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Tok presentation real life situation examples

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The TOK presentation will test your ability to apply the concepts to real world TOK. You can present this either alone, or with one or two other students. Each student should speak for about 10 minutes. It must start with a real life situation, which can be many things, such as reading an article, a discussion you've had or something you came across in your studies IB DP. You then need to think about a question of knowledge based on this real life situation. You should explain this question and explore knowledge in the context of your real life situation as well as other real-life situations. It's very important that you choose a substantial real-life situation, which triggers thinking about knowledge. Be careful when choosing a real life situation. If you have chosen an article, for example, ask yourself the question if the item really makes you think you know. Maybe it's just grabbed your attention © because you have found interesting or ethically shocking. If this is the case, be careful, as you can wander into a territory no TOK during the presentation. Your real life situation to talk for 10 minutes about the concepts and terminology TOK (rather than ethics or politics as such)? Finally, the application of TOK terminology for cultural questions and real-life situations is not simply to remember a way of knowing without explaining how this way of knowing the official video works.À IB on questions of culture and Youra presentationÀ evaluation is marked by teacher Youra, moderate Bta externally. It's very important to complete Form thea called'Ppd form 2017'À with care, as this form will be used for moderation of your presentations. Note that the presentation marks will be marked down if the form is not completed correctly. It's not just a form of planning for yourself, it's also used as evidence for the moderator. If you need a group presentation, make sure that you have a form for each student, as you need to put your name and your personal code on the form. ppd form 2017.pdfFile Size: 622 kbFile type: pdfDownload File The first step will be to find a good real-life situation, it is therefore possible to develop an application for knowledge. For more information on questions of culture, see the documents below on this page. Once you have developed the application of knowledge, you should look to organize your ideas. The embedded document below (scheduled for presentation TOK) provides some guidance on what kind of ideas you should put in your presentation. Once you have the main ideas ready, try to think about how you will present the work. You should prepare a PowerPoint or Prezi (or something similar). You should illustrate his arguments with real life (not hypothetical) examples. It's always a good idea to include some pictures and 'proof' visual when you make a point. If you talk to a newspaper article, for example, include a photograph of this article. À If you talk to an expert in the field, to include a photo, etc. Remember that you are reading a script. You will have to give a mini-lesson to the class on the topic, but you should know what you are talking about. You should involve the public and be prepared to answer follow-up questions at the end. You can include short video to explain your point, but the presentation has to be a live presentation. Some students like to do a mini RPG embedded within the presentation It's to allow the insertion of different points of view. It can be creative, as long as you meet the assessment requirements of the presentation. presentation_planning_2015.pdfFile Size: 410 kbFile type: Press files on how to prepare for the presentation. A knowledge question, are central both for the essay and the presentation. The documents on culture applications (see below) will give you some suggestions on how to make theM.a The Tok Guidea also suggests possible questions of culture by area of knowledge. These questions knowledge can serve as inspiration for your own requests. À, for presentation, you should start from a real life situation and to develop this situation in a question of knowledge. You should explain within the presentation as the real life situation in the matter of knowledge developed. The progression grid is a useful tool here (see the embedded document under, as the progression grid is included here). Make sure your question is really a question about knowledge. Also make sure that it is sufficient indefinitely so you can bring it back to other real life situations. knowledge_questions_gk.pdfFile Size: 404 kbFile type: pdfDownload knowledge_question_indigenous_guide.docxFile File Size: 62 kbFile type: docxDownload knowledge_questions_and_topics_maths_guide_1_.docxFile File Size: 55 kbFile type: docxDownload knowledge_questions_and_topics_natural_sciences_guide_1_.docxFile File Size: 52 kbFile type: docxDownload knowledge_questions_arts_guide.docxFile File Size: 56 kbFile type: docxDownload knowledge_questions_ethics_guide_3_.docxFile File Size: 49 kbFile type: docxDownload knowledge_questions_history_guide.docxFile File Size: 50 kbFile type: docxDownload knowledge_questions_human_sciences_guide_2015.docxFile File Size: 67 kbFile type: docxDownload knowledge_questions_religion_guide_2_.docxFile File Size: 53 kbFile type: File The docxDownload Tok guide gives a lot of valuable advice on the presentation sign scheme, how to use knowledge paintings and what you should really think about making your work took. Take a look at the guide before planning your presentation. Theory_OF_KNOWLEDGE_IB_GUIDE_2015.Pdffile Size: 1821 KbFile type: PDFDownload file The oral presentation took requires students focus on a situation