

# Fostering intersectional identities through rhizomatic learning

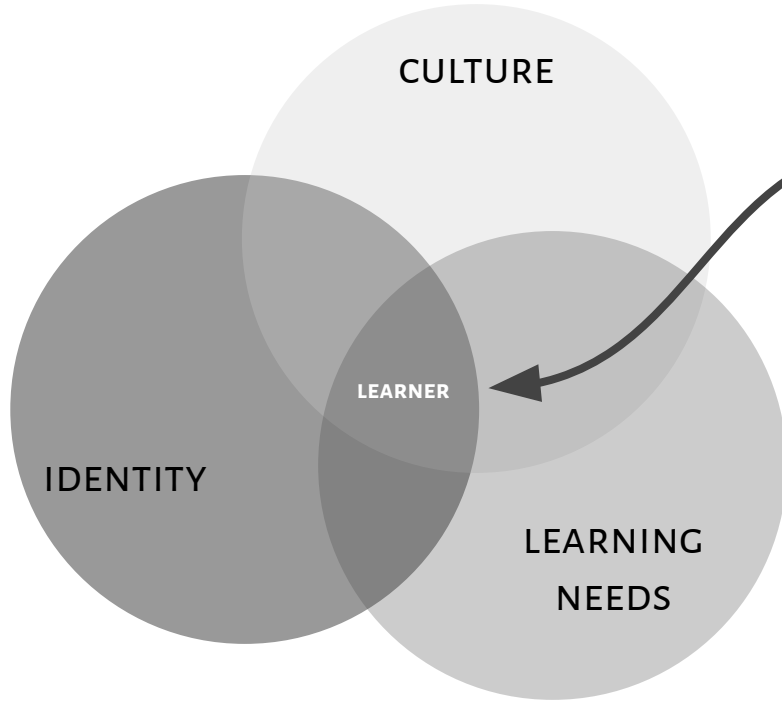
Jon M. Stapleton & Jared O'Leary

Access the slides here: <https://tinyurl.com/4z6t82km>

CULTURALLY  
RESPONSIVE

VS

CULTURALLY  
SPECIFIC



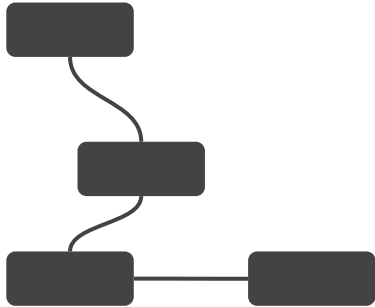
## **Culturally specific interventions risk essentializing learner experiences.**

- What if a learner's specific needs, goals, and desires lie outside of what the curriculum provides?
- What if teachers choose curricular interventions based only upon superficial assessments of student need?
- What if it's difficult or impossible to find an intervention that addresses a student's intersection of culture & identity?

