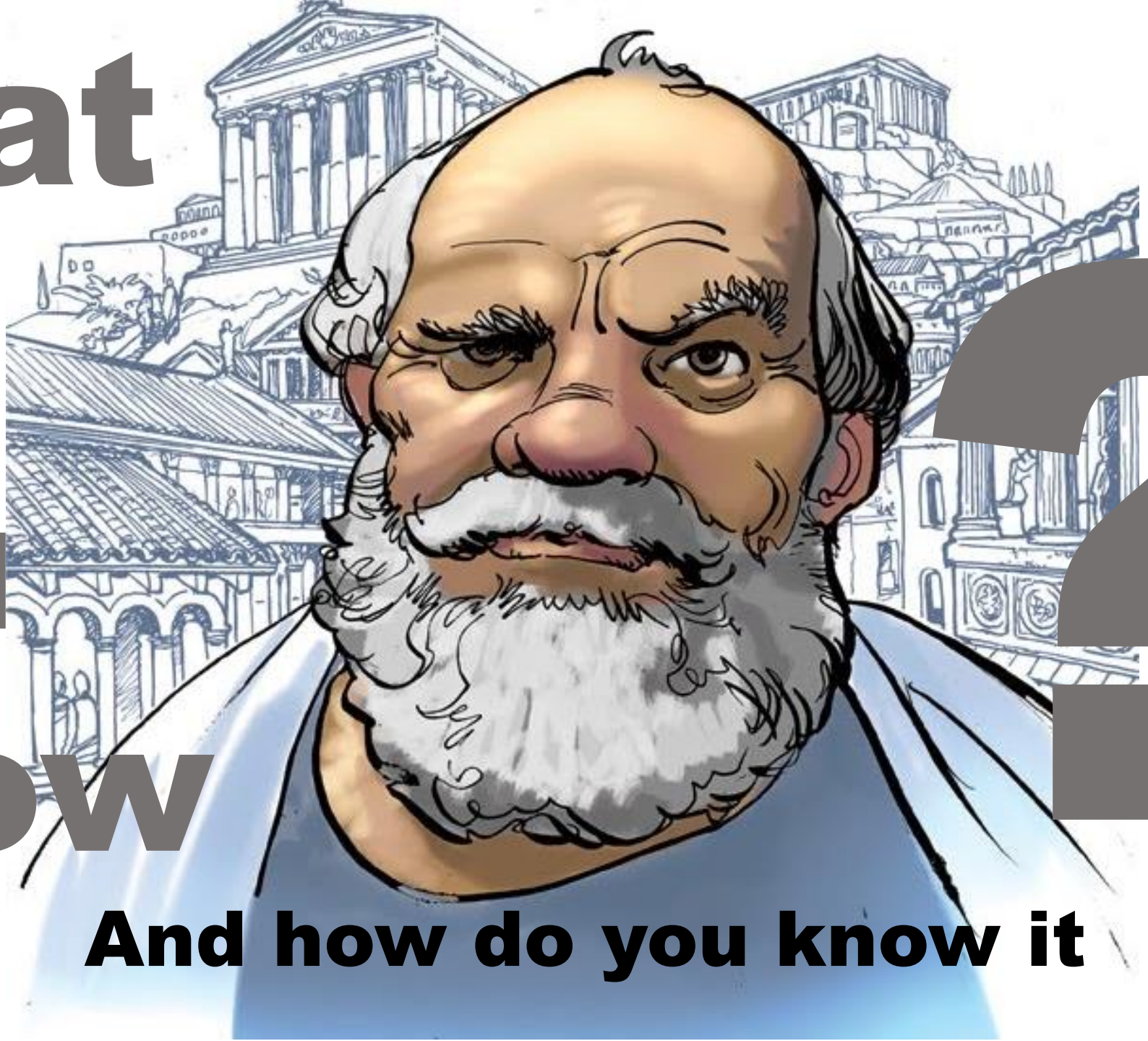


**What
Do
You
Know**



And how do you know it



Make a list of five things
you know.



How did you
acquire this
knowledge?



