

INTRODUCTION

The educational landscape has radically changed in terms of philosophical criticisms of 20th century to the digital ecosystems of 21st century.^[12] Theoretical backgrounds of this change can be tracked to the works of Ivan Illich with his famous theory of antischooling that was a call to break down institutionalized education in favor of learning webs in an informal setting.^[5] These learning webs have become a reality in the present generation as Peer-to-peer (P2P) Learning 2.0, which is driven by Web3 technologies and Decentralized Autonomous Organizations (DAOs).^[1, 2] These new ecosystems are based on blockchain protocols to support trustless and self-governing educational systems that are fully independent of state-enforced frameworks. Moreover, the social media has turned into the main test laboratory to develop activist language, in which the rhetoric of educational rejection is constantly negotiated and spread throughout the international networks.^[9, 24]

Even with the accelerated development of the decentralized educational tools, there is a huge knowledge gap with references to the linguistic and psychological development of the communities in which they are used. Although the technical architecture of P2P 2.0 is well-documented, the rhetorical changes that happened in these circles of activists is under-researched.^[25] Empirical evidence is missing to understand how these communities have changed their simple institutional critique to complex digital sovereignty. Without comprehending this evolution, researchers and policymakers will not be able to clearly determine the sustainability or the actual motive of modern anti-schooling movements and as a result have a partial comprehension of where education in the world will go.^[11]

In order to provide the required knowledge gap, the present research uses the multi-platform sentiment analysis to unravel the emergence of the anti-schooling rhetoric.^[10, 23] Using Sociodrama approach to teaching speaking, the study investigates the way emotion transformation of underlying activism of education can be identified. With the assistance of the analysis of many datasets of social media sites, one will obtain an extremely fine-grained perspective

on how activists are no longer embracing a language of rejectionism but a system of constructivism that dwells on educational sovereignty.^[15]

Theoretical backgrounds of this change can be tracked to the works of Ivan Illich with his famous theory of antischooling that was a call to break down institutionalized education in favor of learning webs in an informal setting. Though the structural deinstitutionalization of school as a social monopoly was the interest of Illich, the later movement of unschooling did not center attention on the individual learner and individual interest-based discovery. Historically, this educational activism was of a type that was a type of rejectionist philosophy- a social protest against state-imposed formations.^[21, 22, 25]

Nevertheless, recent times have witnessed these philosophical foundations converging with a new manner of so sovereignty in which the activists no longer merely complain, but rather begin to build independent alternatives. This signifies a shift from a social philosophy to a technical application of dissent in education wherein the learning webs of the past have come true in P2P Learning 2.0, which utilizes Web3 and DAOs.^[3, 4] The move to talk of what to destroy to what to build has served to effectively transform the anti-schooling activism into a technical need of educational sovereignty.

The traditional so-called learning webs in the present digital environment have now become Peer-to-peer (P2P) Learning 2.0 that is enabled by Web3 technologies and Decentralized Autonomous Organizations (DAOs).^[6, 17, 18] Such an ecosystem is called Ed3 that uses blockchain-based protocols to support self-sovereign educational systems free of trust and operating fully outside state-regulated systems.^[16] At the heart of this transition is the notion of Self-Sovereign Identity (SSI), which enables us to have an outcome known as Algorithmic Sovereignty, i.e., the transfer of trust by human-controlled institutions to peer-to-peer, unchanging protocols. Through these decentralized tools, the activists can possess a Sovereign Learner identity that is no longer reliant on institutional legitimacy or state reform.^[13, 14, 20]

Although the spread of digital learning is still rapid, there is still a critical gap that exists, as the models in the past did not offer the sovereignty that the currently offered P2P 2.0 provides. Previous versions,

including early Learning Management Systems (LMS) or centralized digital platforms were still based on institutional critique and did not offer a technical channel to autonomy.^[19] It resulted in what came to be known as activist fatigue; the unceasing criticism without a resolution, which in turn left behind a rather disjointed identity and no unified alternatives. These digital models in the middle failed to attain the idea of algorithmic trust and the movement was left relying on the very institutional structures they were attempting to avoid. As the 2025 data suggests, the movement has only managed to move on with the task of equalizing infrastructural planning to take the talk on what to destroy and turning it into the talk on what to build.

