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I am Associate Professor and the director of Research Centre for Children and Teacher Education at Capital Normal University. Grounded in China's socialist ideology, I have a close affinity with Marxism philosophy, which supports me to keep a consistent epistemology and methodology between my life and work.

It was serendipity for me to visit CRADLE at the University of Helsinki in 2015, which enriched my horizon of cultural-historical activity theory (CHAT) and its various application among interdisciplinary areas. In recent years, I have drawn on CHAT in studies of learning, teaching, and human development in a range of contexts, including schools, families, and societies. By collaborating with Professor Annalisa Sannino, I have organized the first full scale digitalized Change Laboratory in China, by bringing and testing conceptual tools and interventionist methodologies from CHAT to foster collective analyses of challenges in teacher education in China.

In the forthcoming years, I will persist to devote myself to localize CHAT in the Chinese-speaking countries and beyond. Aiming at facilitating both institutional and individual development and transformation embedded in historicity, spatiality, and collectivity, I sincerely appreciate more global dialogue within the CHAT community.

● **Selected publications (in English):**

- [1] **Wei, G.** (2022). *Reimagining Pre-service Teachers' Practical Knowledge: Designing Learning for Future*. London: Routledge.
- [2] **Wei, G.** (2023). Children's prezhivaniya and agency in the COVID-19 pandemic: Narrative research in China. *Learning, Culture and Social Interaction*.38, 100683, <https://doi.org/10.1016/j.lcsi.2022.100683>
- [3] **Wei, G.,** Lee, H. & Chung, C. (2023). Developing pre-service teachers' practical knowledge through formative interventions. *Journal of Education for Teaching*, 49(3), 384-400. <https://doi.org/10.1080/02607476.2022.2111515>
- [4] **Wei, G. & Huang, R.** (2022). Research-practice partnerships in lesson and learning studies: A review from Asian experiences. *Asia Pacific Journal of Education*, 42(1),138-153. <https://doi.org/10.1080/02188791.2022.2031876>
- [5] **Wei, G.** (2021). Imagined professional identity: A narrative inquiry into a Chinese teacher's perezhivaniya in life. *Teaching and Teacher Education*, <https://doi.org/10.1016/j.tate.2021.103337>

● **Selected publications (in Chinese):**

- [1] **魏戈.** 教师实践性知识的生成[M]. 北京：教育科学出版社，2020.
- [2] **魏戈.** 教育研究的范式创新：形成性介入的理论基础、实践策略与方法论意义[J]. 教育学报，2023（2）
- [3] **魏戈.** 最近发展区：理论根脉、概念要义与育人价值[J]. 杭州师范大学学报（社科版），2023（5）
- [4] **魏戈.** 大学与中小学伙伴协作的三种模式及其拓展性转化[J]. 首都师范大学学报（社科版），2022（2）
- [5] **魏戈.** 矛盾驱动的教师专业学习——基于大学与中小学合作研究的案例[J]. 教育发展研究，2019（4）