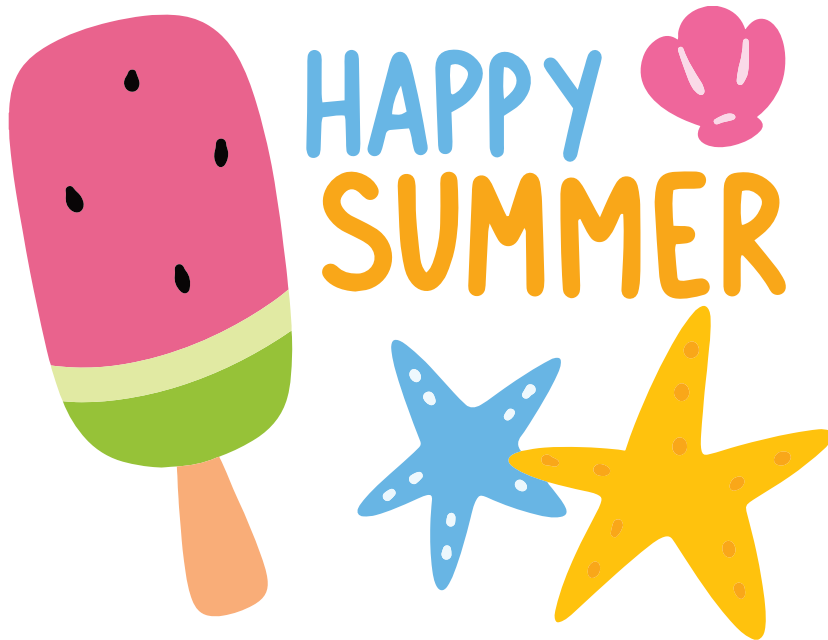


JUNE 25, 2026

# EGSA Newsletter



## STUDENT FEEDBACK SURVEY

The June newsletter also marks the last issue in 2025-26. The EGSA Team would like to express our sincerest gratitude to all of you, who have been a valuable part of this eventful year. As we conclude our term, we would like to gather feedback from graduate students about their experiences with EGSA initiatives, events, and communications this year. Your feedback will be shared with the incoming Executive Committee to help inform future planning and ensure that EGSA continues to meet the needs and interests of graduate students.

Survey link: <https://forms.cloud.microsoft/r/VWJXjCj4nG>

## Newsletter Highlights

Student Feedback  
Survey

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Conversations

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ICRC Event

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Wisdom of the Month

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Wellness Corner

JUNE 25, 2026

# *EGSA Graduation Reception*



On Friday, June 12, EGSA hosted a Graduation Reception to celebrate with graduates and recognize their accomplishments. The reception included refreshments, a small souvenir, and photo props for graduates to celebrate with their family and friends.



## *Graduates Feature: Dr. Ahlem Tabib*

Ahlem Tabib has a Ph.D. in Curriculum Studies from Western University. She has a CTESL and a Masters in Applied Linguistics from Carleton University. She has worked as EFL/ESL/EAP instructor in Tunisia, UAE, Qatar and Canada. She was also an academic vice principal for 5 years. She took part in the educational reform in Qatar through training 1500 teachers and 360 school leaders. She won an international award for distinguished academic performance from the Government of Dubai and a TA Excellence Award from Carleton University. Among her research interests are assessment design, curriculum alignment, techno-pedagogy in ESL/EAP, teacher education and professional development.



Dr. Tabib's study addresses a persistent gap in the literature concerning the assessment of multimodal digital learning and the alignment between multimodal digital instruction and assessment in English for Academic Purposes (EAP) and English as a Second Language (ESL) programs in post-secondary education. Using a qualitative explanatory embedded case study design, the research investigates how constructive alignment can be achieved between intended learning outcomes, teaching and learning activities, and assessment tasks when multimodality and digital technologies are integrated into EAP/ESL curricula at a research-intensive university in Ontario. The study is informed by an integrated conceptual framework drawing on constructivist learning theory, actor-network theory, multimodality, new media literacies, authentic formative assessment for learning, and constructive alignment. Data were generated through semi-structured interviews with six EAP/ESL instructors, focus group interviews with ten EAP students, classroom observations, and document analysis. Analysis reveals that when digital technologies are mobilized purposefully and pedagogically, they