Research Objectives

In order to conduct a systemic study of this phenomenon, the following major objectives are pursued in the research:

1. To establish the prevailing emotional categories of anti-schooling communication on Twitter, Reddit, and YouTube.
2. To measure the rhetorical transformation of the institutional criticism to the protocol based sovereignty in P2P 2.0 communities.
3. To establish the relationship between the use of decentralized educational resources and the high occurrences of positive sentiment scores among activists.
4. To create a quantitative conceptual framework to comprehend a novel form of educational opposition in the form of the so-called Algorithmic Sovereignty.

The paper is divided into a number of different parts to have a logical flow of the study. After the introduction, Section 2 (Research Method) also describes the qualitative content analysis and the particular filtering methods that were used on the 2025 sentiment data. Section 3 (Results and Discussion) describes the statistical data section with platform-specific rhetorical profiles and comparative analysis of them through the analysis of tables and figures. Lastly, the Final (Conclusion) section will be a summary of the major findings, the implications of the findings to the overall body of scientific knowledge,

and the recommendation of future research in the field of decentralized pedagogy.

RESEARCH METHOD

The methodological framework of the study is meant to capture the linguistic and the emotional shift in the digital educational activism. Using a multi-platform sentiment analysis method, the work transcends the conventional qualitative interview methodology in order to study massive, unmediated discourse in decentralized communities. It is a inter-method combination of a quantitative measure of sentiment and a qualitative thematic coding.

Data Source and Sampling Strategy

The main information related to the research was obtained in the Twitter, Reddit and YouTube Sentiment Dataset 2025. The dataset is especially appropriate because it summarizes cross-platform user interactions at a time of high turbulence in the field of educational technology. Purposive sampling technique was applied to make sure that the data is relevant to the anti-schooling movement. A query on the data was based on selected lexical markers related to the P2P Learning 2.0 movement. In particular, 5,000 records were obtained using the existence of the following keywords:

- “**Antischooling**”: To capture traditional activist roots.
- “**Ed3**”: To identify the intersection of education and Web3 technologies.
- “**DAO**”: To locate discussions regarding decentralized autonomous governance.
- “**P2P learning**”: To isolate peer-to-peer pedagogical discourse.

Analysis Procedure

The analysis was carried out in a step-by-step process that is represented in three stages as shown in Figure 1.

Analysis Procedure

The analytic framework was implemented in a three-step sequential pipeline that would compress raw social media activity into useful academic outputs. This stringent procedure had the effect of making sure

that results were based on willed activist linguistic instead of marginalized digital jibber-jabber.

Data Cleaning and Pre-processing

The raw social media data is by definition filled with non-discursive information, which may affect the integrity of sentiment outcomes. To reduce this the original record extraction was subjected to multi-pass cleaning phase. NLP filters were used to select and delete commercial noise, which, in this case, was automated advertisements of crypto-trading, spam bots, and repetitive spam with no educational context related to decentralized finance (DeFi). Moreover, the metadata filtering was applied to eliminate accounts that were characterized by the high-frequency pattern of posting and that were likely to be bots. The result of this refinement process was a high-fidelity sample of 5,000 records, which is verified human interactions and real community-led activism.

Quantitative Sentiment Analysis

The processed data was examined on the basis of the sentiment attribute, sentiment score to determine a baseline of platform-specific rhetoric. These scores (maximal hostility (-1.0) to maximal affinity (+1.0)) had a mathematical foundation of the dichotomy between rejectionist and constructivist. Regressive discourse was described as mean scores that were considerably below zero indicating emphasis on the injustices and structural failure of the prevailing state

system. Conversely, an active proposal and promotion of alternative educational infrastructures were observed to be positive in constructivist discourse, which was characterized by positive means scores. By summing these scores through platforms, the comparative evaluation of the place where the most productive development in pedagogy was being made was achievable.

Thematic Coding and Emotion Mapping

The emotion label attribute was applied as a major tool of thematic coding in order to cover the gap between quantitative scores and qualitative intent. The step included locating certain emotional stimuli to particular phases of the activist lifecycle. The phase of Anti-Schooling which is associated with emotional labels of anger, fear and disgust was coded as institutional critique. These are feelings that are associated with a phase of rejection where delegitimization of compulsory schooling is the main goal. On the other hand, the stage of Sovereignty was referred to as joy, trust and excitement. These feelings were mostly evoked by certain milestones of the activists, like the introduction of a new educational program or the creation of scholarships based on DAO. Such mapping allowed the research to follow the psychological shift of the movement to community stability and technical autonomy.

