

Challenging Assessment Practices, and the Need for Multimodal Applications to Service Learning in First-Year Composition

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Service learning provides students with opportunities for developing their composition skills with purpose as they engage with a community and consider how to articulate that experience to an academic audience. However, this ideal is not often the reality of service learning in first-year composition. Students may be fully engaged in their experience but not as fine-tuned in their writing to successfully articulate their work in the reflection portion of an assignment. Including modes of presentation with which students are already familiar and can more accurately reflect their experience beyond text-based presentation alone can provide equitable context for assessment of service learning and thereby reshape the academy's ideas about community.