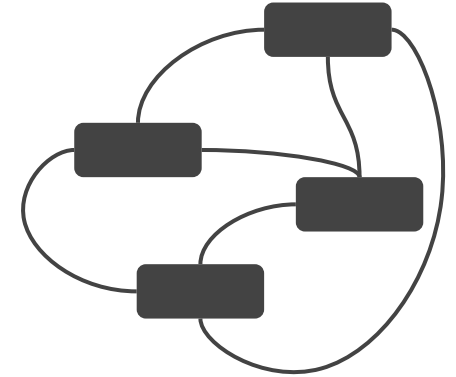
**mapping**

# WHAT IS RHIZOMATIC LEARNING?

linear, sequential,  
centralized authority,  
information asymmetry



**plots vs rhizomes**



nonlinear,  
decentralized  
authority,  
locally-situated

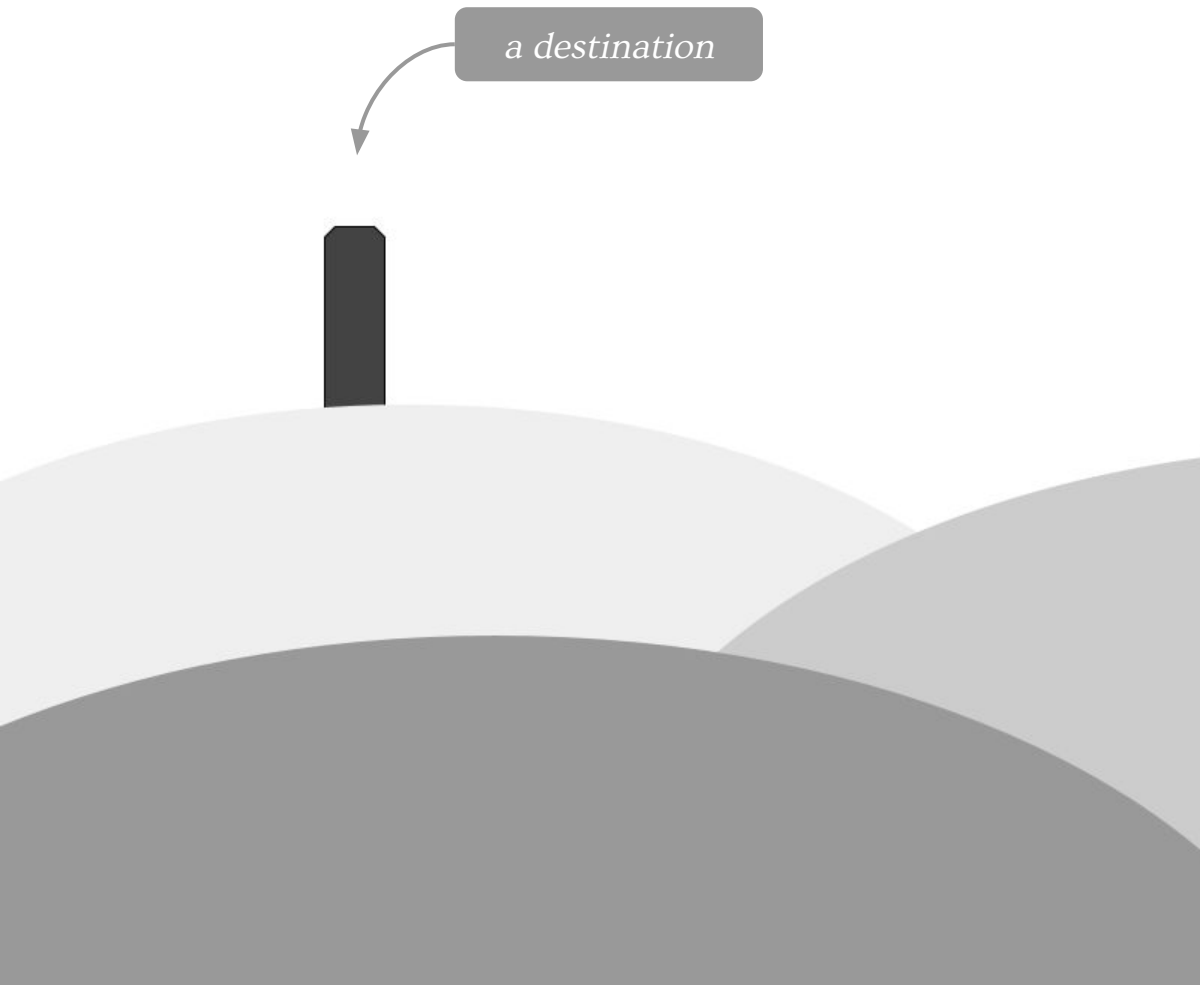
# BACKWARD DESIGN VS RHIZOMATIC LEARNING

## Backward design

- ➔ Learning goals determined in advanced by an authority (teacher)
- ➔ Everyone learns the same thing at the same time
- ➔ Everyone is assessed using the same tools

## Rhizomatic learning

- ➔ Learning goals determined collaboratively by teachers & students
- ➔ Everyone follows their own path, sometimes learning differently than others
- ➔ Everyone is assessed with situated methods



