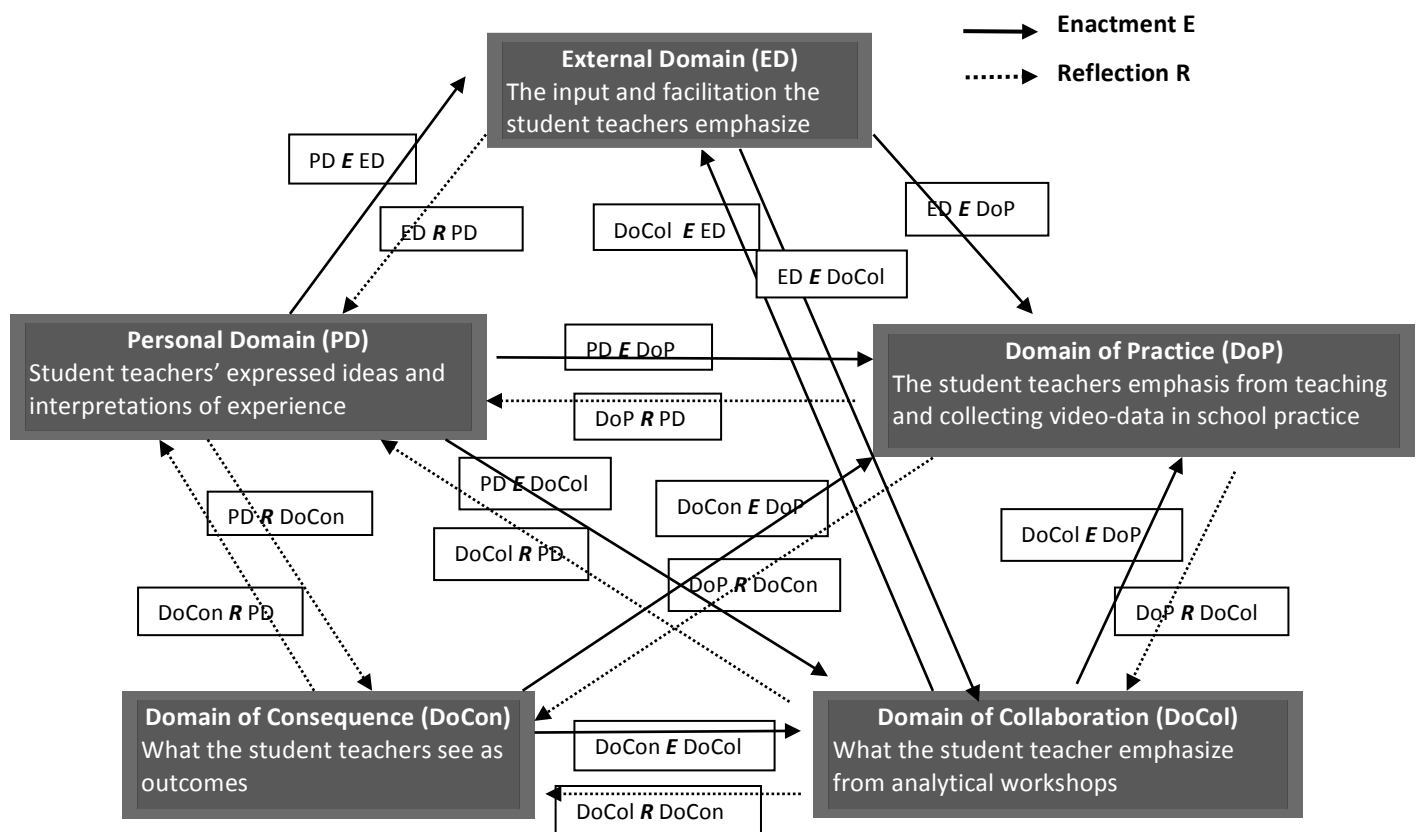


Codebook: Pre-service teachers' meaning-making when collaboratively analyzing video from school practice to be used in bachelor projects at the college

Step 1 coding: Codes referring to the five domains in the meaning-making model. The student teachers' utterances might in this step of analysis have reference to more than one domain.

