

Students' Social Movements: Expanding Communication Through Social Networking Sites

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Abstract: This article describes an exploratory study on how secondary education students, from nine different states in Brazil, used SNS as a form of communication, more specifically Facebook and Facebook fan pages, in order to organize and to publish news, videos and pictures about their Students' Social Movements. This study is framed under Cultural-Historical Activity Theory, in order to understand how students achieve their objectives acting collaboratively. Data was obtained from 9 pages on Facebook, which coordinates more than 400 pages created by students all over the country. Our findings suggest that collaborative agency plays a central role for the development and expansion of the social movements. By using Facebook as a communicative mediational tool, students were able to report, plan and coordinate online and physical activities.

Keywords: Online Communication, Facebook Groups, Students Social Movement, Collaborative Agency

1. Introduction

Since the beginning of the 21st Century, Social Networking Sites (SNS) have played an important role in the communication field, and also influenced in the organization of social movements [1]–[3]. According to Donovan [4] such communication and organization are possible due to the use of mobile technology, such as mobile phones or tablets, which allow subjects to be connected to the internet 24/7 and to have access to different information sources.

Among social movements that used SNS around the world, we can list the Five Star Movement, in 2009 [5], and the occupy protests in New York, Madrid and London, in 2011 [6]. Those social movements used SNS to mobilize a big number of people online, and then going to the streets, which can be seen as a way of political participation of the subjects [7] and a form of wildfire activities [8]. Another remarkable social movement was the one organized by students in Chile [6], in which students occupied schools in order to fight for better educational conditions, and used SNS to coordinate the activities among schools.

Considering that current secondary education students were born in the 21st Century, the familiarity they have with the use of SNS and other forms of synchronous and asynchronous online communication [9] enhances the communicative power of such mediational communicative tool, and enables the subjects to reach and involve a higher number of participants to their protests [10]. In that sense, social media can be used as a communicative tool to depict and to overcome a given crisis [11].

Therefore, this article describes an exploratory study on how secondary education students, from nine different states in Brazil, used SNS, more specifically Facebook and Facebook fan pages, in order to organize and to publish news, videos and pictures about their Students' Social Movements, from now on referred to as SSM. The SSM described in this study started in November/2015 and three of them are still in progress (by July/2016). It is important to highlight that the SSM presented in this study were independent from each-other and had different reasons to start, for instance, avoiding the closure of state schools, complaints about lack of food, or better teaching-learning conditions, and will be further explained in the following sections.

2. Cultural Historical Activity Theory and Students' Social Movements

In order to understand how students organized their activities – online and physically – we use the Cultural Historical Activity Theory – CHAT [12]–[14] as theoretical framework, which enables the understanding of the implications of both cultural and historical contexts for the development of the SSM and the results obtained by them. In addition, still from a CHAT perspective, every human activity should be object-oriented, that is, activities should depart from a given need [13]. In that sense, every SSM described in this study is motivated by a real need that guides the participants to act collaboratively with each other.

Considering the collaborative aspect of the activities, another central issue in this study is the notion of collaborative agency, which was first introduced by Miettinen [15], [16]. According to the author, participants of an activity engage towards a joint object, in order to solve a problem or to create a new product they would not be able to create themselves. Departing from that idea, we understand collaborative agency as a process in which subjects of an activity become agents, by collaborating, constructing and envisioning new possibilities for the future. However, collaborative agency is not limited to a single activity: it provides the subjects the possibility of experiencing, creating, recreating and integrating themselves to a broader context, via cultural and historical experiences, as suggested by Freire [17]. By acting collaboratively, the agents are able to intervene in their real contexts, and not only to adapt themselves to it [18].

Therefore, collaborative agency is also dependent on the level of commitment of the participants in the activities, as

suggested by van Oers [19]. Considering the different SSM described in this study, the level of involvement and engagement of the participant is constantly threatened and challenged by the authorities, in some cases with use of police force, and even worse, the use of riot police. In addition, the subjects have no guaranteed reward nor institutional support for the sustainability of the SSM, and such activities require excessive expenditure of time and energy. All those features that menace the success of the social movements carried out by students are described by Cunha and Lemos [8] as wildfire activities.

