

TED Video: Deb Roy : wording knowledge issues or your first “test” in trying out TOK

From IB: Students who can effectively identify and address knowledge issues will be at a significant advantage in assessment tasks. Knowledge issues are issues about knowledge. They can apply to any aspect of knowledge and may refer to the acquisition, production, shaping, classification, status, and acceptance or rejection of knowledge. Knowledge issues range from the extremely general (“Can a fact exist without a context?” or “What constitutes good evidence?”) to the specific (“How can we distinguish between valid and invalid deductive arguments?”, “What should the role of emotion be in the justification of ethical decisions?”) Both extremes are appropriate focuses for TOK discussions and both can and should be explored in a TOK course. Students are required to address knowledge issues in both their essays and their presentations. In both cases it is helpful for students to be able to explore and analyse knowledge issues that will demonstrate their understanding.

Knowledge issues that are most likely to support high levels of achievement are:

- open-ended questions that admit more than one possible answer
 - explicitly **about** knowledge in itself and not subject-specific claims
 - couched in terms of TOK vocabulary and concepts: the areas of knowledge, the ways of knowing and the concepts in the linking questions—belief, certainty, culture, evidence, experience, explanation, interpretation, intuition, justification, truth, values
 - precise in terms of the relationships between these concepts
- Remember, these questions could originate out of a specific AOK (history, ethics, nat. sci, etc) or WOK or other core TOK terms like the ones underlined above or from a specific quote or detail in the film.

Your assignment: Using the video as your “real-life situation” or event (and continually checking the 11 areas on the TOK diagram in the yellow handout), you will work during the video to generate:

3-4 Reflections/insights/statements/observations on how knowledge itself, or any of the 4 WOKs or 6 AOKs (see yellow handout) played a role in the video OR how 2 different parts of the TOK diagram conflicted/complimented/intersected with each other (ex: how emotion influenced (pos or neg) a natural science approach to knowledge OR compare/contrast roles of language vs math, etc). Can be single sentence conclusions you’ve arrived at. Please include the terms from the TOK diagram

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3-5 open-ended knowledge issue questions (or, more simply, TOK style questions raised by the video – can do more on back)

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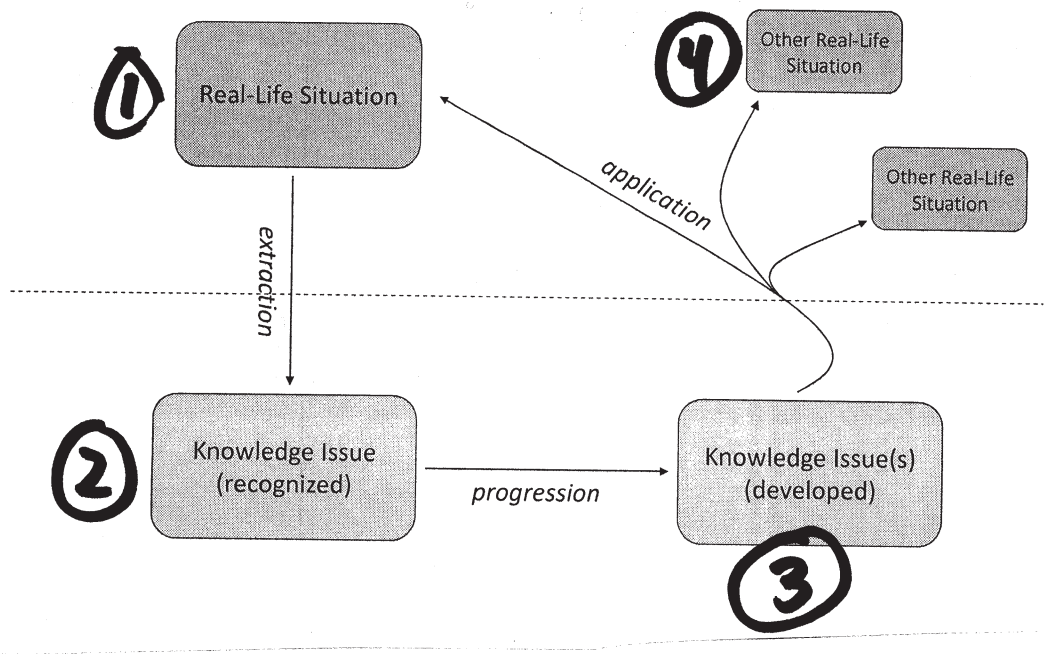
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We will compile the best entries for a handout that will guide discussion of the video and its issues tomorrow...

TOK
Oral
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- ①
- ②
- ③ a)
b)
c)
d)
- ④ a)
b)
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