Public Report

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1. Research Participants

Full name
Thainá de Deus Lima

2. Motivation and Justification

This research explores the integration of artificial intelligence (AI) into the learning process for digital content creation, with the goal of empowering women in marginalized communities. The study holds significant social and academic relevance, justified by three key factors.

First, it addresses a gap in the literature on digital inclusion and the empowerment of marginalized groups. As Castells (2021) argues, the ability to produce and disseminate digital content is crucial for full participation in the information society. Yet, women in peripheral communities often face substantial barriers in accessing and utilizing advanced digital technologies. This research investigates how AI can serve as an equalizing tool, potentially reducing these barriers and democratizing high-quality digital content production.

Second, the study contributes to inclusive technological education by combining a heutagogical (self-determined learning) approach with AI—an innovative methodology that challenges traditional perspectives on tech training for marginalized groups. Knowledge is a dynamic, continuous process rather than a rigid

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sequence of information transmission (Torezan, 1994). Hase and Kenyon (2013) emphasize that heutagogy provides a framework for autonomous learning, particularly relevant in fast-evolving technological landscapes. By examining how AI can enhance this approach, the research may offer valuable insights for developing more effective and empowering educational programs.

Finally, the study has practical implications for digital and social inclusion. The digital economy's potential to expand opportunities and reduce participation barriers is well-documented (World Bank, 2016). Focusing specifically on women in marginalized communities, this research could inform strategies to reduce gender inequality and strengthen digital autonomy. The evaluation of the training program may yield evidence to support public policies and NGO-led initiatives promoting 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.

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?

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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 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.

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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.

5. Objectives

General Objective

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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, providing a framework to position this research's contribution. 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

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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.

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.

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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.

7. Scope

This research falls within the field of inclusive technological education, exploring the intersection of heutagogy, artificial intelligence (AI), and digital content creation. The study focuses on women in peripheral communities, investigating how the integration of self-determined learning methodologies with AI tools can promote narrative autonomy and expand opportunities for digital inclusion.

The scope of this research includes analyzing the barriers faced by these women in accessing and using technologies, the development and implementation of a

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structured training program, and the evaluation of the impact of this intervention on the participants' perceptions of autonomy and confidence.

The research will be conducted through a pilot experience, allowing the collection of qualitative and quantitative data to understand how the application of AI can facilitate the construction of personal narratives and strengthen the participants' self-expression.

Furthermore, the research aims to systematize the lessons learned to create a scalable training model that can be replicated in different social and cultural contexts. In this way, it is expected not only to offer a practical solution to the challenges faced by women in peripheral communities but also to contribute to the academic debate on the role of AI and heutagogy in promoting digital inclusion and social empowerment.

8. 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.

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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) 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

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

9. Work Schedule

The roadmap below presents the main phases of the study, with deliverables, review dates, and key events throughout the development of the research.

Phase	Activities	Task	Start	Finish
Phase 1:	Literature review on	Theoretical framework and	February/25	March/25

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Planning.	heutagogy, AI, and digital inclusion.	definition of the research scope.		
	Definition of objectives and methodology.		February/25	April/25
Phase 2: Systematic Review.	Systematic review on PRISMA methodology.	Review on the use of generative AI in learning processes	May/25	June/25
		Review about generative AI on digital content creation.	May/25	June/25
Phase 3: Article structure.	Research structure for publication.	Organizing the study within the article template	June/25	June/25
Phase 4: Data	Selection of research	Definition of the	July/25	July/25

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Collection.	participants.	workshop group.		
	Application of interviews.	Collection of qualitative data.	August/25	August/25
	Workshops and training on AI for video production.	Video production and publication.	August/25	August/25
Phase 5: Analysis and Interpretation	Analysis of interview responses and materials produced	Qualitative analysis report.	September/25	September/25
Phase 6: Writing the conclusion.	Formulate the final considerations of the research.	Highlighting findings and proposing next steps for applying the intervention in	October/25	October/25

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		other contexts.		

