

# 2023 WACE World Conference – Session content

Wednesday, June 28th, 2023

Session Block 1 (12:45pm – 1:45pm)

1A – Presentations (BMH 3119)

*Leveraging Brookfield's Four Lenses for Collective Critical Reflection in WIL – Ainsley Goldman, Danielle Moed, Colin McMahon*

Many common approaches to critical reflection in experiential and work-integrated learning (WIL) follow similar models where students individually describe the 'what,' evaluate the 'so what,' and articulate the 'now what' (Ash & Clayton, 2009; Borton, 1970; Ryan, 2013). Stephen D. Brookfield argues that while critical reflection typically is conceptualized and practiced as a solo endeavor, it's actually a collective enterprise." (2017, p. 68). As WIL provides students with unique opportunities to connect with others through internship and organization-partnered project models, there is a need for new approaches to critical reflection that consider the social contexts that students are working in.

Brookfield's model for critically reflective teachers proposes that educators examine their practice through 4 lenses: the autobiographical lens; the students' lens; the colleagues' lens; and the theoretical lens (Brookfield, 1995). Inspired by Brookfield, the authors offer a framework for critical reflection in WIL that leverages the group environment. Four lenses are outlined: the Self or autobiographical lens; the Peer lens of those working in the WIL space; the Community lens of those served in the WIL space; and the Scholarship or theoretical lens. The authors provide context of Brookfield's original model, share their new framework including critically reflective prompt questions for each lens, and discuss possible applications.

*No More Job Postings: Reducing Barriers to Accessing WIL for Graduate Students – Letitia Henville*

For graduate students from equity-deserving groups, job postings appear to be a barrier to access, even when they are written following best practices. Job descriptions are necessary for permanent roles, but a job posting is more than just a job description – a job posting lists required qualifications and desired skills and experience.

In 2021/22, five out of every six graduate students who participated in a UBC Arts Amplifier WIL experience belonged to an equity-deserving group. This 15-minute showcase will describe one aspect of our approach to facilitating inclusive, accessible WIL.

Drawing on the Request for Proposals model used by the Canadian federal government and think tanks, the Arts Amplifier uses a question-and-answer session with employers in place of job postings. Our employers benefit, as they can integrate graduate students' cutting-edge knowledge into their project's scope, methods, and approach. Our students benefit as they learn to advocate for themselves during the application and hiring process. This presentation will share our process for facilitating effective Q&As for students to ask questions of WIL employers.

Until our societal structures are better positioned to empower students from equity-deserving groups, it is the responsibility of WIL practitioners to reshape norms to help students recognize the power they have in the job market.

*A collaborative project to support equity in WIL for students with disability – Lesley Andrew Thomas Bevitt, Tamiaka Mawer, Tom Arthur, Geetha Krishnakumar, Tanya Lawlis*

In 2021 a team of academic and professional staff from The University of Canberra, Australian Capital Territory and Edith Cowan University, Western Australia, collaborated on an Australian Collaborative Education Network funded project. The project aimed to explore students and host organisations perceptions of enablers and challenges to the development and facilitation of equitable and inclusive work integrated learning (WIL) experiences for students with disability. This project consisted of a scoping review to explore pertinent published literature, and a desktop review of Australian universities' WIL policies and procedures to examine accessibility, transparency and inclusivity of these materials for students with disability. Qualitative studies were also completed, these being 1) a survey and focus groups with industry placement hosts to explore experiences and perspectives of hosting students with disability, and 2) semi-structured interviews with university students with disability to explore their WIL experiences. Findings from these interconnected research studies informed the development of a suite of industry-focused resources to support universities and host organizations to develop and facilitate WIL experiences for students with disability. This presentation provides a summary of these findings and introduce the evidence-informed resources. Plans to disseminate and research the application of these resources in practice will be discussed.

1B – Presentations (LHS 1633)

*Accessible Work-Integrated Learning: UVic's CanWork Pilot Program – Allison Benner, Niels Melis-de Lamper, Alyssa Hindle*

In this presentation, we share the University of Victoria's (UVic's) experience in developing and delivering CanWork, a pilot project to remove barriers to WIL participation for students with disabilities or mental health challenges. While UVic offers an internationally recognized WIL program, participation and success rates for students with disabilities have been low, which may contribute to the under-representation of these students in the labour market post-graduation. The CanWork pilot project was designed to remove barriers to participation in optional co-operative education programs and to provide enhanced supports for students, including targeted job development, one-on-one support, and training and resources to help students navigate self-disclosure and accommodation in the workplace. From 2020 to 2022, CanWork supported 100 students in learning pre-employment skills and generated 84 WIL placements. In this presentation, we will share qualitative and quantitative data collected throughout the pilot project to help identify which design factors contributed to the challenges and successes encountered in CanWork, including participants' self-reported confidence in WIL participation. We will also discuss how the project findings might inform other institutions' development of accessible WIL programs and how UVic is integrating learnings from the pilot project into its ongoing WIL programming.

*Creating Inclusive Work-Integrated Learning Today and in the Future – Lorraine Godden, Carolyn Hoessler*  
Creating a future of equitable workplaces and work-integrated learning (WIL) requires addressing embedded inequity. There are many disparities in access, retention, experiences, and impacts on future career planning for equity-seeking groups of students participating in WIL. These disparities include cultural discrimination faced by international students, harassment and bullying and tangible barriers faced by students with visible and non-visible disabilities, and discriminatory attitudes and underrepresentation faced by 2SLGBTQI+ and female students within WIL placements. Limitations, in a

social model of disability, are addressed as barriers in the environment rather than as something wrong with the person. Inequity and equity in WIL thus reflect built design. We describe how equity, access and inclusion can be built into the five OBEL design factors for a more equitable WIL experience. This presentation offers WIL employers and educators a practical, structured design framework for creating an equitable, inclusive and accessible future of WIL. We describe a tangible structured approach for identifying and implementing changes necessary for improved WIL access (pathways), inclusion (belonging), and equity (systemic) across nine dimensions of diversity and all five design factors for creating WIL experiences.

*Developing innovative problem-solving skills through applying an ambidexterity framework to work-based scenarios - Gaia Grant, Martin Dowson, Rachel Hains-Wesson*

Work-integrated learning (WIL) in higher education has been found to assist with skill acquisition and general self-confidence to support graduate job-readiness through providing opportunities for practice and feedback. Yet research has indicated that the outcome of the development of skills and confidence in innovative problem-solving may not be as clear. As innovation and analytical thinking have been identified as the most important employability skills for 2025 by the World Economic Forum 'Future of Jobs Report' (2020), there is a need to ascertain how to further develop this skill in WIL programs. The aim of this study was to identify a model that could be taught in WIL programs for this purpose. Based on a review of innovation literature, a simple model for ambidexterity was developed to share with student focus group workshops. It was then possible to examine if there was an impact on innovative problem-solving skills and confidence using a mixed methods approach, including quantitative analysis of survey responses and qualitative analysis of discussions. Findings from the study indicate that sharing the model for ambidexterity and a teaching methodology that incorporates four key ambidexterity principles supports the development of innovative problem-solving skills and confidence.

1C – Presentations (LHN 1703)

*Best Practice for Supervising undergraduate nursing practice – Judith Needham, Hazel Rands*

This showcase explores the creation of a new Open Access Journal Work Integrated Learning (WIL in Practice), during the COVID-19 pandemic. When much of the world's experiences were disparate and many were challenged by an uncertain future, a group of like-minded higher education academics and administrators formed an editorial board. They then embarked upon a journey to collaborate on the development of the journal. During the conceptualisation of the journal, those involved were motivated by the shared purpose to provide an equitable and supportive publication platform for various voices involved in WIL. Qualitative survey data forms the basis of the showcase and analyses the experiences of four higher education staff. Drawing upon these reflections of the Editorial Board in the journal's design, and using a qualitative case study method, this showcase provides insight into the successes and challenges of the 18-month process. Analysis of the qualitative results showed a positive impact of effective, cross-institutional and multi-disciplinary collaborations on the staff involved. Additionally, discussions pertaining to the inherent tensions, challenges and pressures for staff higher education where publications are concerned will be explored.

*Incorporating International Perspectives on Employability into Global WIL – Matt Byrnes (Presented by Kate Moore)*

Interested in exploring relevance, responsiveness, and ROI within Global WIL? Looking for frameworks to

help guide experiential education programs and support applied learners? Curious about incorporation of employability metrics within program development or outcomes assessment? Join to discuss and apply global perspectives.

This showcase presentation will provide an overview of existing frameworks from around the world and across industries then share models in practice.

Participants will be encouraged to explore how international perspectives are used - or could be used - in program development, placement support, implementation of learning objectives, and assessment of outcomes.

#### 1D - Workshop (Main Hall, Federation Hall)

*Meet the Future – Adopting Technology Innovations in WIL – Shabnam (Shay) Ivkovic, Judie Kay*

The role of technology within WIL is broad and varied – spanning from using MS Office for records management, to using platforms like Zoom for virtual collaboration, Power BI for generating business intelligence, Practera for virtual internships, to using AI products such as VMock and AR/VR simulations training such as Bodyswaps.

In the last few months, the world has been taken by storm by generative AI, or as you might have heard of it, ChatGPT. Augmented or Virtual Reality (AR/VR) has been growing at a slower pace via applications like InStage. Generative AI, standard AI, AR/VR, are called exponential technologies because they're either coming in very quickly or are having unprecedented impact – and WIL isn't immune to any of it.

There are many opinions about the challenges and opportunities of exponential technologies in WIL. Naturally, at this time, literature related to such adoption in WIL is limited. This session hopes to inspire a global chatter on adopting technology in WIL that continues long after the conference ends. Join this session if you'd like to know more about exponential technologies, or would like to share your vision for such technology adoption in WIL – perceived challenges, opportunities to leverage, good practice guidelines.

#### 1E – Roundtable Discussion (Columbia Room B, Federation Hall)

*Capstone – WIL or not? One College's exploration of what constitutes a "workplace experience" – Erin Gray, Chantal Joy*

In a context where work-integrated learning (WIL) has become such an imperative for post-secondary education, critical questions are arising about what types of educational activities do and do not constitute a true WIL experience. This 60-minute session explores the issue of what constitutes a workplace experience in this post-pandemic World that has seen such dramatic changes to the workplace.

The facilitators will share learnings from their own exploration of this issue when a debate ignited at their institution over whether Capstones constitute WIL as defined in the WIL Framework. This will include a review of what our external scan on the issue revealed. Participants will be invited to engage in a roundtable discussion around some of those wicked questions that speaks to how we define WIL and a

workplace experience, the place of Capstones in that landscape, and the tension that arises between innovation and quality assurance. Whether Capstones are your area of interest, or you too are grappling with defining “workplace” in this changing World, we are sure you will walk away with new ideas and much to consider that can be brought back to your own evolving context.