In that sense, when the subjects of a social movement are strongly engaged towards their joint object, they are able to overcome the challenges posed by wildfire activities and to fulfill their objectives by developing collaborative agency [20], envisioning new possibilities for their present and future.

3. Method

3.1. Understanding the Students' Social Movements in Brazil

The SSM described in this study occurred in nine different states in Brazil. The first started in São Paulo, in October 2015, and the last one in May 2016. The SSM involved occupation-type protest, as defined by Pickerill and Krinski [21], and demonstrations, using Facebook as a communicative tool. Figure 1 depicts the places in which the SSM took place. We will refer to the SSM by the name of the state they occurred, except the ones from São Paulo, since three different SSM took place there. Below, we briefly summarize the SSM of every state.



Figure 1. Brazilian map with highlights of the places the social movements took place in Brazil.

São Paulo. Students started the first social movement – Do not close my school – after the State Secretariat of Education (SSE) announced a reorganization plan, in which ninety-four schools would be closed. Students protested against such decision, and occupied the first school in the metropolitan area of the city of São Paulo in 09 October 2015. Three weeks later, there were more than 200 occupied schools across the state. The results obtained by the “Do not close my school movement” enabled students to start a new social movement, that time protesting against the rise of public transportation fare and demanding free pass for students, which was called Free Pass movement.

Subsequently, the public ministry started investigating a corruption scandal involving the food that is provided to students at schools, in which a poor-quality food was served, and in some cases there was no food at all in some schools. This last one was the “Snack Scandal”, which started in January 2016, was suspended in February and reemerged in May.

Minas Gerais. This SSM was the smallest in terms of number of schools participating – only three. The SSE announced that one state school would be integrated to a Military school, which means that it would be not public anymore and students would need to go to another school. Being aware of what students in São Paulo were doing, students occupied that school and two other nearby in order to avoid such a change. This social movement was called “No Militarization”.

Goiás and Mato Grosso. The SSE of both states have proposed that the management of schools should be transferred to outsourced companies. Given the Brazilian background on outsourcing and privatizations of state companies, students understood that such a change would not be good for them since outsourcing public management might increase the possibility of corruption and cause more degradation of public schools. Students decided to occupy

different schools all over the states. The SSM in Goiás – No Outsourcing in Goiás – started in November 2015 and the one in Mato Grosso – No Outsourcing in Mato Grosso – started in May 2016.

Bahia. Similarly to São Paulo, the SSE had proposed a reorganization of the public educational system, but instead of closing schools, they would cease night classes. Considering that most students that attend classes at night are working during the day, they would not have the opportunity to continue their studies. Thus, students also occupied schools across the state in order to avoid the closure of night classes. This was the “Schools Fighting in Bahia” movement and started in November 2015.

Rio de Janeiro. After the state educational system teachers went on strike, students occupied schools in order to support their teachers and to request better conditions for teaching-learning. More than seventy schools were occupied by students in different cities across the state of Rio de Janeiro. The SSM – Occupy Everything – started in March 2016.

Ceará. The movement “Schools Fighting in Ceará” started after the SSE announced cuts in educational funds for the state. Following the examples of other states, students started occupying the schools in May 2016. However, in this state the parents of students are also participating in the occupations and supporting their children. By June 2016, sixty-eight schools were occupied.

Rio Grande do Sul. Students protest for better teaching learning conditions and supporting the teachers, who were also on strike. This SSM started in May 2016 and is called “Gaúcho Schools Fighting”, and occupied more than one-hundred schools in less than two weeks after the first school was occupied by students.

Paraná. The most recent SSM started after schools had no food to serve the students. The movement – Where is our food? – is also an occupy-type movement, which started in the middle of May 2016 and ended by the end of May.

