

**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"> <li>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.</li> <li>2. <i>Loci of learning</i>: Students’ “control” and/or “freedom” in relation to learning.</li> <li>3. <i>Attention to learning</i>: Interests and attention were landing on student learning (not themselves and teaching) engagement, and wellbeing.</li> </ol>
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"> <li>1. The ideas of using language as a learning tool; giving students control over what they talk and write</li> <li>2. Use of multiple forms of language (writing, multimodal representations), and/or everyday language</li> <li>3. Connection between language and other tools</li> </ol>
Dialogue				<p>Response addresses</p> <ol style="list-style-type: none"> <li>1. Student-centered/dominated dialogue</li> <li>2. Dialogues through different group sizes</li> <li>3. Connections between dialogue, language, and argument</li> </ol>
Argument				<p>Response addresses</p> <ol style="list-style-type: none"> <li>1. Argument or negotiation as an essential learning tool</li> <li>2. Negotiation/argumentation cycles (Question-Construction-Critiques) instead of following one time mechanical processes, negotiations happen all the time</li> <li>3. Private and public negotiations (constructions and critique), managing group size to give more room for negotiation</li> </ol>