1F – Roundtable Discussion (Westmount Room, Federation Hall)

*Understanding simulated learning for integration into WIL: What do our global stakeholders think? – Melinda Hall, Deborah Pascoe*

COVID-19 changed the landscape for those engaged in work-integrated learning (WIL). Higher education and accreditation bodies were forced to adapt quickly to their discipline-specific circumstances by redeveloping WIL opportunities that could be accessed by students remotely while maintaining high quality experiences. Patrick et al. (2008) presented a range of simulation approaches and considered that simulation was an opportunity for students to experience some aspects of the workplace within an educational setting. However, traditionally, simulated learning has not been considered true WIL due to the lack of host organisation involvement (Zegwaard et al., 2020).

The aim of this round-table discussion is to explore the perceptions and experiences of WIL stakeholders in the simulated learning environment. Participants will be guided to examine and discuss the application of simulated learning with regard to learning and teaching, resourcing and motivation to increase our understanding of what constitutes simulated learning through WIL. Participants will walk away with a greater understanding of the broad range of simulated learning opportunities and how such experiences can enhance and contribute to WIL. This round-table will build upon work completed at the 2022 ACEN Conference, enabling the scope of simulated learning to be discussed on a global scale.

Session Block 2 (2:00pm – 3:00pm)

2A – Presentations (BMH 3119)

*Factors that influence faculty involvement in and support of WIL: Early Findings – Denyse LaFrance Horning, Kristin Geraty, Letitia Henville, Catherine Wilson*

Why do only some faculty members support WIL? We will share early findings from our 115+ article review of studies of faculty involvement in and support for WIL, and solicit feedback for the second phase of our research.

What work there is on faculty involvement in WIL tends to paint faculty members with a broad brush. For example, a 2012 Higher Education Quality Council of Ontario report divided them into two categories: college and university faculty. Other studies (Lloyd et al., 2021; Rook & Sloan, 2021) distinguish between disciplines, making broad claims about the perceptions of faculty members in the humanities, engineering, and business.

Our experience as WIL practitioners, faculty members, and administrators have made clear to us that faculty cannot be grouped as supportive or unsupportive according to such broad categories. Some engineering faculty are unsupportive because they assume their graduates will easily secure employment. Some humanities faculty are supportive because they’ve witnessed the transformative learning experiences that WIL can enable. Our presentation will suggest early answers to key questions:

What factors make one faculty member more or less likely to support WIL? What strategies can be used going forward to better engage faculty in WIL?

*Work-integrated learning in children's play: building awareness, curiosity, innovation, and entrepreneurship in a transforming world – Anna Fletcher, Stuart Levy*

Preparing citizens to become future-ready requires closing the gap between education and employment and acknowledging the collective role of society in supporting children to create meaningful futures through lifelong learning. Transforming attitudes and conceptions about the relationships between education and future careers necessarily involves engaging families and young learners.

The Possible Me pilot project is a collaboration between regional education providers, local employers and a government funded organisation supporting large-scale regional economic and social transition. The project has been conducted at four early childhood education settings since 2021. It aims to create an evidence base of World of Work (WoW) experiences that are effective for inspiring children's career aspirations and their purpose for learning. Data has been gathered through video footage of children engaging in intentional play activities exploring the future WoW, drawings and conversations. Findings suggest children developed increased knowledge about the WoW and strengthened their identity as capable learners while relationships between children, families, and communities were strengthened.

The research highlights the possibilities for transforming thinking about future work at a much earlier age than current secondary school programs, suggesting the initiative provides a way forward for local school-industry-university partnerships.

*Leveraging Work Integrated Learning to Develop Complex Problem-Solving Skills – An Innovative Four Quadrant Model – PB Venkatamaran, G. Sundar*

Problem-solving is a key learning outcome in professional education. Academic institutions and organizations adopt various instructional strategies to build problem-solving skills in their students and employees. Research literature on this subject is abundant. Taking inspiration from the research so far, this paper presents a novel four-quadrant matrix integrating problem types and solution prospects and details its epistemic, pedagogical and instructional basis. The model suggests work integrated learning as a preferred instructional strategy to build problem-solving skills. This model will help both academic institutions and organizations to review their approaches in building problem-solving skills.

2B - Presentations (LHS 1633)

*How to adapt an OER career textbook for your own post-secondary institution – Jamie Noakes*

TRU Career and Experiential Learning Department has recently completed an Open Education Resource textbook that we use in our Co-operative Education prep course and pan campus career services. As an open education resource you can access this textbook for free but you can also adapt it for your own use, institution and students. Join us to learn more about our career textbook, how to access it and how to adapt it for your own institution.

*Neuro-typical inclusion through Work-integrated Learning: how to manage neuro-typical individuals through WIL for an inclusive future of work? – Antoine Pennaforte*

Through WIL programs, many individuals work with invisible neuro-atypical conditions (e.g. autism spectrum disorder, attention deficit disorder, gifted...). Often, individuals do not tell their WIL supervisors at work and WIL support at the University about their neuro-typical conditions because they want to act, work and behave as other individuals. But they do not feel well. The lack of knowledge, open-mindedness or will around invisible neuro-atypical conditions often cause several issues for individuals (e.g. strange behavior, emotions out of control, bad feeling...) and for WIL support (e.g. lack of understanding, repudiation...).

For WIL community and for the future of work, these issues need to be addressed in order to develop inclusive WIL programs for individuals with invisible neuro-atypical conditions. This exploratory research, based on a multi-level qualitative (20 interviews) method in French context, examines how to propose specific HR, managerial and educational support to help WIL community to be inclusive for neuro-atypical student-workers.

*TVET students Work-integrated Learning for Qualification Acquisition and Employability: A South African TVET College Perspective – Mabu LP Raphotle, Joseph Mesuwini*

The Technical and Vocational Education and Training (TVET) Colleges' Student Support Service Plan emphasises the support that TVET Colleges must provide to students to enhance their chances of graduating and being employed. The plan also provides guidelines for Work-integrated Learning (WIL) practice regarding what colleges should report on, emphasising induction and work readiness for students, partnership with industry, and tracking and tracing of college graduates. This paper identifies gaps between the stipulated guidelines and the current practice of WIL in the TVET sector using a comparative analysis of practice from four TVET colleges in Kwa-Zulu Natal, South Africa. The paper focuses on the practice of two WIL elements i.e., qualification acquisition and graduate absorption in the labour market. A qualitative approach employing an online open-ended questionnaire and interview was used to gather data from TVET students who completed their 18-month WIL placement in 2019 and 2021. Data were gathered from 300 randomly selected students from college databases. Kolb's experiential learning theory was used to explain the findings. The data were triangulated and verified for consistency. Findings indicate that interventions are required to enable colleges to support students in gaining employment. Furthermore, college-industry partnerships were found lacking, which hampered WIL placement. WIL was found to influence employability positively.

2C – Presentations (LHN 1703)

*International Students in Canada: Leveraging Institutional and Program Data to Better Understand their Experiences in Co-op – Anita Dapaah, Frederick Mills, Amanda Tam*

Recent enrollment growth in Canadian post-secondary institutions stems largely from a continued influx of international students (Statistics Canada, 2021). When these students first arrive, they face many challenges, ranging from financial pressures to cultural adaptation, and from language barriers to social isolation. For decades, many international students have opted to participate in formal work integrated learning programs with the goals of gaining valuable Canadian work experience, building a professional

network, and earning money to cover expenses, to name but a few. The University of Alberta's Engineering Co-op Program, too, has benefitted from this trend of international student enrollment. Yet, as a cohort of students with different needs, expectations, and experiences than domestic students, not only have targeted programs and supports been scant, but our specific data-driven knowledge of the international student experience has been too. A new tide is coming in, however.

Attendees to this presentation will learn about our international students' experiences, derived from readily available data from the Co-op student lifecycle. How do these experiences differ from those of domestic students? What gaps exist in service provision and support curation for international students in WIL contexts? What are we currently doing well and how can we do better? In this session, attendees will also learn about some of our initial ideas and tactics to improve the international student experience.

#### *Impact of the Covid-19 pandemic on Work Integrated Learning at the Universities of Technology – John Kabuba Tshilenge*

This article aims to explore the impact of universities of Technology's work integrated learning (WIL) experience during the COVID-19 pandemic period. WIL is one of the most valuable opportunities for students to gain industry experience. COVID-19 pandemic has become the greatest challenge due to worldwide lockdown and social distancing regulations, higher education institutions who offer face-to-face classes had to go online to provide educational services to their students, which had major impacts on student studies. A questionnaire survey with valid responses from 500 students and 10 Lectures from different faculties at Vaal University of Technology was conducted in 2022. Partial least squares structural equation modelling (PLS-SEM) was used to analyse the data. It was found that COVID-19 pandemic has impacted and has caused disrupted, change and rapid moved to online and distance learning models. The values of alternative forms of WIL, in spaces other than physical workplaces, has been realized, designed of WIL in non-workplace settings now requires greater attention. These new and alternative models of WIL are not substitutions for placements, but instead opportunities to engage students in the changing nature of work and learning. It is suggested that WIL design focusses on creating opportunities for students to practice in authentic work activities and roles.

#### *What WIL We Do? Improving Student Preparation Prior to Work-Integrated Learning Experiences – Dave Fenton*

Globalization, the rise of the digital economy, and the restrictions caused by the COVID-19 pandemic (Sutherland & Symmons, 2013; Dean & Campbell, 2020; Zegwaard et al., 2020) have contributed to the emergence of several modalities of work-integrated learning (WIL) in higher education. The result of all of this activity has seen a rise in the need to discuss WIL curriculum design, particularly as it pertains to student preparation before a WIL experience (Cooper et al., 2010). Further research in this domain is necessary to address employer perceived deficiencies in student performance and ability upon entering the workplace for WIL (Jackson et al., 2017; Winterton & Turner, 2019). This paper analyzes and interprets the theoretical underpinnings of WIL curriculum design and aligns these tenets with emerging pedagogical approaches that reinforce the desired learning outcomes for WIL while also addressing the skills gap. This paper draws on the recent WIL literature on the theories of scaffolding, critical reflection,



transformative learning, and agency while showcasing how methods such as problem-based learning, digital game-based learning, the co-operative learning method, and case-based learning have the potential to enhance student preparation before WIL. The discourse in this paper has an aim of highlighting opportunities to expand the literature for WIL curriculum design to improve pedagogical outcomes in higher education.

## 2D – Roundtable Discussion

*Waterloo Experience (WE) Accelerate: A case study of innovation in WIL through an industry-university collaboration – Suman Armitage, Andrea Prier, Naveed Zahid*

In Spring 2021, the University of Waterloo launched a new WIL program called Waterloo Experience (WE) Accelerate. This program responded to short time challenges wrought by COVID 19 and addressed the long-standing challenge of first work term employment. Since its inception, WE Accelerate has supported over 800 first work term students in developing in-demand skills, strengthened partnerships with industry, and enhanced collaboration amongst staff. This round-table session will share the program's design, implementation, and outcomes. In particular, we will focus on the role of the industry partner and how the program was co-developed and co-delivered with industry. Our industry partner will share the critical success factors for industry partnership and the potential challenges that post-secondary institutions and organizations could face. This round-table session will invite participation by the attendees to share their own experiences with university-industry partnerships. The session will be delivered by leaders by Andrea Prier and Suman Armitage from Co-operative and Experiential Education (CEE) at the University of Waterloo and one of our industry partners - Naveed Zahid, AVP, Engineering Transformation, Global Technology Strategy and Transformation from Manulife.