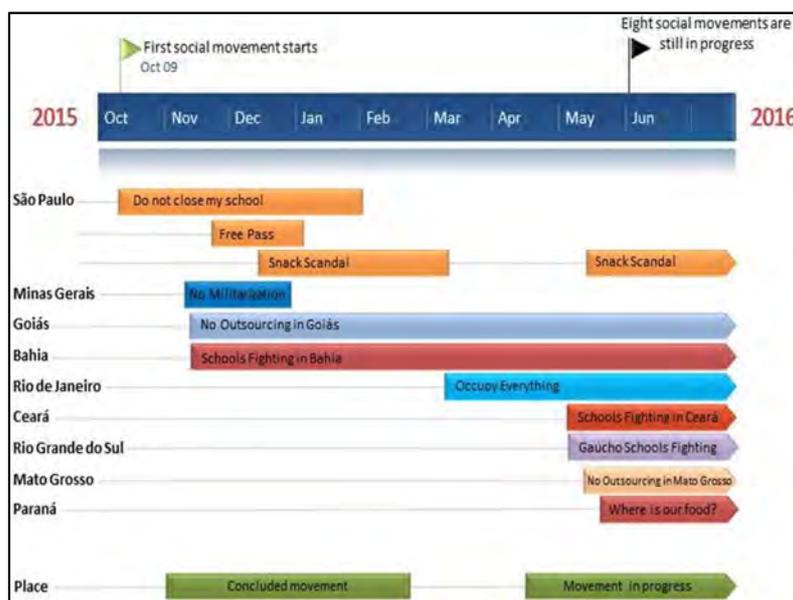


Figure 2. Timeline of students' social movements.

Figure 2 Provides an overview of the timeline of the social movements described in this section. Besides the SSM from different states from Brazil described in this section, students from Paraguay and Chile also organized SSM to demand better educational conditions also using Facebook and occupy-type movements. That relationship could be observed from videos in which Chilean and Paraguayan students express their SSM was triggered by the Brazilian SSM, especially the ones from São Paulo.

3.2. Data Collection Procedures

Searching Facebook. This is a longitudinal study in which the first SSM started in October/2015 and the last started in May/2016. The methods for retrieving the data from Facebook were based on Cunha and Lemos [8], [20]. Every time a new student movement popped up, we performed a search on Facebook using key words that could be related to the SSM. For instance, the for the first SSM occurred in São Paulo – Do not close our school, we searched for Occupy School X, Occupation School Y, Do not close school Z. After searching the pages on Facebook, we generated a .pdf file from every page and also imported the network data using NodeXL, a plugin for Microsoft Excel which enables us to perform network analysis (see nodexl.codeplex.com for more information on the software). It is important to highlight that

every time one person access a page on Facebook, the posts on the page newsfeed are randomly displayed, so that some posts might be missed.

Since each SSM occurred in a different state, at different time, and had different focus, we needed to perform a new search on Facebook every month since October 2015. During the different searches we found more than 400 pages created by the students related to the SSM. However, we will focus on nine pages, which catalyze and summarize what happened in each different state.

3.3. Data Analysis

In order to formulate our understanding on how the SSMs were organized, spread and evolved, we performed a multimodal analysis of the pages, as suggested by Kress [22]. The posts were coded on Atlas.ti (the complete coding scheme is explained in Table 1) and the analysis consisted of three steps. In the first step of the analysis, we classified the posts as (1) post, shared post or picture update. The first step enabled the understanding on how students started a new post on the SSM pages. The second step was to identify the type of post. At this step we classified the posts as (2) pictures, text, video or links to other websites. For the third step, we coded the posts according to the (3) main thematic content of every post and discussion of each page (see Table 1 for details).

Table 1. Coding scheme of the posts.

Codes	Description
1. Post, shared post or picture update	Post: every new message created by the SSM pages Shared posts: posts shared by the SSM pages from other Facebook pages Picture update: updates of the profile and cover picture. Pictures: every post containing a picture/image, preceded or not by a text message
2. Type of posts	Text: posts containing only textual messages Videos: posts containing videos, preceded or not by a text message Links to other websites: posts redirecting the message to other websites
3. Thematic content	Every post was coded according to the main thematic content. However, more than one code could be used, depending on the post. The codes used were: School name in the post, School Occupation, Support/help for occupations, Students' activities at school, Violence, Demonstrations, Agenda, Government, School food, Educational quality, Educational outsourcing, Gender discussions, Teachers on Strike, Funding cuts and Public Transport.

