

# Multiple Literacies Research Unit

## Tea Time Seminar



**Monica**

**Waterhouse**

RESEARCH ASSOCIATE, FACULTY  
OF EDUCATION

## INVENTING A RHIZOCURRICULUM THROUGH MULTIPLE LITERACIES

**Wednesday, Oct 12<sup>th</sup> 2011**

16h30 à 18h / 4:30 p.m. to 6:00 p.m.

Pavillon Lamoureux, local 477 / Lamoureux Hall, Room 477

This presentation uses the analysis of data from a poststructurally-oriented qualitative study to create a concept – *rhizocurriculum* – that might enable alternative ways of thinking about education in adult immigrant English language programs. First, I will present several real-life examples drawn from a study of multiple literacies as transformative processes of *becoming* (Masny, 2009) in two adult immigrant language classrooms. Second, following from the findings of the research, I articulate the concept of rhizocurriculum by bringing Deleuze and Guattari's (1980/1987) rhizome into conceptual conversation with curriculum theorizing (Aoki, 2005; Daignault, 2008). I will also explore the implications of rhizocurriculum for practice. I discuss how the role of the teacher and the notion of "successful" learning become reconfigured such that the classroom becomes, first and foremost, a site of experimentation.

*Monica Waterhouse is a Research Associate at the University of Ottawa, where she recently completed her doctorate in Society, Culture, and Literacies. She also teaches courses in second language teaching approaches and critical perspectives on multilingual and multicultural contexts as a part-time professor. Her research interests lie at the intersections of language education, multiple literacies, critical pedagogies, curriculum theory, and Deleuzian geophilosophy. Both nationally and internationally, she presents annually at conferences and publishes in peer-reviewed, open access journals such as Educational Insights, Journal of Curriculum Theorizing, and Transnational Curriculum Inquiry.*