## 2E- Workshop

*Activity Theory as a tool for reimagining WIL: Conducting contradiction analysis – James Garraway, Maria Spante*

The aim of the workshop is to assist participants in better understanding tensions and contradictions in the application of WIL in tertiary and secondary educational institutions, so that possibilities for innovative practice may emerge.

The workshop is designed as an interactive session with the use of pre-prepared materials of Engeström's activity theory tool, the activity system of work-integrated learning programmes.

Participants are expected and encouraged to actively bring forward examples from their lived experience of work-integrated learning models and to conduct contradiction analyses using the activity theory tool. The tool examines WIL as an artefact-mediated, object-oriented dynamic system whose successful functioning is influenced by institutional rules, culture and divisions of labour. The main function of the contradiction analysis is to enable participants to transition from narrative, discursive manifestations of difficulties to understanding them as systematic contradictions within and between the above elements. Through gaining and sharing such detailed and systematic knowledge, participants are assisted in constructing new, improved models that can potentially overcome these contradictions. In so doing, participants may also develop an enhanced ability to foster change, or what Engeström and Sannino refer to as 'transformative agency'.

## Session Block 3 (3:15pm – 4:15pm)

### 3A – Presentations (BMH 3119)

*A structured approach to developing faculty capacity for course-based curricular work-integrated learning opportunities in under-represented disciplinary areas - Mohna Baichoo, Jennifer Fane, The Learning Disabilities Society*

In Spring 2020, Capilano University was a successful recipient of two BC Ministry of Advanced Education, Skills, and Training funding grants for Work Integrated Learning (WIL) Projects. Aligning with former and current institutional priorities, a focus of these projects was equipping faculty with the knowledge, skills and resources required for the development of curricular WIL opportunities in academic areas with limited or no focus/engagement with WIL. We present a case study exploring the use of a structured approach to supporting faculty members in (re)developing courses across twelve diverse disciplinary areas across all five faculties to include an embedded course-based curricular WIL experience. Components of this approach including project scope, design, and faculty supports are explored. Through reporting this case, we highlight the challenges and successes of the approach and key lessons learned from our work of building faculty capacity to increase WIL opportunities for students in under-represented disciplinary areas.

*Cooperative and Work Integrated Education as a key driver for innovation - Maruj Limpawattana*

National competitiveness and economic growth can be indicatively measured by innovation capacity. This presentation describes the meaning of innovation and how it is related to changes in society that reflect an improvement in living condition. As a consequence, to enhance competitiveness, University in partnership with Industry play an important role to provide a potential solution for implementation of innovation. One such activity is to build human resource enriched with the 21st century competencies and ability to generate initiative or innovation through the process of collaborative research leading to technology transfer and commercialization. Currently, Thailand Science Research and Innovation (TSRI) has published the 5-year master plan (2023-2027) indicating that university is the human-resource building up base that contribute to leap jump economical and societal development. This presentation examines policies and practices of innovation-driven universities relating to cooperative and work integrated education as well as technology transfer activities stemming from University and Industry collaborative research in Thailand. Siam University is chosen as an exemplary case.

*Aspects of industry-university cooperation program in South Korea: A five year trend – Sun-hee Kwan*

The purpose of this study is to explore the activities of the representative industry-university cooperation program in South Korea, LINC program, supported by Korean government over the past five years. The LINC program is an educational program involving more than 130 Korean universities every year, and its main purpose is to cultivate field-friendly talents through cooperation between companies and universities. This study analyzes aspects and features of industry-university cooperation activities conducted with LINC program from 2017 to 2021, through analysis of text data such as program proposals, web news, and SNS, and etc. About 100 program proposals and more than 8,000 web documents were analyzed, and the major subjects and patterns for activities were identified through keyword network analysis and topic modeling analysis. As a result of the analysis, activities such as region, convergence, field, and competition were found to be the main areas, and the network size of universities, regions, companies, and education was very large. In addition, it was found that the

government's policy affected LINC program activities and topics before and after COVID-19 were derived differently. This study discusses the characteristics of Korea's industry-university cooperation program for future implications of industry-university cooperation programs.

### 3B – Presentations (LHS 1633)

*What Gen Z views as ideal jobs and employers: Generalizations and nuances in the voices of 2,000 university co-op students - My Truong, Dave Drewery, Anne-Marie Fannon*

Generation Z ("Gen Z") is playing an increasingly important role in the workforce. However, their concepts of employment remain unclear. Addressing this gap would help WIL practitioners support student-employer relationships. In this presentation we will share insights about Gen Z concepts of ideal jobs and employers based on a survey of 2,000 undergraduate Gen Z co-op students. Our analyses showed that Gen Z favors employment that offers work-life balance, opportunities for learning and development, and tangible benefits such as a competitive salary. Further, we found that progress through the co-op program was associated with more "pragmatic" ideals. For instance, those with more (versus less) co-op work experience placed more importance on financial remuneration and less on employer commitment to sustainability. These findings are relevant to WIL practitioners who convey student ideals to employers (e.g., business developers), and they tell us more about how WIL might shape students' preferences for post-graduation employment.

*Reversing un(der)employment: assessing the effectiveness of a novel work-integrated learning (WIL) program - Idris Ademuyiwa, David Drewery, Anne-Marie Fannon*

Can work-integrated learning (WIL) reverse un(der)employment? Participation in WIL programs has been associated with favorable labor market outcomes including a higher likelihood of employment, education-job match, and earnings. However, previous research has overlooked relationships between WIL and un(der)employment among students who are already unemployed. Using a rich administrative dataset and a quasi-experimental research design, this study examines the impact of a novel WIL program called WE Accelerate on employment and unemployment outcomes among inexperienced unemployed job seekers. The results show that while participation in the WIL program was not associated with employment rate, it was associated with getting a job early. Further, among those who were employed, participation in the program was associated with getting senior-level jobs, higher pay satisfaction, and earning above the average wage for students' level of education and previous work experience. Collectively, these results add to the growing literature on WIL, employability, and quality of employment. It suggests that WIL-based interventions can "reverse" the slippery slope of unemployment for students embarking on careers.

*An investigation of systemic barriers experienced by students from equity-deserving groups (EDGs) in a co-op program in Canada - Idris Ademuyiwa, Dave Drewery, Anne Fannon, Tauhid Hossain Khan*

Recent evidence suggests that students belonging to equity-deserving groups (EDGs) experience several systemic barriers and challenges within work-integrated learning (WIL) that other students may not face. Consequently, students from EDGs are more likely than others to leave their WIL programs, limiting their access to WIL's benefits, such as enhanced employability. This creates a moral obligation for WIL programs to understand and address the issues experienced by students from EDGs. To date, efforts to

collect data from such students have been insufficient. They have been mostly limited to a single EDG and have ignored larger issues of equity and access at the intersections of various identities.

The proposed research addresses this gap by investigating the barriers and challenges within WIL experienced by students from EDGs at a Canadian university. It follows an interpretivist grounded theory methodology (Charmaz, 1996) and uses semi-structured interviews to generate transcript data. Thematic analysis of the data and a comprehensive review of the literature will reveal themes that help us understand key issues experienced by students from EDGs throughout a WIL program. This will inform WIL stakeholders engaged in conversations about equity, diversity, and inclusion.

### 3C – Presentations (LHN 1703)

*Evaluating remote Work Integrated Learning using Kolb's Experiential Learning Theory: Experiences undergraduate Medical Laboratory Science and Medical Technology students during the COVID-19 pandemic - Nokukhanya Thembane*

**Background:** The clinical experience offered by the work integrated learning for medical laboratory sciences allows the students to apply theoretical constructs into practice. This module is mandatory for the Medical Laboratory Science qualification. WIL is integral in training prospective graduates for assimilation from higher education to the workplace. Historically, WIL has been conducted in physical laboratory-based settings which were solely aimed at training students for employment. However, the volatile, uncertain, complex, and ambiguous contemporary education environment has necessitated a mindset change among educational leaders and stakeholders.

**Method:** The COVID19 pandemic has presented a unique setting for the delivery of this critical feature. The study involved a questionnaire survey administered to seventy-six medical laboratory and medical technology students who were placed at various subdisciplines for a single semester. A self-reported data was collated to validate the student's learning and diagnostic laboratory experience. This paper discusses lessons from the field relating to the Work Integrated Learning (WIL) which is based on Kolb's theory conceptual work of experiential learning (EL).

**Results:** This case reports the student's placement experience and its impact on the work readiness and for the qualifications guided by four-part framework of Kolb's theory of learning for this qualification. The medical laboratory science and medical technology students reported improved knowledge, skills gained during experiential. Additionally, students reported that WIL boosted their competence for teamwork, problem-solving skills, and developing entrepreneurship skills and knowledge of social skills.

**Conclusion:** The resultant data from student experiences on remote work integrated learning during a pandemic, revealed that the Kolb's Experiential Learning Theory is an effective tool evaluation and enhancing learning and graduate attributes in medical laboratory science and technology clinical experiential learning.

*The Mediating Effects of Knowledge and Skills in Engineering on the Relation between WIL Experiences and Entrepreneurial Skills Among University Students in Thailand - Buratin Khampirat*

It is well known that workplace experience helps develop entrepreneurship skills; however, little is known about the mediating variables between the two, specifically knowledge and skills in engineering (KSEN). This study aimed to test the relationship between work-integrated learning (WIL) experience and entrepreneurial skills by examining KSEN as the mediating variable to improve understanding of entrepreneurial skill development in students.

A cross-sectional survey was conducted among 1,313 participants from 13 universities in Thailand, with over half reporting WIL experience (57.73%). Confirmatory factor analysis, structural equation modeling (SEM), and multilevel SEM were used to test the hypothesis.

At the individual level, although WIL experience did not directly influence entrepreneurship skills, it had significant direct effects on KSEN, and a positive indirect effect on entrepreneurship skills via KSEN levels. At the school level, KSEN was significantly associated with entrepreneurship skills.

In summary, this study demonstrates that different pathways at each level of multi-level analysis may explain how WIL experience can improve KSEN and entrepreneurship skills in university students. The results can then be used to inform policies and practices that support the development of entrepreneurial skills in students through WIL opportunities.

