Inclusion.

1. DEVELOPMENT

1. CONTEXT – SCENARIO – PRESENTATION

This research explores how AI and heutagogical approaches can empower women in marginalized communities through digital content creation. It addresses barriers to technology access and aims to boost digital autonomy and self-confidence. The study seeks to promote inclusion and offer new educational models. The findings could contribute to digital empowerment for vulnerable groups.

2. GENERAL OBJECTIVE

This research aims to explore how combining the heutagogical approach with AI impacts the narrative autonomy of women in peripheral communities through a digital content creation training program, fostering self-confidence and promoting digital and social inclusion.

3. SPECIFIC OBJECTIVE

This research will examine the challenges women in peripheral communities face with digital content creation, develop a comprehensive training program, integrate AI tools for personal narrative development, measure changes in autonomy and confidence, and create a replicable training model based on pilot outcomes.

4. RESEARCH QUESTION / PROBLEMATIC QUESTION

How can the application of heutagogical approaches combined with AI promote narrative autonomy and digital empowerment for women in social and economic vulnerability?

5. HYPOTHESIS

This research hypothesizes that AI-enhanced heutagogy boosts narrative autonomy and self-confidence in women from vulnerable backgrounds. Data will be collected via pre- and post-tests, content analysis with NVivo, and expert evaluations. The study expects AI to improve content quality and self-efficacy. Interviews and focus groups will assess perception changes. Results aim to demonstrate AI's impact on digital autonomy and confidence.

6. JUSTIFICATION/MOTIVATION

This research explores how AI can reduce barriers to digital content creation for marginalized women, contributing to digital inclusion. It combines a heutagogical approach with AI to foster self-determined learning. The study aims to inform policies and initiatives promoting gender equality and digital autonomy.

7. METHODOLOGY

This sequential mixed-methods study examines AI's role in enhancing digital storytelling for women in marginalized communities. Three phases: 1) Pre-intervention surveys/interviews map baseline skills; 2) 8 AI-assisted workshops with ethnographic observation; 3) Post-tests, interviews, focus groups. Combines quantitative metrics (confidence, tool use) with qualitative insights (narrative autonomy, cultural adaptation). Ethical focus: preserving agency, avoiding tech overreach.

8. REVIEW OF PREVIOUS STUDIES (ARTICLES, THESES, DISSERTATIONS, BOOKS,...)

Prior studies show AI's role in heutagogy/digital empowerment but have gaps: restricted samples (Mupaikwa, 2024), cultural bias (Sabahrwal et al., 2024), weak creativity metrics (Li, 2019), over reliance on self-reports (Blaschke, 2021), and narrow contexts. This research addresses these via mixed methods, inclusive sampling (peripheral women), culturally adapted AI tools, and ethnographic focus on narrative autonomy.

2. REFLECTIONS

9. THEORETICAL FRAMEWORK

This research synthesizes foundational learning theories, from Bloom's taxonomy (cognitive, psychomotor, affective domains) to Rogers' humanistic principles (1969), emphasizing experiential, self-directed learning. Knowles' andragogy (1980) extends this to adult education, prioritizing autonomy and practical application, while Hase and Kenyon's heutagogy (2000) radicalizes self-determination, positioning learners as architects of their knowledge paths. The framework intersects with Luckin's fourth educational wave (2018), where AI redefines learning through adaptive tools. Glasser's Pyramid underscores creation/teaching as peak knowledge retention (95%), contrasting sharply with passive methods (10%). However, digital exclusion, material barriers (CETIC.br, 2022), algorithmic bias (UFBA, 2021), and epistemic violence (InternetLab, 2023) – silences marginalized voices, depriving society of diverse perspectives. Aligned with Freire's emancipatory pedagogy (1996) and Kolb's experiential learning (1984), it proposes a model where AI amplifies narrative agency, redistributes cultural capital, and validates non-hegemonic knowledge, fostering equitable digital ecosystems.

10. RESULTS, ANALYSES, REFLECTIONS,...

The research aims to empower participants by developing their technical and creative skills in digital content creation with AI, boosting their digital autonomy. It also seeks to promote original content creation, enhancing women's presence in digital media and contributing to inclusion. The study will explore new teaching models and AI tools for content creation, and develop a replicable workshop model. Ultimately, the research will generate academic insights into digital inclusion and AI, guiding future initiatives.

11. PROPOSITIONS,...

This research proposes to investigate how integrating heutagogical approaches with artificial intelligence (AI) can empower women in marginalized communities through digital content creation. By focusing on developing participants' technical skills in video production, scriptwriting, and publishing, the study aims to enhance their digital autonomy and narrative self-confidence. It seeks to explore the impact of AI tools in supporting creative processes and expanding opportunities for autonomous learning. The project will include a structured training program that incorporates AI-assisted storytelling and content creation. A mixed-methods research design will assess the changes in participants' skills, perceptions, and experiences. The research also aims to create a scalable and replicable model that can be applied in various contexts, contributing to broader digital inclusion initiatives. Ultimately, the study will investigate how these approaches can be utilized to reduce barriers to technology and foster greater social and digital inclusion for women in peripheral communities.

12. CONCLUSION

In conclusion, this research aims to contribute to the empowerment of women in marginalized communities by exploring the potential of combining heutagogical approaches with artificial intelligence (AI) in digital content creation. By fostering autonomy and self-confidence, the study hopes to equip participants with valuable skills for digital storytelling and content production, promoting greater digital inclusion. The findings will provide insights into how AI can be used as a tool to bridge technological gaps and support self-determined learning. The development of a scalable training model has the potential to be applied in various contexts, offering a replicable framework for future initiatives focused on women's digital empowerment. Ultimately, this research strives to contribute to the ongoing efforts in reducing social and gender inequalities through education, technology, and inclusive practices.

OBSERVATION:	....
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