

Session program WIL25

4 tracks (A-D)

A: The future of WIL - Innovation, Digitalization, Societal and Work life Transition

B + C: Student Learning and Educational Design in WIL & WIE

D: Professional Learning in Working Life

Wednesday 24.09.25

Paralell sessions 3 Wednesday 08.45-11.30	3A - The future of WIL - Innovation, Digitalization, Societal and Worklife Transition Room: D501 Chair: Inger Carin Erikson	3B - Student Learning and Educational Design in WIL & WIE Room: D502 Chair: Eirin Sørbye Klommstein	3C - Student Learning and Educational Design in WIL & WIE Room: D503 Chair: Henri Jacobs	3D - Professional Learning in Working Life Room: D721 Chair: Liezel Massyn
0845	Paper 7 - Hanne Stavelie Developing soft-skills for the global workplace through participating in a Blended Intensive Programme in Norway	Paper 22 - Camilla Sanna Becoming Through Experience: how different activities and encounters can shape students' professional identities	Paper 10 - Stephen Billett Researching and evaluating work integrated learning	Paper 6 - Alma Dautovic Integrating Learning and Health: Associations between Perceived Learning Potential of the Workplace and Health among Diabetes Specialist Nurses
0915	Paper 18 - Deandra Christopher Inclusive Futures: A Practice-Based Model for Embedding Accessibility Across the WIL Landscape	Paper 17 - Andreas Thon, Birthe Kålfjord Lange and Merete Bolstad Student Self-Regulation in WIL: A Study of Institutional and Workplace Structured Support Frameworks	Paper 20 – Ulrika Lundh Snis, Kristina Areskoug Josefsson, Sandra Pennbrant and Lena Sjöberg The Story of Going from Work-integrated Learning to Work-integrated Education - Contextualizing Policy in Practice	Paper 34 - Antoine Pennaforte Developing the International Mobility of co-op students: Impacts (Barriers and Benefits) for Host Organizations
0945	Paper 50 - Linnéa Carlsson and Camilla Gjellebæk From research to impact – A Work-Integrated Learning approach	Paper 19 - Ellen Kulset and Kjell Magne Baksaas Fostering (critical) reflection and reflective practice skills in a Norwegian work-integrated accounting and auditing master's degree	Paper 11 - Jeanette Duplessis and Roan Slabbert A peer-assisted learning strategy to enhance student competency and success during clinical training	Paper 37 - Anna Karin Olsson and Liezel Massyn Solving the conundrum of leadership development through WIL – reflections on developing leaders already in leadership positions
1010	Break	Break	Break	Break
1030	Paper 52 – Ada Svarstad Solberg Can WIL be the key to increased SRHR competence in nursing education?	Paper 25 – Laurence Piper and Karl Dahlquist What can WIL learn from citizenship education? The ambiguous space of insider understanding and outsider objectivity	Paper 66 - Deodat Edvard Mwesiumo, Runi Tomter Hansen and Marius Langseth Towards Work-Integrated Learning: Enhancing Education Through Simulation Games	Paper 42 - Sandra Ebojoh Work-integrated Learning in Contemporary Work: Leadership and Learning in Hybrid Workplaces
1100	Paper 51 - Charlotte Arkenback, Andreas Stenberg and Arja Kostianen From Efficiency to Empowerment: Generative AI as a Catalyst for Pedagogical Renewal in Higher Education	Paper 43 - Jamal Safi, Haytham B. Ali and Gerrit Muller From Monodisciplinary to Interdisciplinary Learning: A Case Study in the Norwegian Bachelor's Engineering Program by Introducing Systems Engineering Fundamentals	Paper 26 - Yumna Ali, Syed Mubashar Iqbal Shah, and Yaser Nadeem Work Integrated Learning Approach in Medical Trainees - Interplay of Team Leader Effectiveness, Meta Cognition and Innovativeness	Paper 13 - Kristina Areskoug Josefsson, Fredrik Sunnemark, Elisabeth Näverå, Alma Dautovic, Linda Febring, Ksenija Peggat and Daniel Masterson Learning for work in academia by doing Work-Integrated Learning in PhD education