10. 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.

11. General observations about the research to be developed

The proposed research seeks to explore the intersection between heutagogical approaches and the use of artificial intelligence (AI) as facilitators of the development of narrative autonomy and self-confidence in women in situations of

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social vulnerability. Through a mixed-methods methodology, the investigation aims to provide a comprehensive analysis of the impact of this approach on learning and digital content production. By combining quantitative and qualitative instruments such as questionnaires, interviews, content analysis via NVivo, and expert evaluation, the research aims to generate concrete evidence on the effectiveness of this intervention. Additionally, the research considers contextual variables such as educational level and prior access to technology, ensuring a more precise assessment of the factors influencing the results. Therefore, the study not only aims to contribute to the academic literature on autonomous learning mediated by AI, but may also provide insights for policies and practices aimed at digital inclusion and female empowerment in peripheral communities.

12. 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, 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

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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.

> 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)

[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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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 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

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

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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 1).

[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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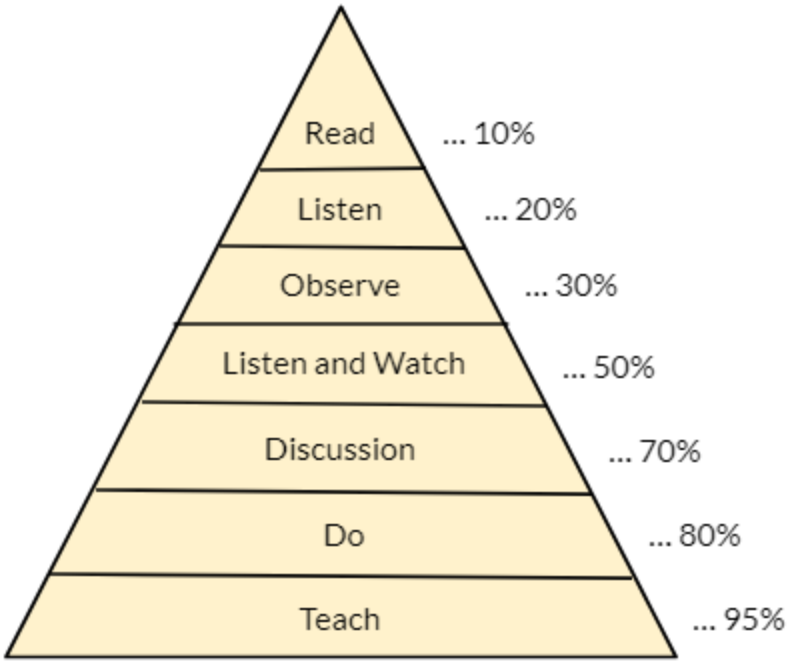

Image 1 - Glasser's Learning Pyramid

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 (C) 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.

13. Systematic Review

A systematic review is a rigorous and structured method of surveying, selecting, evaluating and synthesizing scientific studies already published on a given topic. Unlike a narrative or traditional review, which generally presents an overview of the literature based on the subjective selection of the authors, a systematic review follows transparent and reproducible protocols, such as PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), to guarantee the impartiality, comprehensiveness and reliability of the findings.

In the context of this research, the systematic review aims to organize and critically evaluate the evidence available between 2020 and 2025 on two emerging and complementary fronts: (1) the use of generative artificial intelligence as a tool to

[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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support self-determined learning (heutagogy), and (2) its application as a catalyst in the creation of digital content, especially in contexts of social vulnerability.

The motivation for this approach lies in the rapid expansion of the use of generative AI tools, such as ChatGPT, and the need to understand not only their technical effectiveness, but above all their social, educational and cultural impacts. When applying a systematic review, the aim is to ensure that the conclusions derived are based on solid empirical data and represent a comprehensive and reliable body of knowledge.

In order to guarantee the clarity and robustness of the research, this systematic review was structured on the basis of two widely recognized models in scientific research: the PICO model and the PRISMA protocol.

