



A Review of Research on Multimodal Reflection under the Teaching and Learning Practice of Multiliteracies

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Abstract

This review synthesizes and critically interprets the empirical research on multimodal reflection under the teaching and learning practices of multiliteracies. Along with presenting descriptive statistics characterizing the 26 studies reviewed (e.g., research designs, contexts), qualitative coding revealed five main themes in research focusing on multimodal reflection practice. Sequenced according to prevalence, research has found that multimodal reflection is: 1) important for promoting critical thinking and reflexivity, 2) greatly reliant on the integration with technology, 3) useful for multimodal assessment, 4) beneficial for language learning, 5) critical for promoting social justice and inclusivity. At a time when notions of reflection and multiliteracies are expanding—educators are trying to catch up and researchers have begun to understand and theorize multimodal reflection—this review offers a comprehensive look at what has been learned thus far and suggests implications for research and practice.

Keywords: multimodal reflection, multiliteracies, critical thinking, educational technology, language learning

