



Multiple literacies



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A Word from the Director

It is with great pleasure that the Multiple Literacies Research Unit publishes its sixth newsletter in English. The current newsletter provides the reader with an idea of who we are, our goals as a research unit, activities in the past year and plans for the future. Our work is available for the benefit of all those working in schools and postsecondary institutions as well as governmental and community organizations. The newsletter also provides additional information that highlights the activities of our international partners and graduate students.

Awad Ibrahim, Ph.D.

Our Research Unit

The goal of the research unit is to study literacies and their relationship to social and cultural issues that impact minorities in bilingual and multicultural settings.

Several societal perspectives provide ways in which each person constructs a way of becoming in the world. One of these perspectives, multiple literacies, provides an alternative that allows one to read, read the world and self from a minority context within national/ Canadian and international societies. Every member of a minority community benefits from good quality education. In order to reach this objective, it is important to put in place quality learning conditions for both adults and children. These conditions can be realized with the help of multiple literacies, be they personal, community, school-based or critical literacies in multidisciplinary projects.

Literacies are:

personal, school-based, community and critical.

These literacies facilitate:

Reading competences, the ability to comprehend and express oneself in all subject areas as well as in technology and multimedia (school-based literacy);

Valorization of literacies that extend beyond the school context (community literacy);

Analytical methods that lead to transformations of the individual stemming from responses to cultural and social inquiries (personal literacy and critical literacy).

Members of the Research Unit

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Diana Masny

is a full professor at the Faculty of Education of the University of Ottawa, where she teaches language learning and literacies. Her research interests include the development of languages and literacies, especially in a minority setting.

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Awad Ibrahim

is an associate professor at the Faculty of Education of the University of Ottawa. He teaches and publishes in the areas of Hip-Hop studies; Black pop culture; minority adolescents; racially and linguistically mediated identities; antiracism and critical multiculturalism.

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Francis Bangou

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Claire Maltais

is an associate professor at the University of Ottawa. She teaches in the area of Psychopedagogy, Early children education and literacy. Her research interests include teaching exceptional children at the early childhood stage (quality of program, literacy, concept of self) and reading and writing strategies.

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David R Cole

works as a senior lecturer at the University of Technology, Sydney, Australia, where he lectures in literacy and pedagogy. He uses his knowledge in multiple and affective literacies to investigate areas of social interest. He is currently researching young Muslims in Australia, and recently arrived immigrant families in New South Wales.

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Research in 2010-2011

Multiple Literacies and becoming citizen: Putting different knowledges to work in different ways

(D. Masny, A. Ibrahim, D. Fleming, & F. Bangou)

Immigration and literacies, specifically pop culture and Information and Communication technologies (ICT), are often intertwined. The objective of this project is to understand how they intersect in becoming-citizen. The current concept of literacies developed in Multiple Literacies Theory (MLT) (Masny 2006, 2008) examines the connection of dominant discourses (programs and policies, and discourses of a normed society) to counter-discourses of citizenship articulated in school and at home. MLT allows us to study the grand narrative of citizenship as a territory bound to a nation in order to deterritorialize citizenship through MLT and reterritorialize citizenship as becoming-citizen.

