

TOK Presentations – Mr. Bill Roberts

Notes, by Amy Wolfe (IBMA Past President and IBMA Treasurer)

TOK Presentation

- Oral presentation – 2 to 3 people
- Analysis of a real life situation
- 10 minutes /pp
- Students should complete PPD prior
- Teacher assesses presentation and PPD
- Sample PPD is selected by IB

- Presentation is not a presentation on a real-life situation.
- Focus is on the TOK not the real-life situation
- The amount of time considering the real-life situation needs to be limited
- Students should play to their strengths in terms of the areas of knowledge/ways of knowing that will be dealt with.

- Be mindful of your real-life situation. Just focusing on ethics may not be enough.
- There needs to be **one** central knowledge question that is clearly defined.
- Students will need to unpack that central knowledge question and this may lead to further knowledge questions. But needs to stay focused on the original question.
- Be creative in the presentation, but remember that the TOK must come across and must be central to the presentation.
- The PPD should be used with care and should be used as a way of keeping students on track.

Real-life situation – vocabulary specific to area of knowledge

Knowledge questions – general TOK vocabulary

Diagram in presentation – 2 different versions

Knowledge Questions

- (1) Must be a question
- (2) Must be an open-ended question (to what extent...what...why?)
- (3) Closed questions answered in an open way don't score as well (is?)
- (4) Advice – make it open and keep it simple. It's just safer.
- (5) Must be answerable – must be able to address in the allotted time.
- (6) It's about knowledge, not the real-life situation
- (7) Areas of knowledge and ways of knowing can be incorporated – but knowledge question needs to be more than just that.
- (8) Understanding, reliability, validity, value, usefulness, justification, proof, perspective, authority, evidence, paradigm, production, acquisition...
- (9) Example: How does reason in mathematics affect the reliable production and understanding of knowledge? Addition of these words only serve to strengthen the question (to a point).

TK/PPD

- 500 words total for the form (not per section)
- Do as a word document first and then copy and paste
- Describing real-life situation – no more than about 3 sentences
- Stating the question – self explanatory
- Explaining the connection between the two...about 3 sentences.
- Now at about 200 words
- Outline – this is where they demonstrate their TOK thinking. Bullet form is best. More efficient and can get more information presented in a more concise form.
- Conclusion – bullet form is fine.
- Outline and Conclusion together should be about 300 words.
- There is no defined penalty if students go above the 500 word mark. There are some limitations within the fillable PDF.
- Make sure you use the correct form!
- Teacher part should be quite detailed. Should be a few paragraphs for each student. Will take time. You need to give the moderator an overview of what happened.
- Students need to take the form seriously.
- For the teacher – link back to what the student has written. Comment on the success of what the students have identified they have done.
- Your job is to communicate with the moderator and essentially say “I know what I’m doing and my scores reflect that”.
- Just be able to justify the mark that you give.

Presentations should be in groups of 2 – this is best. Working individually is fine, but you only have 10 minutes. (Pros/Cons)

In the packet (only available to those who attended – check the OCC if you were not in attendance) – these are examples, NOT exemplars.

On the TOK/PPD – focus on the TOK not the minutia of what you did and how you did it. Be specific in your outline.