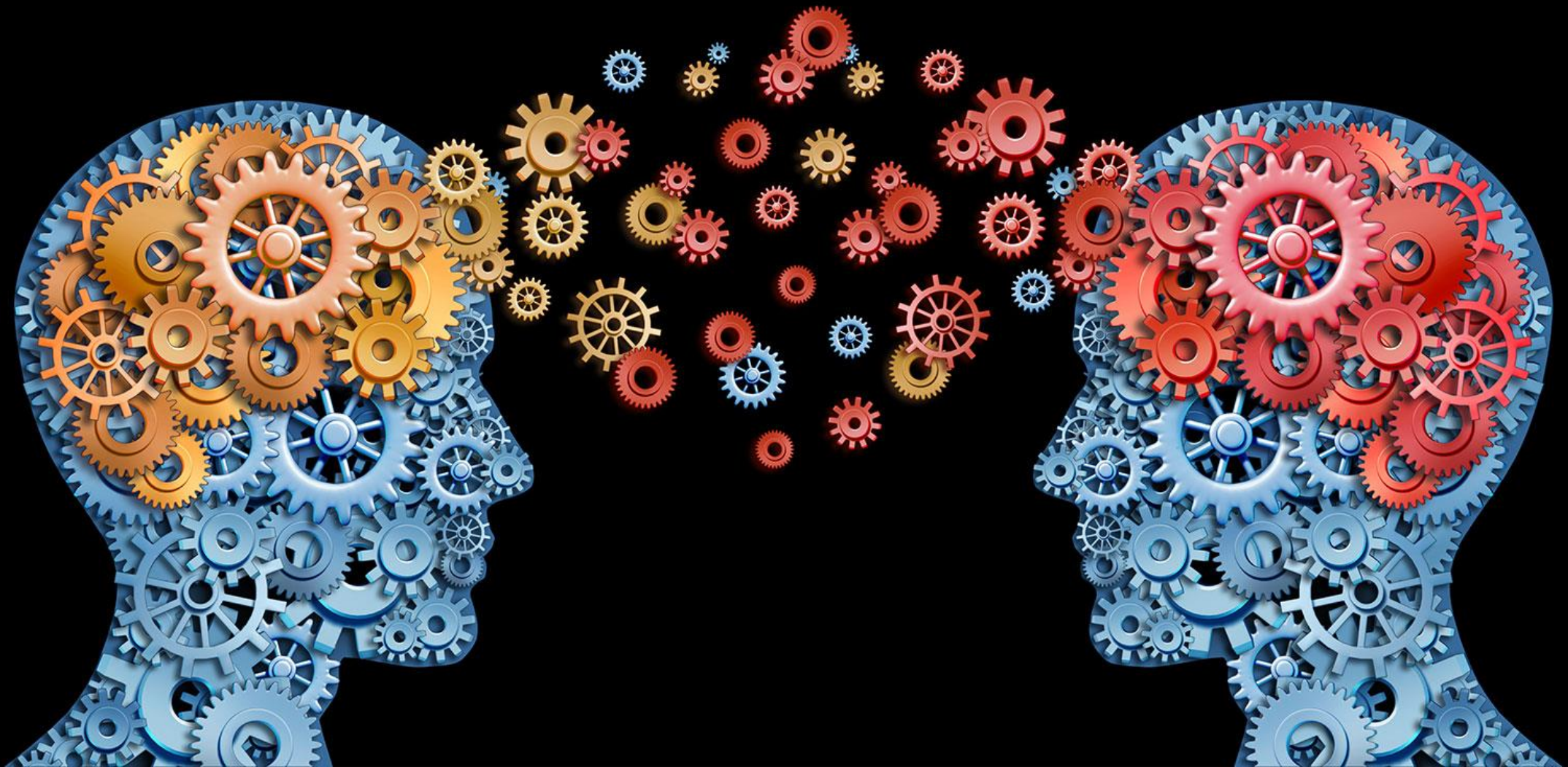
QUEST



Make a separate list
of five things
you would like to know.

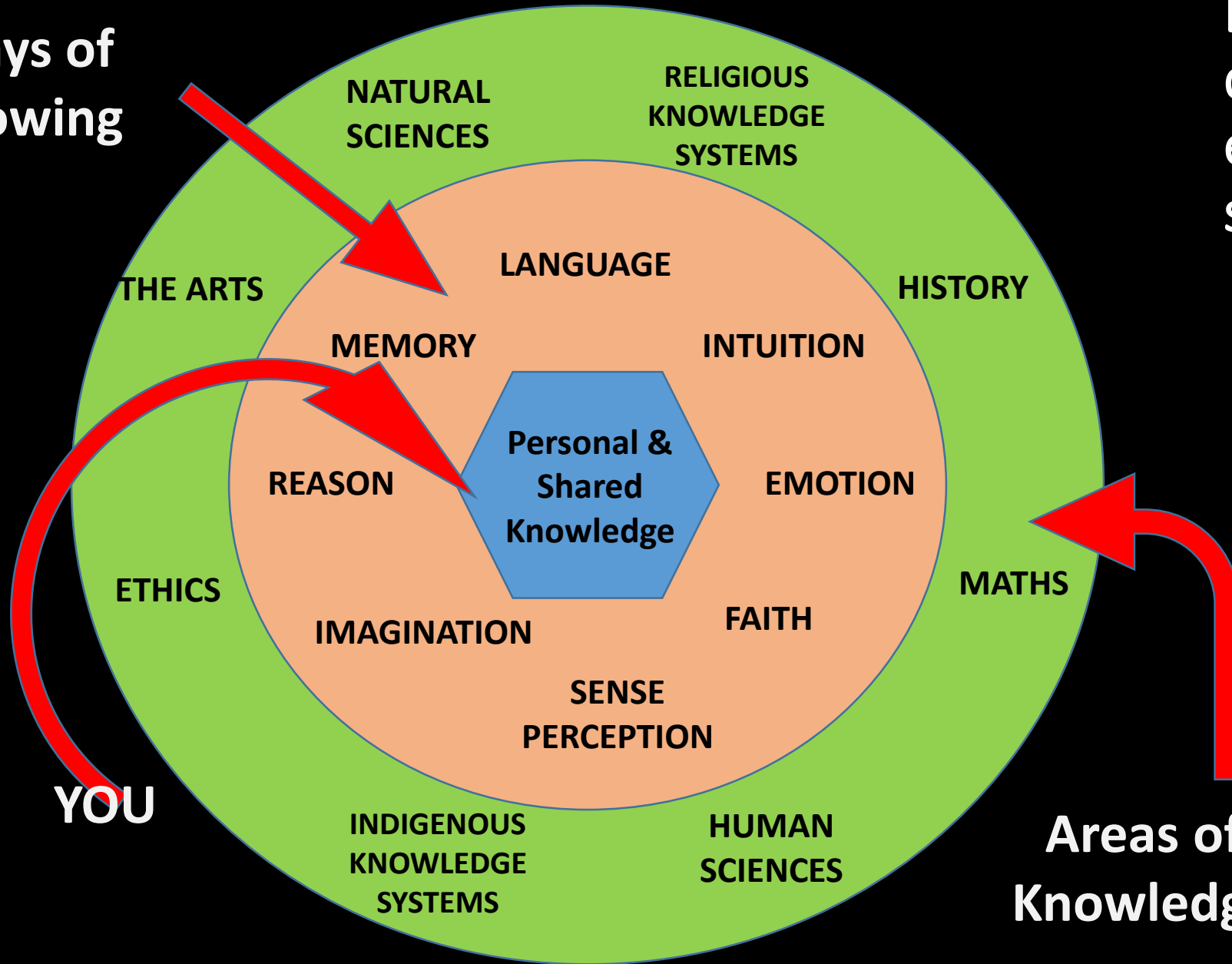
In regards to the second list, how might you acquire this knowledge?

TOK helps us to evaluate this process



**Ways of
Knowing**

This is the TOK
Diagram. Copy this
down. It is a map of
everything we will
study in the course.



**Areas of
Knowledge**

Do Now



- If you do not already do so daily, do something with your phone right now that will ensure with 100% certainty that it will not distract you this period.
- Why do you think we are making this request?

“Students who were not using their mobile phones wrote down 62% more information in their notes, took more detailed notes, were able to recall more detailed information from the class, and scored a full letter grade and a half higher on tests than those students who were actively using their mobile phones.” (Kuznekoff 233)

Kuznekoff, Jeffrey K. "The Impact of Mobile Phone Usage on Student Learning." *Communication Education*, vol. 62, no. 3, 12 Feb. 2013, pp. 233–252.,
www.tandfonline.com/doi/abs/10.1080/03634523.2013.767917.

The TOK Diagram

Ways of
Knowing

What Ways of Knowing and
Areas of Knowledge do you
feel the most connected
with?