Besides multimodal analysis, we performed a network analysis [5], [23], using NodeXL in order to understand how the different SSM were related to each other. For this analysis we created a single file with the nine independent networks of each SSM in order to obtain a whole network of the SSM. Also, we considered the links shared by every page as well as the references they made of other pages of the SSM for this analysis.

4. Results

4.1. Types of Posts

From the nine estates SSM pages, we coded a total of 1036 posts and updates. From those, 854 were new posts made by the pages' owners, 126 were posts shared directly from other Facebook pages, and fifty-six were profile and cover pictures updates. The following results were represented in percentages

in order to compare the different pages, since they presented a different number of posts. The absolute numbers and percentages of each page can be seen in Table 3.

In all pages, the number of new posts was higher than the number of shared posts (more than 70%), except in Bahia, which was the page that shared the highest number of posts from other pages, with 48% of the total posts. The number of profile and cover picture updates corresponded to less than 5% of the posts.

Regarding the type of posts (pictures, texts, videos or links), on one hand the posts with pictures were the most used by the students, corresponding to 47% of the posts from all pages. While in six states (Mato Grosso, Bahia, Ceará, Paraná and Goiás) the number of posts with pictures represent more than 50% of the posts, in São Paulo, Rio de Janeiro and Minas Gerais the use of pictures was less than 25%. However, when considering the number of videos posted on the pages, it goes almost in the opposite direction, with São Paulo and Rio de

Janeiro having more than 70% of posts with videos, and the other states with less than 30%, including Minas Gerais.

On the other hand, posts that were made using only text corresponded to 12% of the posts from all pages. Minas Gerais and Rio Grande do Sul were the states that used text most in their posts (42% and 30% respectively), while São Paulo and Mato Grosso used only 3% and 2% respectively. An interesting finding of this study was related to the number of links to other sites shared on the pages: only 4,5% of the total number of posts, being twenty-four different links.

4.2. Themes of the Posts

The posts were also analyzed according to their main thematic content. For such analysis, we used fifteen different codes. Every post could be coded with more than one code if needed. In total, we identified 1560 occurrences of such codes, which represented average of 1,5 themes per post.

One of the contents analyzed was if a school name was mentioned in the posts, which occurred 336 times. It is interesting to highlight that from the SSM that started in 2015 (São Paulo, Minas Gerais, Bahia and Goiás), the number of times they refer directly to a school is smaller than in the other states that started in 2016. In Rio Grande do Sul there were references to schools in 31% of the posts. That difference suggests an improvement on the use of Facebook pages and an attempt to centralize and catalyze information about the SSM in only one place. Although São Paulo presented 21% of the posts referring to a school, when separating the number of 2015 and 2016, in 2015 it corresponded to only 5% of the posts, while in 2016 it was 16%.

Students also used the pages on Facebook to ask for help or support for the school occupations (191 posts), and to share activities they were doing in the occupied schools (165 posts). Those activities included meetings for discussing the following steps of the occupations, cultural activities, classes, and students repairing or renovating parts of school buildings.

One unexceptional theme present in all the pages was violence against the students who were occupying schools or protesting on the streets (122 posts). From those posts, eighty-two were only to report the abuses of the Military Police used against the students. São Paulo and Goiás were the states with the highest number of such posts: 33 and 31, respectively.

Another relevant topic present in all the pages was the criticism to the state government and direct criticism to the governor (75 posts). In Paraná, for example, the profile pictures and cover pictures of the page presented a logo at the bottom of the picture, with a caricature of the state governor wearing sunglasses with the saying “where is the food that was here?” and a toucan – the symbol of the governor’s political party. Meanwhile, in São Paulo, we also identified

caricatures of the state governor with sayings such as “who will arrest the food thief?”

The pages on Facebook also presented a number of posts related to calendar/agenda of events, demonstrations or cultural activities at the schools (90 posts). However, this theme seem to be underused by the students, given the potential they may have for mobilizing people. In addition, the function “Add Event”, available on Facebook was also used ninety times, being 28, 23 and 20 in Ceará, São Paulo and Goiás, respectively; while in the other pages it was used less than ten times.

