



2:50 pm - 3:50 pm	Concurrent Session 3
OLD MAIN 3612	
<p>Triangulating Work-Integrated Learning Theories: A Comparative Analysis of Human Capital, Credentialism and Situated Learning</p> <p>Presenter(s): Mrittika Dreesha (University of Waterloo)</p> <p>Details: Work-integrated learning (WIL) is widely promoted as a pathway to graduate employability, yet students' lived experiences are often missing from the conversation. Based on interviews with 42 undergraduate Arts co-op students, this session examines WIL through three influential lenses: human capital, credentialism, and situated learning. We explore how students make sense of placement access, skill development, and the hiring signals that shape early career opportunities. Participants will hear what students describe as high-quality placements, including meaningful responsibility, dialogic feedback, and inclusion in core decision-making processes, and how these conditions influence academic and labour market outcomes. The session concludes with a clear, practical framework for understanding how WIL can support access, build capability, and strengthen employability in ways that are effective and equitable.</p>	
OLD MAIN 3632	
<p>Customizing Feedback at Scale: A Data-Informed Model for Program Admissions</p> <p>Presenter(s): Linda Gully (UBC)</p> <p>Details: This session presents a scalable solution to a growing challenge in co-op and career education: providing tailored feedback on unsuccessful applications without overwhelming staff capacity. With Arts Co-op's acceptance rate around 50%, more than 250 students are not admitted each year, and increasing requests for feedback, including time-consuming Freedom of Information requests, placed significant strain on staff. Previously, we offered only general comments during the later stages of our three-step application.</p> <p>To address this, we developed an assessment system of detailed rubrics for each relevant question, a comment bank, and an Excel-based workflow. This process now delivers timely, consistent, question-specific feedback at every application stage while significantly reducing administrative effort.</p> <p>Participants will learn practical strategies for building rubrics, designing comment banks, and implementing scalable feedback systems adaptable to their own program needs.</p>	
OLD MAIN 2662	
<p>CEWIL Canada's iHUB Funding in BC - Supporting Unpaid Curricular WIL</p> <p>Presenter(s): Joe Petermann (CEWIL Canada)</p> <p>Details: This session will provide a brief overview of the \$14million in iHUB funding that has been awarded to post-secondary institutions in BC over the last 5 years to support unpaid curricular WIL experiences for over 10,000 students. Participants will also have the opportunity to learn about iHUB funding available in 2026 and how it can support collaborative WIL experiences between their students and employer and community partners in their area..</p>	

Monday, May 25 - Concurrent Session 3

2:50 PM - 3:50 PM



2:50 pm - 3:50 pm	Concurrent Session 3
OLD MAIN 2651	
Strengthening Employer & Community Partnerships Through Accessible Training: Advancing Quality Work-Integrated Learning Presenter(s): Mohna Baichoo (CapU) & Heather Workman (Langara College) Details: WIL succeeds when employers, community partners, institutions, and students collaborate with clarity and confidence. Yet many employers face barriers such as limited resources, inconsistent training, and uncertainty about how to deliver high-quality, inclusive WIL. This session introduces ACE-WIL BC/Yukon's open-access employer training course, funded by the Province of British Columbia and currently in development. The course offers practical, research-informed guidance on inclusive design, supervision, onboarding, expectation-setting, feedback, and addressing challenges. We will share sample modules and discuss adaptation pathways across sectors and regions. Crucially, we seek attendee feedback to refine relevance, accessibility, and scalability. Your insights will directly shape future iterations, accompanying resources, and implementation supports. Join us for this Open Educational Resource (OER) session that strengthens employer readiness and deepens campus–community partnerships!	
OLD MAIN 1771	
Disrupting the typical: building a seamless community partnership as a values-based WIL framework. Presenter(s): Larissa Horne (UFV) Details: The talk shares the practical examples of how a seamless relationship between a post-secondary institution and a community-based organization can emerge from an expression of shared values, growing into a reciprocal, mutually empowering and sustainable values-aligned WIL framework which builds organizational capacity and strengthens the local civil society. It will showcase innovative strategies to disrupt a typical C2U partnership building blocks and help the participants to identifying the relevant opportunities at scale in their PSI's. The talk will further equip the community organizations and faculty to co-design and scaffold creative student-centered WIL experiences leading to career goals' clarity and apply adaptive strategies towards project implementation. It will identify the new approaches to expand the WIL framework to local policy makers, while acknowledging the foundational importance of Indigenous partner engagement throughout the project's cycle and beyond.	
OLD MAIN 3732	
From Classroom to Emergency Room: Using Medium-Fidelity Simulators to Ready Students for Critical Care Presenter(s): Lauren Gilowski (TRU) Details: Simulation-based learning in healthcare education is widely described as beneficial for bridging the gap between didactic and practical application of theory (Vangone et al., 2024), promoting critical thinking and safe transfer of theoretical knowledge to practical skills (Persico & Lalor 2019), and increasing student's overall confidence in skill performance (Ageel, 2024). As one of the only professions that enter straight into critical care, respiratory therapy students are required to be massively front-loaded didactically before entering their clinical practicum. This session explores how increasing exposure to simulated clinical environments coupled with the use of medium-fidelity simulators contributed to pre-clinical student's overall feelings of readiness for clinical practice. The experiential learning approaches discussed are transferable to any professional program that require practicum placement for attaining entry-level competencies.	

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2:50 PM - 3:50 PM



2:50 pm - 3:50 pm	Concurrent Session 3
OLD MAIN 1761	
<p data-bbox="138 394 690 422">The Coyote Project: Self-Guided Campus Tour</p> <p data-bbox="138 432 292 459">Presenter(s):</p> <p data-bbox="138 468 397 495">Leanne Mihalicz (TRU)</p> <p data-bbox="138 504 235 531">Details:</p> <p data-bbox="138 539 1469 709">This presentation highlights the development of a self-guided campus tour as part of Thompson Rivers University's Coyote Project. Created in collaboration with the Indigenous Office and Secwépemc knowledge holders, the tour will guide visitors through key campus locations that reflect Indigenous presence, history, and cultural significance. Designed as a lasting resource, the tour offers conference attendees and the broader community a meaningful, place-based way to engage with Indigenous stories and perspectives</p>	