



Marianne Teräs is Professor of Education with a special focus on Healthcare Education at the Stockholm University, Department of Education, Sweden  
Email: [marianne.teras@edu.su.se](mailto:marianne.teras@edu.su.se)

My journey with CHAT began during my doctoral studies at the University of Helsinki, at the Center for Activity Theory and Developmental Work Research, later known as CRADLE. In 2007, I completed my dissertation titled *Intercultural Learning and Hybridity in the Culture Laboratory*, where I applied the Change Laboratory method and developed an intervention approach called the Culture Laboratory. This method was designed to foster intercultural learning and support immigrant education within the context of vocational education and training.

Since then, CHAT has remained a cornerstone of my work, providing a robust theoretical and methodological foundation for my research. My areas of focus include professional and vocational education and training in healthcare settings, as well as international and intercultural contexts. Currently, I lead a research project funded by the Swedish Research Council titled *Navigating Places and Negotiating Boundaries: A Multidisciplinary Study of Migrant Children's Educational Transitions in Sweden*, which examines the educational transitions of young students with migration backgrounds.

Here are some of my publications in which CHAT has been used.

- Henttonen, A., Westerbotn, M., Scheja, M., Fossum, B., & Teräs, M. (2023). Exploring writing a bachelor's thesis as a tool for students' learning in nursing: A qualitative interview study from an activity theoretical perspective. *Nordic Journal of Nursing Research*, 43(2).  
<https://doi.org/10.1177/20571585231167656>
- Dippenaar, H., Eloff, I., & Teräs, M. (2022). Collaboration embedded in service-learning through the lenses of a network of activity systems and a Change Laboratory. In E. Van Eeden, I. Eloff, & H. Dippenaar (Eds.), *Community engagement research in South Africa – Methods, theories, histories and practice* (pp. 87-105). Van Schaik.
- Teräs, M., & Miettinen, R. (2018). The problem of remediation in the development of work – the case of oral-health care. In L. Moreno Herrera, M. Teräs & P. Gougoulakis (Eds.), *Vocational education & training – The world of work and teacher education: Emergent issues in vocational education & training – Voices from cross-national research* Vol 3 (pp. 216-248). Premiss.
- Teräs, M. (2017) Transforming vocational education and training in Finland: Uses of Developmental Work Research. *Nordic Journal of Vocational Education and Training*, 7(2), 22-38. DOI: 10.3384/njvet.2242-458X.17v7i2
- Teräs, M. (2016). Inter-professional working and learning: Instructional actions and boundary crossing or boundary making in oral healthcare. *Journal of Education and Work*, 29(5), 614-636. <https://doi.org/10.1080/13639080.2014.997680>
- Teräs, M., & Lasonen, J. (2013). Developing vocational teachers' intercultural competence through a change laboratory method. *Vocations and Learning*, 6(1), 107-134.
- Teräs, M. (2012). Intercultural space as transitional space: Movements, transformations and dialectical relations. *Research in Comparative and International Education*, 7(4), 503-513.
- Teräs, M. (2012). Learning in "Paperland": Cultural tools and learning practices in Finland. *Scandinavian Journal of Educational Research*, 56(2), 183-197.



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Teräs, M., & Engeström. Y. (2012). Intercultural learning and the role of suggestions in a Culture Laboratory intervention. In K. Symms Gallagher, R. Goodyear, D.J. Brewer & R. Rueda (Eds.), *Urban education: A model for leadership and policy* (pp. 342-356). New York, NY: Routledge.