Twenty percent of people living in Canada are foreign-born (Statistics Canada, 2006) and this percentage will increase as profiles of Canadian communities change. As immigrants arrive to Canada, they gravitate towards French or English-language communities (Floch, 2003). Current immigration in Ontario is largely from Africa, South East Asia, and the Middle East. Meanwhile, multidirectional capacities of new media, promoted by innovations in ICT, foster greater globalization and effective transnational movements; complicating the inclusion of immigrants into nation-states and existing participatory structures. More research should focus on how the newcomer opting for English or French as the lingua franca is positioned in this era of globalization and transnational movements and their bidirectional relationship with pop culture and ICT, multiple literacies (Block 2007, Falk, 2000; Kumaravadivelu, 2008; Mathews, 2000; Morgan & Ramanathan, 2005; Pennycook, 2007). Moreover, in French minority language communities, there is little research on racial and linguistic diversity (Gallant & Denis, 2008; Gerin-Lajoie & Jacquet, 2008; Ibrahim, 2008; Madibbo & Maury, 2002; Chambon et al., 2001). Accordingly, our focus is on (1) immigrant families and their children attending French and English language schools as they interact with literacies, pop culture and ICT, in becoming-citizen at school and at home; (2) how the interaction between literacies and becoming-citizen might fundamentally shift, for *all* Canadians. For immigrant youth living in a world where ICT and pop culture prevail, how are multiple literacies in the context of dominant/counter-discourses in school and at home performed in becoming-citizen; (3) how such literacies contribute to transforming language communities, English and French; and (4) what the implications are for federal immigration policies, citizenship programs, and provincial educational programs, curriculum, and classroom practices.

Our research team will conduct this study in Ottawa, a city with one of the largest immigrant populations in English language schools in Canada. A qualitative case study over a three-year period focuses on 8 families whose children/students range in age from 13 to 15 years old and attend English-language schools. Both female and male students will be selected. The data collection includes (1) observations in class and at home, (2) interviews with parents, students, and teachers, and (3) artifacts (policy documents, Facebook,...). Artifacts, such as policy documents and curriculum, constitute dominant discourses on being-Canadian and Canadian citizenship. We maintain that it is through these documents that host communities are constructed and impacted by immigration and citizenship. Applying MLT, the results highlight how dominant discourses and counter-discursive readings shape becoming-citizen; how becoming-citizen is performed through literacies, manifested as pop culture and ICT in school and at home; and the ways immigrant youth contribute to de/reterritorializing the grand narrative of citizenship. This has social and educational implications for all Canadian citizens. This study demonstrates the analytic usefulness of MLT and adds to the research on how citizenship is performed through multiple literacies in both language communities in school and at home. With youth invested in pop culture and ICT, how do these literacies shape conceptualization and perception of becoming-citizen? This project, one in a series that builds on the current findings of this study, exposes the complexity of MLT and processes involved in becoming-citizen and thus can inform and transform citizenship and immigration policies, school practices and curriculum.

Awad Ibrahim

Civic Education in Morocco. With Dr. Alden Craddock; Higher Education for Development (USAID/MEPI)

Research in 2010-2011

Immigrant Families and Multiple Literacies: Policy, Classroom and Community Connections across Australia and Canada

(Diana Masny, University of Ottawa & David R. Cole, University of Technology Sydney, Australia)

Immigration is a vital force in Canada and Australia. According to Wentz (2008, pA21), "Australia is almost a perfect match for Canada in terms of demographics, culture, job markets, variety of source countries, and intake of visible minorities". While both countries have many educational programs to support newcomers, Wentz notes, "Australia has the jump on us." In a comparative study on immigration, Australia's policies and the rationale and delivery of their language and literacy programs differ from that of Canada (Hawthorne, 2008). For instance, Australia requires all prospective migrants to take a demanding language test whereas Canada accepts self-reporting of language proficiency.

Since we know first language (heritage-Canada/community-Australia) literacies support second language literacies development (Cummins, 2001) and since we know Australia, in the face of similar socio-economic realities, has been out-stripping Canada in terms of supporting immigrants linguistically (Wentz, 2008), this study sets out to learn grass-roots lessons from those served by immigrant language and literacies programs in Australia with the aim of better informing Canadian programs; leading to greater educational and economic success for immigrant children and their parents. With 1 in 5 Canadians being foreign-born (StatsCan, 2006), bilingualism and multilingualism makes a significant contribution to the vitality of Canadian society as a whole.

The objectives of this project are: (1) to focus on Australian society and how immigrant families (children and adults) having a first language and literacy learn a second language and literacy in English in the context of school and home and (2) to examine these findings in light of Australian policy, and programs on language and literacies. Moreover, this project employs a Multiple Literacies Theory that frames literacies as reading, reading the world and self, and works against the trap of cultural mismatch and deficit models (Gutierrez et al., 2009) often attributed to immigrant populations.

