

**Understanding Discrepancies in Collaborative Learning:
An Interactional Analysis of How Discrepancies Are Handled**

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Research Overview

This study examines how discrepancies are handled in collaborative learning interactions. Through qualitative interaction analysis of small-group learning, the study identifies different ways in which discrepancies become visible, remain unresolved, or lead to interactional reorganization. The findings suggest that collaborative interaction does not necessarily guarantee shared understanding.

Purpose of Study

Collaborative learning is often regarded as a process through which learners deepen understanding by engaging in interaction with others. However, shared understanding does not always emerge smoothly in actual classroom interactions. Learners may continue activities while maintaining different understandings, avoiding discrepancies, or leaving them unresolved.

This study aims to examine how discrepancies in understanding are handled during collaborative learning interactions. Rather than focusing only on whether discrepancies occur, the study investigates how they become visible, remain unresolved, or lead to changes in the interactional flow.

Research Methods

The study employed qualitative interaction analysis of small-group learning activities in a classroom setting. The data consisted of recorded classroom interactions among four learners engaged in collaborative mathematical problem solving.

The analysis focused on two dimensions: (1) the visibility of discrepancies, and (2) the interactional flow. Based on these perspectives, episodes were analyzed to examine different ways in which discrepancies were handled within interaction.

Results and Discussion

The analysis identified two broad patterns in the handling of discrepancies. In avoidance/neglect patterns, discrepancies remained unresolved while the interactional flow continued without major change. In some cases, discrepancies were not explicitly expressed; in others, they became visible but were not fully addressed. These interactions tended to maintain the existing flow of activity despite incomplete understanding.

In adjustment/reorganization patterns, new information or explanations introduced during interaction changed how learners approached the task. Some adjustments were local and stable, such as brief clarification through teacher support or peer explanation. Other cases involved broader reorganization of understanding, where learners' ways of interpreting the task changed, although the resulting understanding was not always stable.

These findings suggest that the significance of discrepancies lies not only in their occurrence but also in how they are handled within interaction. The study further indicates that collaborative interaction itself does not necessarily guarantee shared understanding.

Keywords

collaborative learning; discrepancies; interaction analysis; interactional reorganization