*Inclusion in Work-integrated Learning: Lessons from Administrators, Employers and Students in Ontario – Ken Chatoor, Amy Kaufman*

WIL provides postsecondary students with applied training, skills and professional development, opportunities for personal growth and enhanced self-awareness. To realize these benefits fully, WIL students must also have experiences, in both their institution and in the workplace, that are inclusive. Inclusion is both a process and a result, encompassing related ideas of equity, diversity, accessibility and decolonization. Relatively little Canadian research has been conducted on inclusion during WIL. To help fill this gap, HEQCO surveyed students (n=312), employers (n=109) and institutional staff (n=111) to ask about inclusion in WIL. The study revealed that inclusive practices and feelings of inclusion are strongly associated with students' overall satisfaction in WIL. Awareness of and access to support services has a significant impact on whether students are satisfied with their WIL experience. And women, immigrants and students with disabilities experience significantly more issues with inclusion than students from other demographic groups, which negatively impacts WIL satisfaction. Institutional and workplace participants offered suggestions for driving improvements to inclusive practice. With a better understanding of student experiences, institution and employer perspectives, HEQCO identifies best practices and recommendations for institutions and employers to ensure WIL benefits all students.

### 3D – Panel Discussion (Main Hall, Federation Hall)

*Indigenous WIL, Challenges, Successes, and Steps Forward - Cody Bugler, David Busch, Bryanne Smart*

Indigenous WIL positions have been emerging across Canada in recent years and for a good reason. Indigenous people have historically faced barriers when it comes to access to employment and career services. Indigenous students have been subject to tokenization, lateral violence and unsafe WIL conditions. In the summer of 2022 an Indigenous work-integrated-learning (WIL) community of practice was started amongst UVic and UBC, with others since joining. In our community of practice we have discussions that include but not limited to:

- Trends we're seeing with employers and Indigenous students
- Working with employers who want to hire Indigenous students
- How to build relationships with students and employers
- Working with non-Indigenous students who want to work with indigenous communities

· Building capacity within our Institutions to support Indigenous students who participate in WIL

These conversations are good to have for Indigenous WIL practitioners, but should be heard by all.

Learning outcomes:

1. How you can support Indigenous students who are participating in WIL
2. Best practices for working with employers who want to hire Indigenous students
3. Calls to action, moving forward with Indigenous WIL

3E – Panel Discussion (Columbia Room B, Federation Hall)

*Leveraging the Power of Peer-to-Peer Support in the Context of Work-Integrated Learning – Lauren Broderick, Andrea Prier, Jamieson Cox, Ben McDonald*

The University of Waterloo runs a centralized co-operative education program with over 23,000 work terms per year (2021 Co-operative Education Annual Report, 2021) and offers additional Work-Integrated Learning (WIL) programming to students in non-co-op programs, including an undergraduate certificate program with over 800 students enrolled. To provide quality WIL experiences at this scale, the University leverages peer-to-peer support networks in a variety of contexts. Peer-to-peer support within the context of WIL is an emerging field and has many benefits, including enhancing students' mental health and well-being (McBeath et al., 2018) and encouraging student engagement and empowerment (Perrin, 2014).

This workshop will detail how the power of peer-to-peer support is leveraged in three programs offered by the Centre for Work-Integrated Learning, all of which feature peer support as a fundamental part of their operation. Workshop facilitators will compare how the programs work, their size and scope, intended learning outcomes, variations in their peer support models, and their successes and challenges. After examining these programs in depth, the workshop will conclude with a summary of the value these peer support models create for our student participants – both learners and mentors – the Centre for Work-Integrated Learning, and the institution.

3F – Workshop (Westmount Room, Federation Hall)

*Creating Bi-directional Learning & Co-generation Opportunities – Judene Pretti, Jodi Szimanski, Simon Chan, Kyra Jones*

Many global leaders recognize that leading a multigenerational workforce is a key to growth and success, but less than half include age in diversity, equity, and inclusion initiatives. By 2024, 25% of the overall population in the United States will be over the age of 55, and most employers do not have the roadmap to navigate this unprecedented trend and capture value from this experienced talent pool. This interactive workshop aims to capture the collective wisdom from the global WACE audience to explore how we might use work-integrated learning to create the conditions for bi-directional learning and opportunity for co-generative problem solving. Together we will explore and share examples of bi-directional learning, the conditions that make it bi-directional, and the barriers that can get in the way of true co-generation. This collaborative experience will result in co-created insights that will be shared with session participants following the conference.

Thursday, June 29<sup>th</sup>, 2023

Session Block 4 (8:30am – 9:30am)

4A – Presentations (LHN 1703)

*Institutional Learning Outcomes and Experiential Program Logic Model - Jung Ran Lim, Jennifer Clinton*

The speaker serves as Vice President for Global Talent Development Programs at Cultural Vistas, a 60-year-old nonprofit exchange organization promoting global understanding and collaboration among individuals and institutions. At Cultural Vistas, she's in charge of all USA-inbound programs that require J-1 (BridgeUSA) visa sponsorships. Through this workshop, she will share Cultural Vistas' institutional learning outcomes and experiential program logic model and have the session attendees develop/share their institutional learning outcomes and program logic models.

*The Future of Internships and J-1 Trends in the United States - Jennifer Clinton, Jung Ran Lim*

The speaker serves as President & CEO at Cultural Vistas, a 60-year-old nonprofit exchange organization promoting global understanding and collaboration among individuals and institutions. She also serves as the Board Chair for the Alliance for International Exchange and regularly communicates with the BridgeUSA government officials at the U.S. Department of State. Through this session, she will share some updates and insights on J-1 (BridgeUSA) trends and regulations from the State Department and will explore the future of internships in the U.S., what to expect, and how to prepare for it.

*Employability Practices in Higher Ed – Development Perspectives and Innovative Approaches - Dina Nicholas, Dalila Suhonjic*

Preparing students for the evolving workforce remains a top priority for higher education institutions in the developing countries. In today's world where the number of enrolled students in the tertiary education sector and the demand for skilled workers continue to increase, universities are under continuous pressure to find creative ways to address this challenge, or more precisely how to prepare students today for unknown future labor markets. This presentation will share findings collected through Vitae tools, developed by International Finance Corporation, a World Bank Group member, used across 100 institutions in the developing world. The findings address practices and operations HEIs in the developing world use in the following areas:

- (1) employer engagement mechanisms in program approval/review
- (2) relevance of teaching and learning, including digital literacy and skills as graduate attributes
- (3) career services and work integrated learning practices
- (4) engagement of alumni as agents of employability
- (5) strategies in monitoring employment outcomes

The findings identify gaps in practices and present opportunities for universities to partner with institutions in capacity development and creation of communities of practice in key areas of employability.

#### 4B – Presentations (LHS 1633)

*Simulated learning through COVID-19 and beyond: Moving with the times - Melinda Hall, Jaimee Westin, Eammon Jones*

COVID-19 created an opportunity for work-integrated learning (WIL) academics to incorporate unique ways of learning for our students, including the use of simulated learning (SL). Simulated learning is defined as a set of structured activities that exemplify situations that can occur in practice, allowing students to develop or enhance their knowledge and skills while analysing and responding to the situation presented (Lioce, 2020). Traditionally, SL has not been considered true WIL due to the lack of host organisation involvement (Zegwaard et al., 2020). However, with the need to transition to an online learning model, it was necessary to introduce SL for all WIL students within exercise and sport science to continue to apply the theory learnt in online classes concomitantly with a 'real-life' setting. This best practice showcase details the transition from written case studies to the content rich, collaboration-based framework, H5P. The showcase will present lessons learnt from an academic perspective, ensuring a pedagogical approach to scaffolding, incorporating all stakeholders to maintain true WIL and the importance of behind-the-scenes team cohesion to ensure success for all involved. The showcase will reflect upon the positive and negative aspects of developing SL and what we can take into the future.

*Organizational Socialization and WIL Students: Theory to Practice - Patrice Twomey, Judene Pretti*

Based on the chapter in the recently published International Handbook for Work-Integrated Learning, we will share a brief overview of organizational theories and their role in understanding the experiences of our WIL students. We will share case studies applying the lens of organizational socialization to the student experience. We will also share how lessons from theory can be applied to practice in helping us support WIL partners/employers in designing effective onboarding for students. We will wrap up by describing opportunities for future research studies.

*Learning ecosystems: Enhancing student understanding and agency through work-integrated learning - Jennifer Woodside, Norah McRae*

Proposed format: 15-minute presentation re McRae & Woodside chapter in International Handbook of WIL, 3rd ed. (chapter 24)

Work-integrated learning (WIL) is a strategy known for developing students' skills, abilities and networks, enabling them to launch their careers. Yet, its impact stretches beyond employment. Work integrated learning (WIL) can also support learners' lifelong learning mindset, resilience and well-being. And, these latter more holistic effects arguably matter more now than ever, given that the world of work is increasingly characterized as volatile, uncertain, complex and ambiguous (VUCA). With VUCA on the rise, the most challenging elements of career development are no longer necessarily concentrated at the front end; just as important are the abilities to set hope-oriented goals, engage in pathways thinking, and make decisions against a backdrop of continual change.

How can we design WIL to develop learners' self-reflective abilities toward this end? The University of Waterloo is striving in this direction through intentionally designing its ecosystem to cultivate learners' self-reflective abilities, feelings of agency, and over time increased self-awareness of what brings them meaning and purpose. Come join me for a brief overview of how we're approaching this work and take the opportunity to consider what principles underpin your own learning ecosystem.



#### 4C – Presentations (LHN 2703)

*Lessons Learned: Advocating for WIL with the Government of Canada - Charlene Marion, Cara Krezek, Anne-Marie Fannon*

In this session, CEWIL Canada will share our experiences and lessons learned in advocating for WIL with the Government of Canada. We will discuss the challenges and successes we encountered in promoting the value of WIL programs for students, employers, and the Canadian economy.

Our presentation will begin with an overview of the government's WIL initiatives, including funding programs and policy changes aimed at increasing access to WIL opportunities for students. We will then discuss our strategies for engaging with policymakers, including building relationships with key stakeholders and leveraging data and research to make the case for WIL.

We will also share our insights into the importance of collaboration and partnerships in advocating for WIL. This includes working with a variety of stakeholders to develop and promote WIL programs that meet the needs.

Throughout the presentation, we will highlight the key lessons we learned in advocating for WIL with the government, including the importance of persistence, adaptability, and engaging the expertise of consultants. We will conclude by discussing future opportunities and challenges for WIL advocacy in Canada and beyond.

Participants will leave this session with a deeper understanding of the role of advocacy in promoting WIL, practical insights into effective advocacy strategies, and inspiration to continue advocating for WIL programs in their own national organizations.

*Embracing Skills-Based Hiring: A Win-Win for Students and Employers - Stefanie Corona, Natalie Roper, Cherine Zananiri*

In this post-COVID era, the search for talent has become even more critical for employers. Companies need candidates who can hit the ground running and make an immediate impact. To meet this demand, skills-based hiring has emerged as a powerful strategy to ensure that employers are hiring candidates with the right abilities and knowledge.