function as key non-human actors that support intended learning outcomes, reconfigure classroom dynamics, and enable new forms of agency, collaboration, differentiation, and authentic meaning-making. Multimodal instructional practices fostered integrated language use and expanded students' semiotic repertoires; however, assessment practices often lagged behind instruction. Despite engaging in multimodal feedback practices, instructors frequently expressed limited confidence in designing, assessing, and grading multimodal digital artifacts, particularly within high-stakes assessment contexts. As a result, assessment practices continued to privilege linguistic accuracy and conventional academic genres, reflecting a partial uptake of multimodality and new media literacies. From an actor-network theory perspective, the study highlights tensions in the assemblages of human and non-human actors—including technologies, institutional assessment policies, rubrics, curriculum documents, and accountability regimes—that constrained the pedagogical potential of multimodal assessment. The study proposes a refined, holistic model of alignment that explicitly integrates learning outcomes, pedagogy, assessment, technology, techno-pedagogy, genre, and multimodal meaning-making, structured through cognitive progression informed by Bloom's Taxonomy. This model offers practical and theoretical guidance for EAP/ESL instructors, curriculum designers, and institutions seeking to align assessment to multimodal digital instruction in ways that support deep learning, authentic academic communication, and student preparedness not only for disciplinary participation but also for rapidly evolving digital workplaces.

Keywords: ANT, EAP, ESL, holistic alignment, multimodality, technology, digital assessment, new media literacies, authentic assessment, techno-pedagogy, multimodal artifacts, multimodal feedback.



*Model of holistic alignment among ILOS, TLAs, ATs, content, pedagogy, technology, techno-pedagogy, genre, and modes.*

## EGSA ALUMNI CAREER CONVERSATIONS

*This series features conversations with EGSA alumni who share their experiences after graduation, including job search strategies, career development, and living and working in Canada. Through these conversations, one common theme stands out: while career paths may look different, having a clear direction and focusing on the next step can make the process more manageable over time. It is also important to stay open and actively seek out the resources and opportunities available to you along the way.*

### KATHY MPed '22

Kathy graduated from the MPed program in 2022 and is currently working as a Student Service Adviser at a private high school in Canada.

#### **01. What was your transition like after graduating from the MPed program?**

Honestly, I did not have much of a transition period. Our program ended around the end of June, and I started working in early July almost immediately after graduation.

I began applying for jobs about one or two months before finishing the program and gradually received interview invitations. At that time, the pandemic situation had just started improving, and many companies preferred in-person interviews, so I traveled frequently between London and Toronto.

Fortunately, I was able to find work relatively quickly after graduation. My first job was also in a private high school and was quite similar to what I do now, so I have stayed in the same field since then.

#### **02. Can students apply for permanent or full-time jobs before receiving their work permit?**

I think students should still try applying. I would not avoid applying just because a position is permanent or full-time.

If your resume passes the initial screening and you enter the interview stage, you can discuss work permits or immigration-related questions with HR at that point. Often, you only understand what employers truly care about once you start those conversations.

Even if you do not get the position in the end, the interview process itself is still valuable experience.

## EGSA ALUMNI CAREER CONVERSATIONS

### 03. What was the most challenging part of transitioning from graduate school to the job market?

To be honest, jobs related to our field are generally not extremely high-paying. Most graduates can support themselves with their first job, but saving a large amount of money early on may not be realistic.

I think a bigger challenge for many international students is immigration status.

Some people may already have jobs they enjoy, and their employers may value their abilities, but once their work permits expire, they may still be forced to leave Canada if they cannot resolve their immigration status. I personally know several people who were not planning to leave but had no other choice.

So if students hope to stay in Canada long term, I think it is important to plan ahead, including work experience, immigration pathways, and long-term career direction.

### 04. How did you find your first job after graduation?

I started applying for jobs about one or two months before graduation, gradually received interview invitations, and eventually entered my first role quite smoothly.

However, I also want to add that the job market changed significantly later on. After working for about a year, I returned to China for several months. When I came back to Canada in February 2024, finding a job became much more difficult compared to when I first graduated.

Even entry-level positions had very high expectations and intense competition. I spent about four months continuously searching for work before finding my current position in June. So overall, I feel that the current job market is much more challenging than before.

### 05. What advice would you give current students about finding jobs?

I think students should start planning early and be mentally prepared for possible gaps between jobs.

In Canada, local experience is highly valued. If possible, students should try to gain part-time work, internships, or other related experience as early as they can.

Many domestic students already have co-op or internship experience during their undergraduate studies. For international students who only have academic credentials but no local work experience, finding a job can be much more difficult.

### 06. How did the MPED program help your professional development?

I think one of the biggest benefits was having a Canadian degree itself.

