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I am a PhD student at the Faculty of Education and Culture, Tampere University, since 2020. Before research, I worked as a special education teacher, textbook writer, and special planner in the City of Helsinki Education Division for twenty years.

My journey with cultural-historical activity theory (CHAT) began in 2011 when I attended a summer school on activity theory organized by Yrjö Engeström and Annalisa Sannino at the University of Helsinki, encouraged by my brother. However, it was not until years later that I fully engaged with CHAT research.

In January 2020, I had the privilege of joining the research project *In Search for Significance: Fostering Movement Across the Six Worlds of Adolescents*, led by Yrjö Engeström. In this project, together with great colleagues Piia Ruutu and Maria Tapola-Haapala, we carried out two Change Laboratory interventions with adolescent students in two schools in Finland, exploring ways for them to cultivate meaning and significance in their lives. It is hard to find words for how much this experience has deepened my understanding of conducting school-based research with adolescent students to address complex educational challenges. Particularly inspiring for me was the focus on the students themselves and the possibility to investigate what happens when students have power.

I am now finalizing my dissertation, which examines students' power-gaining process during Change Laboratory interventions. I have been fortunate to have Annalisa Sannino as my first supervisor, Hannele Kerosuo as my second, and Yrjö Engeström as my third.

I am a member of the RESET research group and a part-time research assistant at the DiversHUBility Project for Cooperation Partnerships in Higher Education (Erasmus+ INDIRE) at Tampere University. I'm also a member of the Learning, Culture, and Interventions (LECI) expert research group at the University of Helsinki.

Publications

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