What outcomes do we want from students in how they determine authority?

Flash card #1:
1. Don’t just assume because they have authority they are correct, or if they sound authoritative.
2. Question authority! Be critical and ask yourself why they have authority in the first place.
3. Authority is a construction and is dependent on topic and environment

Flash card #2:
1. Develop a sound means for determining authority.

Flash card #3:
1. Understand that authority changes depending on the context
2. Question/verify that the author in an authority
3. Conduct research on the author
4. Be aware of confirmation bias

Flash card #4:
1. Realization that tools to
   a. Authority exists
   b. Authority can be established
   c. Authority can be challenged ...and the established

Flash card #5:
1. To think deeply about authority and its dependence on context and content
2. Depending on the topic and situation, people may change from a good authority to bad, or somewhere on the continuum
3. These are so many nuances and subtleties

Flash card #6:
1. Ability to justify sources
2. Increase open mindedness in source evaluation
3. Ability to recognize authority outside their own worldview

Flash card #7:
1. Be aware authority of a subject matter exists
2. Have a plan for reviewing authority
   a. Systematic approach
   b. student/class identified criteria

Flash card #8:
1. Recognize who experts are
2. Be receptive to info from experts
3. Expertise is not transferable and power does not equal expertise

Flash card #9:
1. Critical thought
2. Be able to consider other viewpoints
3. Willingness to question
4. Understand that authority is contextual

Flash card #10:
1. What does authority mean in academic context?
2. Where does it come from?

Flash card #11:
1. Understand that we want them to question authority instead of just blindly accept
2. Just because something is popular, that doesn’t mean the author is an authority on the subject

Flash card #12:
1. Know the differences between authority, expert, “popularity”, scientist, leader, etc...
2. Understand how to evaluate and assess how/why someone became an authority and if the process is a meaningful worthy way (if not, when would be?)

Flash card #13:
1. Knowledge of the source: who is it (name) and what if anything makes you trust them...investigate
2. Knowledge of opposition to source...lateral reading...what do others say of their sources
3. Awareness of voices the source ignores or discusses: what other perspectives are out there?
4. A recognition of the partiality of any approach to the truth but coupled with the awareness that some “parts” or views deserve more trust than others
How do we get students to recognize and analyze opinion versus authority?

Flashcard #1:
1. CRAAP Test
2. “Consider the source”
3. Asking for evidence

Flashcard #2:
1. Realize authorities share facts but also their conclusions/opinions

Flashcard #3:
1. Encourage to consider evidence

Flashcard #4:
1. Your opinion is only good to you without supporting evidence. Evidence helps create authority

Flashcard #5:
1. Power within knowledge:
   - contextual
   - variant

Flashcard #6:
1. Key tip off phrases
2. Citing facts, evidence, data
3. Value related articles

Flashcard #7:
1. Give students several sources and have them discuss in groups whether it’s opinion and what clues there are in the source that can signal to the student that it’s opinion.

Flashcard #8:
1. Examination of evidence provided
2. Acknowledgement in the source of other perspectives (authority takes them on while opinion keeps them silent)
3. Consideration of the text’s purpose: opinion can be expressed, but what does the author want us to do as a result? Listen? OK. But act, change, believe -->that calls for a reason to agree.
4. Search for reactions: what have others said in response to this text? Have they (if contrasting) built a stronger case?

Flashcard #9:
1. Types of publications- time to publish- info cycle
2. Read critically
3. 4 moves
Flashcard #10:
1. Where else is the information communicated
2. Finding other sources

Flashcard #11:
1. Factcheck.org
2. Snopes
3. Use a trusted authority to cross check

Flashcard #12:
1. Examine the source or foundation of opinion or authority
Do we need to teach authority differently with the framework than we did with the Standards?

Flash card #1:
1. Is the checklist a starting point to scaffold to the framework since the framework requires much deeper analysis and reflection

Flash card #2:
1. Yes. Context is critical.

Flash card #3:
1. Framework vs. Standard
   a. Frame: more holistic and provides students to critically think about it
   b. Standards: More checklist
   c. Frame: Take conversation to a higher order of thinking

Flash card #4:
1. I think that since we’re in the age of “fake news” we need to shift our focus to fact that authority can change depending on context, culture, etc...

Flash card #5:
1. Yes. “Standards” implies a hierarchy- a better/worse ladder. “Framework” acknowledges the constant and inescapable impact of context. What’s “right” and effective in one is wrong in another. Frameworks allow us to challenge the students to evaluate effectiveness in context by de-emphasizing the sense that “this is biased or manipulative” (For example) and therefore “bad” or to be avoided. The student of framework is better equipped to think critically.

Flash card #6:
1. Yes, but because the info environment has changed. The standard is an authority.
2. Teach it differently.

Flash card #7:
1. With the framework, understanding authority is constructed in various communities is a new element so we have to add that into how/what we teach

Flash card #8:
1. Must it be an either/or decision?