Despite of the themes that were common to all the pages, some other themes could be very specific to the context of the state. For instance, only the states of Goiás and Mato Grosso posted about educational outsourcing, which is the main focus of that SSM, while in Rio de Janeiro was the state that posted more about educational quality.

4.3. Physically far Away but Closely Connected Online

The SSM were organized independently in each state, and there was no coordination among the organizers of the different movements. However, from the network analysis, we identified links among the different pages of the social movements on Facebook. The pages were connected by three different ways: first, by posts shared from another page on Facebook; second, by the links to other websites, such as news or other sources; and third, by referring to the occupations of other states as a new post.

The pages on Facebook differed among themselves regarding sharing posts or referring to the protests of other states. Considering the total of eighty-nine links among the SSM pages, Bahia was the page that shared more posts from other pages and referred to the other SSM on its Facebook page (49 shared/references), mentioning four different states, while São Paulo was the center of the network, with 39 references, being cited by all the other pages of the students.

The SSM pages were also connected by the links to other websites, again with different patterns among the pages: from a total of forty-nine different links to other websites, Bahia and Rio Grande do Sul shared respectively 11 and 10 different links, while Goiás and Mato Grosso did not share any link to other websites.

Table 2 provides an overview on the number of shared pages, references to the other pages and number of links to other websites of every page of the SSM, and Figure 3 depicts the relationships among the SSM pages on Facebook. The bigger circles represent the pages themselves, while the smaller circles represent the references to the social movements. In addition, the triangles are the links to websites shared by the pages and the squares are other pages on Facebook shared by the students.

Table 2. Number of relations among the SSM pages on Facebook.

Page on Facebook	Shared posts or references to other SSM pages	Referred to by other SSM pages	Number of links to other websites	Total of shared links to other websites
São Paulo	16	39	6	8
Minas Gerais	1	0	3	4
Goiás	9	8	0	0
Mato Grosso	1	0	0	0

Page on Facebook	Shared posts or references to other SSM pages	Referred to by other SSM pages	Number of links to other websites	Total of shared links to other websites
Bahia	49	0	11	15
Rio de Janeiro	7	11	4	4
Ceará	2	12	3	3
Rio Grande do Sul	3	11	10	13
Paraná	1	3	1	1

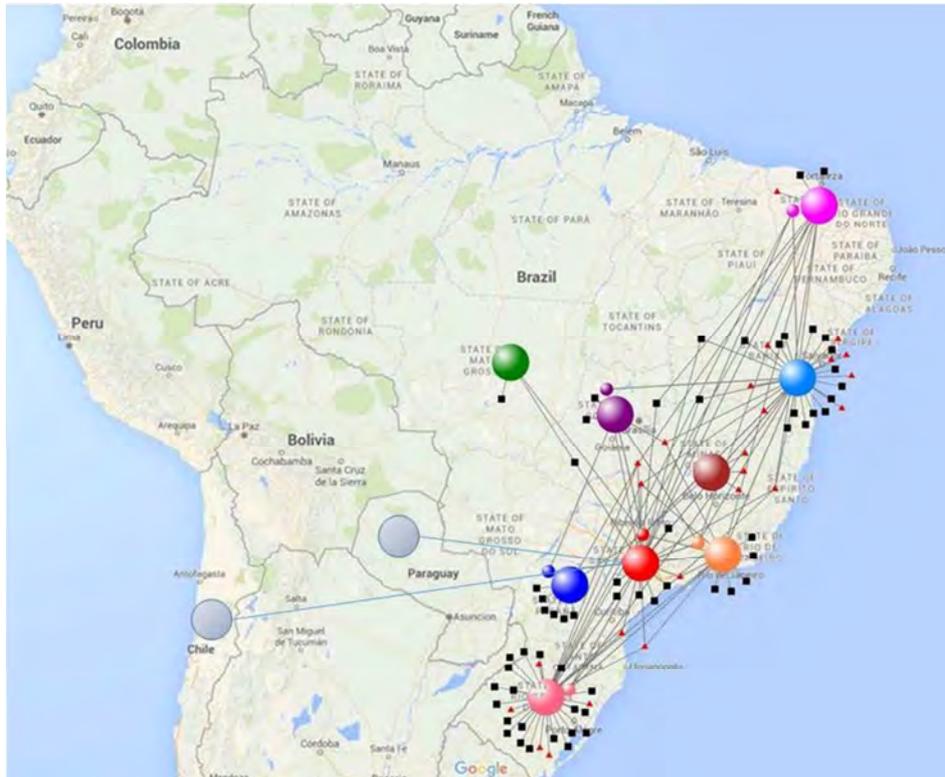


Figure 3. Links and relationships among the pages on Facebook of the students' social movements.

