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Real life situations examples tok math

Within the Knowledge Theory course, you will explore knowledge questions related to one or more areas of knowledge. These areas of knowledge are fields of study in which we try to acquire knowledge through the ways of knowing. The areas of knowledge roughly correspond to the study groups within the IB programme, although there are some additional areas of knowledge, such as indigenous ethics, religion and knowledge, that are relevant to TOKs. Within your TOK classes, you'll also explore the boundaries and overlaps between different areas of knowledge. Knowledge frameworks are useful tools for analyzing the historical development, language, methodology, and scope of each area of knowledge. Since we need to establish links between different areas of knowledge, it is not advisable to discuss areas of knowledge in complete isolation. The articles and links below are examples of real-life situations that touch TOK questions in a variety of areas of knowledge. However, for practical purposes, I have organized resources by area of knowledge. It is up to you to explore them and establish more links between areas of knowledge and ways of knowing. Doing so will hopefully inspire you to develop interesting knowledge questions, which form the basis of TOK's assessment. This page analyzes mathematics as an area of knowledge. knowledge_framework_template_students.pdfTama file: 175 kbTama file: pdfDownload file knowledge_framework_maths_guide.docxTaje file: 78 kbReload file managerDownload historical development: BBC document in mathematical history Neuroscience of mathematical beauty mathematics and Shakespeare. TED: The mathematics of history In some areas of knowledge we try to reduce a complex whole to simple components, but in others we try to integrate simple components into a complex whole. Discuss this distinction with reference to two areas of knowledge. (November 2015) Evaluate the pros and cons of using models to produce world knowledge. (November 2015) The main reason knowledge occurs is to solve problems. To what extent do you agree with this statement? (November 2015) There is no reason why we cannot link facts and theories between disciplines and create a common basis for explanation. To what extent do you agree with this statement? (May 2015) There are only two ways humanity can produce through passive observation or through active experiments. To what extent do you agree with this statement? (May 2015) There is no such thing as a neutral question. Evaluate this statement with reference to two areas of knowledge. (May 2015) All knowledge depends on the patterns and anomalies. Consider the extent to which you agree with this claim with reference to two areas of knowledge. (May 2015) Without application in the world, the value of knowledge is greatly reduced. Consider this statement with respect to two areas of knowledge. (May 2016) Error is as valuable as accuracy in knowledge production. To what extent is this the case in two areas of knowledge? (November 2016) Some students may feel that mathematics and Knowledge Theory don't have much in common. In fact, the opposite is true. The mere fact that mathematicians use their own symbol language raises interesting tok questions about language as a way of knowing. Mathematical truth is considered irrefutable to some, but why is it? Reason plays a vital role in mathematics, but is there room for emotion as a way of knowing math? Mathematics has been used to demonstrate what some people intuitively feel. For example, beauty can be explained (partially) by calculating the gold ratio. This calculation illustrates how facial symmetry and harmony are linked to the concept of beauty. Some scientists have even discovered that a female uterus is closer to the proportion of gold during a woman's most fertile years! Links between mathematics and other areas of knowledge can lead to interesting knowledge questions. Philosophers have also wondered about the nature of mathematics. Are math discovered, given that math is so perfect? If so, could we find a definitive mathematical formula that explains everything and even leads to God? Or do you agree with formalists rather than platonists because you think math is a human invention? Finally, it is worth remembering that many ancient mathematicians were also philosophers. The documentary 'The History of Mathematics' and Mr. Vickery's lesson on mathematics support this point (see below). TED ED: Math and math test, truth and beauty: amazing article with videos. You must read!!! mathematicstok.pptxFile Size: 4584 kbFile Type: pptxDownload File Written on January 24th, 2010 by Oliver Kim Reviews: 4 Linking Arts, Math, Perception and Emotions Here are 2 videos linking arts, math, sense perception and emotions. Watch out for them! They are very good, easily substandable and motivating! I found two videos illustrating the importance of emotions and perception in understanding statistics. In the first video, speaker Hans Rosling uses animated graphics to visualize the development of different countries. It's a powerful illustration of how a visual representation sense!) numbers in the form of colorful dots greatly helps to understand statistics. Tables with numbers alone are too difficult to perceive. Rosling's computer program makes these numbers accessible. The second video is also quite remarkable. Link Link areas of the arts of knowledge, statistics (mathematics), with ways of knowing the perception of senses and emotions. Photographer Chris Jordan wants to make an impact by displaying very large numbers and thus causing emotional involvement. Often people don't want to act to improve our