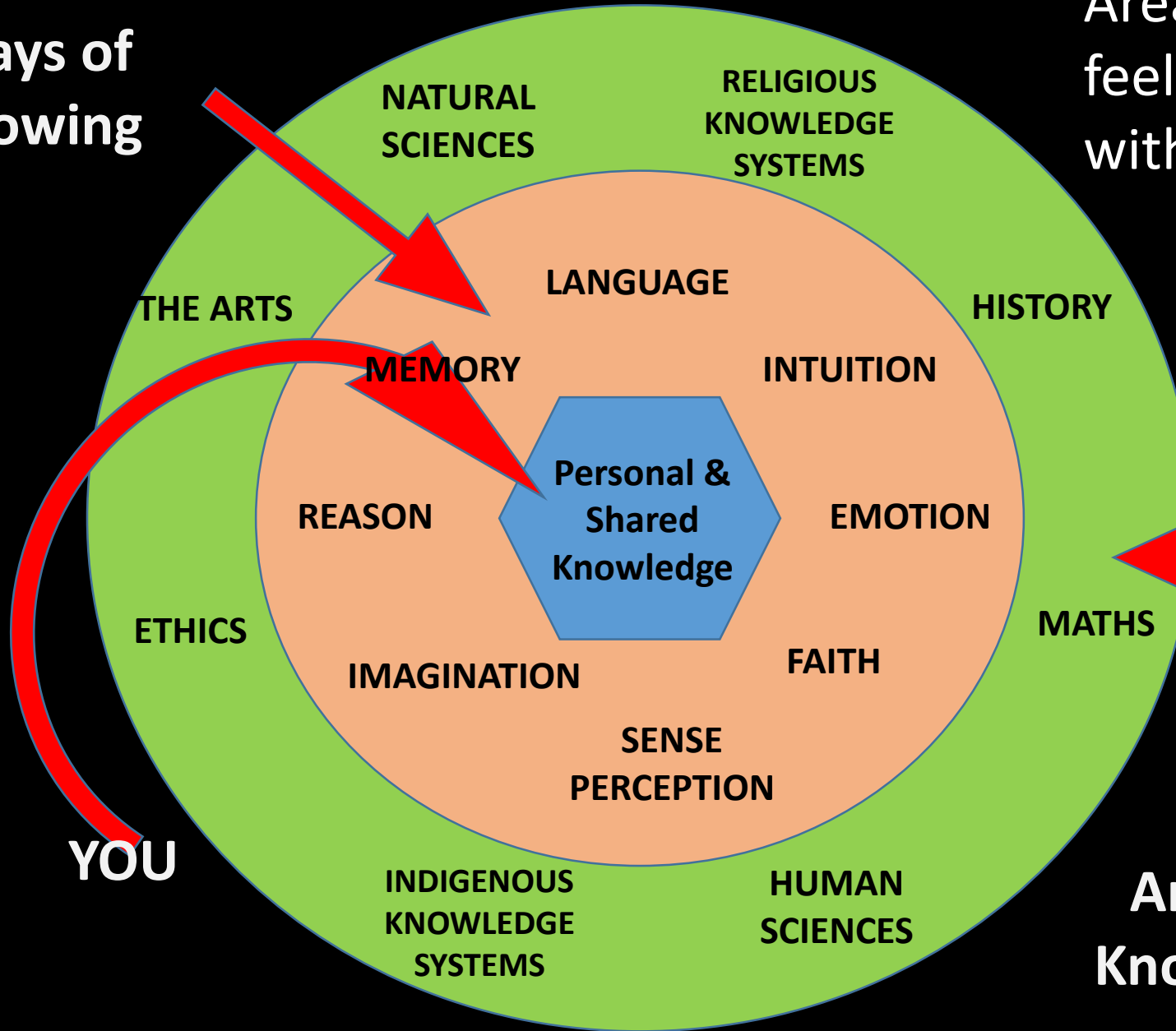


What do you think the
difference between
personal and shared
knowledge would be?

**Write three
examples of both**

How do your answers
to the questions about
what you know and
what you want to
know relate to this?

Areas of
Knowledge





Keith Barry Ted Video

Watch and then write up
a brief description of what
you saw and what you
think about it.



What does the video suggest about the process of knowing?

Write down the question and then bullet points of your thoughts. Then we will discuss.

Bonus points if you can relate it back to the diagram

PERSONAL VS. SHARED KNOWLEDGE



PERSONAL KNOWLEDGE

- based on experiences, practice, personal involvement
- Input: Skills, experience, formal education
- Output: Skills, abilities, talents
- Difficult to communicate
- How it is formed: WAYS OF KNOWING (memory, emotions, sense perceptions, etc.)

- CHANGE,
EVOLVE
OVER TIME

SHARED KNOWLEDGE

- Contributed by group of individuals
- Amended by group of individuals
- Easier to communicate to people
- How it is formed: WOKs (language)
- You learn from listening to other people/People teach you

PERSONAL KNOWLEDGE

Comes from the local experience of the individual.
Is shaped by culture, interest, experience.

Consists of:

- Skills & procedural knowledge
- Formal education
- 'School of life'

i.e. skills, practical abilities, individual talents:
HOW to do something.

Can be more difficult to communicate (example- wine taster)

- Personal memory, perception, emotion etc.



SHARED KNOWLEDGE

Shared knowledge is highly structured, is systematic in its nature and the product of more than one individual.

Aspects of shared knowledge can often be easily classifiable into an 'area of knowledge' – such as your subjects, or 'how to', or even 'pop culture'.

Shared knowledge does not rely on one person's contribution, but of different individuals – and thus it changes over time.



SHARED KNOWLEDGE

As members of groups, we have shared knowledge specific to that group which is not available or fully understood by those outside the group:

- Nationality
- Age
- Class (social or school)
- Family



Write down 3 groups you are a member of and a piece of knowledge specific to each group.



Since we have discussed personal and shared knowledge, what do you think the term **“Zone of Exchange”** could refer to?



How does it work? What is required? **Discuss** and write down your ideas in your journal?