PICO is an acronym that guides the formulation of research questions in an objective and focused manner. It is especially used in systematic reviews and meta-analyses to facilitate the identification of relevant studies. The model is based on four main elements:

- P (Population or Problem): who is the target group of the research?
- I (Intervention): what is the intervention, action or technology being analyzed?
- C (Comparison): what is the alternative to the intervention (where applicable)?
- O (*Outcomes*): what are the expected effects or outcomes?

The application of PICO in this research guided the definition of the inclusion criteria for the studies, ensuring consistency with the specific objectives: in the first case, to investigate how generative AI contributes to autonomy in learning (heutagogy), and

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in the second, to the creation of digital content with a focus on narrative protagonism.

In addition, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol was used, which provides a set of guidelines to ensure transparency, reproducibility and quality when conducting systematic reviews. PRISMA proposes a structured flow consisting of four stages:

1. Identification: a comprehensive survey of studies in scientific databases, recording the number of articles found;
2. Screening: reading titles and abstracts, removing duplicates and excluding out-of-scope studies;
3. Eligibility: complete evaluation of the selected texts based on previously defined inclusion and exclusion criteria;
4. Inclusion: final synthesis of the studies that met all the criteria, organizing the main findings in a comparative way.

By combining the PICO and PRISMA models, this systematic review seeks not only to gather and describe existing studies, but also to critically analyze their contributions, methodologies and results, with the aim of producing a reliable and useful synthesis for future research and practical applications.

13.1 Generative AI and Self-Determined Learning (Heutagogy)

PICO question

- **P (Population):** Adults in formal and informal learning contexts

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- **I (Intervention):** Application of generative AI (e.g. ChatGPT, Gemini) to support self-determined learning
- **C (Comparator):** Traditional learning methods or other non-generative technologies
- **O (Outcomes):** Increase in autonomy, self-efficacy, motivation and engagement in the learning process

PRISMA strategy

Stage	Description
Identification	Bases: Scopus, ERIC, Web of Science, Google Scholar. Period: 2020 to 2025. Keywords: *"generative AI" AND "heutagogy"; "self-determined learning" AND "AI"; "autonomous learning" AND "ChatGPT".*
Screening	Exclusion of duplicates. Reading of titles and abstracts. Exclusion criteria: theoretical articles with no practical application, studies with non-generative AI, target audience of children.
Eligibility	Analysis of the full text based on the PICO criteria and methodological quality (Mixed Methods Appraisal Tool - MMAT).

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Inclusion	Narrative and tabular synthesis of eligible studies. Evaluation by type of AI, methodology, and impact on autonomy.

The application of generative artificial intelligence (GenAI) in the context of self-determined learning (heutagogy) has revealed significant advances in supporting Self-Determined Learning (SDL). In a study conducted by Chiu et al. (2024), a tool was developed for classifying twenty learning activities using ChatGPT, which suggests ways in which this AI meets the autonomy, competence and relationship needs of Self-Determination Theory, facilitating each phase of the learner's self-regulation process. Similarly, Trinh et al. (2024) investigated how the use of GenAI influences the intrinsic motivation and perceived autonomy of university students in Ho Chi Minh City, finding that the ease of access to immediate feedback and personalized content substantially increases engagement and the sense of authorship in learning.

However, the intensive use of GenAI does not eliminate the central role of the educator. Ryan and Deci (2023) point out that although models such as ChatGPT promote autonomy, it is up to the teacher to ethically mediate this interaction, providing cognitive scaffolding when necessary and guiding students to critically reflect on the responses generated by AI. At the same time, the exploration of adaptive and inclusive environments, as pointed out by Johnson (2024), reinforces that dynamic personalization, adjusting the level of complexity of tasks and the style of presentation according to the profile of each learner, increases content retention and motivation for further study.