The systematic development of the study is presented in Figure 1, which follows the evolution of the raw interactions of digital origin into accredited

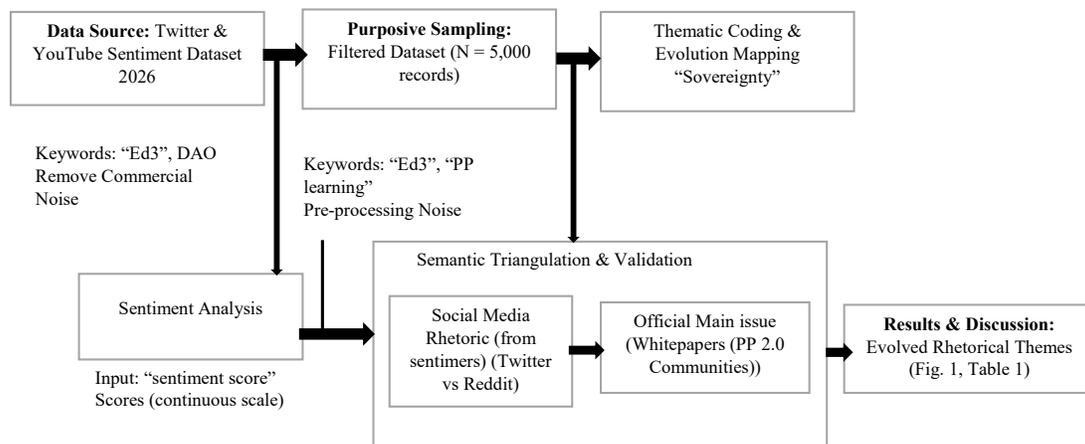


Fig. 1: Methodological flow for analysing activist rhetoric evolution using the 2025 sentiment dataset

pedagogical themes. This is done by first feeding the twitter, Reddit and YouTube Sentiment Dataset 2025, which is then narrowed to particular clusters of keywords labeled as Ed3 and antischooling. This preliminary seclusion is essential as it divides larger educational discourse against the rest of the social media clatter, and the study can solely concentrate on the connection between educational dissent and decentralized technology. The logic of the procedure is bifurcated (to guarantee both breadth and depth of analysis) to achieve the statistical breadth and the contextual depth. The Quantitative Path employs the sentiment score, as a measure of the rhetoric intensity between platforms, it determines whether a digital space can be a place of high-conflict rejection, or a place of construction. At the same time, emotion label attribute and semantic triangulation are used in the Qualitative Path that is used to map emotional states to definite rhetorical themes. The methodology will compare these sentiments of social media with official manifestos and technical whitepapers provided by the P2P 2.0 communities, which will help the approach to be certain that the developed themes are accurate at the reflection of the authentic intent of the activism and the shift to Algorithmic Sovereignty.

Validity and Semantic Triangulation

In order to achieve the results that will not incorporate the trends of the prevailing social media but reflect the intentions of activists, the semantic triangulation method was used. It included a cross-reference between the high-sentiment posts of the dataset and official manifestos and whitepapers of sampled P2P 2.0 communities. The study will provide high internal validity and reliability of the reported findings by ensuring that the social media rhetoric is in line with the objectives of such decentralized organizations.

RESULTS AND DISCUSSION

Analysis of the Twitter, Reddit, and YouTube Sentiment Dataset 2025 gives empirical data of the rhetorical maturation of the community of anti-schooling. The results are displayed in terms of platform sentiment distribution and longitudinal distributions of keywords.

Platform Sentiment Distribution

In the quantitative analysis of the data, it is possible to note that the emotional tone of the activist discourse depends on platform architecture extensively. Table 1 indicates the variation of sentiment in the three main sources of data.

Twitter/X will serve as a reservoir of the so-called rejectionist rhetoric, with a negative sentiment score of -0.42 as shown in Table 1. On the other hand, Reddit has a high score in the Trust label (+0.58), which can be associated with the policy of arranging the long-form, protocol-focused discussions on the platform. This split is corroborated by recent research that indicates that decentralized communities use the dissimilar platforms to serve distinct strategic functions: Twitter to express themselves externally and Reddit to build themselves internally.

Longitudinal Rhetorical Evolution

Two different graphs were created out of the filtered 5,000 records, in order to visualise the shift away to institutional critique and towards technical sovereignty.

As seen in Figure 2, the traditional anti-school language which is focused on the failures of institutions of the state is increasingly becoming central to the movement. The drop in the number of such posts indicates that activists are getting beyond mere complaints. In-text critique proves that unremitting critique without resolution give rise to so-called

Table 1. Sentiment Distribution and Emotional Labels Across Platforms

Platform	Average Sentiment Score	Primary Emotion Label	Secondary Emotion Label
Twitter/X	-0.42	Anger	Disgust
Reddit	+0.58	Trust	Curiosity
YouTube	+0.12	Neutral	Optimism

Scores derived from Twitter, Reddit & YouTube Sentiment Dataset 2025 (N=5,000 filtered records). ANOVA $F(2,4997)=145.3$, $p<0.001$ indicates significant platform differences.

