

Appendix 2. Content of group discussions

Meeting	Date	Teachers present	Time set for meeting	Data video transcript	Content
1	18 Sept. 2019	Alice, Betty, Cara, Daisy, Emely	2 h 30 min*	44-min video 23 pages	<i>Identify the gap:</i> The researcher gave a brief overview of variation theory, and the teachers shared the educational problems they had. The teachers observed that the pupils did not seem to regard their participation in education as meaningful. The pupils also had difficulties in space and time orientation.
2	27 Sept. 2019	Alice, Betty, Cara, Emely	2 h 30 min**	73-min video 47 pages	<i>Collaborative design:</i> The researcher described Kuno and Ikura's case-example model. Several pupils were suggested as case-pupil candidates. Finally, the teachers agreed on one pupil who had been particularly hard to engage in learning. The object of learning was set as enabling the pupils' awareness of what would happen next in the teaching. Lesson units were designed and included modifications in the teachers' actions when explaining the day's activities. Instead of the teacher simply talking and pointing at the VAS, a frame (in plastic-covered paper) was applied to highlight 'now'. The teachers agree to measure the effect of the frame by observing one another and making notes in a shared document.
<i>After the second and third meetings, 6 weeks of implementing and observing lesson units ensued</i>					
3	13 Nov. 2019	Alice, Betty, Cara, Daisy,	1 h 30 min	85-min video 34 pages	<i>Collaborative discussion:</i> What was and was not yet understood. The teachers' collaborative discussions revealed that most pupils had shown some interest in teachers' actions with the frame and had taken

Meeting	Date	Teachers	Time set	Data	Content
		present	for	video	
			meeting	transcript	
					<p>advantage of the intended signal of the ‘now’. During the meeting, it became clear that none of the teachers had remembered to take notes about the case pupil. Adjustments were made to the lesson plan: greater attention was paid to the case pupil’s participation and presenting her with variations. This was done through additional use of the frame visualizing the ‘first and then’ rules of concrete tasks.</p>
4	18 Dec. 2019	Alice, Cara	1 h 30 min	77-min video 42 pages	<p><i>Reflections:</i> At the final meeting, there was a summary whereby the researcher went over the steps taken and summed up preliminary findings. The teachers had the opportunity to respond to the preliminary analysis.</p>

Notes: * At the first meeting, the session started with general information about the proceedings.

**At the second meeting, the first part of the video recording was accidentally deleted: in accordance with ethical approval, the researcher deleted the content in the camera after transferring the files to the password-protected hard disk. Hence, the content was reproduced from notes and memory a few hours later.