We will discuss the benefits of skills-based hiring and how you can implement it as an employer or foster a learning agility mindset among the students you support. We will showcase the Office of Experiential Learning and Co-operative Education at Concordia University in Montreal, Canada and share examples of our professional development programs designed to address skills-based hiring needs with the support of longstanding employer partnerships.

We will explore the innovative teaching and learning methods we use including major shifts in technologies, challenges and best practices for successful implementation. With reflective feedback mechanisms in place, we are constantly obtaining insights into the skills-based needs of our employers and students which fosters stronger employer engagement.

Join us on this journey to discover how skills-based hiring and partnerships can benefit all stakeholders and how you can implement this strategy to attract, develop and retain top talent.

4D – Panel Discussion (Main Hall, Federation Hall)

*Global Fluency and the Transdisciplinary X Thinker – Preparing Leaders and Learners for The Future - Lynn Marie Burks, Uli Leibrecht, Sherryl Major, Dr. Rachelle Keck*

Facilitated by the Jacobson Institute, join an expert panel with over 30+ years in global education and experiences. Topics will focus on solutions to address the importance of developing “Global Fluency” and the “Transdisciplinary X Thinker” skill sets. Panel members will challenge participants to rethink their organization’s future ecosystem. An ecosystem that is skills based, inclusive, highly digitized, sustainable, globally fluent, and humanized.

4E – Workshop (Columbia Room B, Federation Hall)

*Outpace Future Disruptions: The Transformational Role of Data and AI in Work-Integrated Learning - Esteban Veintimilla*

We aim to inspire and motivate university representatives to take action in the rapidly evolving educational landscape, using challenges identified in the World Economic Forum (WEF) Future of Jobs report as our framework. This perspective fosters an understanding of the urgency to adapt career preparation to align with industry changes, advocating for proactive change. In this highly interactive workshop, participants will gain essential insights to pivot from a one-size-fits-all career preparation strategy to a personalized, data-driven approach. Leveraging AI, we will illustrate scalable solutions that elevate student career readiness, equipping you with actionable takeaways to integrate into your WIL programs. Through discussions and group work, you will explore current challenges and career preparation strategies, contributing to a shared vision for the future of WIL. You will leave with the knowledge of how to harness technology, personalized learning, and AI to enhance student outcomes and prepare them for the future of work. By the workshop's end, participants will gain not only novel insights but also forge valuable connections with peers from other universities, fostering a sense of shared commitment to redefining student preparation. Join us to shape the future of WIL and contribute to building a workforce that is resilient, adaptable, and ready for the challenges of tomorrow

4F – Global WIL Capstone Presentations (Westmount Room, Federation Hall)

*GLOBAL WIL CAPSTONE GROUP: special session - Karsten Zegwaard, Mohna Baichoo, Shabnam (Shay) Ivkovic, Dave Fenton, Colleen Phillips-Davis, Sonia Ferns*

Session Block 5 (9:45am – 10:45am)

5A – Presentations (LHN 1703)

*To pay or not to pay: What can we learn? - Patricia Lucas, Michelle Eady, Franziska Trede, Loletta Yuen, Holly Capocchiano, Sally Rae, Craig Cameron, Katharine Hoskyn*

**Background:**

The debate about payment of students during Work-Integrated Learning (WIL) placements is likely to intensify in future because it highlights educational, legal and ethical tensions. The role of payment can never be isolated from the total WIL experience.

Our presentation covers:

- a) educational tensions arising from paid and unpaid placements
- b) differing perspectives of students, host organisations and academic institutions.

Discussion:

Student learning sits at the heart of WIL. No conclusive generalization about comparative effectiveness of paid and unpaid placements in facilitation of learning has been established. Academically WIL is successful when students achieve pre-stated outcomes. On its own the presence or absence of payment is not a proven predictor of student learning in any given situation.

The presence or absence of payment can influence the relationships between student, workplace, and academic institution, which are central to successful experiences for all. All WIL partners need to be aware of the impact of the payment arrangement on the total WIL experience, and especially on the student's financial circumstances. Consideration of scholarships and allowances may need greater emphasis to enhance learning and equity.

#### *Human-Related Competencies in the Future of Work - Clare Dannenberg*

The topic of future work is a delightful research rabbit hole in the ongoing work integrated learning conversation. Recent studies on the future workplace (Zegwaard et al 2017), future work-readiness attributes (Johnstone 2017), and the nature of future work itself (Fishman 2006; Ford 2015) connect into complex conversations on equity, globalisation, colonialism, and agency, each in and of themselves a weighty topic. What is clear in these discussions is that whilst the constructs of work and workplace anticipate large-scale changes, human capital continues to be at the centre of that change. Further, investing in how to maximize humanity-related competencies in our future workers is perfectly situated with a work integrated learning model of tertiary education.

This presentation offers a critical ethnographic perspective on the surreptitious development of such humanity-related competencies by offering case study of a work-integrated learning experience at the University of Alaska Anchorage. Students in an applied anthropology class worked with a for-purpose community agency to increase community support around issues related to unhoused community members. Key findings indicate growth in cultural intelligence (McRae and Ramji 2017) and critical moral agency (Campbell and Zegwaard 2015) as students assessed their sense of themselves, their local cultural norms, and broader social issues through the process of participatory action research. Students developed "critical capacities to interrogate and reflect on such experiences" (Zegwaard et al 2017: 154). This presentation concludes with an invitation to explore ways to explicitly develop and implement these humanity-related competencies in work integrated learning curricula.

#### *"It's different than most majors": Factors Impacting the Career Development of Entrepreneurship Students in a Cooperative Education Program - Kristen Gallo*

This session will explore partial findings from a recent dissertation focused on entrepreneurship co-op students at a freestanding school of entrepreneurship in the U.S. to understand the population and factors contributing to professional development during college. Entrepreneurship is a relatively new

academic program in the United States when compared to liberal arts, science, or engineering fields. Formal majors and minor in entrepreneurship have become more common in only the last 30 years and the number of bachelor's degrees awarded has steadily increased since the early 2000s. Entrepreneurial education holds a strong foundation with experiential learning components embedded in curriculum, which leads to questions about whether further benefits exist from programs like cooperative education for these students. Analysis of qualitative data from interviews with program graduates revealed strong themes around academic preparation, cooperative education, and relationships formed during college as critical components of career development during college. Further, similarities between pre-college entrepreneurial attitudes and family influences emerged, shaping student decision-making around college and major choice. The background, methods, findings, and conclusions of this study will be shared with time for discussion among attendees.

#### 5B – Presentations (LHS 1633)

##### *The 3-minute practicum: a new way for students to reflect and share their WIL experience - Johanna Carrol*

To navigate an uncertain world, students need to both develop career-ready skills and learn to be adaptable lifelong learners who can adjust to new and changing roles. By designing a work-integrated learning (WIL) curriculum that emphasizes active student reflection, educators can foster a growth-mindset to support lifelong learning. During this presentation, I will show how reflective assignments are incorporated in a WIL experience for Master of Health Science students at the University of Toronto. I will highlight a new assignment where students use reflective exercises to create a 3-minute practicum talk (3MP) which they present to practicum supervisors and peers as part of a symposium that forms the culmination of their WIL experience. Unlike related formats that have been used in business (the elevator pitch) and research (the 3-minute thesis), the 3MP challenges students to showcase their practicum experience using a reflective lens. I will explain the structure of the 3MP and illustrate its impact on student engagement. Although the 3MP was designed for graduate students in the life sciences, it can be adapted for many other student populations.

##### *Sustainability Internships: A Way to Promote International Students' Sense of Belonging and Connectedness - Dani Mao, Bruno Balducci*

The number of international students studying in New Zealand has been increasing in recent years, and it is important to understand the factors that contribute to their sense of belonging and connectedness. Research has shown that a sense of belonging and connectedness is positively associated with academic success, mental health, and overall well-being.

A sense of belonging is an emotional state that describes the relationship between an individual and a group or place. A sense of belonging is often described as a feeling of "fit" or "connectedness". This can be based on race, culture, family, friends, work, school, or any other social unit. A sense of connectedness is feeling close to others and having a sense of community. Connectedness is often defined by the frequency of contact, number of friends, social support, and general belongingness. International students often feel a sense of alienation and lack of belonging in their new environment, which can negatively impact their academic and social experiences.

As part of an inquiry into promoting international students' sense of belonging and connectedness, the aim of this project is to investigate how Green Office Toitū sustainability internship students think about

their learning journey creating belonging and connection with OPAIC, local community, their own culture and New Zealand bicultural environment.

By understanding students' internship and project experience with GOT, it is expected that the findings of this research project will benefit OPAIC by providing more in-depth feedback on their GOT internship and projects. From a broader perspective, the findings will contribute to better design of sustainability internships to allow international students to gain practical experience in sustainability-related fields while also connecting them with local communities and cultures.

*Workplace Ideation, Planning, and Innovation Skills for Employment Success – Leneque Wilson, Carrie Proctor, Samantha Alkins, Jessica Wurster, Libby West*

In 2022 and 2023, the Arts & Science Internship Program (ASIP) team at University of Toronto developed and launched two Open Education Resources (OER) to support undergraduate career development in preparation for, and concurrent with, students' on-site co-op experience. For the first OER, we employed an organization-partnered project model where an industry partner shares their expertise and provides an industry-relevant challenge for our students to address. To support students in addressing this challenge, we created a series of 11 skill-development modules focused on ideating a solution and planning for its implementation, broken down into specific in-demand transferrable skills. To complement this skill-based course, we developed an additional OER module that will be completed by students during their subsequent co-op experiences. This module provides insights on effective workplace innovation and its benefits to both students and organizations.

In this short session, learn about how ASIP leveraged innovative curriculum design, partnerships, H5P interactive content, and industry insights to create two high-impact learning experiences for students to enhance their skill and career development journey. Feedback and insights from the 2022-23 pilot will also be shared.

5C – Presentations (LHN 2703)

*How Nanyang Technological University successfully implemented compulsory internships for all undergraduates in the College of Humanities, Arts & Social Sciences and College of Science? - Pui-wah Loh*  
Nanyang Technological University (NTU), Singapore, has successfully implemented compulsory credit-bearing internships in its undergraduates curriculum in two colleges. It involves the School of Humanities, School of Social Sciences and School of Physical & Mathematical Sciences. Previously, credit-bearing internships are optional in the undergraduate curriculum from these three schools. With this implementation NTU has made credit-bearing internships mandatory for every cohort who are matriculated in all its undergraduate degree programs. It translates into internship placements for six thousand undergraduates per cohort. This paper presents the key success factors from design to successful execution. It outlines major challenges faced, solutions that overcome these challenges and lessons learned by the project team in the process. The topics discussed in the presentation cover mapping of skills for undergraduates, pre-internship career and job preparations of students and acquisition of internship opportunities from employers.