The network analysis demonstrated that the SSM from São Paulo had a more central position in relation to the other states. However, we represented the network based on the geographical position of each state on the Brazilian map, and not as a traditional harel-koren fast multiscale graph. That could also be confirmed by the number of times the other SSM referred to São Paulo's page (thirty-nine) and by the number of posts it shared from other SSM (sixteen).

5. Discussions

In this study we explored how students from nine different states in Brazil used Facebook pages during the students' social movements (SSM). From the analysis presented on the previous section, we were able to understand some commonalities and differences among the posts on the pages of SSM.

The analysis of the types of posts was important to demonstrate how students used the different types of digital media on Facebook as support for their SSM, since the choice of such communicative mediational tools might affect the quality of the message students exchange [24]. From a CHAT perspective, such choices may derive from the needs [13], the students have for developing tools for faster and

more effective communication. Those choices are related to the demands imposed by the current cultural-historical and social contexts [25].

Some of these contextual differences may explain the highest number of posts with texts in Rio Grande do Sul: the state has one of the lowest levels of illiteracy in the country, being less than 5% according to the Brazilian Institute of Geography and Statistics [26]. In addition, the posts of the SSM from states located on the Northeast region are mainly comprised of pictures with less textual information. In that region, the illiteracy level is still higher than 25% of the population.

Another example of cultural-historical influence can be seen from the types of posts on each page: São Paulo and Rio de Janeiro posted more videos than the other states, which might be related to the access to technology in those places, since both states are located in the Brazilian southeast region, one of the most developed areas in Brazil. Besides, the organization of the activities and how students establish the rules [12] for posting may be related to SSM internal organization: for instance, São Paulo and Rio some specific students are in charge of selecting and organizing the content to be published on Facebook.

The analysis of the content of the posts also revealed a

strong connection with contextual issues. From the fifteen themes identified in this study, three themes were common to all the SSM: violence against the students, criticism to the governors, and calendar/agenda of events. In many cases, the police force was used to stop students' demonstrations or to try to dissolve the occupations. Besides evidencing a clear relation of oppressor and oppressed [27], in which students should consider the demands imposed by the government with so previous consultation or dialogue, such violence was also used as an argument in favor of the students, who also used it to criticize the governors. Thus, students' fight point towards a perspective of unacceptance of inexorable future and envisioning it as an attainable reality, as described by Freire [28] when they criticize the government and propose events to organize the SSM.

Although students used the pages of the SSM for sharing the agenda for school events or organizing demonstrations, the number of posts related to that was small: ninety posts from a total of 1556. On the other hand, students used the pages more often to post about the activities developed at schools: 165 posts. We may conclude that students were using the pages more as a report/diary instead of a platform for planning activities.

The political scenario of each state could also explain some issues. The nine states are ruled by three different political parties, named here P1, with four states, P2, with three, and P3, with two. For instance, the two SSM which reported the highest number of posts related to the use of military police and the excess force used against the students located in states ruled by governors of P1. As a comparison, P1 had eighty-nine occurrences, while P2 and P3 had respectively fourteen and eighteen. The same political party also received the highest number of posts criticizing their government and their decisions on the educational system, being forty-one for P1, twenty for P2 and fourteen for P3. In addition, P1 had the highest number of complaints about school food: forty-nine from a total of sixty-four occurrences.

The differences about the content of each Facebook page can be also explained by the need [13] every SSM presented: from the thematic content analysis we could observe, for instance, that Rio de Janeiro focused on educational changes, while Goiás focused on the educational outsourcing.

