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| **Andragogical** | *Does the activity take into consideration an adult’s…** Need for understanding the “why” before the “how?”
* Life and/or career experience – what the learner brings into the room with them?
* Self-concept as an independent learner – self-awareness, autonomy, and intrinsic motivation?
* Problem orientation – actual skills that can help them in their current careers and/or personal lives?
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| **Developmental** | *Does the activity or learning module…** Provide a scaffolded approach?
* Provide challenge and support?
* Nudge the learner toward the next orientation on the Intercultural Development Continuum with particular consideration of polarization?
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| **Experiential** | *Does the activity or learning module…** Give learners the opportunity to take initiative, make decisions, make mistakes, and be accountable for the results?
* Provide opportunities for engaging intellectually, creatively, emotionally, socially, and/or physically?
* Encourage reflection, critical analysis, and synthesis?
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| **Transformational** | *Does the activity or learning module…** Provide opportunities for learners to identify their assumptions and destabilize current perspectives?
* Create opportunities for critical discussion and discourse?
* Provide opportunities for learners to reflect on their own learning?
* Encourage learners to articulate new perspectives?
* Have as a goal to not just change learners’ cognition but also their behavior?
* Build self-efficacy?
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| **Constructivist** | *Does the activity or learning module…** Give learners the opportunity to actively engage rather than passively receive information?
* Provide an environment in which learners can work together to build knowledge, skills, attitudes?
* Valorize the learners’ questions and interests?
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| **Critically inclusive** | *Has the activity developer…** Taken into account the various lenses through which their activity might be viewed by learners due to their social positioning, beliefs, values, experiences, and personal attributes?
* Prepared the activity in a way that any learner lens may surface and be processed, e.g., by providing extra guidance for facilitators, using open-ended questions in debriefs, etc.?
* Considered whether some learners will need to do more emotion labor and provided guidance for facilitators around this issue?
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