

# IPARD PROCESS

In order for service-learning to be effective, participants should be engaged in all phases of the service-learning process.

<b>I</b>	<b>Investigation</b>	<ol style="list-style-type: none"> <li>1. Identify the “community” to serve</li> <li>2. Assess community needs</li> <li>3. Select community need</li> <li>4. Engage in reflection activities</li> <li>5. Develop a plan to assess student learning</li> </ol>
<b>P</b>	<b>Planning &amp; Preparation</b>	<ol style="list-style-type: none"> <li>1. Determine the nature of the service being provided</li> <li>2. Identify academic, civic, and other learning goals</li> <li>3. Develop an action plan</li> <li>4. Engage in reflection</li> <li>5. Develop and conduct assessment</li> </ol>
<b>A</b>	<b>Action</b>	<ol style="list-style-type: none"> <li>1. Determine the type of service taking place                             <ul style="list-style-type: none"> <li>• Direct Service</li> <li>• Indirect Service</li> <li>• Advocacy</li> <li>• Research-based</li> </ul> </li> <li>2. Implement service</li> </ol>
<b>R</b>	<b>Reflection</b>	<ol style="list-style-type: none"> <li>1. Take place before, during and after service</li> <li>2. Connect the curriculum with people</li> <li>3. Link service-learning to academic pursuits of students</li> <li>4. Challenge students to change their perspectives</li> <li>5. Develop alternative explanations with support from faculty</li> </ol>
<b>D</b>	<b>Demonstration</b>	<ol style="list-style-type: none"> <li>1. Learning Goals are met, new skills acquired, perspectives changed</li> <li>2. Impact on the community</li> <li>3. Celebrate accomplishments</li> </ol>

Credit: Dr. Christine Moran, Associate Dean of Service-Learning at Stevenson University