

Tuesday, May 26 - Workshops

8:30 AM - 10:00 AM



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OLD MAIN 1771	
<p>Play as a tool for success in WIL and Career Development</p> <p>Presenter(s): Lorraine Godden (Carleton University) & Seanna Quressette (Douglas College)</p> <p>Details: Through this interactive workshop we will engage participants in an open dialogue about the value of play in adulthood and how play can influence career development and work integrated learning, recognizing the alignment between curiosity and creativity developed through play and the guiding principles of equitable opportunities for play. Through seven different types of play (Holman & Denworth, 2025) including meditative, creative, problem-solving, attention, possibility, competitive, and embodied play, participants in this workshop can explore roles and options for supporting their students' future career, experiential and work-integrated learning (EL/WIL).</p>	
OLD MAIN 2651	
<p>Navigating Change Together: Strengthening Community Resilience Through Brave Dialogue</p> <p>Presenter(s): Candace Stewart-Smith & Larissa Horne (UFV)</p> <p>Details: Amid ongoing shifts in PSE, many WIL/career education professionals are navigating reduced resources, evolving expectations, and the emotional weight that comes with continuous change. Navigating Change Together offers a supportive space to pause, reflect, and engage in brave dialogue on the personal and professional impacts of these transitions. Through guided conversations and collective reflection, participants will examine how institutional change has shaped their work, roles, and well being, while exploring opportunities for connection and resilience. It is a facilitated space for honest discussion, shared understanding, and community care. Together, we will surface insights, validate experiences, and identify collaborative strategies that help us move forward with intention. By strengthening our collective capacity to adapt, we reinforce our commitment to students, partners, and each other as we envision a sustainable and responsive future for WIL and career education.</p>	
OLD MAIN 3732	
<p>Credentialing Community-Engaged Learning: Designing the SRCL Certificate</p> <p>Presenter(s): Dian Henderson & Wendy Krauza (TRU)</p> <p>Details: This participatory workshop explores design innovation and assessment strategies within the proposed Service-Learning certificate at Thompson Rivers University. Scaffolded across four Service-Learning and Community Learning (SRCL) courses, the certificate integrates community engagement, critical reflection, reciprocity, and leadership development, intentionally bridging academic learning and community-based practice. Structured around the experiential learning cycle, the workshop will have participants examine current or potential service-learning credential frameworks at their institutions, reflect on shared challenges, explore TRU's SRCL model, and identify assessment practices that could be used in experiential learning or work integrated learning classrooms.</p>	
OLD MAIN 2662	
<p>Strengthening the Foundations: Modernizing Career Services and WIL in a Decentralized Institution</p> <p>Presenter(s): Danielle Johnsrude (VIU)</p> <p>Details: Institutions are being asked to do more in career readiness and Work-Integrated Learning (WIL) while navigating fiscal constraint, operational and structural deficits, and increased accountability. At Vancouver Island University, this pressure prompted a deliberate pause to examine why and how career education and experiential learning should operate.</p> <p>This session shares a practical case study of how VIU is modernizing its Career Services model while strengthening institutional foundations for career readiness and WIL, work that remains in progress. Rather than launching new programs, the focus has been on clarifying service models, re-aligning teams, strengthening governance, and using data to support and resource decentralized WIL.</p> <p>Participants will explore shifts in roles, systems, peer models, employer engagement, and key lessons learned. The session includes reflection and small-group discussion to support application in diverse institutional contexts.</p>	