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The personalization offered by GenAI has also been validated in field research. Lopez et al. (2024) showed that, in an elementary school classroom, the use of ChatGPT-3.5 and 4 made it possible to adapt study plans to the individual pace of 110 Uruguayan students, resulting in gains of up to 25% in the performance of complex tasks. In a complementary way, Gupta and Smith (2024) showed that the quality of the tool must be aligned with the learning goals: when there is a correlation between the prompts, the content generated and the pedagogical objectives, higher levels of autonomy and perceived effectiveness emerge.

Despite these benefits, metacognitive risks emerge: Wang and Fan (2025), in a meta-analysis of 51 studies, warn that the continuous availability of GenAI can encourage what they call "metacognitive laziness", in which students excessively delegate the reflection process to AI, compromising the development of their own self-assessment and regulation strategies. It can therefore be concluded that a balance between autonomy and pedagogical supervision is essential to mitigate technological dependencies and promote truly self-determined learning.

As for the methodologies employed, there is a predominance of qualitative and mixed approach studies. The research by Chiu et al. (2024) carried out three rounds of co-creation with teachers to validate the classification of activities, while Lopez et al. (2024) adopted a short-term experimental design (3-6 months) in a school context. In general, the measurement instruments combine pre- and post-intervention questionnaires, interaction logs with the AI and semi-structured interviews, making it possible to capture both quantitative performance data and qualitative nuances of the learning experience.

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Finally, the tools evaluated in the field include versions of ChatGPT (3.5 and 4), Copilot and prototypes of specific AI agents for education (A2PL), always compared with conventional methods, whether via distance learning platforms without GenAI, printed materials or traditional videos. This methodological diversity strengthens the reliability of the findings and highlights the need for longitudinal studies to assess the lasting impact of GenAI on building autonomy in different populations.

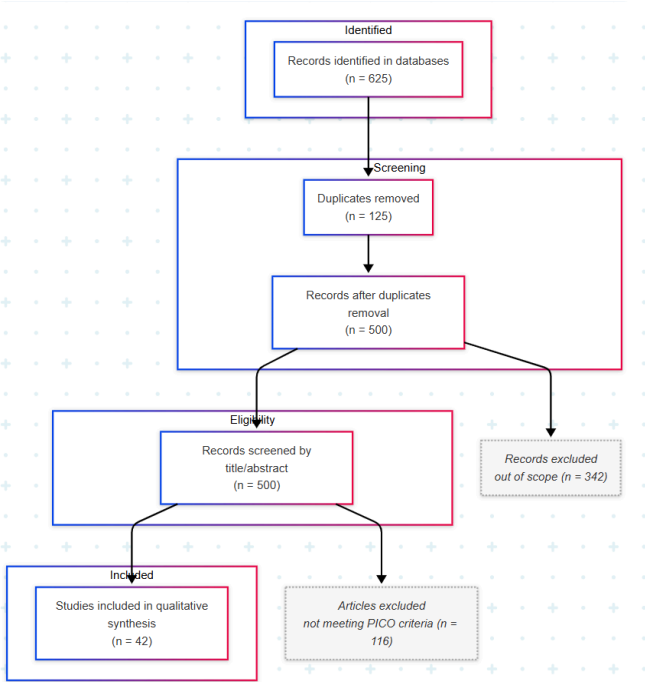

Image 2 - Prisma diagram: Generative AI and Self-Determined Learning (Heutagogy)

Source: The authors (2025)

The diagram represents the process of filtering and selecting studies for the systematic review on the use of generative AI in self-determined learning (heutagogy), following the four phases of the PRISMA protocol.

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In the first stage, Identification, 625 records were located in specialized databases. Then, in the Screening phase, 125 duplicates were removed, leaving 500 unique records. All these records had their titles and abstracts assessed against the predefined inclusion criteria.

Also during Screening, 342 records were excluded for being outside the established scope (for example, not dealing directly with generative AI or not applying to adults in a self-determined learning context). The remaining 158 articles went on to the Eligibility stage, where the full texts were examined more thoroughly.

At the Eligibility stage, 116 articles did not meet the PICO criteria (Population, Intervention, Comparison and Outcomes) and were therefore excluded. At the end of this process, 42 studies met all the methodological and conceptual requirements and were included in the qualitative synthesis, serving as the basis for analysis of the findings and the conclusions of this review.