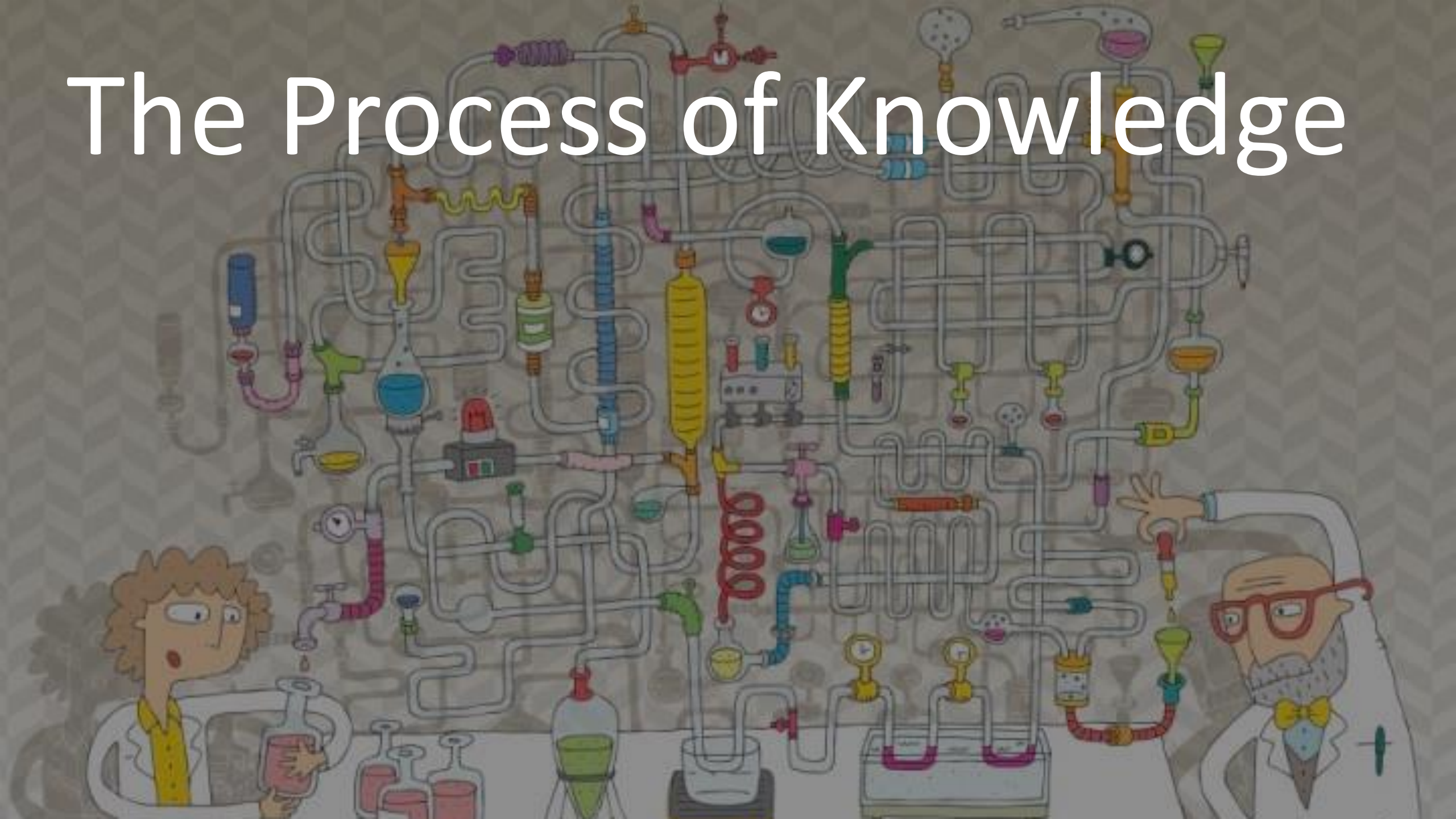
IS MUSIC SHARED OR PERSONAL KNOWLEDGE?

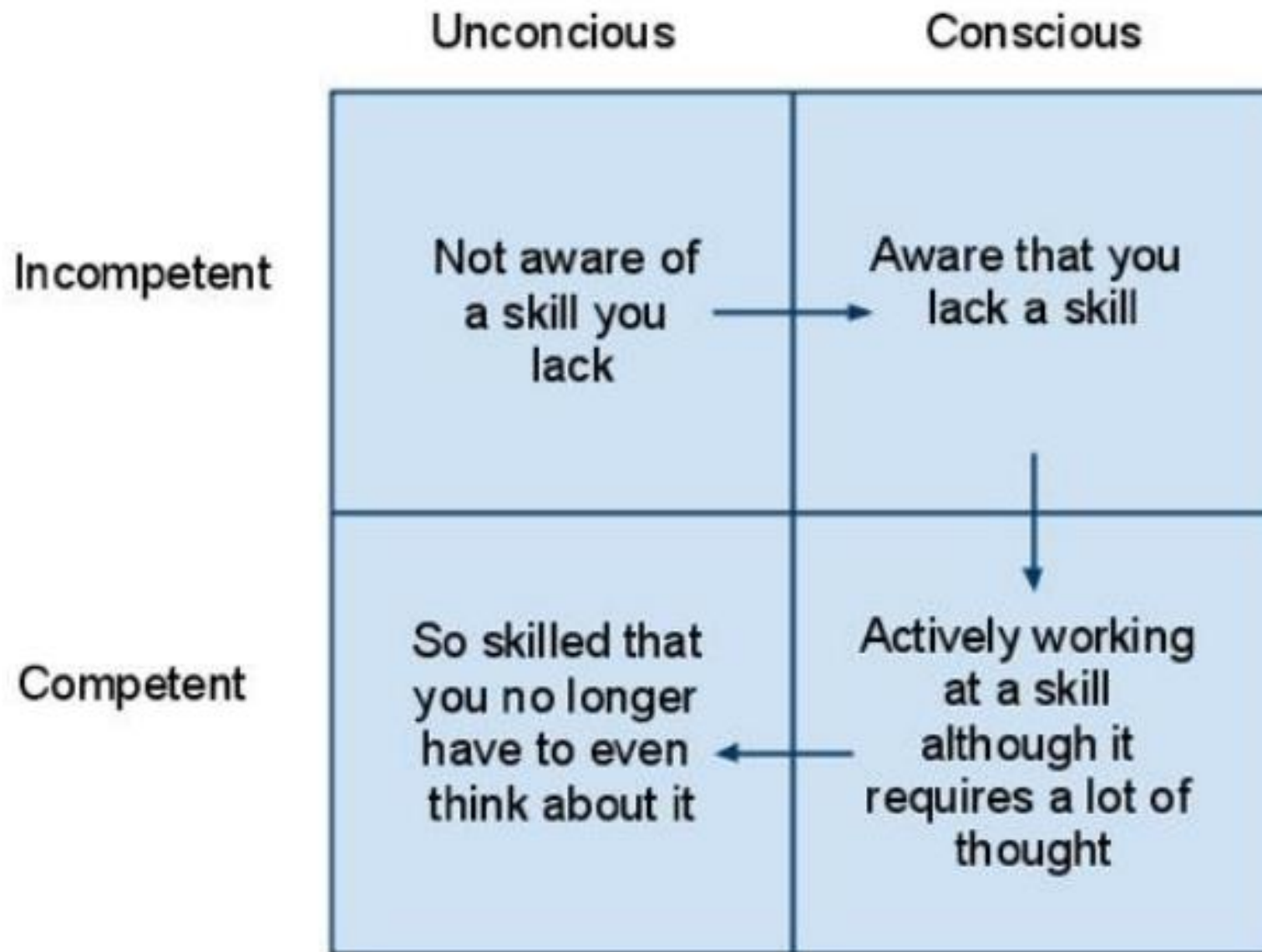




Name a Song

The Process of Knowledge





Create personal examples for at least two of the areas. Attempt to find examples for all four.

3 KINDS OF KNOWLEDGE



1. Experiential

- We learn from our experiences (e.g. a candle is hot)
- We use these experiences to shape future actions/decisions
- Being told vs experiencing for ourselves!
- Critical reflection (or not – keep getting burnt!)
- In all subjects, but especially CAS

Dombrowski, pp35-38

3 KINDS OF KNOWLEDGE



2. Knowing how: skills of thinking and acting

- Knowing how to do something could be accessing the information to follow the steps until it is done, but what about without YouTube or WikiHow?
- Certainly once you can do it without instructions you are proficient ... but can you cook like Dad or build a computer like your older sister?
- Gardner's Multiple Intelligences: linguistic, logical/mathematical, musical, kinesthetic, spatial, intrapersonal, interpersonal, naturalistic.