The research questions are: What is the interrelationship of the first language and literacy with the second (English) language and literacy in the context of the school and home? How does this interrelationship work for the adults and children operating with more than one language system? How do they perceive this interrelationship? How have policy-making, program and curricula practices, and resource documents for adults enrolled in language and literacy classes and for children in English as a second language programs in Australian schools shape reading, reading the world, and self? The participants are four immigrant families in Sydney, Australia. The adults attend the Adult English Programs while the children, age 10 to 15 years old, are in ESL program in school. Data consist of observations, interviews and artifacts in school and at home. In addition, the adults use a digital recorder for oral journaling while the children, with a camera, conduct a photo journal. The analysis looks at instances in which adults and children, through talk, action, visual and tactile modes, use oral and written language, and form their perceptions about writing and reading in order to read the world, and self in multiple literate events. In addition, the AMEP research center at Macquarie University will serve as a resource centre to examine research on policies and programs related to immigration and literacy. The results will expand the knowledge base in Australia and Canada by contributing to knowledge mobilization regarding complex literacy practices of immigrant families and policy and programs on immigration, language and literacy. Since language and literacy are the backbone to a knowledge economy, the combination of immigration, language and literacy becomes a major component of sustainable development to Australia and Canada. The fundamental importance of this study is to provide a coherent articulation of the results that exposes the complexity and processes involved as newcomers learn a second language and literacy and thus can inform and transform policy development, curriculum innovation and pedagogy in Canada and Australia. It also serves as a theoretical platform for new research in education in Canada and Australia.

Publications

April 1, 2010 - March 31, 2011

✓ Diana Masny

Masny, D. (2011). Multiple Literacies Theory: Exploring futures. *Policy Futures in Education*, 9, 4.

Masny, D. (2010). Multiple Literacies Theory: how it functions, what it produces. *Perspectiva*, 28, 2.

Masny, D. & Waterhouse, M (2011). Mapping territories and creating nomadic pathways with Multiple Literacies Theory. *Journal of Curriculum Theorizing*.

Masny, D. & Cole, DR. (2012). Guest editors for the journal *Discourse*

Semetsky, I & Masny, D. Guest editors for *Policy Futures in Education*

✓ Francis Bangou

Bangou, F. & Fleming, D. (2010). Blogging for effective Teacher Education Course In English as a Second Language. In S. Mukerji and P. Tripathi (Eds), *Cases in Technology enhanced learning through collaborative opportunities* (pp. 41-55). IGI Global.

Bangou F. (2010). Examining the Digital Divide: A Study of Six Pre-service teachers' Experiences with ICTs and Second Language Education. *International Journal of Information and Communication Technologies and Human Development (JICTHD)*, 2(4), 27-41.

Bangou, F. & Bourdet, J.F. (2010). Teaching French as a second language to Chinese students: Instructional staff adaptation and intercultural competence development. *International Journal of Intercultural Relations (IJIR)*, 34, 561-70.

Bangou, F. (in press). Blogging in Second Language Teacher Education: Connecting Theory with Practice. *NILE TESOL Journal*.

✓ Claire Maltais

Maltais, C., Herry, Y., et Mougeot, C. (2010). Stratégies possibles et efficaces en littératie pour tous les élèves. Dans M. Hébert et L. Lafontaine, Eds, *Pratique et outils pédagogiques en littératie dans une perspective* (p. 60-76). Québec : Presses de l'Université du Québec.

Maltais, C., Herry, Y., Emond, I., Mougeot, C. (2011). Synthèse d'une étude longitudinale portant sur les effets d'un programme de maternelle quatre ans temps plein. *Revue internationale de l'enfance préscolaire*, 43(1), 67-85.