13.2 Generative AI in Digital Content Creation

PICO question

- **P (Population):** Digital content creators (with a focus on women, peripheral communities or non-professionals).
- **I (Intervention):** Generative AI tools (e.g. ChatGPT, Gemini) applied to the creative process
- **C (Comparator):** Creation without generative AI or with manual/traditional tools
- **O (Outcomes):** Greater productivity, creativity, authenticity, engagement and narrative protagonism

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PRISMA strategy

Stage	Description
Identification	Bases: ACM Digital Library, arXiv, Scopus, YouTube Research, Google Scholar. Keywords: *"generative AI" AND "content creation", "AI storytelling", "marginalized communities" AND "digital media".* Period: 2020-2025.
Screening	Exclusion of commercial, advertising or articles that do not use generative AI. Inclusion of studies applied to video, text or audio production with the support of AI.
Eligibility	Selection of articles with defined methods (case study, survey, experiment). Focus on impacts on creativity and barriers faced.
Inclusion	Qualitative analysis of perceived benefits, engagement metrics, perceived authenticity and technological appropriation.

The application of generative artificial intelligence in the digital content creation workflow has shown potential to substantially reduce production time while raising narrative quality and diversity. Studies by the McKinsey Global Institute indicate that GenAI tools can cut between 25% and 74% of the time spent on ideation and draft writing tasks, promoting greater consistency in the tone of voice and style of the Databox brand. Marketing reports indicate that professionals save up to 40% of their time by using ChatGPT and Copilot to draft and revise texts, freeing up resources for more complex strategic activities. In addition, market research indicates that workflows integrated with GenAI have made it possible to speed up product launches by up to 5%, reflecting productivity gains that extend to multimedia creation teams.

However, the incorporation of generative AI raises ethical and authenticity challenges. As discussed in specialized publications, algorithms can reproduce

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biases present in training data, compromising inclusive representations and reinforcing unwanted stereotypes. Organizations like Nativo recommend the adoption of clear transparency guidelines and continuous auditing to avoid cultural expropriation and information manipulation. In parallel, recent cases in the press illustrate the importance of publicizing the use of GenAI, as in the Nine News image tampering scandal, which generated criticism over the lack of consent and human oversight.

From a technical point of view, advanced models such as GPT-4o and DALL-E 3 offer a high degree of creativity and precision in text and image generation, but ArXiv studies highlight the need for safeguards to mitigate deepfakes and disinformation. Academic institutions and technology companies have been exploring initiatives such as Adobe Firefly's Content Authenticity Initiative, which implements metadata to trace the origin of content and value human authorship. Finally, perspectives from Harvard Business Review researchers emphasize that while GenAI can democratize content production, it is essential that it is accompanied by robust copyright policies and training programs for creators in order to guarantee an ethical and sustainable digital creation ecosystem.

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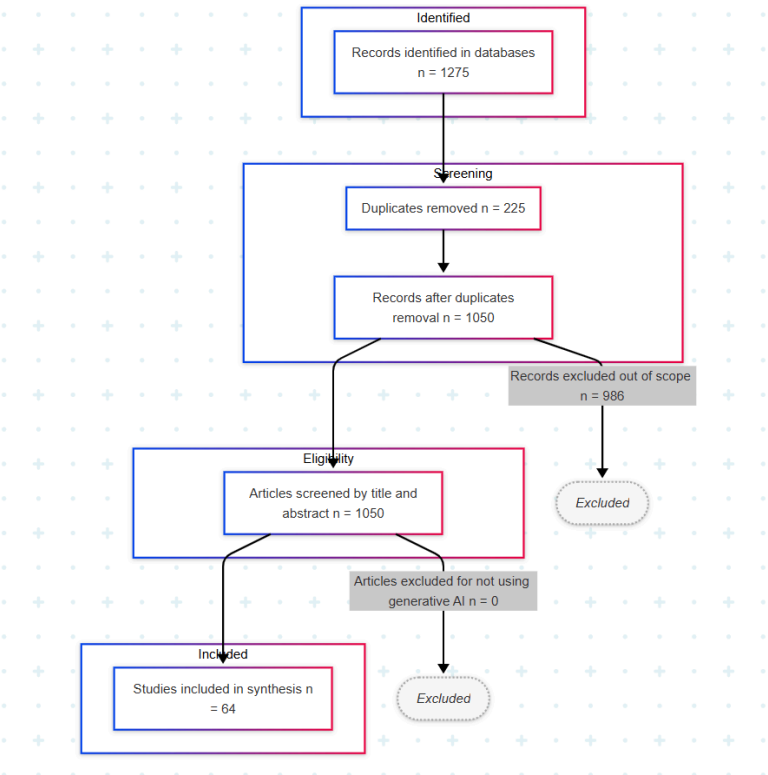

