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**Post-Election Pedagogy Situational Factor Analysis**

**Adapted from** Fink, L. D. (2013). *Creating significant learning experiences*. John Wiley & Sons.

When deciding whether to engage with election results or issues in your class, situational factor analysis can help you assess the unique dynamics of your course. Choose a time when you can focus without interruptions. You might want to pair up with a colleague or a member of the CAFE staff to discuss your analysis, provide additional insight, and brainstorm ideas.

Use the following categories to examine various factors that could impact your decision and how you proceed.

**Characteristics of the Learners**

* What prior knowledge or experience do students have with politics and elections?
* How diverse are the political affiliations and views represented in this class?
* Could discussing the election exacerbate existing power imbalances within the classroom based on students' identities?
* Are some students likely to feel more directly impacted or invested in the election outcome than others?
* How might students’ emotional states, political affiliations, and lived experiences affect their openness to discussing election results?

**Nature of the Subject Matter**

* Could a discussion about the election enhance or detract from the intended learning outcomes and goals?
* How directly relevant is the election to the course subject
* If not directly related, can it offer students a chance to practice other course-related skills?
* Does the course encourage civic engagement that would make such a discussion relevant?

**Contextual Factors**

* How might class size and the physical layout affect the ability to facilitate an election discussion?
* When during the semester does the election occur relative to the course schedule? Is there adequate time to dedicate to an election discussion without compromising other course expectations?
* Is the class held before noon or in the afternoon, and how might that impact students' energy or engagement levels?
* To what extent have students already discussed the election in other courses or contexts? How might this affect engagement in your course?
* **How does the course modality (e.g., in-person, online, hybrid) affect the feasibility and dynamics of discussing election results or issues?**
* Has a classroom environment been established where students feel comfortable expressing diverse viewpoints?
* Has the course already covered difficult topics, or would this be the first time engaging in a challenging dialogue?
* Is there a history of disruptive behavior in the class that might escalate during a political discussion?

**Characteristics of the Instructor**

* How familiar are you with the electoral process, political systems, and policy issues to support a balanced discussion?
* How comfortable and skilled are you in facilitating challenging, potentially contentious discussions?
* Can you maintain impartiality and keep the discussion focused on learning goals?
* Have you already built trust, rapport, and credibility with students in the class?
* How aware are you of power dynamics and the potential marginalization of certain student viewpoints?