Herry, Y., Maltais, C., Mougeot, C. (2010). Effets d'un programme de maternelle 4 ans plein sur le développement des enfants à la fin de la 5e année en Ontario. *Revue pour la recherche en éducation (RRÉ)*, 1, 28-49.

Maltais, C., Herry, Y., Mougeot, C. (soumis) Influence de la littératie sur le concept de soi des élèves du primaire . *Les Nouveaux Cahiers de la recherche en éducation*.

Zanchetta, M., Kaszap, Mohamed, M., Racine, L., Maheu, C., Masny, D., César, I., Maltais, C., Sangwa-Lugoma, G., Lussier, N., & Kinslikh, D. (soumis). Lessons Learned from Francophone families' health literacy : Linguistic minority status as a new social determinant of health. *Journal of Immigrant and Minority Health*.

✓ Douglas Fleming

Bangou, F. & Fleming, D. (2010). Blogging for effective Teacher Education Course In English as a Second Language. In S. Mukerji and P. Tripathi (Eds), *Cases in Technology enhanced learning through collaborative opportunities* (pp. 41-55). IGI Global.

Fleming, D. (2010). Racialized forms of citizenship and the Canadian language benchmarks. *Canadian Journal of Education* 33/3, 588-616.

Publications

April 1, 2010 - March 31, 2011

✓ Awad Ibrahim

Rautins, C. & Ibrahim, A. (2011). Wide-awakeness: Toward a critical pedagogy of imagination, humanism and becoming. *International Journal of Critical Pedagogy*.

Ibrahim, A. (2011). Will they ever speak, with authority? Race, post-coloniality and the symbolic violence of language. *Educational Philosophy & Theory* 25(3), 1-19.

Ibrahim, A. (in press). Research as an act of love: Ethics, émigrés and the act of becoming human. In Ngo, B., Lee, S., and Bigelow, M. (Eds.), *Ethics and politics of research with immigration populations*. New York: Routledge.

Ibrahim, A. (2011). The question of the question is the foreigner: The spectre of Blackness and the economy of hospitality in Canada. In Nelson, C. (Ed.), *Ebony roots, northern soil: Perspectives on Blackness in Canada*. Newcastle: Cambridge Scholars.

Ibrahim, A. (2011). When life is off da hook: Hip-Hop identity and identification, BESL, and the pedagogy of pleasure. In Higgins, C. (Ed.), *Negotiating the self in another language: Identity formation in a globalized world*. Berlin: Mouton de Gruyter.

Ibrahim, A. (2010). "Hey, whadap homeboy?" Identification, desire & consumption: Hip-Hop, performativity, and the politics of Becoming Black. In Steinberg, S. & Cornish, L. (Eds.), *Taboo: Essays on culture and education* (pp. 117-137). New York: Peter Lang.

Ibrahim, A. (2010). "Yes, my name is Ibrahim and I am an atheist!" Confessing *asrar*: Atheism, arts, answerability, imagination and the Muslim you have never known. In Kinchloe, J. Steinberg, S. & Stonebanks, C. (Eds.), *Teaching against Islamophobia* (pp. 205-214). New York: Peter Lang.

✓ David R Cole

Cole, DR, *Educational life-forms: Deleuzian teaching and learning practice*, Sense Publishers (Under contract, 2011)

Cole, DR & Pullen, DL, *Multiliteracies in motion: Current theory and practice*, Routledge (2010)

Cole, DR & Graham, LJ, 'The Power in/Of language', *Special Issue of Educational Philosophy & Theory*, Blackwell-Wiley (Forthcoming, 2011)

Cole, DR, 'The Reproduction of Philosophical Bodies in Education with Language', *Educational Philosophy and Theory*, Volume 42, Number 8, December (2010)

Cole, DR & Hager, P, 'Learning-practice: The ghosts in the education machine' *Education Inquiry*, 1 (1) 21-40 (2010)

Cole, DR, 'The actions of affect in Deleuze - Others using language and the language that we make ...' *Educational Philosophy and Theory*, (Online pre-publication and In press)