Another aspect that emerged from the analysis of the posts was the growing number of posts of the SSM pages referring to a specific school, that is, students started posting more about what every school needed in that given moment. The number of schools that were cited by the SSM that started in 2016 were higher than the ones started in 2015. This suggests a change in the activity towards a more agentive collaborative online environment: students started acting together, and not only as an independent SSM, such togetherness [29] can be understood as a sight of collaborative agency [8], [30], since they have a higher potential of sharing the object of their activities, attracting different stakeholders [15], [16], and making the SSM stronger, providing more chances to have their claims heard by the competent authorities.

Regarding the network that emerged from our analysis, we could observe the role played by the SSM of São Paulo: all the other SSM referred to them on their Facebook pages, demonstrating that São Paulo was used as a reference for the students of the other states. One remarkable example of using the SSM from São Paulo as a reference could be seen on students from Bahia who went to São Paulo to visit an occupied school so they could learn how the students were organizing their activities. They stayed in an occupied school for one week before returning to their state.

The different SSM presented in this study have been achieving different outcomes. In São Paulo, where the first SSM emerged, students were able to avoid the closure of ninety-four schools and to obtain the free pass on public transport in the metropolitan area of the city of São Paulo. Besides, students' pressure made the chamber of deputies of São Paulo to initiate the investigation of the "snack scandal". The success obtained by those SSM may have influenced the other SSM, expanding the use of Facebook pages and the occupations all over Brazil, which is, according to Cunha and Lemos [8], a possibility of envisioning and reorganizing the educational systems by its grassroots.

In Minas Gerais, students were also successful in avoiding the militarization of one school. In Goiás and Bahia, after two months of occupied schools, the government suspended the plans for outsourcing school administration. Although students have vacated the schools, they are ready to reoccupy the schools in case the government insists on that plan. In Paraná, the occupations were suspended on May 30 2016 after the State Government accepted the claims from the students and formally noticed them that the state would work on their demands. However, students promised that if the state did not fulfill their claims, they would occupy the schools again.

In Rio de Janeiro, some schools were already disoccupied, while others are still occupied, and the SSE is negotiating directly with every occupied school and trying to attend their claims. For the moment (July 2016), the two last SSM without a sight of reaching a favorable outcome for the students are the ones from Ceará and Rio Grande do Sul.

It is important to highlight that the success students obtained (even partially) was possible due to the collaborative agency [8], [20] they developed. That could be observed in three different ways: first, the expansion happened from a single SSM, that is, the increase of participants inside the Facebook pages, and as a consequence, students started collaborating more in their groups; second, the expansion of the SSM to other states; and third, the increase of collaboration among the different SSM. Therefore, the expansive learning process from the students, which *puts primacy on communities as learners, on transformation and creation of culture, on horizontal movement and hybridization, and on the formation of theoretical concepts* [31].

Even though in some cases students could not immediately obtain the results expected, the protests and occupations they organized have already shaken the Brazilian educational

context. By getting organized students showed to the authorities (political and military) that dialogue was the only way out for the occupations. For the first time in Brazilian history, students were able to protest, claim and obtain their rights from the government, and in our view, that is the greatest legacy those students could leave.

6. Conclusions

Students Social Movements (SSM) are proving to be a good alternative for students to fight for their rights with the competent authorities. By using pages on Facebook they were able to share news and organize activities inside the schools, as well as demonstrations on the streets. Although there was a considerable number of people following the SSM pages on Facebook (more than 300.000 people), this number is still very low, considering that the metropolitan area of São Paulo alone has more than 20.000.000 people and that Brazil has more than 95.000.000 Facebook users, leaving a huge potential to be explored in such SNS, which can be interpreted as a limitation on the use of SNS for social movements.

A limitation of this study was on retrieving the posts from Facebook: every time a person access the newsfeed of a page, the posts may differ from time to time, since older posts are randomly displayed, so that it is impossible to open all the posts of a page at the same time. Thus, the results obtained in our analysis may vary considering this technical constraint. In addition, the methods used in this study are still in an early stage of development. However, according to Vygotsky [32], it is fundamental that new approaches to scientific problems leads researchers to develop new methods of investigation and analysis. In such extent, this article proposes the combination of CHAT background with multimodal and network analysis in order to understand how the use of new digital communication tools impact on the organization of SSN. The expansive characteristics presented by the Brazilian SSM could also be seen in other countries in South America: students from Chile and from Paraguay also started occupying schools in their countries in order to fight for educational changes. Students from both countries recorded videos in order to thank the students from São Paulo who started the occupations and for showing them that it was possible to fight for their rights.

