IB CONFERENCE OF THE AMERICAS 2013
NEW ORLEANS 18th - 21st JULY
THE NEW TOK COURSE

Presenters

Carolyn Henly
Chris Mannix
IMPORTANT CHANGES TO THE TOK COURSE

• A different style of TOK guide and a TSM
• Personal and shared knowledge
• Greater emphasis on knowledge questions
• The introduction of a knowledge framework
• A new assessment model
• New WOKs and AOKs
A different style of TOK guide and a TSM

• Written with the new TOK teacher in mind

• It is not a prescriptive TOK curriculum

• A TSM to support the guide
Personal and shared knowledge

Shared knowledge

"We know because..."

Personal knowledge

"I know because..."
Greater emphasis on knowledge questions

Knowledge Question

- Open question
- About knowledge
- General
The introduction of a knowledge framework
A new assessment model

- Global impression marking
- The essay and the prescribed titles
- The presentation and the PPD
New WOKs and AOKs

• Imagination, memory, intuition and faith

• Religious knowledge systems and indigenous knowledge systems
Personal vs shared knowledge

What does this mean for the new curriculum?
Where you can get materials

http://henlyhhs2011.zxq.net
PRESENTATION MATERIALS FOR TEACHERS

IBA NEW ORLEANS 2013
Theory of Knowledge: "The New Theory of Knowledge Course"
Chris Mannix, Head of IBCC Development and DP Core
& Carolyn Henly
Click Here

IBMA SUMMER ACADEMY 2012
Theory of Knowledge: "What to do About Math"
English A1 (and other subjects with written IA's): "How to Teach Revision"
Click Here

(Image by Oana Pater, copyright permission from http://www.13m.com/dept_520887_15034878_s/image-of-a-man-with-a-quill-pen.html)
A New Diagram

Shared knowledge
“We know because…”

Personal knowledge
“I know because…”

Knowledge
Considering the Same Knower on Different Parameters

Shared Knowledge

“We know because…”

Someone who was born in 1995 and knows about the moon landing only from history books.

Personal Knowledge

“I know because…”

The same person reads a lot about Computer Programming, but who also writes his own programs.

The same person is the only one who knows how he feels when he listens to Beethoven’s Moonlight Sonata.

Shared Knowledge as SOURCE of Personal Knowledge
For Comparing Different Knowers

Illustrating how much of the available shared knowledge there is an individual has learned.

- Someone who has heard of curling, but who has never seen it or played it, who knows no one who plays it, and who doesn’t read about it.
- Someone who has studied the Mexican Revolution in school, but who has done no further reading or research.
- Someone with a passion for Japanese music, who buys it, listens to it, and reads about it often.

A professional entomologist who has not only studied entomology for many years, but who has also contributed much to shared knowledge through research, publications, and professional presentations.

Personal knowledge “I know because…”
For Comparing Different Knowers

Person 1
Only experience with butterflies is from seeing them flying around the yard and reading about them in story books.

Person 2
University student; taken numerous biology classes, including some introductory courses in Entomology. Sponsors annual NABA count.

Person 3
Professional Entomologist

Person 4
Amateur with a passion for lepidoptera. Participates in the annual NABA Butterfly Count; keeps records of sightings; takes photographs; member professional organization.
Other Possible Uses

• Consider the same knower on the same subject at different times of his or her life

• Consider one knower in terms of his or her contribution to shared knowledge (one subject or compare different subjects)

• Compare multiple knowers in terms of their contributions to shared knowledge
Where are the WOK?

Ways of Knowing
Focus on Shared Knowledge
A New Diagram

Shared knowledge
“We know because…”

Personal knowledge
“I know because…”
“What do you know about...?”

The 17-Year Periodical Cicadas
They were due to emerge spring 2014

- They live underground for 17 years and then emerge in their final instar to become winged adults.

We’ve lived in the same house since 1995 and were here for the last emergence. I made a note not to plant anything fall 2013.
• In March 2013, local newspaper, radio, and television stories started alerting people to the imminent visitation.
This made me wonder.

- Did some research online to find out about the emergences.
Emergence is related to temperature

- The first few days, we saw only one or two of the holes and the discarded shells from the nymphs.
- Then we had one day with temperatures over 90, and the next morning, they were out in HUGE numbers.
Emergence is Related to Temperature

- Verified from scholarly resources.

