Students reflecting on completed assignments in a composition class allows for instructors to gain insight on the overall effectiveness of these assignments. However, there remains the strong possibility that students will write what they believe their instructors want to read, and thus the reflection may not be helpful to the student, and the instructor. These types of reflection assignments should not be dismissed, or removed from composition curriculum. Rather, students need to have more options made available to them when composing these reflections in order to make them more useful in developing their metacognitive and reflective skills, in addition to building multiple literacies.

The emerging need for students to begin to create multimodal pieces, and develop multiple literacies, creates space for the integration of Tumblr, a social network and microblogging site, in the classroom. Tumblr gives students practical, and relatively easy ways to create multimodal compositions, such as a piece of writing that makes use of memes, animated gifs, in addition to text to convey students’ understanding of an assignment.

The majority of this scholarship focuses on social media platforms as a communicative tool. This paper aims to exploring the benefits of using Tumblr as a pedagogical tool, and platform, for low stakes assignments, such as the reflection, that promote rhetorical and critical thinking. These assignments, and the use of Tumblr’s affordances to post reflections as multimodal compositions give students the opportunity to interact with each other, produce more in-depth reflections, and build multiple literacies.