*Having Fun: Successfully navigating an international research seminar in work-integrated learning - Rachael Hains-Wesson, Anne-Marie Fannon, Borghild Brekke Hauglid*

When we feel safe, smiling, laughing, and connected to people, we are likely to perform better

(Frederickson, 2001), especially in team projects (Edmondson, 1999; Bang, 2010). This paper outlines how we used fun to create a safe, smiling, and connected space, both in-person and remotely to establish an international group-based work-integrated learning (WIL) research endeavour. We showcase our experience and provide practical examples to back the claims made, connected directly to recent research detailing, e.g., how humour and fun can influence group members' trust and seek feedback (Karakowsky et al., 2020) or how groups use humour to share coping strategies when facing professional difficulties (Hmieleski & Cole, 2022). First, we outline the group project in WIL, focused on exploring both students' experiences on placements and the influence of supervising students on host supervisors' leadership skills. Second, we highlight the enablers, challenges and barriers of using a 'having fun' framework in an international research project across several disciplines and cultures. Third, we provide a summary of our findings, presenting key takeaways. Finally, we argue that research processes, results and relationships are intertwined together: By introducing a fun structure early, we can better ensure group research success.

#### *Experiential Education - Soft Skills: Hard Results - Rod Brazier*

Higher Education within the UK has been subjected to extensive change since the turn of the twenty-first century. Government intervention, massification, and the standardised measurement of institutions, has resulted in students adopting the role of consumer; seeking a tangible value from their education and a return on their financial investment. Furthermore, the widely-documented skills gap and the expanding demands of employers have prompted institutions and educators to consider a range of innovative pedagogies and programmes.

This study explores a specific pedagogic method; experiential education; and the impact this active-learning approach can have upon an undergraduate's soft skill development. It considers the intersection between contrasting higher educational programmes, employer demands, and student needs.

Through a nested case study approach, this naturalistic, constructionist study utilises symbolic interactionism within a thematic analysis of qualitative data. The study explores two groups of undergraduate business management students; one traditional group, and one group of degree apprentices. Through the triangulation (Alvesson, 2003) of teacher field notes, student reflective journals and focus group interviews, the following exploration is undertaken;

An exploration of the nature of students' soft skills development in the context of experiential education in contrasting business management undergraduate courses.

The study found that a range of soft skills were developed by undergraduate students through experiential education. The findings determined that soft skills were more deeply and broadly developed within students who: were afforded freedom to act autonomously; focused on experiential projects rather than merely assessments; and who were able to experientially learn, both inside and outside of the classroom. The study also concluded that degree apprenticeships are a convenient vehicle for the development of soft skills within undergraduate business management study. A set of models arise from the study, which might function as a tool for researchers and practitioners, embarking upon practice within the field.

5D – Panel Discussion (Main Hall, Federation Hall)

*Chase for talent: A conversation about 2 unique and highly successful WIL models - University of Waterloo's North American and Baden-Wuerttemberg Cooperative State University's European approach - Brigitte Ilg, Lisa ter Woort*

Part One – 15 minutes:

PowerPoint presentation comparing the WIL models at each institution covering the following:

- Participating students:
  - o Who are they?
  - o What are their expectations/perceived value of WIL?
  - o What are their time/financial/other commitments?
  
- Participating employers:
  - o Who are they? (Industry/size)
  - o What are their expectations/perceived value of WIL?
  - o What are their time/ financial/other commitments?
  
- Institutional support:
  - o Supporting staff model
  - o What are the logistics of the program (such as student selection, timing of WIL experience - when are students studying and when are they engaged in WIL?)
  - o What does documentation and quality assurance of the WIL program look like? What are the financial commitments?
  
- Government support to both WIL programs
- Summary of key similarities and differences between these WIL programs identified

Break - 5 minutes: Set-up for panelists

Part Two - 30 minutes + 10 min Q & A:

Moderated session with 4 panelists.

- A moderated panel of active employer and student representatives from each WIL program, to be a combination of in-person / hybrid (virtual attendance).
- Discussion of the employer and student perspectives having participated in one of the 2 WIL programs.
- Q&A: Prepared questions and questions from WACE participants

5E – Presentation (Columbia Room B, Federation Hall)

*The impact of Work-integrated Learning and the internationalization of STEM training on youth employment in Africa - Charles Lebon Mberi Kimpolo*

Work-Integrated Learning (WIL) has a critical place in African higher education in the wake of a major skills gap created by the massification of tertiary education, coupled with a lack of meaningful employment opportunities with a continuous growing workforce. These effects have become more pronounced, considering a host of pre-existing challenges, dependence on Northern expertise, resource asymmetries and a low rate of return on higher education investment. This presentation focuses on the experiences of the AIMS Industry Initiative, which seeks to maximise the opportunities and potential for the mathematical sciences to contribute to Africa's economy through human capital, knowledge transfer and applied research. By focusing on the phenomenon of internationalisation and its linkages to WIL within the African context, the authors critically examine the innovative partnerships and approaches taken to address the African skills gap. By employing specific cases, this presentation further demonstrates how WIL is an important instrument to boost youth employment in Africa.

Session Block 6 (11:00am – 11:45am)

6A – Presentations (LHN 1703)

*The Role and Importance of WIL and community development to the Higher Education Institutions: A Green Innovative and Entrepreneurial Approach - Maruj Limpawattana, Yhing Sawheny, Anutosh Mishra*

In this disruptive technology and economic recession era, the most vital competitive strategy is to survive and financially support oneself. During the pre and post-pandemic era, many skilled laborers and employees were unsatisfied with their working environment due to changes in workstations and lack of adaptability. Some are innovative with multitasking to gain new talent and enhance skills with diverse sources of income. During the Bio-Circular-Green Economic model or BCG in Thailand, the focus on circulating green knowledge, environmentally friendly technology, and innovative skills to create a balance between World of Work (WOW) and the World of Community (WOC). Universities arrange Business and community development seminars and workshops with outstanding alumni to promote and share Green innovative ideas and entrepreneurial knowledge. This enhances networking skills and linkage with professionals in the field. For financial assistance, university business incubator is called upon to enrich and improve their students' entrepreneurs and communities through a cooperative



education with funding program, to include a green sustainable business model.

Keywords: Innovative & Entrepreneur, Sustainable Business model, Skill development, World of Community (WOC)

*WILspace: Creating global connections for the future of WIL - Patricia Lucas, Helene Wilkinson, Karsten Zegwaard*

The world of work is less certain and more turbulent than ever forcing us to consider innovative ways to stay connected to develop or enhance our WIL practices. Global connections with each other through Small Significant Online Network Groups (SSONG) can foster change, assist with understanding global trends and provide a comfortable space to challenge current WIL practices and thinking. Influenced by the importance of Communities of Practice (CoP) and the Global WIL program need for more connectivity, WILspace is a global initiative specifically designed for connecting WIL practitioners via SSONGs in regular WIL related conversations. While we individually encounter circumstances, challenges, or opportunities, a collective global wisdom can contribute to improvements in our response and preparedness for impacts on WIL. WILspace revolves around monthly SSONG conversations prompted and supported by structured, topical and current WIL themes. We utilise innovative dialogue challenges, such as music, poetry, images etc to promote sharing of experiences, collaborative problem solving, and innovative thinking. We anticipate these regular conversations may lead to greater connectivity, new ways of practicing WIL, developing a WIL entrepreneurial lens and identification of collaborative research potential. WILspace is an emergent global initiative to foster WIL innovation.

6B – Presentations (LHS 1633)

*Global Challenge: Building students employability skills for an uncertain world – Judie Kay*

WACE and edtech company, Practera have partnered to develop and deliver Global Challenge since 2020. The WACE Global Challenge is a month-long work integrated-learning experience where students work virtually in multidisciplinary, transnational teams undertaking a project for a real client linked to the UN Sustainable Development Goals. To date over 650 students from 42 institutions have participated in this programme which won the PIE Award for Real life Learning in 2022 . This innovative program was developed in response to a long-standing WACE strategic goal to enable access to quality global experiences for all students world-wide. This presentation will overview the program design elements contributing to its quality and success including the cultural intelligence workshop, skill development on the Practera platform and reflection and presentation session. The presentation will also overview the very positive student and client feedback from their Global Challenge experience as well as outline the challenges and benefits of a implementing a wholly online , global WIL programme.

*How do students understand quality WIL experiences? A scoping review of the literature and agenda for future research - David Drewery, Monica Burney, Nancy Carpenter, Michelle Eady, Wincy Li*

There is an ongoing discussion about the meaning of quality work-integrated learning (WIL) experiences. Such discussion has been dominated by educators and employers. Educators have focused on program features such as reflection activities and connections between work and academic/curricular pursuits.

Employers have focused on students' contributions to the organization. While this discussion has been fruitful, it has mostly ignored the voice of students—the central stakeholder in WIL. Our project addresses this gap by exploring students' understandings of quality WIL experiences and amplifying those for other WIL stakeholders. In this presentation, we share themes from a scoping review of the literature about quality WIL from a student voice lens. The themes inform an agenda for future research on quality WIL.

#### 6C – Presentations (LHN 2703)

*Nudging Co-op Students: Towards an Application of Behavioural Insights to Co-operative Education - Letitia Henville, Cait Cameron, Andrea Sator, Earl Anderson, Sarah McQuillan*

In May 2020, the Research Committee of the Association for Co-operative Education and Work-Integrated Learning BC/Yukon began investigating whether and how behavioural insights—that is, “an inductive approach to policy making that combines insights from psychology, cognitive science, and social science” (OECD)—may be ethically and appropriately applied to common challenges in co-operative education and related forms of WIL. This 60-minute workshop will share the results of our literature review and environmental scan, and will suggest “nudges” that WIL practitioners might apply to address student challenges before, during, and after co-op work experiences.

Drawing on knowledge of cognitive biases, we will provide 10+ potential nudges that WIL practitioners could apply in co-operative education, internship programs, and in related WIL contexts in which students must apply for work experiences. Suggested nudges will include options to inspire students to pick up habits of their high-performing peers, engage students who feel overwhelmed or who underestimate their own qualifications, and support students in adopting a strength-based approach to their career development.

Because this research is in its early stages and these nudges have not yet been empirically evaluated, this presentation will close with suggestions for data collection to further advance this work.

*Entrepreneurship in a Faculty of Arts: Innovating an E-WIL ecosystem for UBC graduate and undergraduate Arts students at a large, research intensive university - Julie Walchli, Linda Gully, Letitia Henville*

While entrepreneurship training and experiences are a common part of many business and technology programs, it's less common in the Social Sciences, Humanities, and Creative and Performing Arts, despite the fact that students from these disciplines often have the ideas and skill sets ideal for an entrepreneurial career path. During this session, we'll share our experience developing multiple streams of entrepreneurship programming, in partnership with the entrepreneurship@UBC and Arts Alumni offices, for undergraduate and graduate Arts students.

Specifically, you'll learn about:

- The Arts Co-op Program's Entrepreneurial Co-op Option, which was developed in accordance with CEWIL draft guidelines
- The Amplify Your Product or Service initiative for grad students, which has started up single-venture and collaborative entrepreneurial projects, with notable successes among Humanities PhD students—a population traditionally skeptical of capitalism, entrepreneurship, and perceived neoliberal incursions in doctoral education.

