

Tuesday, May 26 - T3 Concurrent Session

Presentations 11:00 AM - 12:00 PM



11:00 am - 12:00 pm	Presentations
OLD MAIN 3612	
<p>Work/Study at York: Beyond the Paycheck</p> <p>Presenter(s): Rina Pugliese (York)</p> <p>Details: Work/Study at York: Beyond the Paycheck reframes on-campus employment as a purposeful career development experience rather than simply a source of income. The session explores how York’s Work/Study program is designed as a structured experiential learning opportunity that actively supports students’ career readiness. It highlights intentional practices such as guided reflection, goal setting and skills recognition/development that help students understand the professional value of their work. By supporting students to identify, track and articulate transferable skills gained through their roles, the program connects everyday job tasks to future academic, career, and life goals. The session also emphasizes practical tools that help students translate their learning into strong resume language, interview examples, and professional narratives. Overall, the presentation positions on-campus employment as a high-impact career development opportunity that builds confidence, enhances employability, and aligns on-campus student work programs with experiential learning and career outcomes.</p>	
OLD MAIN 1751	
<p>Youth Unemployment in Canada: The Role of Work-Integrated Learning in Building Resilient Careers</p> <p>Presenter(s): Graeme Cilia-Cooke (ICTC), Karae White (UVIC), Simran Sandhu (Optima Living) and Mursal Khyabani (Telus)</p> <p>Details: Youth in Canada are entering a labour market shaped by rapid technological change, economic uncertainty, and uneven access to early-career opportunities. At the same time, employers face persistent talent shortages and post-secondary institutions are under pressure to expand experiential learning. How can work-integrated learning (WIL) help close this gap?</p> <p>This moderated panel brings together perspectives from research, post-secondary education, employers, and ecosystem partners to examine the role of WIL in strengthening transitions from education to employment. Drawing on ICTC research and practical program experience, panelists will discuss the risks of youth unemployment, what makes placements effective, and how collaboration can scale high-quality opportunities.</p> <p>Participants will leave with practical ideas to strengthen employer engagement, improve placement design, and build more resilient early-career pathways.</p>	
OLD MAIN 1771	
<p>The Messy Value of Researching Diverse WIL: Practical Findings and Lessons Learned from the BC WIL Impacts Framework Project</p> <p>Presenter(s): Julie Walchli (UBC) & Rachel Warick (VCC)</p> <p>Details: In 2024, the BC Work-Integrated Learning (WIL) Council led a BC-wide survey on the socio-economic impacts of WIL. The first of its kind in Canada, this survey aimed to assess the impact of work-integrated learning beyond student numbers and individual learning experiences. Data from 1189 employer hosts and 272 WIL professionals was generated on the impact of WIL across five socio-economic domains.</p> <p>Join this interactive session to hear highlights of the survey results and discuss how they might inform the daily practice of WIL professionals, including marketing messages for diverse forms of WIL, employer engagement, and program evaluation.</p> <p>During the session participants will have a chance to talk about how we can build bridges within our post-secondary institutions across diverse forms of WIL to enrich understanding of WIL and enhance our ability to engage industry and other WIL partners.</p>	

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OLD MAIN 1761	
<p>Students at the Centre: Leading a Collaborative Co-op Course Redesign</p> <p>Presenter(s): Meghan Reid & Mandy Little (UBCO)</p> <p>Details: Placing students at the center of program design requires more than just updated content; it demands a shift toward a user-focused curriculum that enhances engagement and agency. This session details the multi-year redesign of the UBC Okanagan Interdisciplinary Co-op Education course, shifting from a traditional structure to a student-centered model focused on agency and reflection. The presenters will share how they navigated the complexities of this transition—from identifying gaps like insufficient peer connection to implementing "just-in-time" resources and personalized learning themes. Attendees will gain insights from student feedback data that shaped the final project options and journal reflection structure. Whether you are leading a curriculum overhaul or seeking to improve student engagement, this session offers practical strategies for maintaining project momentum and fostering a culture of continuous improvement through evidence-based design and peer-to-peer engagement.</p>	
OLD MAIN 3732	
<p>Beyond the Buzzword: Deconstructing "Transformative" WIL through a Multi-Focal Identity Lens</p> <p>Presenter(s): Siyi Cheng (Northeastern University Vancouver)</p> <p>Details: In Work-Integrated Learning (WIL), "transformation" often lacks a theoretical anchor. This session deconstructs the term as a qualitative change in learner identity (Illeris, 2014), a process complicated by institutional "maturity myths" regarding graduate students (Sharma, 2019). Utilizing Gee's N-I-D-A taxonomy (2000), we analyze how fragmented identities are performed, often through "Mushfaking", to navigate new professional discourses. These identity-in-practice are situated within Holland's (1998, 2001) framework to illustrate the "contentious local practices" that arise when a student's History-in-Person meets WIL as a "Figured World". By integrating these lenses, practitioners can re-interpret non-learning, progressive, regressive, and restorative transformation. Attendees will gain a theory-informed toolkit to foster the student agency and self-authoring required for learners to navigate their own becoming and intentionally inhabit emerging professional identities.</p>	