Dombrowski, pp. 38-42

3 KINDS OF KNOWLEDGE



3. Knowing that

- Facts
- Opinion
- Values / beliefs
- 'I know that ...'
- Statement, as true, not proven fact despite being expressed as such.

Dombrowski, pp. 42-43

“Constructivism as a paradigm or worldview that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representations are subjective.” - [https://www.learning-](https://www.learning-theories.com/constructivism.html)

[theories.com/constructivism.html](https://www.learning-theories.com/constructivism.html)

Knowledge builds on knowledge.



KNOWLEDGE CLAIMS

Knowledge claims are statements/declarative sentences.

Knowledge claims are about what we know.

Knowledge claims are about WHAT we say we know.

Knowledge claims do not cover all that we know.

(some things are too personal to share; some things, too trivial or mundane)

Knowledge claims are expressed in **language**.

Knowledge claims are stated as being true.

Knowledge claims are more than facts; they are assertions concerning anything we choose to present as true; thus they can be opinions and beliefs, including metaphysical beliefs that cannot be proven within the context of the physical world.

Knowledge claims are means by which we connect personal knowledge with shared knowledge via the zone of exchange.

The video
you are
about to
watch will
blow your
mind.

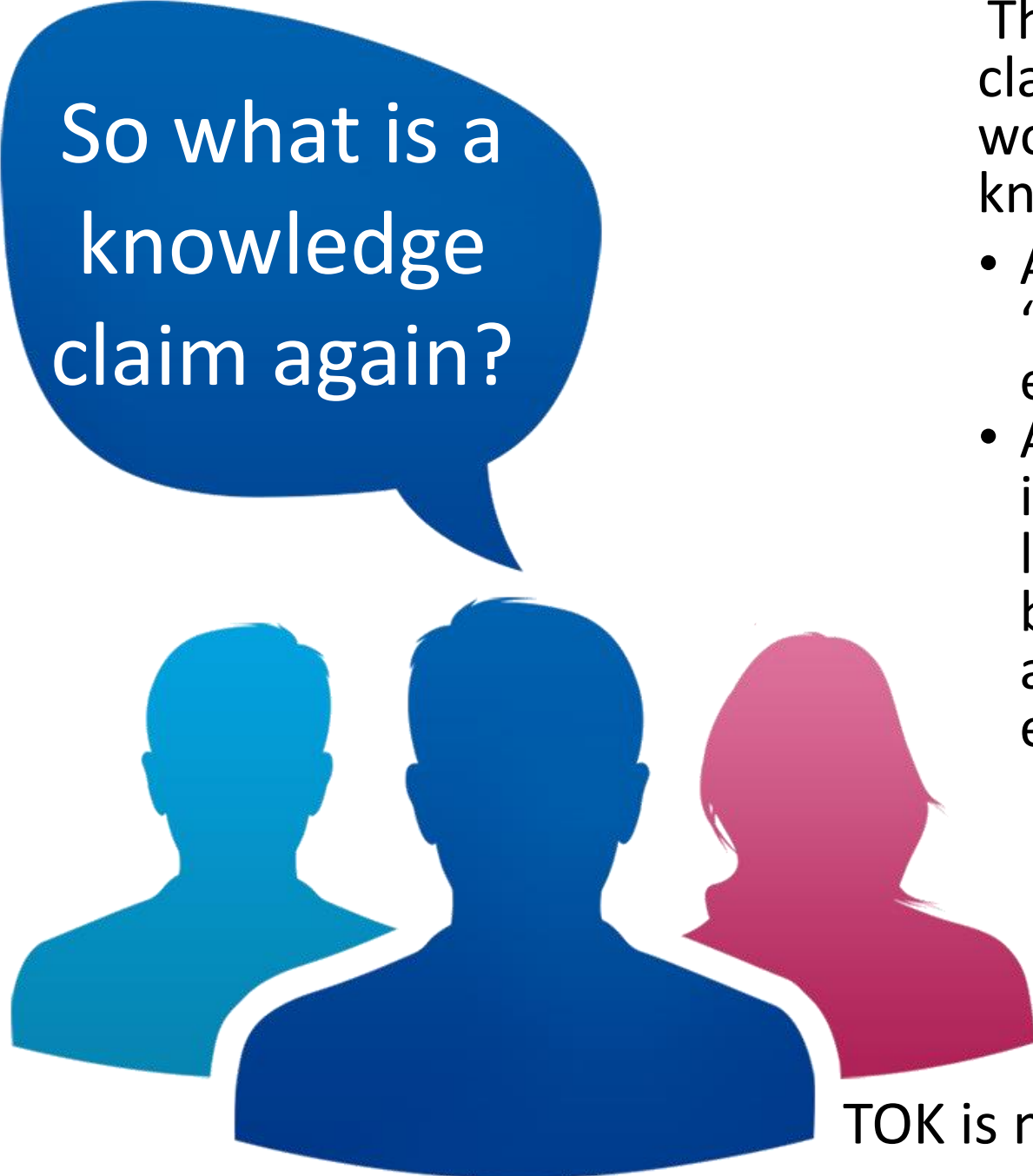
Watch the video “Something Left, Something Taken”. After it is finished, take a minute to write notes on what happened and your thoughts.



<https://www.youtube.com/watch?v=1sJB-NJ2xK8>

The Do Now:

Of the three types of knowledge previously discussed, which one is most useful in TOK? Explain



So what is a
knowledge
claim again?

There are two different types of knowledge claims—the first type is claims about the world, and the second type is claims about knowledge.

- An example of a claim about the world is: “Hydrogen is the lightest chemical element.”
- An example of a claim about knowledge is: “The knowledge that hydrogen is the lightest chemical element is quite secure because the methods of chemistry give us a fairly good model of what chemical elements look like.”

This second claim is a claim about the reliability of the methods of chemistry itself, not about hydrogen. It is therefore a claim about knowledge, or a “second order knowledge claim”.

TOK is much more interested in this type of claim.

Work with a group to create three or more knowledge claims in reference to the animated short.



