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Ib tok subject guide

Apart from this home page, you can scroll down the menu bars above: topics, knowledge and evaluation areas. Each landing page has several subpages, so be sure to check them all. Each page contains hyperlinks, built-in documents, videos, and PowerPoints. You must download some documents to display them best. Within the new specifications, there is a basic theme (knowledge and knowledge), which is mandatory. Teachers must also choose two subjects from the list of optional subjects. It will also cover all areas of knowledge. Topics (basic and optional) are evaluated primarily through the TOK (new) exhibition. Areas of knowledge will be assessed primarily through the article. For an article, you'll get a choice between a set of specific questions (knowledge) related to areas of knowledge. Notice to TOK Teachers: If you start with the TOK 2022 course, check out these top five tips for TOK teachers. On this page, you will find more information about course design, evaluation, and integration of TOK across the curriculum, recommended textbooks, and MY IB. The biggest obstacle to progress is not the lack of knowledge, but the illusion of knowledge. Daniel Burstein, historian and social writer. After years of digesting knowledge claims from different sources (not in less than your teachers), it is worth taking a step back to ask yourself the question 'How do we know?'. This question is the focus of the theory of knowledge of course within the IB diploma program, but it is important beyond the limits of this curriculum as well. This site aims to introduce you to the main understanding of the TOK course and prepare you for its assessments. However, he also hopes to enhance your interest in critical thinking about knowledge in a broad sense. With the expansion of media through the use of modern technologies, we come across an amazing amount of knowledge claims on a daily basis. In this post-truth age, it seems increasingly difficult to distinguish between truth and fiction, news from fake news, and knowledge of propaganda. However, failure to do so can lead to potentially harmful relative thinking, where an area of unfounded knowledge claims is created. Perhaps it is more important than ever to think about what is true and what is not, what constitutes truth and what is fiction, who possesses and represents knowledge and under what circumstances should we trust the opinion of the experts. I hope this site will inspire you to evaluate what presents itself as knowledge and encourage you to ask questions about knowledge. As a Belgian, I am a big fan of Magritte's paintings. In 'La Trahison de Images', [Ceci n'est pas une pips] Magritte challenges our concepts, which often find their origins within the representation models of reality. We all know that representation and reality are not the same, yet we often need to recall this fact. Our worldview is shaped by our language, cultural background and years of education. However, the world does not exist in the absolute sense. As Wade Davis explains in his talk of endangered cultures, maybe we can talk about multiple models of reality instead. The methods we use to gather knowledge are heavily influenced by the reality model that we are most familiar with. In some cases, these models of reality provide mutually inconsistent interpretations and it may be difficult to say that they can truly coexist. In other cases, however, these visions may complement each other, and the scope of perspectives leads to better knowledge. Throughout the TOK course, you are invited to go on a journey in which you critically evaluate yourself as a scientist and thinker within your community of people. In the chapters of knowledge theory, you will explore knowledge questions related to a range of topics. You will also consider 5 mandatory areas of knowledge: history, humanities, mathematics, natural sciences and the arts. You will make links between different areas of knowledge while assessing the limits you limit. You will learn more about the methods we use to gather knowledge in different disciplines and discover perspectives as well as transformations within cognitive models. During the course, you will also explore the ethical effects that come with possession and the search for knowledge. Knowledge Theory is the subject of a DP IB rating. On the evaluation page, you'll find more information about the evaluated TOK gallery and the article about specific titles. What makes TOK lessons different from other DP IB tutorials, is that you will think about knowledge and what it means to know instead of learning new knowledge as such. To do this, you will come across a set of fairly abstract concepts. Thinking about these concepts can be a little different from what you're used to. Exploring TOK concepts may push you to the edge of your comfort zone. Some students find it difficult at first, but ultimately rewarding. IBO suggests that the following concepts will help you explore the concept of knowledge: evidence, certainty, truth, interpretation, authority, justification, interpretation, objectivity, perspective, culture, values, and responsibility. You'll notice that these concepts are repeated within different sections of the site. To think about knowledge, you will also analyze cognitive questions. Throughout the course, you will focus on questions about knowledge. These questions may seem a bit abstract at first, but they are based on what happens in real life (the world around us). And