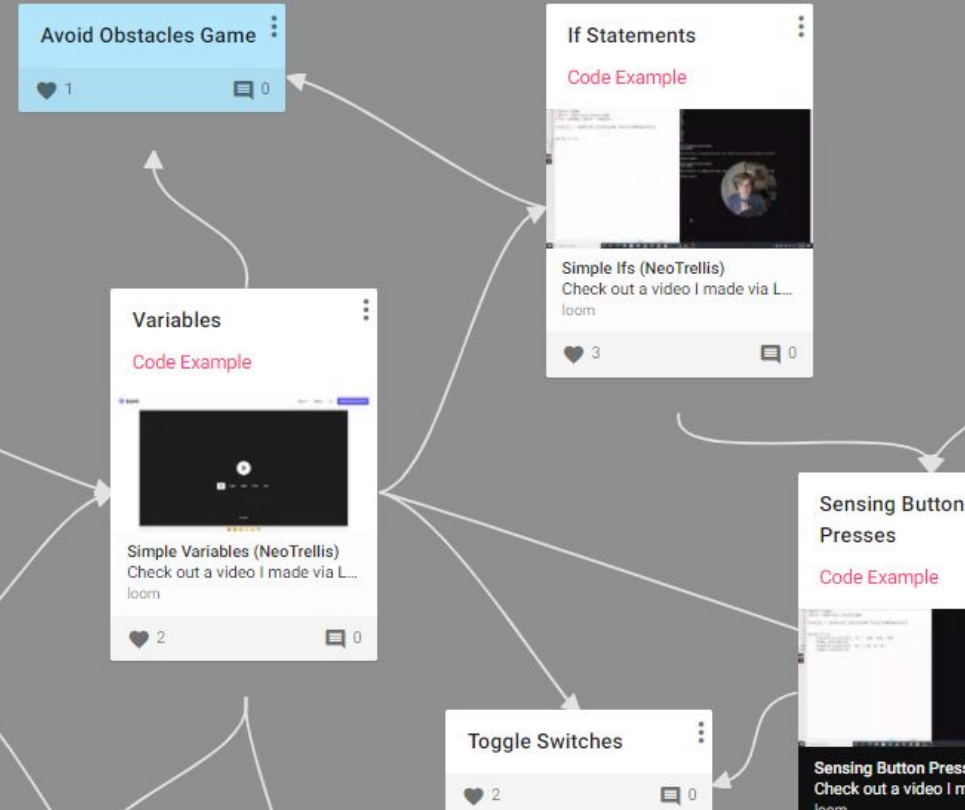
# Map learning paths with learners.

Imagine yourself as a traveler, exploring the wilderness. On the horizon, you see the places you want to visit.

How will you get there? What paths will you take? What will you discover along the way?

MAPPING is a pedagogical practice that asks learners to participate in designing learning experiences.

# MAPPING: COLLABORATIVE PEDAGOGY



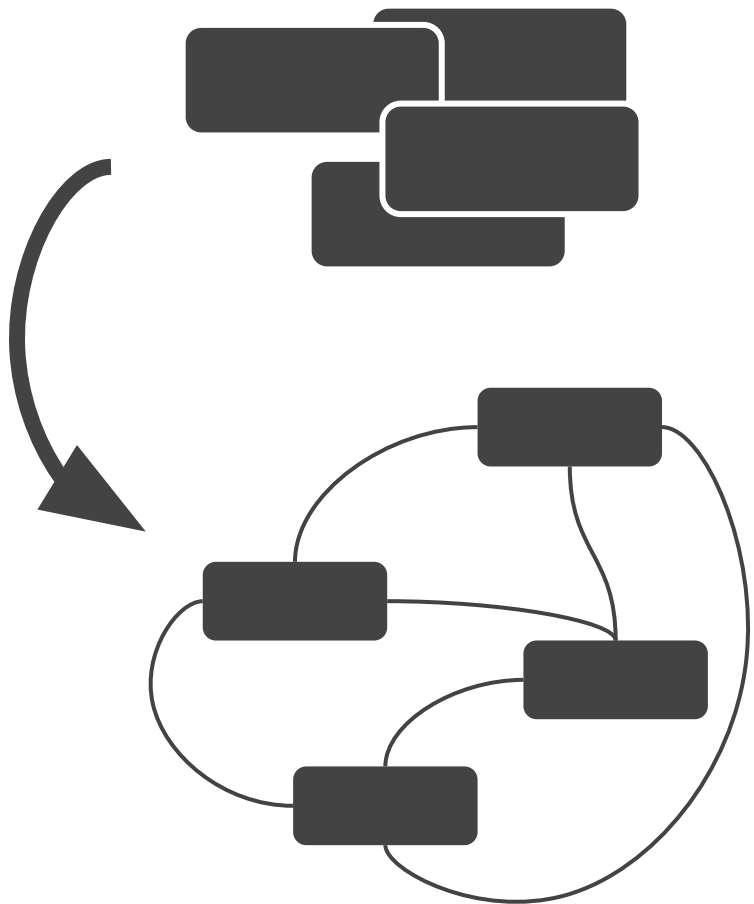
- ➔ MAPS serve as instructional resources, curricular scaffolds, & reflective tools
- ➔ MAPS are created collaboratively with students, rather than for them
- ➔ MAPS evolve and expand, growing to accommodate students' goals, needs, and desires
- ➔ MAPS are an expression of past learning, rather than a plan for future learning



