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

Monday 22.09.25

Paralell sessions 1 **Monday 1245-1530**	1A - The future of WIL - Innovation, Digitalization, Societal and Worklife Transition Room: D501 Chair: Anna Karin Olsson	1B - Student Learning and Educational Design in WIL & WIE Room: D502 Chair: Annika Eklund	1C - Student Learning and Educational Design in WIL & WIE Room: D503 Chair: Borghild Brekke Hauglid	1D - Professional Learning in Working Life Room: D721 Chair: Rune Bjerke
1245	**Paper 8 – Maria Hedelius** Uncovering the potential of WIL as a lens for the resource orchestration framework in driving organizational learning and innovation	**Paper 4 - Annika Eklund, Jennie Ryding and Camilla Seitl** Mentoring program – An activity for enhanced work-integrated learning in Human Resources education programs?	**Paper 9 - Roan Slabbert** Development of graduate attributes in work-integrated learning through pre-exposure to peer-assisted learning	**Paper 1 - Wenche Fjeld, Gerd Hilde Lunde and Kristina Areskoug Josefsson** Exploring work-integrated education in an open-access online course for professionals: Problematic and harmful sexual behavior and disabilities
1315	**Paper 31 - David Stjern, Mikael Ericsson and Kristina Eriksson** Industrial and academic co-production using a work-integrated learning model for student project work	**Paper 14 - Sandra Jederud** Navigating Dual Roles in Work-Integrated Learning: Exploring the Impact of Swedish Teacher Education on Professional Development	**Paper 28 - Andreas Thon and Borghild Brekke Hauglid** Institutional Success Factors for Work Integrated Learning in Norwegian Higher Education: Insights from Provosts of Education	**Paper 29 - Fredrik Hillberg Jarl** Uncovering Barriers to Work-Integrated Learning in the Swedish IT Sector: A Study of Employer Attitudes and Practices
1345	**Paper 33 - Jarle Bastesen, Kari Mette Solheim and Silje Wiig-Abban** From Standalone Projects to Strategic Partnerships: A Three-Year Case Study of Academia-Industry Collaboration Evolution	**Paper 23 - Nina Rokne Bye, Ole Petter Vestheim, Veronica Isaksen and Silje Dybdahl** Additional Practice as Work Integrated Learning in Teacher Education	**Paper 12 - Wanda Presthus and Rolando Gonzalez** An Overview of Student Jobs and Work-Integrated Learning Types in Information Technology in one Higher Education Institution in Norway	**Paper 36 - Jonas Pettersson, Helena Vallo Hult, Laurence Piper and Per Wekell** 'We don't need no education': exploring physicians' dual information seeking behaviours through the lens of work-integrated learning (WIL)
1410-1430	**Break**	**Break**	**Break**	**Break**
1430	**Paper 59 - Anna Karin Olsson, Kristina Eriksson and Oskar Tengblad** The Manufacturing Industry's Voyage of Discovery to Industry 5.0 - A transdisciplinary industrial work-integrated learning research approach	**Paper 55 - Annette Kallevig** Work-Integrated Learning: Internship as a study program developer	**Paper 41 - Lene Birgit Vaala, Adina Maria Nydahl and Sunniva Myhre** Work-integrated Learning within the bachelor`s program in pedagogy	**Paper 44 - Erik Malmsköld and Anna Jakobsson** Active Learning Classroom as a Catalyst for Collegial Learning in a WIL Context
1500	**Paper 62 - Pedro Rodrigues, Claudia Costa, Inês Barbedo, Fernando Pereira, Juliana Almeida-de-Souza, Bárbara Barroso, Celeste Antão, Rebeca Lachovicz, Vera Ferro-Lebres4** Empirical Validation of the DART Model in University-Business Collaboration: The case of WE Working and Envisioning Co-Creation Community of Practice	**Paper 63 - Aoife Prendergast** Making Work Integrated Learning Work: The Placement Provider's Story in Early Childhood Education	**Paper 56 - Pavel Grabalov and Mina Di Marino** The role of work-integrated learning in the curriculum of higher education in spatial planning in Norway	**Paper 54 - Torstein Bolstad, Rosemari Mathea Berglund and Ole Edvard Kolvik Valøy** Assessing the need for and developing an ethical competence module in a WIL course