À ¢ real life that raises one or issues ¢ knowledge more À and then analyze how those questions considered to be considered, with explicit Reference to adequate areas of knowledge and a knowledge mode. Here are some ideas for a real life situation ¢ that issues related to recovery knowledge. Suggest additions to the list in the comments. My doctor recommends surgery. How do I know if the trust What the doctor says? The government says that military action is needed. How do I know if trust what the government says? The elections are coming. Which political candidate should I support? I'm looking for a new smartphone. How do I decide which product should I buy? A friend is using tobacco / alcohol / marijuana. How do people decide if they have to smoke cigarettes (or drink alcohol or use of drugs)? A man goes into prison for possession of marijuana / cocaine / heroin. Where some drugs be illegal? Prostitution is illegal in one place, but elsewhere legal. Should prostitution be illegal? In my country it is not considered as an adult up to the age of 21. To what age should people be considered as adults? What is the purpose of putting someone in prison? Should they try to rehabilitate criminal prisons, or simply punish them? I said my friends and I were sharing music. My father said we were stealing. It's wrong to download songs or videos or books from the internet without paying for them? A famous football player was arrested for bets on dog fighting and abusing animals. Should ducks be illegal? (Other situations The rights of animals would also be the work) The purpose of this presentation is that it can clearly, - clearly describe the situation of real life (RLS), which constitutes the launch point of the exhibition, - and clearly formulate one Lonely knowledge question (KQ) that is linked to your RLS-. Identify and explore various perspectives of this KQ, using examples and topics for further exploration-. Your examples and topics for RLS and other relevant real life presentation Examples.General InformationThe TOK requires students to identify and explore a question of knowledge raised by a reality situation of merit that is of interest. The selected real life situation can derive from a local personal domain, personnel, or relevance of the Community, or from a larger national, international or world capacity. Whatever the situation is chosen, you must naturally lend yourself to a question on the Knowledge.The student it is necessary to extract and explore a question of knowledge from a substantial real life situation. For this reason, it is good that students avoid real life situations that need a great quantity of explanation from external sources before the question ignored knowledge can be understood in a context. The following diagram indicates that a successful presentation will have different dimensions. Two levels in the diagram represent the students'À experiences in the Tok (lower level) and in the world of it of it (higher level). The links between levels to demonstrate tok utilities to life beyond Tok Classroom.at the real level WorldÀ ¢ À ¢, there is the real situation from which knowledge information must be extracted. This question knowledge, resident in À ¢ tok world ¢, must be developed using ideas and concepts from the Tok course, and in this progression it is likely that other related culture applications will be utilized and will have a role in taking the thesis forward. The product of this reflection can be applied again (during and / or after development) for the real-level real life situation world ¢ À ¢. Furthermore, the presentation should ideally aim to show how the application process extends to the original situation to other real life situations, thus demonstrating the reason why the presentation is important and relevant in a larger sense. PRESENTATIONS You can take many forms, such as lessons, interviews or debates. Students can use multimedia, costumes, scene objects or to support their presentations. However, in no case the presentation simply be an essay read aloud to the class. While pre-recorded inserts within a presentation are eligible, the presentation in itself must be a live experience and not a recording of the presentation. If students incorporate the thoughts and ideas of others in the presentation, this must be deadlines acknowledged.Short term. Failure to comply with short-term deadlines can cause a lack of teacher feedback as well as the educational degree impact for Course.11 / 24 You should have a draft of the plan. This is to include a choice of real life scenario and a list of possible applications for culture at Address.12 / 4 Meeting planning with Mr. Painter. He needs you (R) group to bring ideas for the selection of a real life situation and the formulation of a question of knowledge. I will review your plan before we meet. We will talk about your scenario choices and, hopefully and develop some strong culture questions for your presentation.12 / 8-12 / 12 weeks of work. I'll do in order to have Chromebooks and iPad available for you. A final meeting between student (s) and the teacher can take place a few days before the presentation, in which the final structure of the presentation can be discussed. 