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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?   *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 |