A local degree can serve as an important entry point when applying for jobs. If you only have an overseas degree, some employers may not be familiar with your educational background. Western University has strong local recognition, so the school name can help during the initial screening process.

However, once you enter the interview stage, employers care much more about your actual abilities and performance.

## EGSA ALUMNI CAREER CONVERSATIONS

HR may initially focus on your school, degree, immigration status, or work permit situation, but hiring managers usually care more about your skills, work experience, and whether you are a good fit for the role.

So I think education can help open the first door, but ultimately your abilities and experience matter most.

### **07. Are grades important when applying for jobs in Canada?**

I do not think grades are the most important factor for employers. Most companies do not focus heavily on GPA or closely examine your academic performance. Instead, they care more about how you present yourself during interviews and whether you have relevant experience.

If you already have related experience, employers are more likely to ask detailed questions about your previous work, problem-solving abilities, and practical skills.

Academic background can help demonstrate your abilities when people do not know you yet. But once employers recognize your abilities through interviews or work experience, grades become much less important.

### **08. What advice would you give students who hope to stay and work in Canada?**

First, planning is extremely important. If you want to stay in Canada long term, you cannot only think about finding a job right now. You also need to understand immigration pathways, future policies, and whether your work experience can support future applications.

Second, I think it is important to build connections and expand your social circle. Unlike some technical fields where people can rely mainly on technical skills, students in education and other humanities-related fields often benefit greatly from communication, networking, and understanding the local environment.

Many students complete their undergraduate degrees in their home countries and only come to Canada for graduate school. At the beginning, they may have very few local connections and need to rebuild everything from scratch. Without a stable support system or community, life in Canada can feel very isolating, even if you have a job.

So besides finding work, I think it is important to actively meet new people and build meaningful connections. This can greatly affect your overall quality of life in Canada.

### **09. What would you most like to emphasize to current students?**

I would emphasize the importance of planning early and gaining local experience as soon as possible. If you hope to stay in Canada, you should understand early on which pathways may be available to you. For example, whether your work experience aligns with immigration requirements, whether your position can support future applications, and whether you have enough time before your work permit expires.

The current immigration and employment environment is much more competitive than before. Luck alone is often not enough anymore. Students need to understand policies, occupational categories, and their own long-term direction in advance.

## EGSA ALUMNI CAREER CONVERSATIONS

At the same time, if possible, students should try to gain part-time work, internships, or any kind of local experience early on. Even if the position is not ideal at first, it may later become an important foundation for both career development and immigration pathways.

### **10. How can immigration status affect career choices and long-term planning?**

I think immigration status can strongly influence both career choices and long-term planning.

If someone does not need to worry too much about immigration status, they usually have more time and freedom to explore different career paths and experiment with different opportunities.

However, for many international students, the cost of making mistakes is quite high. Work permits are limited in time, so if students hope to stay in Canada, they need to find suitable jobs, gain relevant experience, and plan future immigration pathways within a relatively short period.

As a result, many students have fewer opportunities to experiment and often need to make practical career decisions earlier.

I personally know people who did not want to leave Canada but were forced to return home because their work permits expired and they could not resolve their immigration status. That is why I believe students should understand immigration policies, occupational categories, and long-term career pathways as early as possible.

Later, I personally followed an education-related targeted Express Entry pathway, which was closely connected to my work experience in schools. My position fit into a relevant occupational category, which helped support my application.

So if students hope to stay in Canada long term, I think it is important not only to ask whether you like a job, but also whether that position can support your future plans.

I do not think this mindset is overly practical or “utilitarian.” In reality, many people first need stability and legal status before they can fully pursue their ideal lifestyle or career goals.

### **11. Final advice for current students**

My overall advice would be: plan early, take action early, and actively build both experience and connections.

Job searching should not begin only after graduation. It is much better to start preparing several months in advance by applying for positions, learning about the job market, and gaining interview experience.

If students hope to stay in Canada, they should also understand immigration pathways early rather than waiting until their work permit is close to expiring.

At the same time, students should not focus only on grades or academic performance. In Canada, employers often care more about practical experience, communication skills, interview performance, and whether you are a good fit for the role.

Finally, I think building relationships is very important. Friends, coworkers, supervisors, and alumni connections can gradually become an important support system for both life and career development in Canada.

## EGSA ALUMNI CAREER CONVERSATIONS

### TAYLOR MA '17

Taylor came to Canada in 2015 and graduated from Western with a master's degree in Education Studies (Curriculum Studies) in 2017. Currently, Taylor works for the federal government, primarily processing Employment Insurance applications.