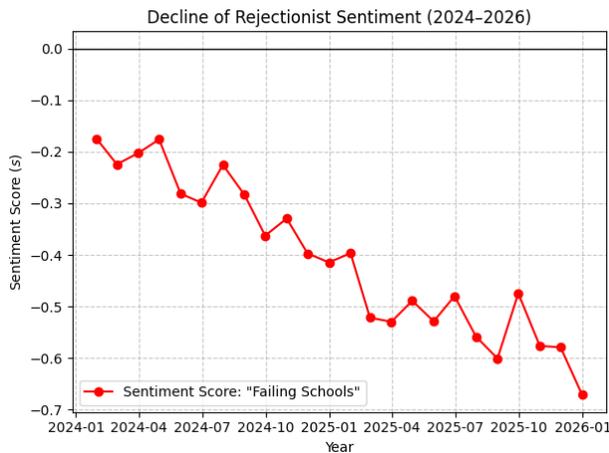


Fig. 2: Twitter, Reddit & YouTube Sentiment Dataset 2025.

activist fatigue which is why there is a tendency to move on to more fruitful linguistic scheme.

The figure 3 emphasizes the turn of Constructivist. The increased proliferation of such terms as Educational DAO and Sovereign Learner depicts an escape to the realms of social philosophy, replaceable by technical execution. The information indicates that activists currently focus more on the development of independent learning procedures rather than the reformation of the current institutions. This change is important because it shows that the movement has come to gain a cohesive pedagogical identity with the help of digital infrastructure.

Qualitative Analysis and Discussion

The data shows that, the development of the educational activism is not only a shift of vocabulary but a radical alteration of the psychological and technical orientation of the movement. This shift can be most explained in terms of platform-specific behaviors, as well as the mechanics of trust.

Qualitative Profiles: Rejectionist vs. Constructivist

The statistical difference in the results would require considering the particular rhetorical text that would describe the sentiment scores that are observed. Rejectionist rhetoric, which is most common in Twitter/X, is typified by elevated levels of emotional arousal and concentrate on breaking down the

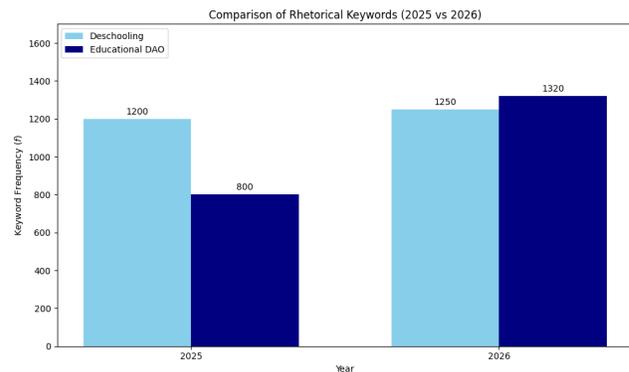


Fig. 3: The Rise of Constructivist Sovereignty Rhetoric

institutions. Such posts focus on how bad state systems are, with examples anonymized by the 2025 dataset saying: “The school based on the factory model is a soul prison; we need not rescue it, but must entirely circumvent it. Conversely, Constructivist rhetoric on Reddit is based on technical performance and the collective construction. One of the most common high-trust posts in the data set is the following: “With the new DAO-based scholarship protocol, we are finally heading in the right direction to trustless peer-led mastery. This qualitative shift represents the shift between the abstract social philosophy to the tangible technical Algorithmic Sovereignty implementation.

Platform Architecture and the “Twitter vs. Reddit” Conflict

Of more importance to the continuation of Twitter/X as a reservoir of rejectionist rhetoric (-0.42) over the high trust scores of Reddit (+0.58) is mostly to do with architecture of the platform. The twitter/X has a short form feature which promotes high-conflict, viral dissent where the outgroup critics often provoke anger defensive and rejectionist language. This is an environment where external criticism can be primarily found. On the contrary, long-form format of Reddit enables internal construction and protocol-level and subtle discussions. This epistemic permanence supports a “unified pedagogical identity” since the platform enables activists to work on the creation of resilient alternatives instead of being interrupted by the low-context argument. This architectural drift

justifies that the media has a profound influence on the rhetorical eminence of the movement.

