

CHAT Researcher Profile  
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Using cultural-historical activity theory (CHAT), my research aims to support teacher learning and identity development in multicultural and bilingual settings, specifically targeting educational inequities for language-minoritized teachers and students of various age groups. My research focuses on language learning within ethnolinguistic communities, examining the impact of sociopolitical contexts. I also work with teachers and teacher-educators to facilitate cultural understanding and advocate for historically marginalized students in Prek-12 classrooms, with the goal of promoting equity in urban education and teacher preparation.

In my current multi-year project, I utilize the CHAT-informed change laboratory methodological framework to work with preservice teachers in a professional learning seminar course. This course lab is a research-based formative intervention that incorporates CHAT concepts and principles, leveraging artifacts to mediate the learning of preservice teachers in innovative ways. By its very nature, formative intervention research is participatory and co-engaged scholarship. Student-teaching, when seen through a CHAT lens, involves rule-governed and community-mediated practices that necessitate continual negotiation of labor distribution among (student) teachers. It is through such negotiations that tensions arise. In the context of field experiences, tensions are often seen as negative, but when analyzed through a CHAT lens, they can actually drive mentored learning. By addressing tensions and fears, preservice teachers convert threats into affirmations. By collectively understanding these transformations, teachers validate their experiential reality and establish mentored learning sources.

Analyzing the use of change lab instruments and their instrumentalities is of particular interest to me. Through this process, preservice teachers establish a feedback loop that evolves into a learning cycle, enabling them to address tensions by analyzing the lesson study and four-field model collaboratively and individually. Teacher-educators in schools and universities need to move beyond a superficial understanding of applying theory to practice and instead recognize the importance of practical theory. Teachers need more than a linear application of theory to practice

for future-oriented actions. Non-linear appropriation of theory in practice enhances preservice teachers' ability to innovate and become student-centered educators.

Such appropriation of theory also promotes teacher learning via critical collaborations and leadership in various urban contexts, which allow preservice teachers to deploy their own interactional competences. My CHAT-related publications are as follows:

Chang, S. (2024). Developing bilingual preservice teachers' transformative agency. *Teaching and Teacher Education*, 137. Article Number 104405.

<https://doi.org/10.1016/j.tate.2023.104405>

Chang, S., & Goodwin, A. L. (2023). Learning to co-teach: understanding the *co-* in a mentored co-teaching activity. *Journal of Professional Capital and Community*, 8(4), 299–312.

<https://doi.org/10.1108/JPCC-05-2023-0031>

Chang, S., Martínez-Roldán, C., & Torres-Guzmán, M. (2021). The manifestation of Chinese preservice bilingual teachers' relational agency in a Change Laboratory intervention. *Mind, Culture, and Activity*, 28(1), 44-60.

<https://doi.org/10.1080/10749039.2021.1881125>

Chang, S. (2021). Supporting expansive learning in preservice bilingual teachers' zone of proximal development of the activity system: An analysis of a four-field model trajectory. *Professional Development in Education*, 47(2-3), 225-242.

<https://doi.org/10.1080/19415257.2021.1879232>