

The study of social interactions is a relevant object of research that contributes to understand *when*, *how* and *why* people interact in different contexts of the everyday lives. Within the field of social and educational psychology, this book focuses on a qualitative view of social interaction in order to analyze to what extent children's capacity to interact and to create meanings in collective learning contexts is a product of their discursive construction of sense making within interactions with partners.

The collection of studies presented in this book intends to contribute to the implementation of research designs that take into account the complexity and the richness of children's and adults' contributions during various types of interaction. The aim is to create a promising space of theoretical and methodological debate around the relation between learning, discussing, debating, and confronting in educational contexts. Through the presentation of different studies, the book is conceived as a tool for the analysis of different interactional situations under the lens of qualitative approaches.

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