Cole, DR, 'Multiliteracies and the politics of desire', *Multiliteracies in Motion: Current Theory and Practice*, Routledge, David R Cole and Darren L Pullen (eds), London & New York, 124-139 (2010)

Cole, DR & Pullen, DL, 'Multiliteracies and the agency involved with computer operations in education', *Multiliteracies in Motion: Current Theory and Practice*, Routledge, David R Cole and Darren L Pullen (eds), London & New York, 105-1242 (2010)

Cole, DR & Pullen, DL, 'Introduction to multiliteracies in motion: Current theory and practice', *Multiliteracies in Motion: Current Theory and Practice*, Routledge, David R Cole and Darren L Pullen (eds), London & New York, 1-15 (2010)

Cole, DR, 'The two role model of affect from Deleuze', Annual conference of the Australian Association of Continental Philosophy - *Affect*, University of Queensland, Brisbane, EJ (2010)

Collins, J., Jakubowicz, A., Pennycook, A., Ghosh, D., Cole, DR, Al-Momani, K., Hussain, J., & Chafic, W, 'Voices Shaping the Perspectives of Young Muslim Australians', *Cosmopolitan Civil Societies Research Centre*, University of Technology, Sydney, 123-154 (2010)

Cole, DR, 'Wikileaks and Internet Public Access', *ABC Radio interview for Connect Asia*, Sydney (2010)

Presentations

April 1, 2010 - March 31, 2011

Symposia

1. Connecting with Multiple Literacies Theory: Perspective and Conversations: La Société canadienne pour l'étude de l'éducation (2010, May). Montréal, ON
2. Demonstrating the Conceptual, Theoretical, and Analytic Usefulness of Post-structuralist Multiple Literacies Theory Perspectives: *American Association for the Advancement of Curriculum Studies* (2011, April). Nouvelle-Orléans, LA.

- **Diana Masny**

Masny, D. & Waterhouse, M. (2011, April). Innovative Approaches to Educational Research: Deterritorializing Citizenship, Literacies and Curriculum. *American Association for the Advancement of Curriculum Studies*. Nouvelle-Orléans.

- **Claire Maltais**

Herry, Y. Maltais, C., Mougeot, C. (2011). Impact of a full-day, four-year-old kindergarten program throughout elementary school. Early Education and Technology for Children conference /Salt Lake City, Mars.

Maltais, C. (2010). The Impact of Junior Kindergarten Programs on Child Development in Grade 5. *Early Years Conference*. University of British Columbia, Vancouver, Février.

Maltais, C. (2010). Enhancing Strategies for Global Quality Learning in Higher Education. International Consortium of Educational Development (ICED). Barcelone, juin.

Maltais, C., Herry, Y., Mougeot, C. (2010). Étude des effets d'un programme de maternelle 4 ans à temps plein chez les enfants de 5e année. 78^e congrès de l'Association canadienne-française pour l'avancement des sciences (ACFAS). Montréal, mai.

Maltais, C. (2010). The Impact of Junior Kindergarten Programs on Child Development in Grade 5. *Early Years Conference*. University of British Columbia, Victoria, Février.

- **Francis Bangou**

Bangou, F. (2011, April). ICT, Second Language Teacher Education and Becoming: A Rhizoanalysis. *American Association for the Advancement of Curriculum Studies*. Nouvelle-Orléans.

Bangou, F. & Fleming, D. (2011, June). Not so exceptional! Uncovering a group of pre-service teachers' conceptualization of ESL. *International Society for Language Studies*. Aruba.

Bangou, F. & Fleming, D. (2010, June). Power, ESL teacher candidates and knowledge base construction. Canadian Association for Applied Linguistics. Montréal.

Presentations

April 1, 2010 - March 31, 2011

- **Douglas Fleming**

Fleming, D. (2011, April). Gender, ESL, and Becoming. *American Association for the Advancement of Curriculum Studies*. Nouvelle-Orléans.

