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This volume presents innovative research on the multimodal dimension of discourse specific to academic settings, with a particular focus on the interaction between the verbal and non-verbal in constructing meaning. Contributions by experienced and emerging researchers provide in-depth analyses in both research and teaching contexts, and consider the ways in which multimodal strategies can be leveraged to enhance the effectiveness of academic communication. Contributors employ both quantitative and qualitative analytical methods, and make use of state-of-the-art software for analyzing multimodal features of discourse.

The chapters in the first part of the volume focus on the multimodal features of two key research genres: conference presentations and plenary addresses. In the second part, contributors explore the role of multimodality in the classroom through analyses of both instructors' and students' speech, as well as the use of multimodal materials for more effective learning. The research presented in this volume is particularly relevant within the context of globalized higher education, where participants represent a wide range of linguistic and cultural backgrounds. *Multimodal Analysis in Academic Settings* contributes to an emerging field of research with importance to an increasing number of academics and practitioners worldwide.

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