

## 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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