|  |  |
| --- | --- |
| **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?

*Additional considerations from the pre-conference workshop:** Staying open/curious
* Intercultural humility
* Peda- = child vs andra- = adult; adults bring a lifetime of experience into learning
* Student-centered 🡪 learner-led
* Challenge beliefs
* Learning from others in the room/experience
 |
| **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?

*Additional considerations from the pre-conference workshop:** Recognizes where students are, and activities start there to help them along
* Building upon what’s already there
* Hierarchy of learning
* IDI continuum
* Incremental
* Scaffolding
* In tension with constructivist?
 |
| **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?

*Additional considerations from the pre-conference workshop:** Do it with others
* Learning through doing
* Open-ended
* Opportunities for critical reflection on experience(s)
* The other is included
 |
| **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?

*Additional considerations from the pre-conference workshop:** Changes in BEHAVIOR
* Changing attitudes/beliefs
* Immersive
* Leave comfort zone
* Become a leader for change
* Critical reflection
 |
| **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?

*Additional considerations from the pre-conference workshop:** Created
* Incorporates learner knowledge/experiences
* Built; never ends; always transforming
* In tension with “developmental”
* Engages learners 🡪 interactive critical reflection
 |
| **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?

*Additional considerations from the pre-conference workshop:** Recognized the potential emotional work behind identities and understanding
* Engages with multiple identities
* Power and privilege lens
* Student-centered
* Respect and differentiation
* Start with humility
* Cultural humility
* Providing options, multiple means, and agency
 |