# Article information:

(PDF) A Review of Theories and Practices of Multiliteracies in Classroom: Issues and Trends
<https://www.researchgate.net/publication/348054780_A_Review_of_Theories_and_Practices_of_Multiliteracies_in_Classroom_Issues_and_Trends>

# Article summary:

1. The paper reviews the concepts of literacy, multiliteracies, and multimodality in educational settings and their relevance in classroom practice.

2. Multiliteracies pedagogy addresses the diverse skills and modes of meaning-making that learners bring to the classroom, including digital literacies and online literacies.

3. The paper emphasizes the importance of incorporating multimodal teaching and learning approaches to cater to the needs and preferences of individual learners in the emerging digital classroom.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "A Review of Theories and Practices of Multiliteracies in Classroom: Issues and Trends" provides an overview of the concepts of literacy, multiliteracies, and multimodality in educational settings. It discusses the relevance and potential of multimodal teaching and learning in dealing with the diverse literacies that students bring into the classroom, including digital literacies and online literacies.

Overall, the article provides a comprehensive review of the topic and presents relevant information on multiliteracies pedagogy. However, there are some potential biases and limitations in the article that should be considered.

One potential bias is that the article focuses primarily on the benefits and potentials of multiliteracies pedagogy without adequately addressing any potential drawbacks or challenges. While it acknowledges that past studies consider both meaning-making and meaning-recreating as well as different multiliteracies skills learners bring to the classroom, it does not thoroughly explore any negative implications or limitations of this approach.

Additionally, the article lacks specific examples or evidence to support its claims. It mentions that literacy has emerged as an essential concept in classroom teaching and learning process but does not provide any concrete examples or studies to back up this statement. Similarly, when discussing multimodal teaching and learning, there is a lack of specific evidence or research cited to support its relevance and effectiveness.

Furthermore, the article does not explore counterarguments or alternative perspectives on multiliteracies pedagogy. It presents a one-sided view that emphasizes the benefits without acknowledging any potential criticisms or concerns raised by educators or researchers.

Another limitation is that the article does not address any potential risks or challenges associated with incorporating digital literacies and online literacies into classroom practice. While it acknowledges their importance, it does not discuss issues such as privacy concerns, cyberbullying, or information overload that may arise when using digital technologies in education.

In terms of promotional content, while the article provides recommendations for future multiliteracies studies, it does not provide a balanced view of the topic. It presents multiliteracies pedagogy as a beneficial approach without acknowledging any potential limitations or alternative perspectives.

Overall, while the article provides a useful overview of multiliteracies pedagogy, it is important to critically analyze its content and consider potential biases and limitations. Further research and exploration of counterarguments and challenges would enhance the depth and credibility of the article.

# Topics for further research:

* Criticisms of multiliteracies pedagogy in the classroom
* Challenges of incorporating digital literacies in education
* Privacy concerns in using digital technologies in the classroom
* Cyberbullying and online safety in educational settings
* Research on the effectiveness of multimodal teaching and learning
* Alternative perspectives on multiliteracies in education

# Report location:

<https://www.fullpicture.app/item/6bae3699ac00c993bbe881ef544ac838>