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A PhD student at the time said, “Read these articles on activity theory so that you can supervise me properly.” Furthermore, she suggested I attend a PhD course she was taking at University West, Sweden, where we work, so that I could listen to experts and learn from them to, again, be able to supervise her properly. Of course, I obliged. Little did I know the radical shift these suggestions would have on my own work, and I am forever grateful.

The professors of the PhD course were Professor Yrjö Engeström and Professor Annalisa Sannino. I knocked on the door, asking for permission to enter as a ‘fly on the wall,’ and they accepted. It took about five minutes before I was eagerly engaged in the course discussions, and the discussions and collaboration with CHAT scholars have not stopped since. In particular, I was delighted to learn about collective professional agency and how contradictions could be used as an engine for creativity, driven by the professionals engaged in the activity day by day at their workplaces.

At the time, I had conducted action research and co-design projects in schools for several years. However, I was not content with what we had achieved. During the projects, it was fine, but when the researchers left, the practice reverted close to its original state. It was frustrating and discouraging. The deep-seated difficulties the professionals experienced in their school as an organization were not addressed. Furthermore, despite the co-design practices, it was problematic to support volitional action and sustainable change. Incremental changes were evident in the projects, but the injustices and conflicts were not addressed despite our ambition to do so.

Since I had just learned about the Change Laboratory as a method for collective change in the course I attended, unable to be the 'fly on the wall,' combined with the readings from the PhD student, I suggested a CL as a possibility for a continuation of a practice-based collaborative research project we had just finished concerning unequal access to educational success. The municipality I was working with then said, "It all sounds good, but we need to include all schools in our municipality and all staff members," when they reacted to my suggestion of selected representatives in one CL as our mutual efforts. Since I was clueless about the workload of a CL at the time, I accepted, and that was the start of a fantastic scientific and collaborative meaningful knowledge journey.

Between 2019-2021, we co-planned with the school officials in the municipality, the municipal school developer, the principals of the schools combined with anchoring activities with the staff, six CLs with about 20 participants in each. Five of the six have been conducted, including the development of an online CL requested by the school during the pandemic years. Initially, I thought an online CL would be impossible, but due to the eagerness of the principals and the staff in the school, we were able to conduct an online CL with both rigour and relevance at the same time as we developed the method together with the participants. During that period, I also hosted an online CL seminar with scholars from different parts of the world who were in the same situation. The aim was to share our experiences to support each other's projects and improve the online CL method, maintaining rigour and relevance in this new way of conducting a Change Laboratory.

These online seminars became important and triggered further ideas about themes to be spread and shared, leading to the WILCHAT (Work Integrated Learning in Cultural Historical Activity Theory-Driven Research) seminar series as the next thematic initiative.

Given the interest, traction and motivation, the Centre for Activity Theory (CAT) at University West, Sweden has been developing. At CAT, we host seminar series, run online and on-site PhD courses in CHAT and formative intervention, run writing seminars to support publications of CHAT research in various contexts, and provide help to plan and conduct conferences and workshops in Sweden and elsewhere where help is needed. The ambition of CAT is to be an active node in the global network of CHAT scholars relating to a wide range of subjects and initiatives. We are supported by the international scientific council, which listens carefully to the ideas we discuss with them. We believe that even small but vibrant nodes are important for the global movement of CHAT and formative interventions, as scientific theory and method are certainly needed for a just world. We are keen and eager to assist despite the difficulties.

I have also conducted a CL with stakeholders in a Swedish municipality addressing homelessness and the risk of homelessness. Results suggest that CHAT and CL enact support, help and agency in these pressing social situations and systemic challenges. Furthermore, we have initiated discussions about using the triangular model as a start for concrete discussions of

issues related to work-integrated learning for university students, which has shown different difficulties depending on socioeconomic circumstances in various nations. There is a need to continue collaborative research within and between nations, institutions, and stakeholders, expanding networks of actors. I see my own need to contribute with publications to the research community, apart from providing courses, presentations, reports and conducting projects. I will try my very best together with engaged CHAT scholars and friends.

Let's keep moving!

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