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## Online groups in secondary education

Rezende da Cunha Junior, F.

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## Abstract

This thesis describes how teachers and students used online groups for promoting communication in the classrooms. The studies reported in this thesis were framed under the Cultural Historical Activity Theory, which enables us to have an overview of how communicative activities developed over time. In addition, the critical-collaborative research methodology used for developing the studies enables the participants to become subjects of the activities and co-authors of the research design. Our results suggest that, despite in an initial stage and small number of interactions, the use of online groups for educational purposes presents a potential for developing collaboration, argumentation and agency among students and teachers in secondary education.