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Mulheres Tech: Flipped Classroom for the Digital Inclusion of Domestic Workers in Brazilian Cities

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ABSTRACT

Technological means have become an integral part of people's lives, serving as a daily tool. It is important to ensure that these means are used effectively in order to avoid exacerbating existing inequalities. Given this, this paper presents the Mulheres Tech project, aiming to contribute to digital inclusion in five cities in Brazil. A group of domestic workers, from these cities, who are not technologically literate is the target audience of this project. The method used is an adaptation of the flipped classroom methodology, in which students from five higher education institutions teach about basic digital tools to the domestic workers under the supervision of professors, providing the workers with the necessary skills to develop and expand their digital learning. The language used during the classes is clear and value-neutral, avoiding biased. As a result, 87.4% of domestic workers were very satisfied with participating in the initiative.

Keywords: Digital Inclusion; Flipped classroom; Social equality; Education