in that sense, knowledge Not purely philosophical. The organization brought together the proposed knowledge issues on four elements: scope, perspectives, methods, tools and ethics. These elements provide a basis or framework for knowledge issues. Recognition: Descriptions of frames (elements) are taken from the TOK Guide, (First Education 2020, First Exam 2022). This element focuses on exploring the nature and scope of different topics and areas of knowledge. It explores how each subject/area of knowledge is appropriate to the whole of human knowledge, and considers and attempts to address the nature of the problems faced by each subject/area of knowledge. Questions relating to knowledge related to scope include what practical problems can be solved through the application of knowledge derived from these topics/knowledge areas? What are the current key questions open/unanswered in these topics/knowledge areas? What makes this topic/knowledge domain important? What motivates the pursuit of knowledge in these subjects/areas of knowledge? What motivates the pursuit of knowledge in these topics/areas of knowledge? What practical problems can be solved by applying knowledge of these topics/knowledge areas? This element focuses on exploring the methods, tools and practices we use to produce knowledge. This includes building conceptual frameworks, establishing traditions and practices, as well as methodologies used by official controls. It also includes considering the knowledge and physical tools available to help us in the pursuit of knowledge, and how these tools have changed as a result of technological developments. 10. Cognitive questions about methods and tools include: To what extent do methods of justification differ from different topics/areas of knowledge? What is a reality in these topics/areas of knowledge? What are the assumptions on which investigative methods are used in these subjects/areas of knowledge? What is good evidence in these topics/knowledge areas? How is knowledge produced and disseminated in these topics/areas of knowledge? What are the assumptions on which investigative methods are used in these subjects/areas of knowledge? Is what is seen as a good guide from discipline to discipline and culture to culture? How is knowledge produced and disseminated in these topics/areas of knowledge? How important are physical tools in producing and obtaining knowledge? This element focuses on the importance and impact of perspectives and contexts. This includes thinking about students' perspectives and what teaches them, as well as how different people or groups see or approach knowledge in different topics/areas of knowledge. It also includes thinking about historical perspectives and how changes over time. Questions regarding perspectives include what is the importance of major historical developments within these topics/areas of knowledge? What do these topics/areas of knowledge shed light on knowledge rooted in particular social and cultural groups? Are some types of knowledge less open to interpretation than others? What is the nature of the contribution of influential individuals to these topics/areas of knowledge? Are some types of knowledge less open to interpretation than others? Is understanding the perspective of other people's knowledge necessary in the pursuit of knowledge? This element focuses on exploring ethics and ethical considerations that influence research on various topics and areas of knowledge. This includes aspects such as the relationship between facts and values, and how moral and dialectic values are integrated into the search for knowledge. It also contains issues of knowledge, inequality and injustice. It is important that TOK's ethics discussions focus on cognitive issues that are implicitly woven into the ethical issues being discussed, rather than on discussing the ethical issues themselves. An example of ethics-related cognitive questions is: Should the pursuit of knowledge in these subjects/areas of knowledge be subject to ethical constraints? What responsibilities do the well-being have as a result of their knowledge in these subjects/areas of knowledge? Can the practices of one individual or culture be judged correctly by applying the moral values of another generation or another culture? What moral responsibilities do we have with regard to knowledge created or disseminated by other people? Is there any knowledge that a person or community is responsible for whether or not they acquire it? Should the pursuit of knowledge in these subjects/areas of knowledge be subject to ethical constraints? What responsibilities do the generals have as a result of their knowledge in these subjects/areas of knowledge? How can we know when we should act on what we know? Are established values changing in the face of new knowledge? Dear students, you are very invited to use the ideas and materials of this site to write your own article and plan for your TOK exhibition. However, it is important that you correctly indicate to avoid plagiarism problems when submitting your final evaluation article and/or creating a evaluated TOK gallery. Dear teachers, you can freely use my resources, ideas and PowerPoints in your lessons. However, you cannot sell any resources from this site or pass them as your creation (copyright regulations). The use of materials from this site for profitable reasons really conflicts with the spirit in which this site was created and the goals of TOK as a whole. All.

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