let's do some mapping

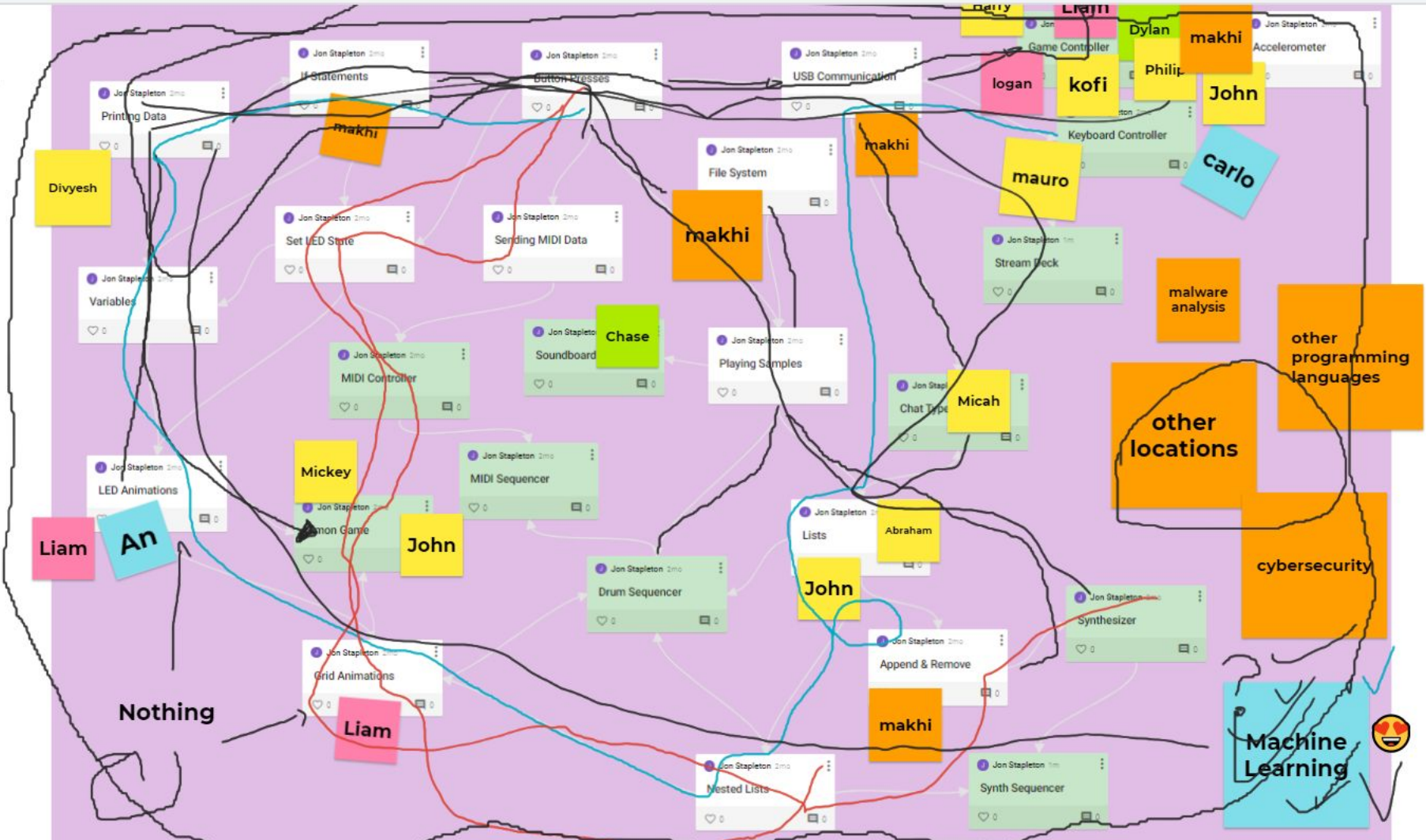
Participate here:

