

Diploma Programme Course Outline–TOK

School name	Spojená škola, Pankúchova 6, 851 04 Bratislava		School code	061749
Time distribution	Starting date of TOK course in year 1 of the Diploma Programme	September 2023	Ending date of TOK course in year 2 of the Diploma Programme	May 2025
Name of the teacher who completed this outline	Jana Sláviková	Date of IB training	Feb. 2-March 3 2021	
Date when outline was completed	December 2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	Theory of Knowledge (Cat.1)	

1. Course outline

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time	Assessment instruments to be used	Resources
			One class is <input type="text" value="45"/> minutes. In one week there are <input type="text" value="3"/> classes.		
Year 1	Unit 1: General Introduction	What is TOK? How does it fit into the DP programme? How is TOK assessed? Global Impression Marking and rubrics to be discussed with students at the outset. Academic Honesty. Referencing (in-text and works cited). The value of being open-minded during class discussions. The nature of knowledge: What is knowledge? Recognising perspectives – your own and others. How is knowledge represented? How is it gained, lost, transferred and changed?	2 weeks	Class and small group discussions. Short essays/responses on the topics issues. Journal entries. Case studies.	Textbook Resources: Henly, Carolyn P, Sprague John. Theory of Knowledge, Hodder Education, 2020. Sprague, John. Theory of Knowledge Skills for Success, Hodder Education, 2020.
	Unit 2: Shared vs. Personal Knowledge	What is the difference between shared and personal knowledge. How does “we know” differ from “I know”? To what extent does shared and personal knowledge overlap? How do the methods by which shared knowledge is generated differ from the methods in which personal knowledge is generated? Can a balance between shared and personal knowledge ever be reached?	2 weeks	Group and class discussions Journal entries. Case studies. Physical observations. Practice Essay and presentation	Online Resources: https://tok2022.weebly.com/ http://occ.ibo.org

	Unit 3: Introduction to the knowledge framework	How does the scope of different themes/areas of knowledge fit within the totality of human knowledge? What are the limitations of knowledge? How is knowledge constructed in different AOK's? How do the methods and tools differ in different AOK's? Why are perspectives and context important in the evaluation of knowledge? How does ethics impact the acquisition of knowledge?	3 weeks	Group and Class Discussions. Journal entries. Case studies Comparing scope, perspectives, methods/tools and ethics across different knowledge frameworks	www.ted.com www.youtube.com www.inthinking.com
	Unit 4: AOK - Natural Sciences	What is science and how has it affected our understanding of nature? Can science be practiced without knowing the appropriate scientific language? How reliable is the scientific method? What is confirmation bias and how does it relate to the scientific method? How has our understanding of natural science changed over time? How do you evaluate scientific claims on the internet? What is the difference between science and pseudoscience?	5 weeks	Designing an experiment in Natural Science. Class and small group discussions. Case studies and Journal entries. Conflicting scientific claims. Presentation and essay.	http://www.theoryofknowledge.info/what-is-knowledge/ http://mrquale.com/wp-content/uploads/2010/05/TOK-Knowledge-Issues.pdf
	Unit 5: AOK - Mathematics	What is Mathematics and does it have a social function? Is mathematics a language? Could it be considered the language of the universe? Can proofs be considered mathematical truths? What makes a mathematical proof "beautiful/elegant"? Was math discovered or invented? Can the patterns observed in mathematics be compared with that of art? What is the role of reason and intuition in mathematics? To what extent does imagination impact the construction of mathematical knowledge?	5 weeks	Class and small group discussions. Identifying emotion activity. Journal entries. Case studies and presentation Theory of emotion written essay	http://www.toktalk.net/ http://www.toktalk.net/2009/10/31/theory-based-tok-syllabus/

	Unit 6: AOK – Human Sciences	What are human sciences and to what extent can they be applied to explain human behaviour? How does language give meaning to our understanding of human sciences? What are the ethical considerations when designing investigations? Group behaviour and the law of large numbers. Can the complexity of real-world situations ever truly be simulated? What is the relationship between natural and human sciences? How does the problem of confirmation bias affect the human sciences? What is the “free will” problem?	5 weeks	Class and small group discussions. Journal entries. Case studies, videos, presentations and essays	http://ibtokspot.blogspot.ch/ http://tokresource.org/tok_classes/knowers/beginning/index.htm http://www.anagnosis.eu/index.php?pageID=98&la=eng
	TOK Exhibition	Students explore how TOK manifests in the world around us. Exhibition to be based on the core theme of Knowledge and the knower. Students choose one IA KQ from the list on page 40/41 of the guide. They choose three objects and create an individual exhibition. Students to produce a single finle containing their exhibition including the title, images of the three commentaries and types commentaries not exceeding 950 words.	4 Weeks	Draft1 – May 2024 Exhibition June 2024	http://www.anagnosis.gr/sa/mtok.pdf https://thebestschools.org/magazine/15-logical-fallacies-know/