Image 3 - Prisma diagram: Generative AI in Digital Content Creation

Source: The authors (2025)

The diagram illustrates the process of selecting studies for the systematic review on the use of generative AI in digital content creation, following the stages of the PRISMA protocol.

In the Identification phase, 1,275 records were found in various specialized databases. During Screening, 225 duplicates were eliminated, leaving 1,050 unique records. These records had their titles and abstracts evaluated according to the defined scope criteria.

Also during the Screening, 986 records were excluded because they were out of scope (they dealt with non-generative AI, did not address digital content production

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or referred to strictly commercial contexts with no methodological relevance). The remaining 1,050 articles moved on to the Eligibility stage, in which the full texts were read and checked against the PICO criteria.

In the Eligibility stage, there were no additional exclusions due to the lack of use of generative AI, i.e. all 1,050 articles analyzed actually used a generative model. Finally, 64 studies fully met the methodological and conceptual criteria and were included in the qualitative synthesis, forming the empirical basis of this review on digital content creation with generative AI.

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15. Attachment

15.1 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.

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.

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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.

15.1.1 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
   ( ) 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): ( ) ( ) ( ) ( ) ( )

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- **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)
   - 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)

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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

15.1.2 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

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

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

15.2 Session's plane

Session 1: Creative Writing for Personal Storytelling (2 hours)

Objective: Develop foundational narrative skills through written expression before visual storytelling.

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Content:

- The power of personal narratives;
- Basic story structure (beginning, middle, end);
- Writing authentic stories from lived experience.

Activities:

1. Icebreaker: "Six-Word Story" about their community
2. Guided writing exercise: "A Day That Changed Me"
3. Small group story sharing with feedback
4. Selecting one story to develop into video

Session 2: Scriptwriting & Story Adaptation (2 hours)

Objective: Transform written stories into video scripts.

Content:

- Differences between prose and scripts;
- Visual storytelling techniques;
- Maintaining authenticity in adaptation.

Activities:

1. Demonstration: Converting a paragraph to script format
2. Hands-on: Adapting their written story into a 30-second script
3. Peer review: "Does this script make you see the story?"

Session 3: AI-Enhanced Story Development (2 hours)

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Objective: Use AI tools to refine and expand narrative possibilities.

Content:

- Ethical AI use in creative work;
- AI for brainstorming and structure;
- Preserving authentic voice.

Activities:

1. AI tool demo (ChatGPT for story variations)
2. Exercise: Generating/refining script elements with AI
3. Discussion: "Which AI suggestions honor our truth?"

Session 4: Visual Storytelling Fundamentals (2 hours)

Objective: Learn shooting techniques that serve the narrative.

Content:

- Shot types and emotional impact;
- Sequencing for clarity;
- Using environment as character.

Activities:

1. Analysis: How pros visualize written stories
2. Practice: Shooting 3 versions of their script's key moment
3. Critique: Which version best tells their story?

Session 5: Production Lab - Bringing Stories to Life (2 hours)

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Objective: Film complete stories using learned techniques.

