

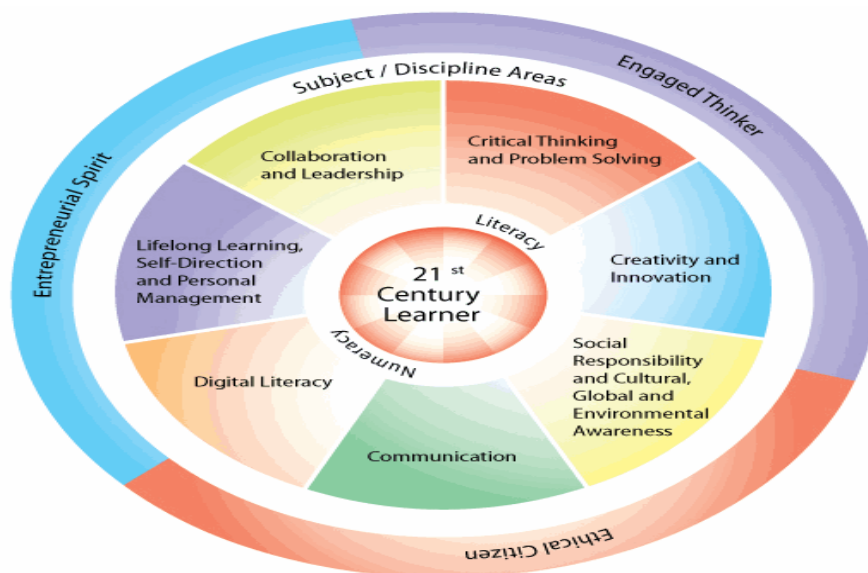
## Work Integrated Learning (WIL)

### What is Work Integrated Learning?

“Work-integrated learning is a model and process of curricular experiential education which formally and intentionally integrates a student’s academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student.”

(CEWIL Canada - Co-operative education and work integrated learning)

### What is Influencing Work Integrated Learning?



### Quick Facts

- Work Integrated Learning experiences are intentional experiential learning opportunities that consolidate and integrate theory with practice;
- The intent is to broaden students’ knowledge with experience from the field; and

- Work-integrated learning has defined learning outcomes and students are assessed on those outcomes by the college;

## Benefits to Learners

- Real-world learning in the workplace has a positive impact on students' overall learning, in addition to motivation and engagement.
- WIL is seen as a strategy to not only provide training in vocational skills, but to also foster an understanding of the interconnectedness between theoretical, practical and general life experience and knowledge. (Cooper, Orrell & Bowden, 2010)

## Types of WIL

Apprenticeships	Co-operative Education	Internships
Service work	Entrepreneurship (incubators / accelerators)	Applied Research
Practicum / Clinical Placement/Preceptorship	Field Placement	Work Experience

## Facilitator Driven

Field experience  
Interactive simulations  
Teaching labs  
Project based course work

## Learner Driven

May or may not be program related and is not imbedded in program or course design  
Job shadowing, student clubs, athletics, volunteer experiences, summer or part-time employment

## How does Work Integrated Learning Differ from Service Learning?

Service learning refers to an experiential opportunity that focuses on fostering civic or social responsibility and leadership. Service learning usually includes a course and a variety of community services with local and international organizations.

(Definition taken from that used by the Canadian Alliance For Community Service Learning.)

## Important considerations

- Design with the outcome in mind
- Create a constructive learning space (both physical and social)
- Understand faculty and instructor needs
- Collaborate with all stakeholders
- Facilitate reflection
- Integrate theory and practice
- Maintain, evaluate, improve

“Work-integrated learning arrangements include the kinds of curriculum and pedagogic practices that can assist, provide, and effectively integrate learning experiences in both educational and practice settings” (Billett, 2009).

## References and Resources

Billett, S. (2009). Developing agentic professionals through practice-based pedagogies. Australia: Australian Learning and Teaching Council.

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For further resources and learning opportunities, please contact:

Learning and Applied Research - B120 KLO Campus  
learningandappliedresearch@okanagan.bc.ca