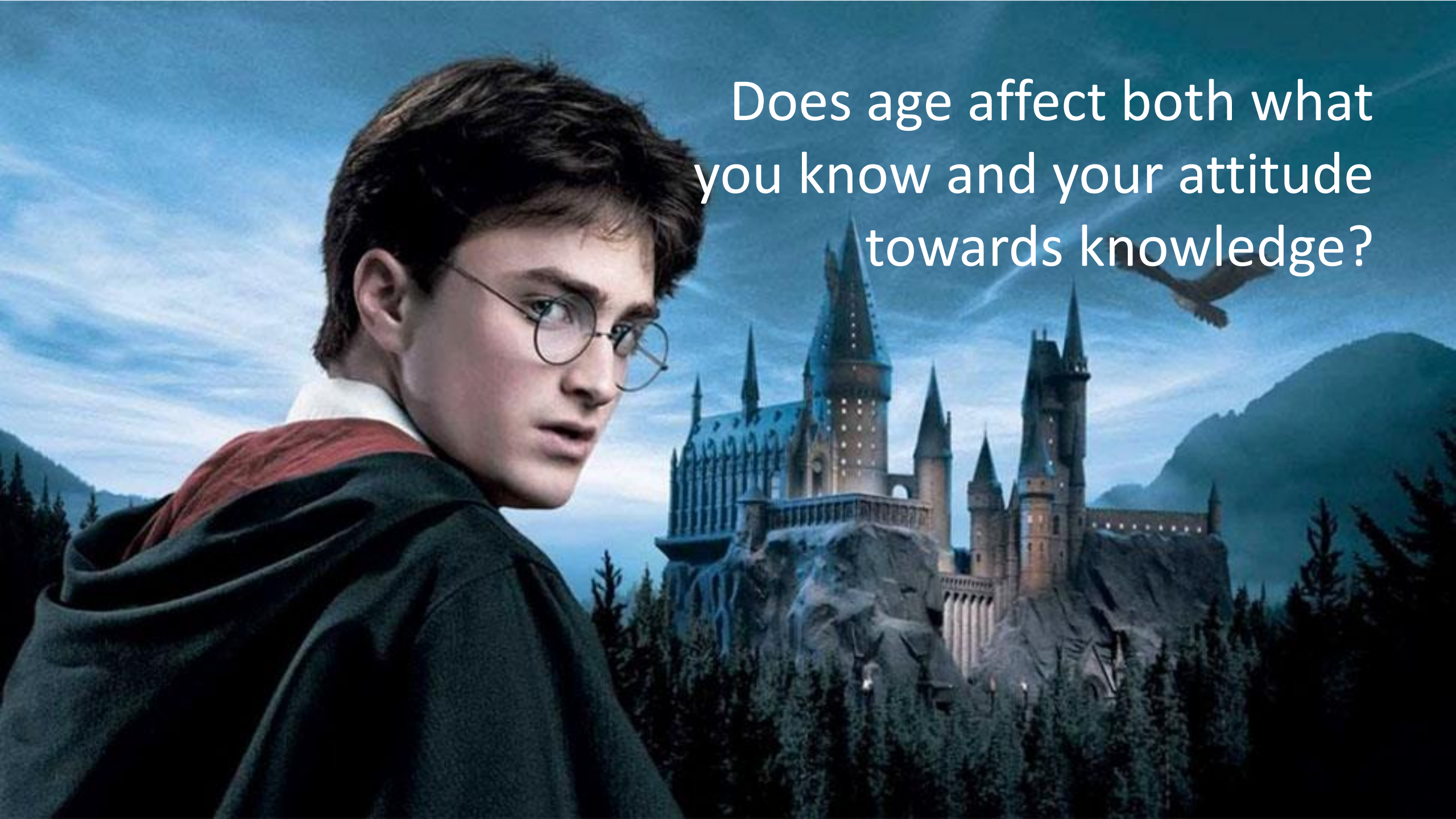
PERSPECTIVES

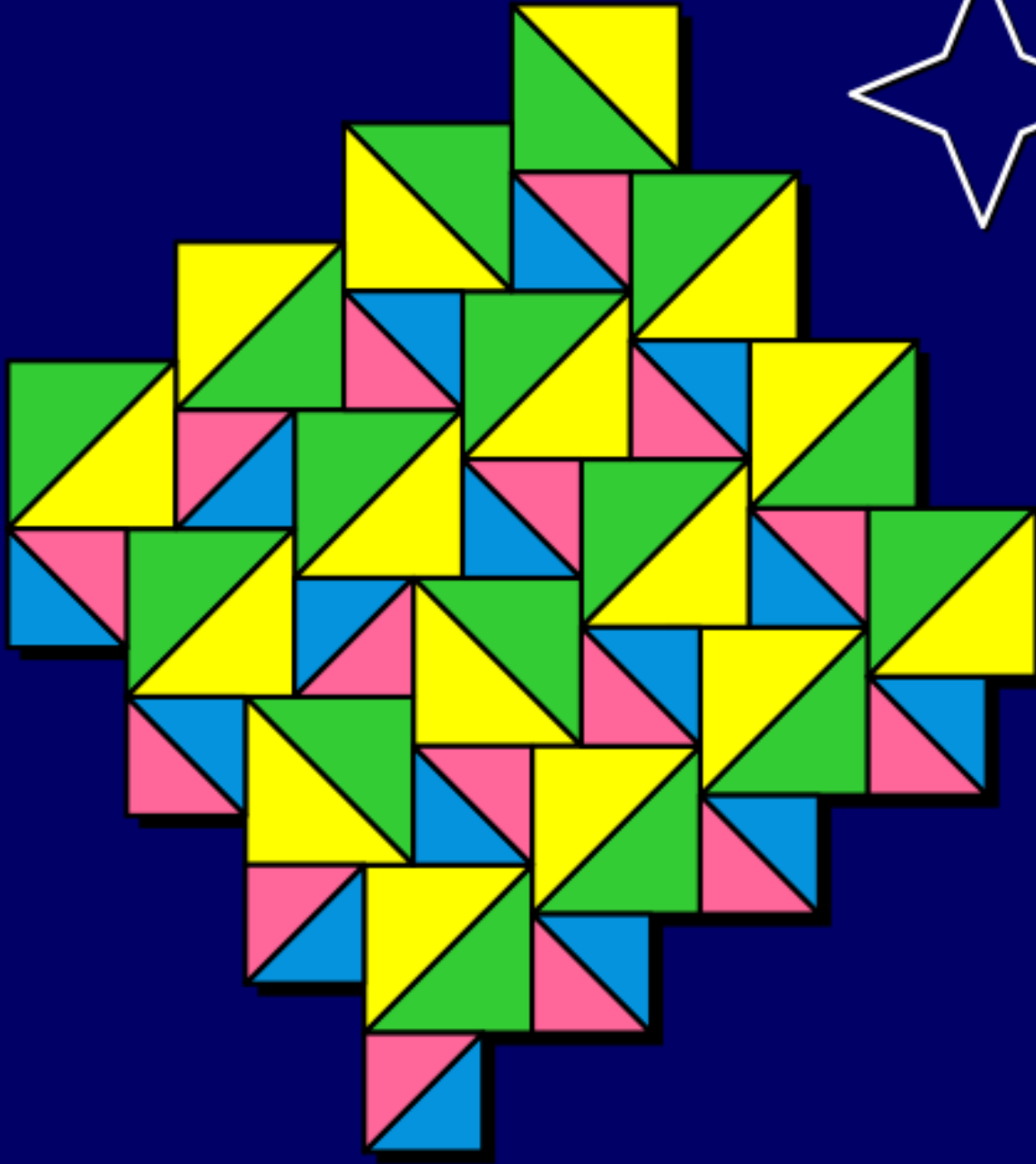


Do
perspectives
change?