environment, for example, because the numbers and statistics we have available are simply abstract and too big. What does it mean, when we say we use millions of cups of paper every day? How much does a million cost? Is this a lot? How much does it cost? Chris Jordan's work helps us perceive these figures, the result of emotional participation and creating an incentive to act. Continue reading » Tags: All articles, Areas of Knowledge, Arts, Arts, Emotion/Intuition, Emotions, Graphics, Links, Link Questions, Mathematics, Mathematics, Sense Perception, Speeches, Statistics, Ted, Videos, Videos, Ways of Knowing Written on December 15, 2009 by Oliver Kim Reviews: 0 Science, Mathematics and Beauty Categories: All Articles, Mathematics, Science, Truth In this post I am reflecting on the relationship between the. Can math be beautiful, too? And what is beauty in the first place? I recently read an article about the mathematics of beauty. Researchers found that beauty is not in the viewer's eye, and that beauty can be quantified. If you want to read the article, here is a link. Now, if it is possible to describe what beauty is using mathematical formulas, perhaps it is also possible to look at the subject backwards. Can mathematics itself be considered beautiful or ugly? I found an answer to this question by the English mathematician G. H. Hardy (1877-1947): Continue reading » Tags: All articles, beauty, mathematics, mathematics, science, science, truth written on August 23, 2009 by Oliver Kim Reviews: 0 How can mathematics be correct and incorrect at the same time? Categories: All articles, areas of knowledge, mathematics, truth To what extent do mathematics reflect the real world? Some mathematical equations offer results that have no connection to reality. This episode applies correspondence and theory of truth coherence to the area of mathematics. Originally I wanted to call this episode Do Mathematics Reflect Reality? o The limits of mathematics, but then I decided the title How mathematics can be correct and incorrect at the same time - sounds more, how am I going to say ... Captivating. And yes, I'm going to start with a little mathematical task to illustrate that mathematical solutions don't always correspond to reality. Let's start in a simple way. You certainly remember the Pythagorean Theorem. If you know the on two sides of a straight triangle, then it is easy to calculate the third side: a2+b2=c2. I'm going to show you an example now using this formula. Let's use some simple values to make it easier to calculate. If the lengths lengths the two legs of the right triangle a and b have values 3 and 4 (a=3 and b=4), what is the length of the hypotenuse c? Continue reading » Tags: All articles, areas of knowledge, mathematics, math, truth, truth written on December 10, 2008 by Oliver Kim Comments: 0 Six jokes in seven minutes Here is a collection of six jokes (hopefully smart) that feature my favorites. I don't know if you think they're funny or not, in any case they should give you something to think about, too. This time, it's something different! You want to hear some jokes? Here's a collection of six jokes (hopefully smart) that count for my favorites. I don't know if you think they're funny or not, in any case they should give you something to think about, too. Well, this time I'm going to try something different, I want to tell you some jokes. Yes, you heard right. Now there's a little problem with that – I think these jokes are fun, but maybe you don't think they are. Not bad..... bad luck to me. In any case, I can't tell you to laugh, so it's not embarrassing to me if you don't laugh. Continue reading » Tags: All articles, areas of knowledge, general TOK, jokes, knowledge, logic/reason, mathematics, mathematics written on January 9, 2008 by Oliver Kim Comments: 0 What are formal systems? Categories: All articles, areas of knowledge, logic/reason, mathematics introduced here: the MIU puzzle as an example of a formal system. A formal system consists of axioms, to which inference rules are applied to produce theorems to which the rules can be applied again. Confused? Try MIU puzzles yourself - it's fun! The MU puzzle BREAK is an example of a formal system. The goal of the MU Puzzle is to try to reach the MU string from MI, using only these four rules: Rule 1: xI ? Xiu. If there is an I at the end of the letter string, then you can add a U. For example, if your string is MI then you can change it to MIU. You can only add a U if the last letter is an I. Rule 2: Mx ? Mxx. You can duplicate any string that follows the M. So if your string is MIU then you can bend the UI after the M. Next, you'll get MIUIU. We've doubled the UI. Continue reading » Tags: All articles, areas of knowledge, axioms, logics/reason, mathematics, mathematics, puzzles, theorems, ways of knowing written on December 24, 2007 by Oliver Kim Reviews: 0 What are thought experiments? Real-life experiments are not always necessary to reach a valid scientific conclusion. In some cases, thought experiments may also be sufficient. In this edition I will illustrate an experiment physics: In a vacuum, all objects accelerate in the same way and both have the same speed. Heavy objects won't fall any faster. But how can we prove this? We don't have a big camera to test this. A thought experiment can be useful in this case. In this edition of TOK-Talk I will explain what a thought experiment is. Do you always need to carry out real-life experiences to come to a valid scientific conclusion? Listen to find out! Continue reading » Tags: areas of knowledge, areas of knowledge, logics, logics/reason, mathematics, science, science, ways of knowing, ways of knowing

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