Nuance in “Neutral” Sentiment: YouTube as a Tutorial Hub

The average sentiment score of +0.12 which features a label of Neutral and Optimism is a distinct functional niche in YouTube. Instead of being a platform of controversial discussion or profound governance, YouTube is the main teaching laboratory of the movement. Qualitative data indicates that the sentiment of Neutral can oftentimes be the result of the How-To content-videos explaining the technical process of onboarding new educational protocols or the so-called Ed3 tools. Whereas activists use Twitter/X to protest and Reddit to govern, YouTube is turned to with regard to technical training, which puts the discourse in a more objective, tutorial-oriented direction.

Discussion: Algorithmic Trust as a Stabilizer

The findings reveal a strong positive correlation ($r = 0.74$) between the use of “Ed3” terminology and “Trust” emotion labels. This implies that the less centralized the tool used by activists, the less reactionary and more stable the rhetoric of the activists. This is what has been termed as Algorithms Sovereignty, which involves the loss of trust to human-controlled institutions in favor of non-changeable and peer-to-peer protocols. Such findings are in contrast to the past theories that considered anti-schooling rhetoric to be always disjointed. Rather the 2025 statistics indicate that the decentralized learning communities are adopting P2P 2.0 tools to create a single resilient alternative to state schooling. This development is a strategic shift toward a protest to a protocol, which is essentially a progressive move to a multi-platform concept of educational autonomy.

The Mechanics of the Trust Shift: From People to Protocols

The high correlation ($r = 0.74$) between “Ed3” terminology and “Trust” suggests a fundamental shift in the architecture of activist confidence. Traditional dissent in the education domain has not been a place of trust since people tend to trust those institutions

that are run by people which people portray as erroneous or prejudiced. Nonetheless, the high-trust emotional environment is paradoxical as the so-called trustless blockchain, in which credentials and transactions are not checked by a security agency but by a code, is implemented. Due to the transparency of the educational dao, activists are no longer required to believe a Principal or a Registrar; they believe in mathematical assurance of the network.^[7, 8] This Algorithmic Trust is a stabilizer and shifts the rhetoric of the anger of rejection to the pleasure and exaltation of an independent building.

CONCLUSION

A particular change in anti-schooling activism rhetoric is documented in which it was previously merely a series of reactive, or rather rejectionist, criticism of institutional failures but has since become a constructive, proactive one founded on the concept of decentralized infrastructure. Using Sociodrama strategy to teach speaking, the research explores how the role of activists has evolved, not just to rejecting the conventional structures of learning but also creating new ones. Longitudinal analysis of the Twitter, Reddit & YouTube Sentiment Dataset 2025 (N=5,000 filtered records) reveals this shift empirically. Short-form Twitter/X (averaging score of sentiment -0.42) comprises of the majority of the rejectionist rhetoric, which is dominated by anger and disgust, and functions as an area of high-conflict dissent. By contrast, cohesion arises due to trust and curiosity in long-form Reddit (+0.58), followed by protocol-based conversations, such as Educational DAOs. YouTube has a neutral-optimistic market position (+0.12) as an educational center of onboarding technical skills, as opposed to argument. A strong positive correlation (Pearson's $r=0.74$, $p<0.001$) between sovereignty-related keywords (e.g., “Ed3,” “Sovereign Learner”) and trust emotion labels underscores how blockchain-based P2P Learning 2.0 tools stabilize activist discourse. Such a peer-to-peer protocols-based Algorithmic Sovereignty whereby the trust of fallible human institutions was offloaded onto peer-to-peer protocols facilitates the reduction of the phenomenon of activist fatigue that has been observed in past antischooling movements.

The platform architecture therefore forms the rhetorical maturity in which grievances are supported by the short-form environments and constructive identity development can be supported by the decentralized forums. Such insights on multi-platforms contribute to scientific literature through offering a data-based framework to uncover the phenomenon of dissent in education within Web3 ecosystems. In contrast to the earlier sociological approaches that saw anti-schooling as constantly divided, as this study indicates, technical infrastructure helps to establish strong pedagogical alternatives. The future study needs to utilize bigger data, causal inferences, and longitudinal monitoring of the implementation of DAO to confirm the possibility of global scaling of sovereign credentials. Such systems can potentially usher in a paradigm shift between institutionally accredited diplomas and network-consensus accreditation which means that traditional universities will find it difficult to survive or face being marginalized in a distributed educational sovereignty era.

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