Bangou, F. & Fleming, D. (2011, June). Not so exceptional! Uncovering a group of pre-service teachers' conceptualization of ESL. *International Society for Language Studies*. Aruba

Bangou, F. & Fleming, D. (2010, June). Power, ESL teacher candidates and knowledge base construction. Canadian Association for Applied Linguistics.

Fleming, D. & Morgan, B. (2010, June). Critical citizenship practices in English for Special Purposes and ESL programs. Citizenship Education Research Network/Canadian Society for Studies in Education.

- **Awad Ibrahim**

Ibrahim, A. (2011, April). Body without Organs: Deleuze, Critical Race Theory, and the Politics of Becoming. *American Association for the Advancement of Curriculum Studies*. New Orleans.

Ibrahim, A. (2011, March). *Notes from the underground: Cultural studies methodology, sociality and the praxis of Project Citizen*. Keynote: Social Justice Praxis Symposium. University of British Columbia, Vancouver, BC.

Ibrahim, A. (2010 June). *When Africa meets Minnesota in downtown Minneapolis: Hip-Hop, displacement, and the politics of identity*. Keynote speech at the conference, *The Ethics and Politics of Research with Immigrant Populations*. Minneapolis, Minnesota.

Ibrahim, A. (2010, May). Rethinking the Black Atlantic: A dialectic relation between continental and diasporic Africas. Invited paper, *Making Connection: Generating Knowledge* conference. University of Alberta, Edmonton, AL.

Ibrahim, A. (2010, May). "*Beats, Rhymes and Classroom Life*": *Framed Between Châtelaine and Hip-Hop*. Canadian Association of Curriculum Studies CSSE Pre-Conference. Concordia University, Montreal, QC.

- **David Cole**

Cole, DR. (2010). 'The two role model of affect from Deleuze', Annual conference of the Australian Association of Continental Philosophy – Affect. University of Queensland, Brisbane.

Our International Partners – Research and Recent Publications: April 1, 2009 - March 31, 2010

John Buchanan, University of Technology Sydney, Australia

Dr. Buchanan's research is in the domain of intercultural education and its relation to critical literacy.

Maria Lourdes Dionísio, University of Minho, Portugal

Projets de recherche:

- Literacy practices in and beyond classrooms: social and pedagogical conditions for learning through reading and writing
- Changing Lives. Literacies in Adult Education
- BaCuLit -Basic Curriculum for Teachers' In-service Training in Content Area Literacy in Secondary Schools

Dionísio, M. L., Melo, M. & Viseu, F. (2011). Práticas de Literacia nas disciplinas escolares [Literacy practices in school disciplines]. J. C. Morgado (ed.), *Proceedings of the 2nd International Congress in Educational Evaluation*. Braga: CIEEd.

Dionísio, M. L., Brandão de Carvalho, J. A. & Castro, R. V. (Eds.). (2010). *Discovering Worlds of Literacy. Proceedings of the 16th European Conference on Reading and 1st Ibero-American Forum on Literacies*. Braga: Littera/CIEEd, Universidade do Minho.

Fischer, A., & Dionísio, M. L. (2010). Academic genres and literacy practices in a Course of Textile Engineering. In Th. Cirel & Lidilem (Orgs.), *Proceedings of the International Conference on University Literacies: Knowledge, Writing, Disciplines*. Lille: Université Lille 3.

Dionísio, M. L., & Castro, R. V. (2010). Identity Kits. Dispositions in School textbooks. *Língua Escrita*, nº 6, 8-23.

Eve Gregory, University of London, Goldsmith College

Dr. Gregory directs an ESRC project:: Becoming literate in faith settings: Language and literacy learning in the lives of new Londoners (2009-2012).