- The Entrepreneurship for Arts Majors initiative for undergraduate students, which offers a term-long, hands-on workshop series to support students to conceive, research, design, and prototype a start-up, agency, venture, project, product, or service, or to kick-start running their own initiative, business, or not-for-profit society with support from Arts grads who are entrepreneurs and serve as Alumni in Residence.

#### 6D – Workshop (Main Hall, Federation Hall)

*The Indigenous Work-integrated Learning Resource Hub: A needs-based approach to addressing barriers and opportunities for Indigenous students – David Busch*

The Indigenous Co-op/Work-integrated Learning (WIL) Resource Hub (IRH) was developed to support Indigenous student access, retention, and success in WIL programs and placements. Resources for the IRH were informed by the findings of a literature review and by responses to a needs-assessment survey distributed to BC WIL practitioners over the summer of 2021. These resources address:

- self-identification
- tokenism,
- partnership and representation,
- program accessibility, and
- responding to the TRC Calls to Action

and serve as useful tools for WIL program developers and practitioners to assist in relationship-building with employers and students, or as helpful springboards for internal program development.

In this session will engage participants in how institutions can bring these materials into their WIL programming with a good heart and with Indigenous student interests, priorities, and safety at the centre of their work. We will engage in a self location exercise, which will help participants appreciate concerns Indigenous students have about how and if they should identify themselves as an Indigenous candidate when applying for WIL opportunities. This will be followed by an overview of the Indigenous WIL Resource Hub, and exploration of resources on self location, tokenism and others through small group discussions.

#### 6E – Roundtable Discussion (Westmount Room, Federation Hall)

*Grad WIL Re-imagined - Supporting Graduate Students Through WIL for Innovation and Economic Development - Amy Smith, Dinuka Gunaratne*

The Canadian work-integrated learning (WIL) landscape is diverse and evolving, with an increasing number of graduate programs emerging across various disciplines. This trend is not only unique to Canada but a global trend. While WIL and graduate education grow, the interplay between them remains underexplored, prompting Canadian WIL practitioners to establish the Graduate WIL Community of Practice (CoP). This collaborative space unites professionals from both fields to discuss the future of Grad WIL, engaging faculty, administrators, career educators, and WIL practitioners.

The CoP fosters critical conversations on graduate students' potential benefits from WIL, and its positive impact on graduate research and student outcomes. It has covered Grad WIL models, program designs, partner engagement, curriculum development, and reflective practice. The community has focused on integrating WIL into PhD programs, addressing concerns that WIL may distance students from their research. Through diverse perspectives, the CoP underscores how Graduate and PhD WIL can motivate students and enhance engagement and add to innovation and economic prosperity.

The variety of professionals in this community signals an eagerness to connect graduate students with WIL opportunities, recognizing Graduate WIL as a unique, underutilized, and transformative field. By integrating WIL into graduate education, institutions can enhance the student experience and contribute to innovation and economic recovery goals.

In this round table discussion, a wider group of global WIL practitioners and leaders will discuss challenges, issues, and opportunities encountered in Graduate WIL. This generative dialogue aims to broaden the Grad WIL vision beyond existing models. Attendees will engage in brainstorming, carousel chart paper discussions, and reflection to challenge and deepen Grad WIL perceptions. The goal is to create an asset shared with participants beyond WACE to continue these conversations within their own communities across the globe. The findings will also be incorporated into a white paper that will be presented at the Canadian Association of Graduate Studies National Conference in Victoria BC.

## Session Block 7 (2:30pm – 3:30pm)

### 7A – Presentations (EV3 3408)

*Cultivating creative collaboration in a time of crisis - The origin story of a cross-institutional and multi-disciplinary WIL journal - Judith Needham, Ondine Bradbury, Ricky Tunny, Sheree Lloyd*

This showcase explores the creation of a new Open Access Journal Work Integrated Learning (WIL in Practice), during the COVID-19 pandemic. When much of the world's experiences were disparate and many were challenged by an uncertain future, a group of like-minded higher education academics and administrators formed an editorial board. They then embarked upon a journey to collaborate on the development of the journal. During the conceptualisation of the journal, those involved were motivated by the shared purpose to provide an equitable and supportive publication platform for various voices involved in WIL. Qualitative survey data forms the basis of the showcase and analyses the experiences of four higher education staff. Drawing upon these reflections of the Editorial Board in the journal's design, and using a qualitative case study method, this showcase provides insight into the successes and challenges of the 18-month process. Analysis of the qualitative results showed a positive impact of effective, cross-institutional and multi-disciplinary collaborations on the staff involved. Additionally, discussions pertaining to the inherent tensions, challenges and pressures for staff higher education where publications are concerned will be explored.

*A Global Skills Revolution - Adapting and Thriving in Tomorrow's Work and Learning Ecosystem - Lynn-Marie Burks, Rachelle Keck, Mike Krtitzman, Michelle Bradford, Sheena Meehan*

This action-packed session will foster discussions and present solutions that can assist global leaders thrive in a future forward skills-based ecosystem. Discover the importance of understanding the importance of a future skills assessment + a micro applied learning and development approaches that

support a skills-based modern ecosystem. Learn how to build a long-term strategy that will prepare you and/or your organizations for a thriving tomorrow!

*Exploring challenges in WIL: A learning curve from an Indonesian perspective - Faizah Sari*

The paper discusses challenges in work-integrated learning (WIL) implementation in Indonesia as a result of a nationwide government-sponsored internship program. As the stakeholders work together to execute such an undertaking, various important issues arise that influence the interaction among WIL stakeholders as they promote quality learning for students. Two main perspectives are discussed: WIL practices in the Asian region (Tanaka & Zegwaard, 2019) and WIL universal framework (McRae & Preeti, 2019). The results show that Indonesia shares important WIL lessons with its Asian counterparts, delineating a learning curve for WIL to flourish. In addition, WIL universal framework helps describe the problematic issues and highlight urgency to improve interaction among stakeholders, focus on student learning outcomes, and cultivate leadership. Some implications for further research are discussed.

7B – Presentations (EV1 132)

*Work-integrated learning for inclusion of individuals with disabilities in Malaysia - Chu Shi Wei*

Inclusion of individuals with disabilities in the workplace has its challenges in developing economies. In line with the United Nations Sustainable Development Goal 10 Reduced Inequalities, the Malaysian government has introduced the policy that 1% of employees should consist of persons with disabilities. However, there is still a gap in successful transition from school to work among persons with disabilities. The purpose of this study is to investigate the innovative best practices in work-integrated learning for transitioning from school to inclusive employment. This is a case study in the Malaysian context to obtain a holistic view of work-integrated learning for individuals with disabilities. Participants of the study are government official, teachers, employers and employees with disabilities. The findings of the study indicate that job coaching in supported employment or internships and social enterprises create inclusive work opportunities for individuals with disabilities. The future of work for individuals with disabilities is through coaching and mentoring, social entrepreneurship and upskilling technological skills to reduce inequalities.

*Multidisciplinary WIL: Impact Lab at the University of Waikato - Karsten Zegwaard, Gail Adams-Hutcheson, Sandy Muller, Lee Martin, Natasha Miller*

Learning through interdisciplinary opportunities plays an important role in enhancing graduate employability outcomes. Literature has highlighted that interdisciplinary work-integrated learning (WIL) is regarded as an innovative form of WIL, however, few universities have developed campus-wide multidisciplinary WIL practices.

The University of Waikato has developed 'The Impact Lab' as a way of creating a multidisciplinary learning environment where students from all disciplines come together as teams to work on a project that aligns with the UN Sustainable Development Goals. Projects are environmentally and community focused, involving a community stakeholder, and require input from multiple disciplines for completion. Third year students from any discipline can enrol in The Impact Lab as their WIL option and are placed in multidisciplinary teams of five to six students. Currently, there are two modes of delivery; multiple projects where students preference the project, and a single project where multiple teams work towards

developing a solution in competition with each other. The Impact Lab is facilitated through the central WIL office with academic support from individual Schools.

In this presentation, details on how The Impact Lab operates are discussed along with the opportunities and challenges encountered. Benefits for the students and the external stakeholders are also discussed using examples.

*Reinventing Thai Cooperative and Work-Integrated Education (CWIE) for A New Global Context: Showcasing Thailand as Potential Partner for CWIE Collaborations - Wichit Srisa-an, Atit Koonsrisuk, Issra Pramoolsook*

The year 2019 marked a significant milestone in the history of Thailand's Cooperative and Work-Integrated Education (CWIE) that paved the way for subsequent impactful developments, changing domestic and international CWIE landscape like never before. This presentation aims to showcase such developments as well as their impacts that can be claimed to reinvent CWIE to be most effective for the changing global context. It will start with the provision and roles of CWIE as officially stipulated in the Higher Education Act of 2019 under the supervision of the newly established Ministry of Higher Education, Science, Research, and Innovation. Then, the 'CWIE Platform', the country's roadmap and blueprint for CWIE development announced by the Ministry, will be presented next. These legislative measures call for different CWIE administrative and management at the national and institutional levels, that invite multilateral commitment and cooperations from a grander pool of stakeholders. From the perspective of Thai Association for Cooperative Education (TACE), the presentation will highlight the ongoing activities, emerging initiatives, as well as future plans for CWIE development. In this session, our international colleagues will be invited to look for and suggest opportunities in which Thailand can collaborate with you, especially in the post-covid era.

7C – Roundtable Discussion (TC 1208)

*Partners in Applied WIL in Criminology Subjects - Danette Nearing-Gulbord, Michelle Eady*

Higher Education (HE) Institutions globally are recognizing their important role in preparing employability-ready graduates. Criminology, a broad discipline in HE, provides opportunities for students to learn from many fields, enriching their learning and impacting their career choices. This interactive round table discussion explores a fresh and engaging approach to subject content by learning through experience in the classroom. The academic coordinator has been able to bring their community experience, skills, and connections in the field into the classroom through applied WIL experiences to enrich student learning, reflective practice; and collaboration with many individuals lending a hand in shaping the university students' learning experience. Through partnership approach based on the third space model, the academic invited a variety of past students, community and government professionals, and university specialists to co-create and facilitate workshop-based interactive sessions with students during class, to help bridge the theory practice divide. The purpose of this research was to share the WIL practices in the Criminology subject setting and examine and analyze the partners and co-creators' opinions of the approach using applied WIL in the suite of Criminology subjects and why these professionals feel it important to "give back" to their discipline.

## 7D – Workshop (TC 2218)

*Quality standards for curriculum design and assessment in Work-Integrated Learning (WIL): A Canadian Model - Erin Gray, Chantal Joy*

In the ever-evolving landscape of higher education, work-integrated learning (WIL) experiences have become a cornerstone for bridging the gap between academia and the workforce. This 60-minute session explores the role that curriculum design and assessment, across courses and modules, contribute to quality WIL.