Code	Description
External Domain (ED)	The student teacher refers to input of reading material, research results tools etc. and to facilitation in the analytical workshops.
Domain of Practice (DoP)	The student teacher refers to purposefully trying something out in school practice: questions and actions related to the video-based inquiry and/or the concrete classroom teaching.
Domain of Collaboration (DoCol)	The student teacher refers to interactions and dialogues from the analytical workshops related to analysis and discussion of peers' video or to their own video.
Domain of Consequence (DoCon)	The student teacher refers to what he/she sees as perceived outcomes : positive outcomes and/or negative experiences and frustrations.
Personal Domain (PD)	The student teacher refers to ideas about teaching, learning and school students as learners, to interpretations of experience from school practice or other teaching experience and/or to themselves or teachers in general as learners.

Meaning-making model with all domains and arrows (step 2 coding):



Step 2: Codes referring to how change in one domain is connected to other domains, with reflection and enactment as mediating factors. Coding is used on utterances where *more* than one code is used in step 1.

Code	Description	Quotes
PD <i>E</i> ED	The student teacher refers to personal request and search for new 'information' from ED	No examples
ED <i>R</i> PD	The student teacher reflects on personal use of input and facilitation from ED	No examples
ED <i>E</i> DoP	The student teacher refers to start of "experimentation in practice" based on input from ED	No examples
PD <i>E</i> DoP	The student teacher refers to the ideas behind teaching and inquiries in school practice	<i>I planned a debate (..) it was about using the scientific concepts (Louise first interview)</i>
DoP <i>R</i> PD	The student teacher reflects on personal experiences from teaching in school- experiences that verified or potentially changed ideas about teaching and learning	<i>I wonder about the school students dialogue in the group (..) is it only practice sharing (Christian first interview)</i>
ED <i>E</i> DoCol	The student teacher refers to input of tools or facilitation in relation to the workshops	<i>The hardest part was to analyze the data (..) I used this(..) the tools and the models (Christian second interview)</i>
DoCol <i>E</i> ED	Reference to collaborative request and search for new "information" from ED	No examples
DoCol <i>E</i> DoP	The student teacher refers to how discussions in workshops lead to/induced/started experimentation in practice (or might do so looking forward)	No examples
DoP <i>R</i> DoCol	The student teacher reflects on how "experiments" from own classroom were used in the workshops	<i>To present and (...) reflect collaboratively is (..) a learning process (Marie second interview)</i>
DoCon <i>E</i> DoCol	The student teacher refers to outcomes and how this entails (or might entail) new/changed/more/less peer-interactions	No examples
DoCol <i>R</i> DoCon	The student teacher reflects on something which happened during workshops as being an outcome	<i>I think it was good it was a structured dialogue (Marie second interview)</i>
DoCon <i>E</i> DoP	The student teacher refers to outcomes and how these entail (or might entail) new/changed/ more/less "experimentation in practice"	No examples
DoP <i>R</i> DoCon	The student teacher reflects on outcomes from experiences when teaching in school practice (positive or negative)	<i>I do not master the situation (..) to see what I did myself it was harder than I imagined (Jane first interview)</i>
DoCon <i>R</i> PD	The student teacher refers to outcomes and includes reflection on ideas about teaching and learning	<i>I think it was really hard to watch my own mistakes (..) when watching the video it is as if they did not have a discussion with each other but with me (Louise second interview)</i>
PD <i>R</i> DoCon	The student teacher uses ideas about teaching and learning in reflection on what the outcomes are	<i>Good to see (..)it made an impression (..) they were forced to take a stand (Marie, first interview)</i>
DoCon <i>R</i> PD	The student teacher reflects on a change in ideas about teaching and learning based on discussions in workshops	No examples
PD <i>E</i> DoCol	The student teacher refers to ideas about teaching and learning and uses this as a argument for new/changed /more/less peer-interactions	No examples