1/5 presentation must be complete and ready to give. Furthermore, all forms of planning must be finalized and ready to turn in !!! Duration requirements - Presentation should be about 10 minutes for each presenter should be allowed, up to a maximum of about 30 minutes for each group interaction, - and public participation are permitted during the presentation, not only in question the follow-Up, but there must be a substantive input identifiable by the presenter (s) which is evaluable. You are the experts -! Each student will complete student sections of the TK / PPD module. This will be transformed into presentation to the previous one. This should be presented in Of Skeleton Point or Ball Typed Standard Font 12 and not exceeding 500 words. It is acceptable to include diagrams, as long as they are clearly related to the text. It is not allowed to exceed the two sides of the TK / PPD form.Describe your real life situation.State your central knowledge question explain the connection between the It Situation and your question. Including the copy of your Flowchart, outlining the prospects, questions or controlled knowledge and arguments. As your conclusions have a meaning for your real life situation and beyond. A digital copy of your presentation (if the PowerPoint, video, etc.) Customer participants in a group presentation must be given the same votes. In a group presentation, not all students need to speak for the same period of time, but it is the responsibility of presenter to ensure that all members of the group actively participate and make comparable contributions. Some tips and help you start step 1 Choose your real life situation Some key things to remember ... - Your presentation concerns the demand of knowledge, not the scenario of real life. - Your presentation should spend a very small part of the total time (1-2 minutes of 10 minutes) that explains the situation of real life. - Try not to choose situations that are not familiar, because these will require longer to explain and you only have a limited time for your presentation. Step 1 Choose your real life situation Some key things to remember ... - an explanation of the black hole theory and what happens on the subject as it enters into this. - Hawking radiation is an explanation of what happens in the subject in black holes is refuted and denied by Leonard Leonard. - You will give a rapid description of the history of these physicists and what has led to a better scientific understanding of how black holes work. Step 2 Formulate a question of knowledge focuses on problems / concerns that arise with your real choice situation. Do you think of things about knowing here ... - What do we know about the situation of real life? How do we know? - How does our cultural understanding / paradigm influence this knowledge? - What areas of knowledge (mathematics, natural sciences, human science, history, art, ethics, religion, indigenous knowledge) are relevant to the situation of real life? - What topics of knowledge (reason, emotion, language, sense of sense, intuition, faith, imagination and memory) are involved in this situation of real life? What are the limits and / or benefits of these in this knowledge? Step 2 Formulate a question of knowledge focuses on problems / concerns that arise with your real choice situation. Think of things from the backup here] - What role does disagreement play in the development of knowledge? À ¢ - "griping tie to history? Step 3 Exploring the demand for knowledge people have several perspectives, topics and insights on every problem. What are they? - What other questions arise due to the demand for choice knowledge? - In which Way the various cultures see this knowledge in similar / different ways? - What should the knowledge experts say in this situation? Step 3 Exploring the knowledge demand People have different perspectives, topics and insights on every problem. What are they? Step 4 Connect to other real life situations while asking questions in point 3, begin to bind in new real life situations ... - how they make opinions and opinions of others and in-depth analysis To new scenarios of real life? - Why do other cultures see this same knowledge in a different light? - make sure you remember to always bring you back to your choice of the situation of real life !!! Step 5 Conduct a class discussion spend 5-10 minutes at the end to answer questions and guide the class in a discussion on the knowledge question at the center of your presentation. (This does not count as part of the time limit) -tips for actual presentations: limit the number of words on PowerPoint slides. People remember the images and this prevents you from reading slides (this is a bad presentation habit) - Don't limit what is in your formal presentation in front of the class with slides. You can incorporate class participation, class discussions, stitching, debates, Socratic seminars, À ¢ À -] Pretend as you the teacher and teach a Tok lesson. - Prepare to answer questions. The best way is to have a list of written questions in advance compared to time. The links to each of these exemplary presentations and the scores they received on my website (/us / painter-s-page Click the presentation of the presentation Tok on the left menu) examiner CommentsTheory ofknowledge Exemplary 1Real life situation: The Stanford Prison Experimentknowledge Question: Is experimentation a good method of survey in human sciences? TK / PPD (PDF) This presentation is given by a group of three students.Start (0 À, 00 À, -). The first member of the group spends almost three minutes giving a general description of the real choice of life, including the goals and methods of the experiment carried out by Dr Phil Zimbardo at Stanford University in 1971. This is followed by a clear statement of the application of knowledge (2'55 À ¢ À, -). The articulation between the situation of real life and the demand of knowledge are good - the prison experiment is a limited event that has actually taken place, and has characteristics that They allow it to function as a good example for exploring the demand for knowledge. The question of knowledge itself is well formulated: it is general but precise and use the tongue of the tok. The second member of the group (3'À "00" 00 ") expands the demand for knowledge by introducing a series of