Reason

Language

Sense Perception

Shared Knowledge

More is known about emergence. Nymphs at different temperatures can produce different adult forms of the periodic cicada. Temperatures and soil influence soil.
Apparently, they congregate at night.

- For several straight days, the cicadas congregated in our yard.
- They appeared starting about 3:00 in the afternoon.
- They would be gone by first light.
- Turkey Vultures and Southern Vultures congregate in roosting trees at night.

[Image of sticky notes: Imagination, Personal Knowledge, Reason, Sense Perception, Memory, Intuition, Emotion (Interest & Motivation)]
They make an unbelievable noise!
A bunch of other stuff about their lifecycle

- They are white when the first emerge, but turn black in about an hour.
- They live only about 2 to 4 weeks.
- The females make slits in the ends of branches to lay the eggs in. This kills the end of the branch which, 8-10 weeks later drops off and the newly hatched larvae crawl into the earth.
- The damage to trees is minor—unless the trees are newly planted and very young.
- They morph into nymphs underground and live there as nymphs for 17 years.
Features of Knowledge to Notice

• We use multiple ways of knowing all the time.
• A WHOLE bunch of what we know we know because other people tell us and we accept what we’re told.
• Some things we think we know are wrong.
• If we’re going to rely on what scientists and others tell us, then it’s useful to know why we can and should trust them.
Student Activity

Unit 1 Assessment – the Knowledge Hamburger.pdf
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Indigenous knowledge systems

Australian Aboriginal knowledge: an Area of Knowledge
• The Aboriginal people of Australia are part of the oldest continuous living culture in human history. Aboriginal people have a rich culture involving a custom, lore and value system based on the sustainability of their spiritual connection, belonging, obligation and responsibility to care for their land, their people and their environment.

Mapping Australian Aboriginal Knowledge
to the Knowledge Framework

Scope/applications
Andrews (2006) describes Aboriginal knowledge as:

accumulated knowledge which encompasses spiritual relationships, relationships with the natural environment and the sustainable use of natural resources, and relationships between people, which are reflected in language, narratives, social organisation, values, beliefs, and cultural laws and customs.
Concepts/language

Two fundamental concepts of Australian Aboriginal knowledge are *the Dreamtime* and *Dreaming*. The dreamtime refers to the time of the creation of all things including animals, plants, rocks and other forms of the land that we know today. The dreaming refers to an individual’s or group’s beliefs.
• http://www.youtube.com/watch?v=pCuuRRrfOXo
Methodology

Michie (1999) writes that Australian Aboriginal knowledge, like all indigenous knowledge systems is based on a worldview of knowledge, which is a set of presuppositions upon which conceptions of reality are grounded. An indigenous perspective on knowledge is based on values and a holistic approach.
<table>
<thead>
<tr>
<th>Concept: Landforms</th>
<th>Australian Indigenous knowledge</th>
<th>Western scientific knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation</td>
<td>Results from the spiritual events of the dreamtime. For example, the actions of the Rainbow Serpent travelling across the land</td>
<td>Results from erosion. The effects of wind, the movement of water in rain and rivers and heating from the sun</td>
</tr>
<tr>
<td>Evidence</td>
<td>Stories, songs and dance</td>
<td>Observations, theories, predictions and experimental confirmation</td>
</tr>
</tbody>
</table>
A Knowledge Question

If the indigenous worldview of knowledge does not place primacy on reason does it follow that the knowledge claims it produces cannot be verified?
Historical development

The indigenous cultures of Australia are oldest living cultural history in the world going back at least 50,000 years and some argue close to 65,000 years. Unlike many other areas of knowledge, traditional indigenous knowledge is considered sacred and is not subject to change and is maintained through stories, legends, rituals and laws.
Links to personal knowledge
An important vehicle in moving from personal to shared knowledge in Aboriginal culture is the use of art. It can be used to tell the story of the dreamtime or explain an individual’s dreaming or describe historical events. Aboriginal are includes rock carvings, tree-bark paintings and more recently canvass paintings. Aboriginal artists use symbols to tell their stories.
Q & A
References


• What is aboriginal cultural knowledge? Fact sheet 1, NSW government.
• Michie M, Where are Indigenous peoples and their knowledge in the reforming of learning, curriculum and pedagogy, paper presented at the fifth UNESCO-ACEID International Conference.
The End