Year 2	Unit 1: Optional Theme 1 - Knowledge and Technology	<p>How does technology shape what we know? Does technology aid or hinder cognition? Are there ethical limits to the progress in knowledge acquired through the use of technology? In this digital information age, can we still speak of things such as fact and truth? Does technology help or hinder the equal access to knowledge? How does the impact of technology on knowledge give rise to new ethical debates? To what extent is the internet changing what it means to know something?</p>	5 weeks	<p>Research activity – how to identify fake news Class discussions Reflections Ethical implications of AI – Debate Mini-essay: How does technology extend and modify the capabilities of our senses?</p>	<p>https://www.youtube.com/watch?v=zN-IWIFWyAg http://sohowdoweknow.weebly.com/ https://www.theoryofknowledge.net/</p>
	Unit 2: AOK – History	<p>What is history and how does it affect our understanding of the world? How does language and culture affect our perspective of history? Can history be manipulated? Can the study of history enrich our sense of human nature? What impact does the way history is recorded and reported have on society? How does time affect our perspective of historical events? How does the relationship between shared and personal history affect an individual's identity? What makes a past event historically significant? How can the credibility of memory and eye-witness accounts be determined?</p>	5 weeks	<p>Historical accounts of world events. Case studies. Journal entries. Videos. Group and whole class discussion. Essay and presentation</p>	

	Unit 3: AOK – Arts	What is art? Can art be defined? If so, how? What is the role of the artist in how art is characterised? What is the relationship between skill and quality in art? How does the social response to a work of art affect it's value? What role do the arts play in our lives? Are there universal standards in art? To what extent can art be objective? To what extent is art subjective? What makes a critic credible? To what extent can the credibility of a critic be determined?	5 weeks	Examples of different types of art. Visual, written, musical, kinesthetic, etc. Class discussions. Journal entries. Group discussions. Debates. Critics readings. Case studies. Presentation and essay.	
	Unit 4: Optional Theme 2 - Knowledge and Language	How does the language we use shape our personal knowledge? To what extent is language and thought interrelated? Can language be viewed as a window into human nature? Does the language you speak shape the way you view the world? What is the relationship between language and power? To what extent can the quality of translation be determined?	5 weeks	Examples of ethical dilemmas. Debates. Journal entries. Case studies. Ethical experiments discussions. General group and class discussions. Presentation and essay.	
	TOK Essay	The list of prescribed titles will be discussed with the student. Students begin their initial exploration. This will be shared in written form e.g. notes and ideas that will then be turned into a more formal essay plan. Students hand in first draft for guidance. Students discuss the first draft with TOK. Students modify the final draft and hand in for assessment on	4 weeks	Initial exploration: October Draft1: February 2025 Final Due March 2025	

2. Links with Diploma Programme teachers

As the TOK guide indicates, it is an IB requirement that all Diploma Programme teachers are familiar with TOK as they have to make connections with TOK questions in their own courses. They can also suggest some theoretical concerns that could be taken further in the TOK classroom. Within this context, how do you plan to work with your colleagues to ensure that TOK becomes a real link among all of them?

At the beginning of the year, prior to the start of the academic year, the teachers are given academic planning time. During this time, I aim to sit with the DP subject teachers and give them an overview copy of the TOK curriculum. We can then, as a group, compare subject curricular and decide on links that can be made between TOK and other subject areas, including possible CAS links. If approved by my IB coordinator, I would like to schedule regular meetings to maintain ongoing coordination between TOK and the subject areas. I will expect my own students to reflect on and explore knowledge issues in their other subjects in the Knowledge Log/Field Journal which I hope to implement as an ongoing requirement for my class. If possible, I would like to work with the subject-area teachers to include TOK issues occasionally on their classroom assessments. I plan to release the prescribed titles to the subject area teachers and discuss ways in which their courses may help to build a relevant knowledge base for the students.