Gregory, E., Ruby, M. and Kenner, C. (2010) Modelling and Close Observation: ways of teaching and learning between third generation Bangladeshi British children and their grandparents in London. *Early Years*. Vol.30, No.2, July: 161-173

Linda Knight, Queensland University of Technology, Australia

Since may 2010, Dr. Knight is a visiting professor at the Université of British Columbia-Britannique

- Web site: • Intergenerational collaborative drawing: <http://www.artresearcheducation.com>
 • International Drawing on Knowledge Research Network: <http://drawingonknowledge.ning.com/>

Knight, L. (2011) Intergenerational Collaborative Drawing: Education through a Deleuzian lens, in M. Giugni (Ed.) *Worldviews, Theories & Philosophies in Children's Services. Video, audio and text resource, funded through Australian Government Inclusion & Professional Support Program, by the ACT Inclusion and Professional Support (ACT PSC) and Children's Services Central (NSW PSC)*

Knight, L. (2010) Finding out about children's meaning making through drawing together. *Every Child*, 6(4), 8-9.

Knight, L. (2010) Why a child needs a critical eye, and why the art classroom is central in developing it. *The International Journal of Art & Design Education*, 29(3), 236-243.

Colin Lankshear, James Cook University, Australia

Knobel, M. and Lankshear, C. (eds.) (2010). *DIY Media: Creating, Sharing and Learning with New Technologies*. New York Peter Lang Publishing.

Lankshear, C. and Knobel, M. (2011). *Literacies: Social, Cultural and Historical Perspectives*. New York: Peter Lang.

Lankshear, C. and Knobel, M. (2010). DIY media: A contextual background and some contemporary themes. In M. Knobel and C. Lankshear (eds.), *DIY Media: Creating, Sharing and Learning with New Technologies*. New York: Peter Lang.

Knobel, M., Lankshear, C. and Lewis, M. (2010). AMV remix: Do-it-yourself anime music videos. In M. Knobel and C. Lankshear (eds.), *DIY Media: Creating, Sharing and Learning with New Technologies*. New York: Peter Lang.

Lankshear, C. and Knobel, M. (2010). Foreword (or , Beyond 'Reify, Measure and Treat'). In S. Shariff and A. Churchill (eds.), *Truths and Myths of Cyberbullying: International Perspectives on Stakeholder Responsibility and Children's Safety*. New York: Peter Lang.

Jennifer Rennie, Monash University, Australia

Dr. Rennie Works on the research project : The role of private tutoring in Australia (Windle, Rennie, Bulfin and Bao).

Graduate Students

Monica Waterhouse, Ph.D.

Masny, D. & Waterhouse, M. (2011). Mapping territories and creating nomadic pathways with Multiple Literacies Theory. *Journal of Curriculum Theorizing*.

Waterhouse, M. (2011). Deleuzean Experimentations in Immigrant Language Education: Research, Practice, and Policy. *Policy Futures in Education*, 9(4)

Waterhouse, M. (2011, April 10). *This Land Is Our Land? Multiple Literacies and becoming-citizen in a adult English as a second language classroom*. Roundtable paper presented at the American Educational Research Association (AERA) Meeting, New Orleans, LA.

Waterhouse, M. (2010, June). Reading becoming: Disrupting the Peace in LINC. CSSE, Montréal, QC.

Brenna Quigley, Ph.D. Candidate

Quigley, B. (2011, March). Rats & Maps: Rhizomatic explorations in research. Paper presented at the Concordia Department of Art Education's Graduate Student Symposium, Concordia University, Montreal, QC.

Quigley, B. (2011, March). Evoking 'metamorphosis in education' through youth engagement. Invited panellist at the Jean-Paul Dionne Symposium Panel Discussion, University of Ottawa, Ottawa, ON.

Quigley, B. (2011, March). Working with shifting concepts in validation research. Poster presented at the Jean-Paul Dionne Symposium, University of Ottawa, Ottawa, ON.

Quigley, B. (2011, March). Exploring media texts as generative spaces with youth. Paper presented at the Engaging Hearts and Minds—Equity, Social Justice, and Global Citizenship in Action Conference, Centennial College Institute for Global Citizenship and Equity, Toronto, ON.

