

Table S1*Rubric to Create Two-dimensional Profiles*

| | Low | Medium | High | Target Areas |
|-------------------------|---|--|---|---|
| Orientation to Learning | | | | <p>Response addresses</p> <ol style="list-style-type: none"> 1. <i>Learning process</i>: What “learning is (learning process)”. They may use words like “know” or “knowledge” and discuss the role of students’ existing/prior ideas. 2. <i>Loci of learning</i>: Students’ “control” and/or “freedom” in relation to learning. 3. <i>Attention to learning</i>: Interests and attention were landing on student learning (not themselves and teaching) engagement, and wellbeing. |
| Language | At least one area was addressed; Responses show limited understanding of the areas or are poorly aligned with knowledge generation. | At least two areas were addressed; Responses show a basic understanding of the areas and are aligned with the knowledge generation approach. | Three areas were addressed; Responses show exemplary understanding of all three areas and are aligned with the knowledge generation approach. | <p>Response addresses</p> <ol style="list-style-type: none"> 1. The ideas of using language as a learning tool; giving students control over what they talk and write 2. Use of multiple forms of language (writing, multimodal representations), and/or everyday language 3. Connection between language and other tools |
| Dialogue | | | | <p>Response addresses</p> <ol style="list-style-type: none"> 1. Student-centered/dominated dialogue 2. Dialogues through different group sizes 3. Connections between dialogue, language, and argument |
| Argument | | | | <p>Response addresses</p> <ol style="list-style-type: none"> 1. Argument or negotiation as an essential learning tool 2. Negotiation/argumentation cycles (Question-Construction-Critiques) instead of following one time mechanical processes, negotiations happen all the time 3. Private and public negotiations (constructions and critique), managing group size to give more room for negotiation |