Summary

- Initial TOK workshop during collaborative planning time at the beginning of each academic year
- Regular DP meetings and workshops with TOK coordinator
- Collaborative planning of TOK within departments
- Use the Knowledge Framework for different Areas of Knowledge to help subject teachers relate KQ's to their units/content
- DP Textbooks have links to TOK
- Classroom Walk-ins
- TOK Wonderwall in all subject classrooms
- MYIB Programme Resource Centre
- Online Resources: <https://tok2022.weebly.com/>; www.theoryofknowledge.net; www.tokresource.org; www.toktopics.com

3. TOK assessment components

Briefly explain how and when you will work on them. Include the date when you will first introduce the assessment components to your students. Explain the different stages, the timeline and how students will be prepared to undertake both.

Exhibition – the exhibition is scheduled for June in Year 1 before the close of school. Students will be given three weeks to work on the exhibition.

September 2023 – Introduce IA Prompts

May 2024: Choose their IA prompt and select three objects that show how the IA KQ manifests in the world around us. This should be linked to the core theme of knowledge and the knower.

May 2024: Students are to produce a single file containing evidence of what they will use in their exhibition. This will include a title clearly indicating the selected IA prompt; images of their three objects, a typed commentary on each object (not exceeding 950 words), appropriate citations and references.

May 2024: Feedback to be given to students on one draft. This will be done orally and will focus on how the work can be improved. The draft will not be directly edited. Students take feedback under consideration and edit the draft

June 2024: Exhibition held in the south forest. Open to parents, teachers and other students in the MYP

Essay – the essay is due to start in February in Year 2 and be submitted in March of Year 2

October 2024: The list of prescribed titles is discussed with students and students think about the titles that they would like to choose

November 2024: Students choose their topic and undertake an initial exploration of their prescribed title

December 2024: Initial explorations are discussed with the teacher

February 2025: TOK First Draft is Due

February 2025: Feedback is given on the first draft of the essay. Students take the feedback under consideration and write the final essay

March 2025: The final essay is written and submitted for assessment.

4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Optional Theme : Knowledge and Language	This unit fits in perfectly with the idea of communication and we could look at what is communication and what makes a good communiator. Thus, this unit can authentically be used to develop students' communication skills, both verbally and non-verbally. However, student's will also be made aware of the effect of language in various Areas of Knoweldge e.g. Mathematics, Human Sciences, Natural Sciences, etc. and having this understanding will enable them to develop their communication skills within different Areas of Knowledge as well, making them more adept at communicating within specific subject areas. This unit of TOK can also be used to promote awareness of self and others in terms of communication methods and styles. This understanding can hopefully then foster compassion and respect for others and help to minimise inadvertant miscommunication by creating an awareness of communication itself.

5. International mindedness

Every IB course should contribute to the development of international mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Area of Knowledge : History	History is a wonderful area within which to develop international mindedness in the students because it gives them the opportunity to look at perspectives in history. It can also be used to cultivate an understanding of human nature in allowing us to look at the core values of that which makes us human. It is an opportunity that allows students to become more open-minded and look at historical events from multiple perspectives. The study of history as an area of knowledge also allows students the opportunity to look at how their shared knowledge has impacted their personal knowledge and thus their outlook and perspectives and how the same can be said for anyone. It tackles the question of truth and opens the door to the notion that 'other people, with their differences, can also be right', thereby promoting international mindedness.

6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
Core Theme: Knowledge and the Knower	This area of knowledge is one that could potentially lead to many conflicting views. And, by virtue of the nature of this area of knowledge, student's will have to bear in mind the need to be respectful of their classmates and open-minded when discussing heated topics and ideas. Students will have to inquire (respectfully) into that which is considered ethical and they will have to honestly and openly reflect on their own moral and ethical codes. This is often difficult to do as expressing such deeply held views can often lead to a fear of judgment and, provided that a respectful and safe classroom atmosphere is maintained at all times, students will have to be courageous and take a risk at speaking and discussion their moral truths. Students will also have to be principled communicators, aware of the power of their words and they will will have to take care in how they communicate, both verbally and non-verbally. They will also have to be caring individuals, able to hold discussions respectfully and without judgment, with the sole intention of broadening their thinking in order to develop a better understanding of themselves and their classmates.