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?

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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