#### **01. What was your transition like after graduating from the MA program, and how did you get to your current position?**

While I was still studying at my program, I started to look for part-time jobs and got my first one at YMCA as a supply educator. I also volunteered at a local Chinese school when I didn't have classes in the afternoon.

After graduating from the university, I got my first full-time job at a local high school as an administrative assistant. During my maternity and parental leave, I got another full-time job as an interpreter working remotely due to COVID.

I got my current job while working remotely, as I have accumulated lots of experience in customer services in different fields. I applied through the official government website and passed few rounds of interviews/tests.

#### **02. What was the most challenging part of transitioning from graduate school to the job market?**

Getting the first full-time job was the first big challenge, especially when you choose to live in a small city, where job opportunities are not that many.

Sometimes, you also feel that you don't have all the qualifications that your dream job requires. But I would say please keep looking and applying for jobs, you will get one eventually.

## EGSA ALUMNI CAREER CONVERSATIONS

### **03. How did you find your first job after graduation?**

I got my first job through Indeed. It's a great website. There are also other websites you can use, such as school board website, different company's official websites, etc.

### **04. Looking back, what parts of this program helped you the most in your career?**

I would say the ability to search for different resources. The opportunities wouldn't come if you don't look for them. Be proactive as well.

### **05. What skills do you think are most important for students, regardless of the career path they choose?**

I think a great communication skill and presentation ability are important in our life.

### **06. For students who want to stay and work in Canada, what advice would you give?**

I always suggest that current students to look at the job requirements first and see if they can try their best to get themselves meet these requirements. Job descriptions and requirements are the best guide.

Also, pay attention to your study and work visa as well as passport expiry dates. Plan well your timing to apply for work visa after graduation. Start volunteer or work early, take full advantage of school help center on employment/ volunteer opportunities and support.

### **07. What advice would you give to current students who are thinking about their future careers?**

This might sounds a little bit funny, but i think everyone should think about their retirement plans. There are jobs that can give you great benefits and pensions but don't pay that high as private companies. If you prefer to have a stable life style and also a good work life balance, it's important to look for jobs in these field. If you like to have an exciting career, it's great to chase them when you are young.

For students from education majors who want to work in the same field, a basic part-time job in supply educator or even daycare educator would be a great start as it can set your foot in the field and after getting some experiences, you could look for other chances in higher educational field or public sector. Reaching out to your alumni is another way to find out what other possibilities and options are in the job market. The most important thing is, you enjoy what you do.



# WRITING COMMONS

**Dr. Julianne Burgess**  
([jburge55@uwo.ca](mailto:jburge55@uwo.ca))  
Mondays, 1:00 – 3:00 PM  
May 18 to June 29, 2026

**DR. JULIANNE BURGESS**  
SSHRC POSTDOCTORAL FELLOW,  
ADJUNCT PROFESSOR

ICRC invites all graduate students to schedule online appointments for writing support

The Interdisciplinary Centre for Research in Curriculum as a Social Practice

Need some help with academic writing?

Writing Commons is a space where graduate students in education can receive writing support such as interpreting feedback, generating and organizing ideas, developing papers, and understanding genres.

- **Writing Commons Coach:** Dr. Julianne Burgess ([jburge55@uwo.ca](mailto:jburge55@uwo.ca))
- **When:** Mondays, 1:00 PM – 3:00 PM
- **Dates:** May 18 to June 29, 2026

Students are welcome to reach out to Dr. Burgess directly to book online meetings.

## STAY IN TOUCH



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[Education Graduate Student Association \(EGSA\)](#)



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# Wisdom of the Month

“

Success is the sum of small efforts repeated day in and day out.

”

— ROBERT COLLIER

Graduate studies are a journey of growth, learning, and discovery. Celebrate every step forward, keep going, and trust the process.



Set small goals and stay focused.



Keep learning every day.



Growth takes time. Be patient with yourself.



You are capable of amazing things.

*Keep believing in yourself. Your future is worth the effort.* ♥



# Wellness Corner

## TAKING CARE OF YOU, EVERY DAY

As we move through June, it's important to pause and take care of your well-being. Small, intentional actions can help reduce stress, boost your energy, and support your overall well-being.



**Take Breaks** – Step away, breathe, and reset.



**Move Your Body** – Even a short walk helps.



**Stay Hydrated** – Drink water, feel better.



**Connect with Others** – You're not alone.



**Be Kind to Yourself** – You're doing your best.



Small steps today lead to a healthier, happier you tomorrow.