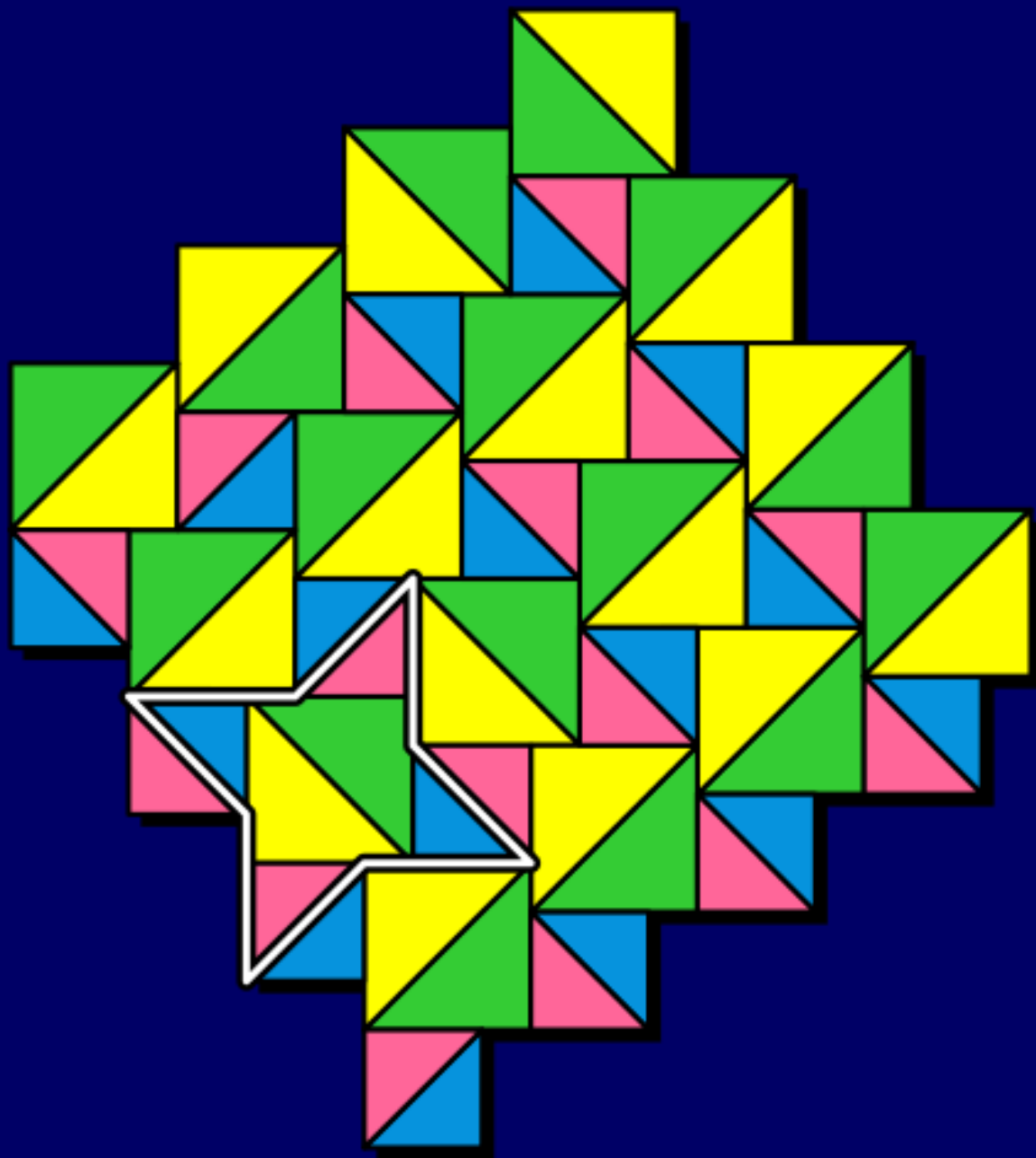


Does age affect both what
you know and your attitude
towards knowledge?





Find the star
shape in the
image.



Find the star
shape in the
image.



How might your gender
affect your perception of
the world around you?
Could it change your
approach to knowledge?

How does where you are
from affect concepts of
knowledge? City, State,
Country, Urban, Rural



Map Activity

Political Map of the World, January 2015

INDEPENDENT STATES
Dependent or area of special sovereignty
Island / Island group
Capital

Scale: 1:100,000,000
Bearing: True
Projection: Robinson



If perspectives have the potential to change, how can we be certain about the knowledge we possess? Write a paragraph or more. Use real life experiences to back up your point of view.



If we are “certain” of our
point of view, is there a
proper way to argue our
point?



**Well let's learn
how to argue.**



How to Disagree

DH0. Name-calling.

This is the lowest form of disagreement, and probably also the most common. We've all seen comments like this: “u r a fag!!!!!!!!!!!!”

But it's important to realize that more articulate name-calling has just as little weight. A comment like, “The author is a self-important dilettante,” is really nothing more than a pretentious version of “u r a fag.”

DH1. Ad Hominem.

An ad hominem attack is not quite as weak as mere name-calling. It might actually carry some weight. For example, if a senator wrote an article saying senators' salaries should be increased, one could respond: “Of course he would say that. He's a senator.”

This wouldn't refute the author's argument, but it may at least be relevant to the case. It's still a very weak form of disagreement, though. If there's something wrong with the senator's argument, you should say what it is; and if there isn't, what difference does it make that he's a senator?

Saying that an author lacks the authority to write about a topic is a variant of ad hominem—and a particularly useless sort, because good ideas often come from outsiders. The question is whether the author is correct or not. If his lack of authority caused him to make mistakes, point those out. And if it didn't, it's not a problem.

DH2. Responding to Tone.

The next level up we start to see responses to the writing, rather than the writer. The lowest form of these is to disagree with the author's tone. E.g. “I can't believe the author dismisses intelligent design in such a cavalier fashion.” Though better than attacking the author, this is still a weak form of disagreement. It matters much more whether the author is wrong or right than what his tone is. Especially since tone is so hard to judge.

DH3. Contradiction.

In this stage we finally get responses to what was said, rather than how or by whom. The lowest form of response to an argument is simply to state the opposing case, with little or no supporting evidence.

This is often combined with DH2 statements, as in: "I can't believe the author dismisses intelligent design in such a cavalier fashion. Intelligent design is a legitimate scientific theory."

Contradiction can sometimes have some weight. Sometimes merely seeing the opposing case stated explicitly is enough to see that it's right. But usually evidence will help.

DH4. Counterargument.

At level 4 we reach the first form of convincing disagreement: counterargument. Forms up to this point can usually be ignored as proving nothing. Counterargument might prove something. The problem is, it's hard to say exactly what. Counterargument is contradiction plus reasoning and/or evidence. When aimed squarely at the original argument, it can be convincing. But unfortunately it's common for counterarguments to be aimed at something slightly different. More often than not, two people arguing passionately about something are actually arguing about two different things. Sometimes they even agree with one another, but are so caught up in their squabble they don't realize it.