<https://tinyurl.com/mtwp3xs5>



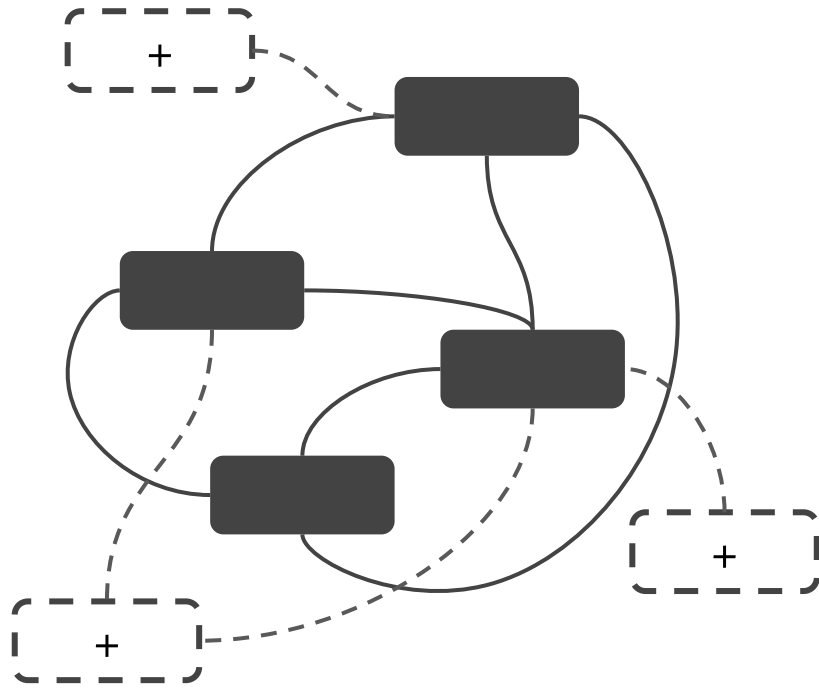
## Blaze trails.

- ➔ Find a green project card you'd be interested in engaging with in a CS class
- ➔ Find a yellow or blue concept card that you know about (or find one that seems accessible)
- ➔ Trace a path from card to card, connecting your starting card to your project card through the related concepts.



## WHAT IS MISSING FROM OUR MAPS?

- ➔ How might educators engage learners in anti-racist pedagogies within a rhizomatic framework?
- ➔ How might educators & learners engage UDL practices as they collaboratively design learning experiences?
- ➔ How might educators & learners intentionally engage with culturally responsive-sustaining practices in a rhizomatic framework?
- ➔ What local issues or concerns might educators & learners bring into rhizomatic learning environments to meet their goals, needs, and desires for their CS education experience?



## Add locations.

- ➔ What's missing from these maps?
- ➔ Add a green project, a blue/yellow concept, or an orange question you (or students) might be interested in engaging with
- ➔ Try to situate your addition among related concepts, projects, & questions

# RESOURCES TO LEARN MORE

## [Rhizomatic Learning with Catherine Bornhorst, Jon Stapleton, and Katie Henry](#)

- ➔ In this panel discussion with Catherine Bornhorst, Jon Stapleton, and Katie Henry, we discuss what rhizomatic learning is and looks like in formalized educational spaces, affordances and constraints of rhizomatic learning, how to support individual students within a group setting, standards and rhizomatic learning, why few people know and use rhizomatic learning approaches, how to advocate for and learn more about rhizomatic learning, and much more.

## [Individualized Learning through Rhizomatic Design](#)

- ➔ A curated list of resources & literature to learn more about rhizomatic learning