Table 3. Numbers and percentages from the analysis of the posts.

	Absolute numbers									
	Mato Grosso	Bahia	Ceará	Rio de Janeiro	Rio Grande do Sul	Minas Gerais	São Paulo	Paraná	Goiás	TOTALS:
Multimodal aspects										
New post	48	39	123	85	75	12	151	159	162	854
Shared	3	44	2	11	34	0	20	6	6	126
Updated cover photo	1	5	2	3	1	0	8	3	8	31
Updated profile picture	0	3	2	2	2	0	9	4	3	25
TOTALS:	52	91	129	101	112	12	188	172	179	1036
Type of post										
Links	0	15	3	4	13	2	8	1	1	47
Pictures	46	49	98	17	49	3	41	92	96	490
Text	1	14	11	4	34	5	6	21	29	125
Video	5	13	17	76	16	2	133	58	53	373
TOTALS:	52	91	129	101	112	12	188	172	179	1036
Thematic content										
School name mentioned	13	2	59	53	47	2	62	63	35	336
School Occupation	5	54	23	17	20	8	38	26	19	210
Support/help for occupations	10	13	27	17	10	2	46	38	28	191
Students' activities at school	18	2	18	3	27	1	10	65	21	165
Violence	1	10	4	14	4	0	41	0	47	121
Demonstrations	2	9	21	24	4	0	30	0	21	111
Agenda	11	11	13	5	10	2	1	17	20	90
Government	2	6	14	9	5	2	22	10	7	77
School food	0	5	5	4	1	0	28	17	4	64
Educational quality	0	7	5	20	10	0	3	6	12	63
Educational outsourcing	3	0	0	0	0	0	0	0	53	56
Gender discussions	1	5	2	1	5	0	12	6	0	32
Teachers on Strike	0	1	11	8	5	0	0	0	0	25
Funding cuts	0	1	1	3	2	0	5	1	1	14
Public Transport	1	1	0	1	0	0	3	0	2	8
TOTALS:	64	127	203	179	151	17	301	250	270	1560

Table 3. Continue.

	Percentage								
	Mato Grosso	Bahia	Ceará	Rio de Janeiro	Rio Grande do Sul	Minas Gerais	São Paulo	Paraná	Goiás
Multimodal aspects									
New post	92	43	95	84	67	100	80	92	91
Shared	6	48	2	11	30	0	11	3	3
Updated cover photo	2	5	2	3	1	0	4	2	4
Updated profile picture	0	3	2	2	2	0	5	2	2
TOTALS:									
Type of post									
Links	0	16	2	4	12	17	4	1	1
Pictures	88	54	76	17	44	25	22	53	54
Text	2	15	9	4	30	42	3	12	16
Video	10	14	13	75	14	17	71	34	30
TOTALS:									
Thematic content									
School name mentioned	20	2	29	30	31	12	21	25	13
School Occupation	8	43	11	9	13	47	13	10	7
Support/help for occupations	16	10	13	9	7	12	15	15	10
Students' activities at school	28	2	9	2	18	6	3	26	8
Violence	2	8	2	8	3	0	14	0	17
Demonstrations	3	7	10	13	3	0	10	0	8
Agenda	17	9	6	3	7	12	0	7	7
Government	3	5	7	5	3	12	7	4	3
School food	0	4	2	2	1	0	9	7	1
Educational quality	0	6	2	11	7	0	1	2	4
Educational outsourcing	5	0	0	0	0	0	0	0	20
Gender discussions	2	4	1	1	3	0	4	2	0
Teachers on Strike	0	1	5	4	3	0	0	0	0
Funding cuts	0	1	0	2	1	0	2	0	0
Public Transport	2	1	0	1	0	0	1	0	1
TOTALS:									

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