Quigley, B. (2011, March). The power of questioning: Exploring critical literacies and transformative social action with youth. Paper presented at the Graduate Students' Association (GSAÉD) Annual Interdisciplinary Conference, University of Ottawa, Ottawa, ON.

Quigley, B., & Moffat, P. (2010, September). 'What's my mark?': Assessing critical literacies. Workshop presented (two sessions) at the Eastern Ontario Staff Development Network (EOSDN) Engaging Students in Assessment & Evaluation: Building Bridges Conference, Confederation Education Centre, Ottawa, ON.

Quigley, B. (2010, May). Empowering youth to engage with critical literacies: Why we need non-standardized assessments to support non-standardized students' learning about non-standardized literacies. Paper presented at a roundtable session at the Language & Literacy Researchers of Canada (LLRC) Pre-CSSE Conference, Concordia University, Montreal, QC.

Quigley, B. (2010, May). 'Who is missing?': Using illustrated books to spark a critical discussion with youth. Paper presented at the Arts for Social and Environmental Justice Symposium, Toronto, ON.

Activities

April 1, 2010 - March 31, 2011

Tea Events

Tea events are special activities hosted by the Multiple Literacies Research Unit. They allow members of the unit and invited presenters to exchange ideas on themes related to multiple literacies.

- **May 26, 2010**

Linda Knight, Senior Lecturer at the University of Canberra

Drawing Together as Inclusive Practice in Early Years Learning

- **October 27, 2010**

Nicholas Ng-A-Fook, Assistant Professor at the University of Ottawa

Imagining Inciting Research: Curriculum, Social Networking & The Public Good

- **December 15, 2010**

Student Round Table

Presenting at a conference: Multiple experiences, multiple literacies

- **November 9, 2010**

Claire Maltais, Professeure à l'Université d'Ottawa

Étude des différences entre les garçons et les filles dans le développement de la littératie au sein des écoles françaises de l'Ontario

- **February 10, 2011**

Mostafa Asrati, Professeur à Razi University of Kermanshah

Material and Credential Factors Affecting Joint Publications by Faculty and Graduate Students in an Iranian University

Suggested Readings



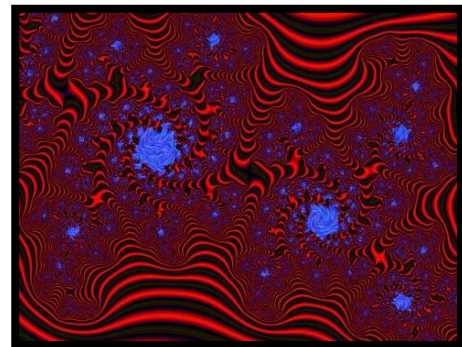
Lire le monde: Les littératies multiples et l'éducation dans les communautés francophones

Sous la direction de Diana Masny
(University of Ottawa Press, 2009)

Multiple Literacies Theory: A Deleuzian Perspective

Sous la direction de Diana Masny & David R Cole
(Sense Publishers, 2009)

This book brings together the work of researchers from Australia, Canada and the United States who link their studies in education to Deleuze and to Multiple Literacies Theory (MLT). MLT may be understood through Masny's (2006) headline literacy dictum as : *Reading, Reading the World and Reading the Self* and is positioned here as a new way to conceptualize literacy based on the work of Gilles Deleuze.



Taking one of the most exciting voices of the twentieth century beyond the range of philosophy and theory this edited volume provides a timely intervention into the problem of literacy. More than the simple application of Deleuze to the question of reading this stunningly bold and incisive collection of essays will make all of us think again about what it is to read and think. Masny and Cole have assembled an impressive range of contributions that will open up new avenues for research and thinking for years to come.

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Movement and Experimentation in Young Children's Learning: Deleuze and Guatarri in Early Childhood Education

Lisellot Mariett Olson
(New York Routledge, 2009)



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