

## **Theory of Knowledge Presentation Guide**

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*The ToK Presentation is the internal assessment component of theory of knowledge and accounts for 30% of the ToK Grade.*

### **General Details**

1. Students will choose a Real Life Situation from their interests.
2. Students will extract several knowledge questions from the real life situation.
3. Students will choose one Central Knowledge Question which becomes the center of the presentation **Hint: the knowledge question is not about the real life situation but is linked to it.**
4. The goal is to respond to the knowledge question through arguments/counter arguments from at least two Areas of Knowledge.
5. Like in the essay, students will choose at least two AoKs to respond to the KQ and will also use WoKs in their analysis.
6. Students will provide evidence from the two AoKs, and offer analysis of those examples, clearly demonstrating how they support the arguments presented.
7. The students will then offer conclusions, contemplate limitations of arguments presented, and lastly, link back to the original real life situation.
8. Each students has 10 minutes to present and for a group a minimum of 30 minutes.
9. Students may work solo or in groups of 2 or 3.
10. Students will be given an RLS planning form to fill.
11. Students will also be required to fill the IB Presentation Planning form (this is the one we submit to the IB with your grade and the teacher commentary).



### Choosing A Real Life Situation:

1. Choose a real life situation of interest to you. It has to be a specific story, report, or issue. It cannot be a general topic nor hypothetical. You can consider classroom discussions, debates, and encounters that you have experienced and trigger you.

#### Examples of Real Life Situations

A village in Turkey uses whistling as a language. <a href="https://www.youtube.com/watch?v=6CYhRsU4F34">https://www.youtube.com/watch?v=6CYhRsU4F34</a>
Mohammad Bo Azizi Setting Himself on Fire
The West Wing Episode on the Holy Land Map <a href="https://www.youtube.com/watch?v=1k9IIR3--A">https://www.youtube.com/watch?v=1k9IIR3--A</a>
Project McKultra
Study of Untreated Syphilis in Black Males
UNICEF Releasing a blank statement on Syrian conflict - Reuters. <a href="https://www.reuters.com/article/us-mideast-crisis-syria-unicef/u-n-issues-blank-statement-on-syria-says-it-has-run-out-of-words-idUSKCN1G415A">https://www.reuters.com/article/us-mideast-crisis-syria-unicef/u-n-issues-blank-statement-on-syria-says-it-has-run-out-of-words-idUSKCN1G415A</a>
The Wrongful Execution of Gary Brown
Malaysian Airline Disappearance
You Look Disgusting <a href="https://www.youtube.com/watch?v=WWTRwj9t-vU">https://www.youtube.com/watch?v=WWTRwj9t-vU</a>
The Lab: Decoy <a href="https://www.youtube.com/watch?v=F-TyPfYMDK8">https://www.youtube.com/watch?v=F-TyPfYMDK8</a>
The Lab: Imagination <a href="https://www.youtube.com/watch?v=gxq9A_IJMjI">https://www.youtube.com/watch?v=gxq9A_IJMjI</a>
The Lab: Finding Inspiration in Other Senses <a href="https://www.youtube.com/watch?v=K46Ca8oHg4c">https://www.youtube.com/watch?v=K46Ca8oHg4c</a>

2. Describe your RLS (you can show a short excerpt of a video), but REMEMBER you are LIMITED in time so use time wisely.

3. DO NOT TALK ABOUT YOUR REAL LIFE EXAMPLE TOO MUCH. This is key! Your aim and focus are not your real life situation, but to establish TOK links and to reflect on how this produces knowledge.

4. In order to extract a central knowledge question, you need to use the Knowledge Question Ladder given to you in class. Work with this step by step. Also please check out the presentation sent to you by your teacher and prepared by Ms Alia on extracting knowledge questions. Your central knowledge question must be about knowledge, NOT about the Real Life Situation. Your Extraction must show the connection between the RLS and KQ.

**Development:**

1. Choose your AoKs: you need at least two.
2. Choose your WoKs: this you can do as you develop your arguments, but it will depend on the KQ and whether you are asking a specific question about a WoK.
3. You need a claim and a counter claim for each AoK.
4. You will need evidence to support your arguments. Remember your analysis is key here; you need to convince us why the evidence you chose helps push your arguments forward.