The facilitators will share quality assurance principles relating to WIL curriculum design from their own institutional experience developing and implementing a WIL Quality Assurance Framework. The session will delve into the quality indicators that relate to WIL curriculum design and assessment. The session will conclude with a discussion on the unique challenges and opportunities that large polytechnic colleges face in the design and assessment of WIL curricula. Attendees will have the opportunity to share their experiences, brainstorm solutions, and engage in a dialogue to foster continuous improvement in WIL curriculum design.

## 7E – Presentation (EV2 2002)

*Innovative Practices in Workforces Development in K-12 Teaching – Chinaka DomNwachukwu*

This study attempts to examine the challenge of workforce development in the K-12 teacher workforce, with the goal of identifying workforce development activities that aim to addressing the problem of teacher shortage in the state of California. The study will critically examine some workforce development programs currently being implemented at a California State University, with the goal of measuring their effectiveness and challenges over time.

## Friday, June 30<sup>th</sup>, 2023

### Session Block 8 (8:30am – 9:30am)

#### 8A – Presentations (LHN 1703)

*An inclusive approach to developing student journalists employability: wise practice in action - Faith Valencia-Forrester*

Work-integrated learning (WIL) is a key feature of journalism education in Australian higher education. It is an established approach to ensuring graduates are ready for the rapidly changing media workforce, and often the 'number of internship opportunities has been a key measure for evaluating the success of a journalism school (Skinner et al, 2001). Despite the popularity of WIL in journalism education, there are challenges associated with ensuring these opportunities are inclusive and available to all students. Scholars have raised justifiable concerns about variable quality and access, as the experiences of students are varied, placements are increasingly limited and not all students may be able to participate. As a result, disadvantaged students, such as those with a disability, may be further marginalised by WIL. Premium internships are often reserved for 'the best students' as 'industry does not see itself as a training ground' (Thomas and Goc 2004, p. 154). Understanding that "best practice" in one situation is not always "best" in others, a wise practice framework co-designs WIL with industry and scaffolds WIL through the final half of a degree culminating in a capstone unit (Cullen, 2017). A wise practice

framework takes WIL objectives - discipline knowledge, professional skills development and professional experience - and positions inclusion and transformation at the centre of the learning experience.

*Developing Innovative WIL in Canada: A CEWIL Canada Story - Charlene Marion*

In this session, we will explore the innovative approaches that CEWIL Canada has taken to develop and promote quality WIL experiences in Canada. We will discuss the strategies and wise practices that CEWIL Canada has implemented to support the growth and evolution of WIL programs across the country, namely through its Government of Canada funded iHUB (Innovation Hub).

The session will begin with an overview of the WIL landscape in Canada and the role that CEWIL Canada plays in promoting and supporting WIL programs. We will discuss the organization's mission, values, and strategic priorities, and how these guide its efforts to promote innovative WIL programs.

We will then dive into specific examples of innovative WIL programming supported by CEWIL Canada and developed by members across provinces, territories, language and institution size and type. We will explore the benefits and challenges of the iHUB program, as well as the lessons learned from its development and implementation. We will conclude by discussing the future of WIL in Canada and the opportunities and challenges that lie ahead.

Participants will leave this session with a deeper understanding of the innovative approaches to WIL program development and implementation from a Canadian perspective. We also aim to leave participants inspired with ideas to implement in their own institutions around the world.

*Bringing Experiential Engagement into the Introductory Psychology classroom through quiz interactions with avatars - James Stellar, Nicole Mclean, Madeline Martin*

This pilot study attempts to bring the engagement and authenticity impacts often seen in a cooperative education experience to the academic classroom in an introductory psychology course. To introduce major lecture topics in this class students first watch brief videos and gave short-answer questions in an on-line quiz. For a group of volunteer students, for the first three quizzes, we substituted oral answers delivered to questions asked by avatars that were adapted from the company, InStage Practice, where the focus was on internship or job interview preparation. We compared their satisfaction and grade performance to the rest of the class. Results suggest students were engaged by the experience of verbally answering the questions. Also, they did better on the quizzes when the written transcripts were judged by the professor according to the same standards. Finally, they did better on the first midterm exam. While the small sample size and non-random selection of subjects prevented statistical inferences, we are encouraged to do a larger study in the next iteration.

8B – Presentations (LHN 2703)

*The Practice of International WIL - Shabnam Ivkovic*

The practice of work integrated learning (WIL), when taken into an international context, offers enhanced learning and competency development opportunities for students as they prepare for careers in today's globalized world. Employers benefit from international students contributing to the diversity of their workplace, better understanding of global markets via the international interns they hire, and



bringing in unique ideas and skill sets that, when harnessed with cultural intelligence, yields innovation in the workplace. National governments that provide funding to support international WIL (IWIL) see it as a long-term global diplomacy and talent investment. Affordability, funding and other obligations that present barriers for physical mobility, as well as aspirations to reduce travel's carbon footprint as an SDG advancement measure make the case for remote or virtual mobility as a way to enhance accessibility of IWIL opportunities for students globally.

This presentation by two of the co-authors of the chapter "The Practice of International WIL" in the Rutledge Handbook for WIL. will provide a synopsis of the chapter that in turn provides a holistic understanding of what it takes to successfully develop an IWIL program.

*Enabling inclusive employability: Designing work-integrated learning that supports students in uncovering who they are, and who they want to become - Michelle Eady*

Work-integrated learning (WIL) is crucial for the development of employability skills and has influence on employment outcomes. Given the significance of WIL pedagogies for graduate preparedness and outcomes, concerns have been raised on the barriers to access and participation in WIL for cohorts of diverse learners. Equity and inclusion in WIL is not a new concept with some guidelines purported over a decade ago. Designing WIL for equity and inclusion however, has presented challenges with few studies offering navigation for curriculum design. This presentation will offer a conceptual framework for considerations of learner diversity in WIL through the lens of Universal Design for Learning (UDL). The presentation will cover conceptual and practical contributions for educators of WIL experiences to reduce barriers and integrate student voice to support all graduates' career transitions.

*Preparing Future Proof Curricula to Boost the Economy and Contribute to Social Cohesion: a Western Cape, South African perspective - Lalini Reddy*

It is estimated that over 600000 graduates with tertiary education are unemployed. Universities are training students to be employees, not creators of employment!

In the spirit of 'oneness' and 'smartness', the university promotes workplace based learning, community service learning and community engagement pedagogy that will produce smart resilient graduates relevant to the ever changing South African and global landscape. The graduate employability and social cohesion objectives are met through innovative future proof curricula which seek to prepare resilient graduates within the South Africa marketplace and communities. Various topics are integrated into the curriculum such as intrapreneurship, technopreneurship, social innovation hubs, challenge based education, 4IR, strategic and critical thinking.

8C – Presentations (LHS 1633)

*Supporting WIL student wellbeing - Jenny Fleming, Kathryn Hay*

Ensuring student wellbeing and safety is an aspect of the duty of care of universities, globally. The aim of the research was to explore student perspectives on the impact of WIL on their wellbeing, along with universities' responsibilities for WIL student wellbeing. Using a qualitative approach, data was collected using semi structured interviews across a wide range of disciplines, from New Zealand universities. This

presentation will report on the contributors and challenges to student wellbeing as well as strategies for students, host organisations and universities to support wellbeing during WIL. The findings clearly indicated there was a need for deliberate action, especially by universities, to better support the physical, emotional, psychological and spiritual wellbeing of WIL students.

*Student wellbeing challenges whilst on work placement: Preliminary results - Karsten Zegwaard, Gail Adams-Hutcheson*

Student wellbeing has long been recognised as a growing challenge within the education sector, with education institutions increasingly expanding their support structures for students. Students on work placements have a unique set of challenges such as shifting location, engaging with regular work (for some being the first time), the level of authenticity of the work and consequences, working with new people, being away from family, etc. Reported here are preliminary findings of an investigation into student stresses and wellbeing during work placements. The research found that student wellbeing during work placement ranged widely, however, on average was generally low (less than Likert 5 out of 10), with 1/3rd describing their wellbeing as very low (less than Likert 3). The main stress causes were financial concerns, physical health, COVID-19, work colleagues, and the need to care for a family member. About 1/3rd of students reported that during work placement they decreased physical activity, reduced contact with others, and reduced healthy eating habits, with some reporting an increase in smoking/vaping and alcohol consumption. Despite these negative challenges to their wellbeing, students generally thought that the things they were doing was worthwhile and they were generally optimistic about the future. Implications for wellbeing support structures are provided in the paper.

8D – Presentation (Columbia Room B, Federation Hall)

*Looking through the rear-view window: Lessons Learned from one Canadian Province's Ministry of Advanced Education's Work Integrated Learning Funding Initiative - Cynthia Maclean, Julie Walchli*

Recognizing the transformative impact that WIL has on student outcomes across the province of British Columbia's Post-Secondary Education sector, the BC Ministry of Advanced Education and Skills Training made an historic \$14.5 million investment in BC's PSE WIL ecosystem through two rounds of funding with a particular focus on groups under-represented in co-op and work-integrated learning, including Indigenous students and students with disabilities. The BC WIL Council, comprised of leaders from each of BC's 25 public, post-secondary institutions, were key partners in developing and supporting the initiative, playing a unique role.

This session will report on key outcomes of the initiatives, including providing an overview of the 119 projects funded across several thematic areas, and reflect on the extent to which the initiative's goals of enhancing the WIL ecosystem in BC and creating 5000 new student WIL experiences were met within the context of Ministry criteria which focussed on expanding WIL for underrepresented student groups, WIL outside urban areas and WIL support for Small/Medium Enterprises and non-profit organizations.

This case study provides lessons for leaders keen to work with their government partners to advance WIL in their jurisdictions; practitioners will find the publicly available resources, created through the individual projects, of value.

8E – Workshop (Westmount Room, Federation Hall)

*From the Classroom to the Community: Implementing Work Integrated Learning in the Bachelor of Arts – Psychology - Yifei Wang and Cheryl Techentin*

Work-integrated learning (WIL) has become a national priority for Canadian universities due to its significant influence on students' readiness for the workplace upon graduation. In this workshop, we will share our experiences around the implementation of an innovative WIL framework scaffolded across a four-year Bachelor of Arts in Psychology program with a focus on the development of structured, discipline-relevant work experiences embedded in academic curriculum. Our WIL framework addresses the current demand for universities to adopt shorter, less resource-intensive WIL activities and enable a more agile curriculum to proactively partner with a diversity of community organizations. We've implemented a strategic micro-placement of WIL aligned with the National Association of Colleges and Employers (NACE) competencies. The tripartite framework of community partners, university, and students, established in this program are highly suited to the increasing integration of WIL. The WIL micro-internship, co-design between stakeholders, integrated career education, and virtual and on-site collaboration encourage students to engage in folio reflection leading to increased career readiness. The outcomes of our pilot have led to an emerging WIL framework, clarified the associated features and challenges, and provided evidence to inform both the design and implementation of innovative, sustainable, and scalable WIL framework and activities.