concepts related to the idea of an experiment and other processes associated with the scientific method. It strives to establish a difference between what is called À ¢ À - À "InternalÀ ¢ À, - and À ¢ À, - À "external "(3'55 "). He will experience some difficulties in the point joint that the mental (private, personal) states of other people are not directly accessible and could be misunderstood when converted into language (public, shared). In trying to show the importance of this distinction, it introduces a different situation of real life - the Milgram experiment on obedience to the authority (4'17"). The third group member begins its contribution (5'53À ¢ À, -) re-establishing the main intention of taking experiments in human sciences, ie to bring a systematic method of investigation to the task. This repetition and amplification of a previously realized point is a good presentation technique. Then proceeds to the List and explains a series of problems that arise in human sciences when experiments are performed. There is the effect of the observer (5'52") concerned about participants in study status conscious of their status of subjects, and there is the Risk of investigators who ask questions loaded (6'40), leading to preventive data. There are ethical problems (7'À ¢ ¢ 01) À ¢ À - "illustrated first by a revision of the Milgram experiment" deriving from the Generation of participating stress and invasion of privacy. The point is also made that the Sociale can make withdrawal hard from an experiment, even if the original agreement to participate has been voluntary. There are problems looking for patterns in human sciences (8'À, à "e 25), and concerns about inductive conclusions taken from limited samples. Limited. Therefore it speaks of "the butterfly effect" (8'50 À, -), but there seems to be some confusion on this concept, an impression reinforced by unsatisfactory way is illustrated with a hypothetical scenario of À ¢ À, - À "slipping ¢ À, -. The difficulties of identification and control of variables (9'À "e 47) are mentioned and a comparison made with natural sciences (enzymatic action, photosynthesis). In the end some comments are offered on measurements (10'À, - 49), but the point is difficult to follow. The first member of the group then returns (11'À "e 33") and begins by making some general observations on the nature of the human science (11' ¢ À, - À "à "e 40). In particular on trends, induction and generalization. He makes a comparison with natural sciences and makes a brief mistake with the scenery of lime and oxygen water (12'26") - should have been carbon dioxide. [NB This is the type of mistake that can often go unnoticed in a live performance, especially as it is accidental for the push of the presentation. However, in the context of a registration, these things can get rejuveners. This is part of the difficulty of exemplifying a task destined to the local classroom with a recording made available to everyone.] So (unfortunately) returns to the unnecessary slap example. Data collection methods (13'À, à "e 00 À ¢ À, -), to do with the use of questionnaires and the honest of the answers to them, are mentioned. [NB is at this stage that students seem to negotiate their real life situation for a more general and abstract overview of human sciences. This is a common problem in Tok presentations, in which the situation is just more than an excuse for the presentation, but then the narrative how is restored.] The flag student is a decisive return to the prison experiment Stanford (13'13" ¢) and applies elements of the previous analysis to it. It expands its previous comment on the ambiguous role of Zimbard (13'À "e 37") in the investigation and intrusion of emotion in the thought of the investigator, shows how the control of variables in the experiment (14'À, à "e 17 À ¢ À, -) À ¢ À, -, the size of the sample, the knowledge of the background of the participants - could not be total. He puts the point on a moral dimension (14'41") in the context of the detainees and highlights the danger of a hypothesis of universality (15'À ¢ ¢ 14) deriving from the results of the experiment. Identified problems, so he turns to possible solutions (15 - 35) to the most generally general problems. Perhaps the investigators could À ¢ À, - "live" those under investigation (15'À, à "e 40) as a support (This is the first mention of the name Kuhn) (9' 50 ") as a support (This is the first mention of the name Kuhn), the presentation ends with the group's response to his knowledge Question - Yes, we are justified (10'À ¢ 02) in the current belief scientific knowledge, because of the existence in modern world of more information, more technology and more deductive reasoning. Fine (10'À ¢ À ¢ À - 41). This presentation meets the description À ¢ À, - À "Typical Features" on level 3 of the assessment tool presentation: the presentation identifies a situation of the real life concerns a scenario that is often categorized as common, it should be emphasized that the examples of this type can still function as effective real-life situations if handled with care and awareness of the knowledge questions that can illustrate. Unfortunately candidates in this presentation exhibit the imperfect understanding of some of the gods And this led to a faulty analysis. Less than 11 minutes for a presentation of three people seems rather insufficient for the task, and in fact a group member spoke only slightly more than 2 minutes. À ¢ À, - À "Oppositional features" at level 3 of À ¢ À, - À "PericableÀ ¢ À, -, and À ¢ À, - À "ordinaryÀ ¢ À, - are special. But À ¢ À, - "It seems too generous given the brevite of the presentation. Overall, this presentation is assigned a score of 5/10. 5/10.

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