**Conclusions and Linking back to RLS**

1. Summarize your findings.
2. Consider your limitations.
3. Link back to your Knowledge Question.
4. Link back to the Real Life Situation.



### Work Alone or in a Group?

The first thing you need to consider is whether you want to work with a group or not.

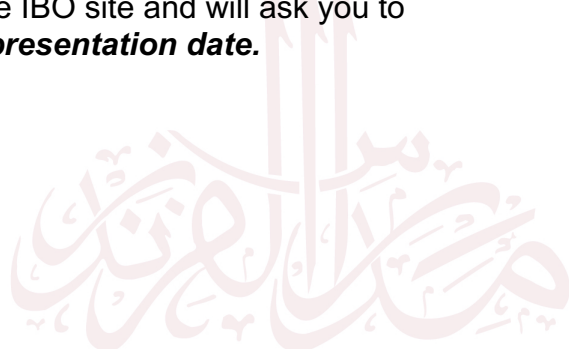
Do you have time to coordinate schedules? Do you enjoy working with others?

Below is list of advantages and disadvantages of working in a group. Consult this chart before you make a decision.

Presentation	Advantages	Drawback
<b>Individual</b>	<i>You are in control of the presentation.</i>	<i>You have a short presentation (10 min) and it may be harder to present different and multiple perspectives thoroughly (time limit).</i>
<b>Group</b>	<i>This allows the presentation to naturally fall into a dialogue/discussion approach, which is favored.</i>  <i>There are many contributors who can bring in ideas for the presentation.</i>  <i>Division of labor.</i>	<i>If the group does not work well together, your presentation may be fragmented.</i>  <i>The presentation might be dominated by one strong individual.</i>  <i>Coordinating time when you have so much to do might be difficult.</i>

### Filling the IB Form

You will need to fill the IB form. This is what the IB moderator will see first, and what you put in that form will greatly affect whether your grade remains the same, or gets changed by the IB moderator. The form essentially asks you to outline your presentation; you only have 500 words to do that, so make sure you choose wisely. We will review the forms before uploading them to the IBO site and will ask you to edit them. The forms are due **one day before your presentation date**.



## Useful Links and Videos

ToK Presentation Video:

<https://www.youtube.com/watch?v=-K3RPhENBYY>

ToK Presentation Tips

<https://www.youtube.com/watch?v=8mwINZ-hRSA>

ToK Presentation Structure

<https://ibmastery.mykajabi.com/blog/how-to-structure-a-theory-of-knowledge-tok-presentation> (suggested presentation structure)



### ToK Assessment Instrument

Do(es) the presenter(s) succeed in showing how ToK concepts can have practical application?					
Level 5 Excellent 9-10	Level 4 Very Good 7-8	Level 3 Satisfactory 5-6	Level 2 Basic 3-4	Level 1 Elementary 1-2	Irrelevant 0
The presentation is focused on a well- formulated knowledge question that is clearly connected to a specified real-life situation. The knowledge question is effectively explored in the context of the real-life situation, using convincing arguments, with investigation of different perspectives. The outcomes of the analysis are shown to be significant to the chosen real-life situation and to others.	The presentation is focused on a knowledge question that is connected to a specified real-life situation. The knowledge question is explored in the context of the real-life situation, using clear arguments, with acknowledgment of different perspectives. The outcomes of the analysis are shown to be significant to the real- life situation.	The presentation identifies a knowledge question that has some connection to a specified real-life situation. The knowledge question is explored in the context of the real-life situation, using some adequate arguments. There is some awareness of the significance of the outcomes of the analysis.	The presentation identifies a knowledge question and a real-life situation, although the connection between them may not be convincing. There is some attempt to explore the knowledge question. There is limited awareness of the significance of the outcomes of the analysis.	The presentation describes a real-life situation without reference to any knowledge question, or treats an abstract knowledge question without connecting it to any specific real-life situation.	The presentation does not reach the standard described by levels 1–5.
Some Possible Characteristics					
Sophisticated Discerning Insightful Compelling Lucid	Credible Analytical Organized Pertinent Coherent	Relevant Adequate Acceptable Predictable	Underdeveloped Basic Unbalanced Superficial Derivative Rudimentary	Ineffective Unconnected Incoherent Formless	