DH5. Refutation.

The most convincing form of disagreement is refutation. It's also the rarest, because it's the most work. Indeed, the disagreement hierarchy forms a kind of pyramid, in the sense that the higher you go the fewer instances you find. To refute someone you probably have to quote them. You have to find a "smoking gun," a passage in whatever you disagree with that you feel is mistaken, and then explain why it's mistaken. If you can't find an actual quote to disagree with, you may be arguing with a straw man.

DH6. Refuting the Central Point.

The force of a refutation depends on what you refute. The most powerful form of disagreement is to refute someone's central point.

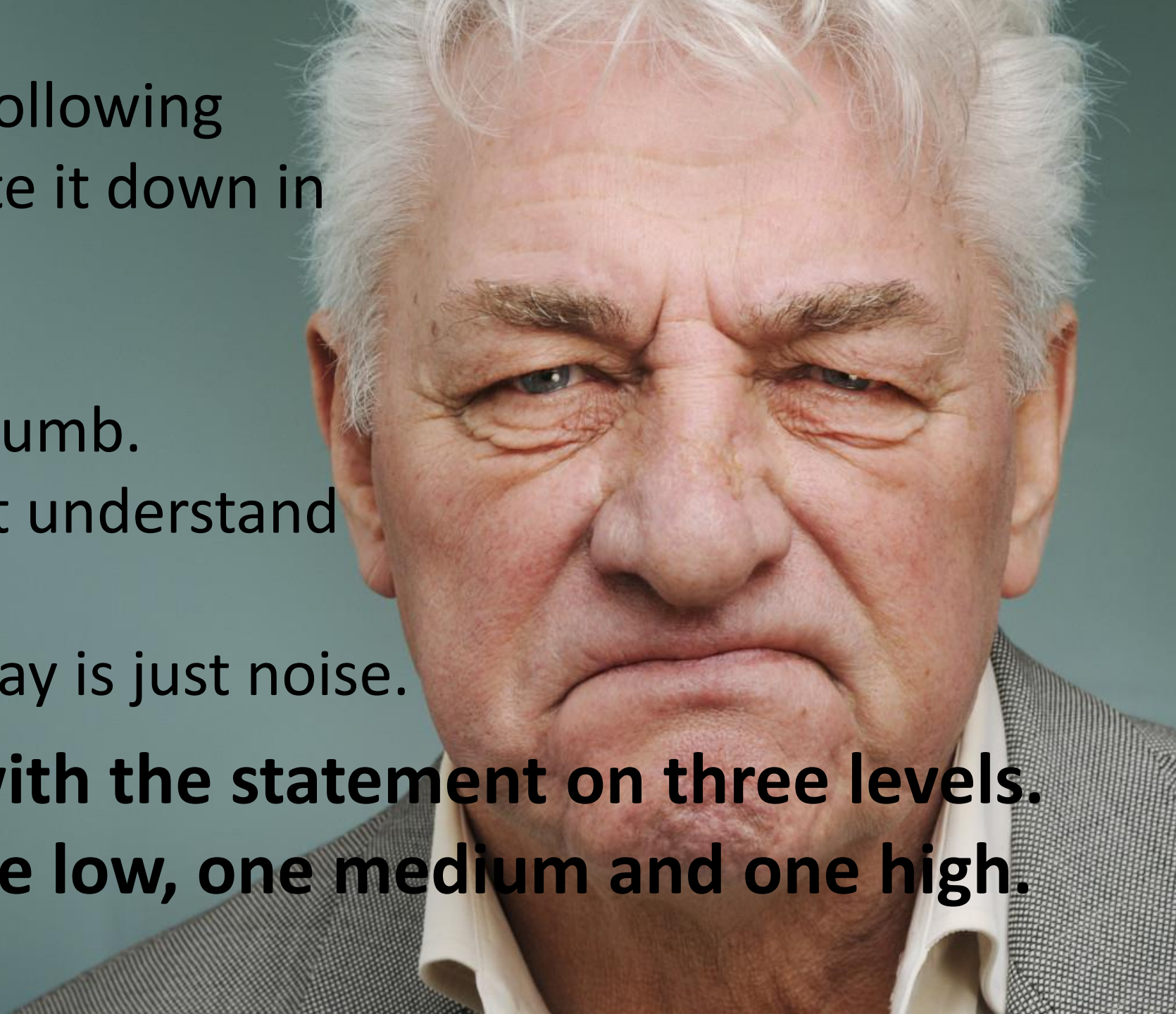
- Paul Graham



Choose one of the following statements and write it down in your notebook.

- All athletes are dumb.
- Teenagers do not understand the “real world”.
- The music of today is just noise.

**Now disagree with the statement on three levels.
Try to create one low, one medium and one high.**



How do the lower levels of the Disagreement Hierarchy create a “smoke screen”?



Let's try this as a quick exercise.



https://www.youtube.com/watch?v=COMWwww_MTk



Cibo Matto's video "Know your Chicken" is one of the greatest pieces of music ever created. Its universal theme and infectious hook provide the listener with an incredibly unique listening experience.

SUPERFIGHT™

A game of absurd arguments.

- Divide into three groups.
- Shuffle the two decks of cards (separately) and place them in the middle of the table.
- Four people in the group will go first and the others will be the judges.
- The four people choose three black cards and three white cards. Look at your cards. Choose one hero and one power. Discard the other cards on the table.
- Go around the table announcing your hero and power.
- Choose another black card.
- Go around the table explaining why your hero, with their two unique powers, would win in a fight against the others. It is all about who makes the best argument. The argument continues until someone **obviously wins**.
- The judges ultimately choose who wins. The winner stays in the fight and two new players are added.





**WHAT ARE SOME
POSSIBLE SOLUTIONS TO
POLICE BRUTALITY?**

Ash Beckman Ted Video



Watch and then write up
a brief description of what
you saw and what you
think about it.



Are we allowed to
have mixed views?
How does that
work?

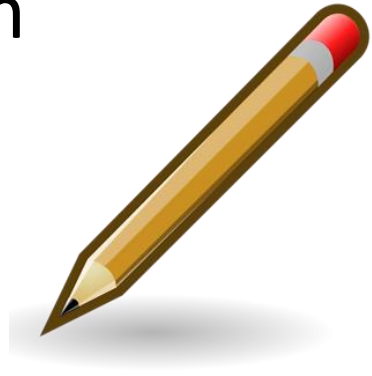


IS IT POSSIBLE TO SEE THINGS IN A TRULY DIFFERENT WAY?



Choose a topic that you have a strong opinion on. Pro or Con

- Violent video games lead to aggressive behaviors in children
- Drug abuse is bad for brain development
- Social Media is responsible for the increase in teenage suicide
- Mindfulness leads to better health



Find research to justify your position on the claim.

Now find research that supports a counter claim.

Reread the counter claim research. Look for a “smoking gun”. Write a paragraph that disputes the counter claim research on the highest DH level possible.