Content:

- Lighting for mood;
- Audio for emotional tone;
- Blocking and framing.

Activities:

1. Setup: Creating "story stations" with different techniques
2. Filming: Shooting full 30-second stories
3. Rough cut assembly

Session 6: Editing for Narrative Impact (2 hours)

Objective: Edit videos to strengthen storytelling.

Content:

- Pacing and rhythm;
- When to use text/graphics;
- Sound design basics.

Activities:

1. Demo: Three ways to edit the same footage
2. Hands-on: Editing their stories in CapCut
3. Peer review: "What emotion does this edit create?"

Session 7: Strategic Story Sharing (2 hours)

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Objective: Prepare stories for public sharing.

Content:

- Platform-specific storytelling;
- Writing compelling captions;
- Community engagement.

Activities:

1. Exercise: Rewriting their original story as a social post
2. Hashtag strategy workshop
3. Upload practice with privacy settings

Session 8: Story Premiere & Reflection (2 hours)

Objective: Celebrate completed stories and reflect on the journey.

Content:

- The social impact of personal stories;
- Continuing the creative practice.

Activities:

1. Red-carpet premiere of final videos
2. Discussion: "How did writing first change your approach?"
3. Legacy planning: Future storytelling goals

15.3 Support for the narrative interview

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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

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?

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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:

- 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?

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- 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?

15.4 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]

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- 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

15.5 Chat GPT agents

A **specialized AI writing** companion that supports narrative development in text form before adaptation to video. This sophisticated writing assistant accommodates diverse formats including personal memoirs, poetry, fiction, and social commentary, flexibly adjusting to each user's creative objectives. It offers distinctive features like emotion-based writing suggestions, culturally-sensitive feedback, and stylistic inspiration drawn from women writers worldwide. The innovative command system provides instant, tailored support - /reference introduces literary techniques from established authors, /map generates visual story structures, and /emergency offers solutions for creative blocks. Designed with deep cultural awareness, the tool carefully preserves local expressions and storytelling traditions while helping shape coherent narratives. Functioning as a collaborative partner rather than just a utility, it maintains the user's creative control while offering thoughtful guidance. The seamless integration between the writing assistant and CriaVoz allows stories to evolve organically from text to video while retaining their original authenticity and emotional impact.

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Working in harmony, **CriaVoz** represents an innovative AI solution designed specifically to help women from marginalized communities create compelling short videos without requiring technical expertise. This intelligent assistant guides users through every stage of video production, from initial concept development to final editing, making professional-quality storytelling accessible to all. By simplifying complex technical aspects like script structuring, lighting setup, audio recording, and mobile editing through intuitive, step-by-step assistance, it removes traditional barriers to video creation. The system stands out through its emphasis on resourcefulness, offering practical alternatives for creators with limited equipment - suggesting ways to optimize natural light, enhance smartphone audio quality, or use everyday objects as props. Beyond just technical support, CriaVoz adapts to each user's unique storytelling style, helping transform personal experiences and community narratives into visually engaging content while preserving authentic voices and perspectives. This approach not only facilitates video production but also fosters digital empowerment, enabling women to confidently share their stories and preserve cultural heritage through visual media.

Together, these AI solutions form a complete ecosystem for digital storytelling. The writing component establishes strong narrative foundations, helping organize thoughts and refine expression, while CriaVoz transforms these written stories into dynamic visual presentations. This comprehensive approach supports creators throughout the entire creative process - from initial inspiration to published work - addressing both technical challenges and psychological barriers to self-expression. Both tools share a fundamental commitment to amplifying underrepresented voices and preserving cultural authenticity in digital spaces. By combining advanced AI

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capabilities with thoughtful, human-centered design, they open new possibilities for women to document their experiences, share community wisdom, and contribute to a more diverse and inclusive digital landscape. The system's true innovation lies in how it lowers barriers while elevating voices, using technology not to replace human creativity but to empower and amplify it.

15.6 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**

16. 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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