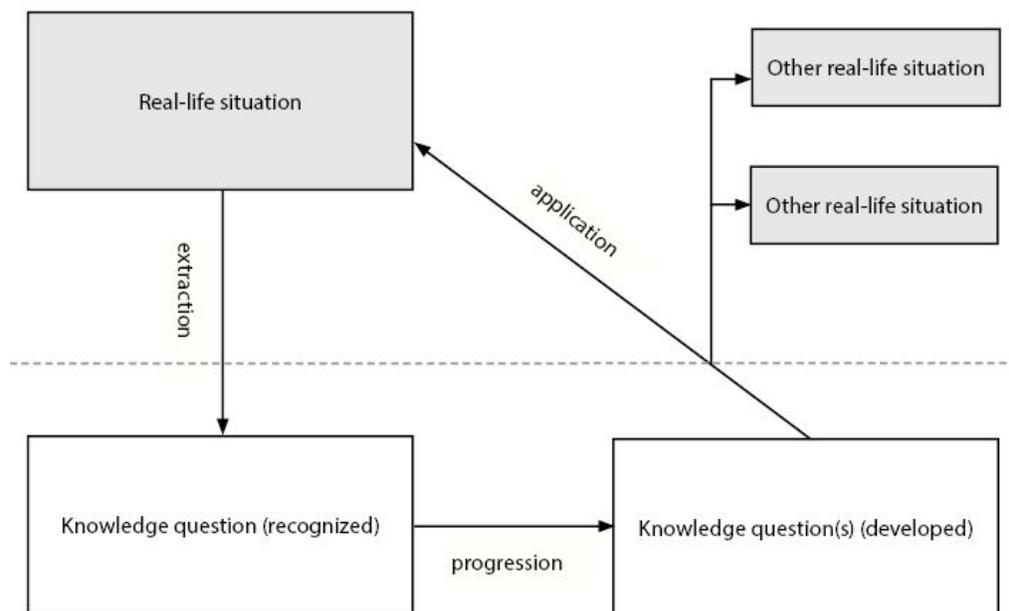


# The TOK Presentation

*From the IBO TOK Subject Guide:*

The TOK presentation requires students to identify and explore a knowledge question raised by a substantive real-life situation that is of interest to them. The selected real-life situation may arise from a local domain of personal, school, or community relevance, or from a wider one of national, international or global scope. Whatever situation is chosen, it must lend itself naturally to a question about knowledge.



The student is required to extract and explore a knowledge question from a substantive real-life situation. For this reason, it is wise that students avoid real-life situations that need a great deal of explanation from outside sources before the extracted knowledge question can be understood in context.

The diagram indicates that a successful presentation will have several dimensions.

- The two levels in the diagram represent the students' experiences in the TOK course (lower level) and in the world beyond it (upper level). The connections between the levels demonstrate the relevance of TOK to life beyond the TOK classroom.
- At the "real-world" level, there is the real-life situation from which a knowledge question must be **extracted**.
- This knowledge question, residing in the "TOK world", must be **developed** using ideas and concepts from the TOK course, and in this **progression** it is likely that other related knowledge questions will be identified and will play a part in taking the argument forward.
- The product of this reflection can be **applied** back (during and/or after the development) to the real-life situation at the "real-world" level.
- In addition, the presentation should ideally aim to show how the process of application extends beyond the original situation to other real-life situations, thus demonstrating why the presentation is important and relevant in a wider sense.

Presentations may take many forms, such as lectures, interviews or debates. Students may use multimedia, costumes, or props to support their presentations. However, under no circumstances should the presentation be simply an essay read aloud to the class. While pre-recorded inserts within a presentation are permissible, the presentation itself must be a live experience and not a recording of the presentation.

If students incorporate the thoughts and ideas of others into the presentation, this must be acknowledged.

Before the presentation, the individual or group must give the teacher a copy of the presentation planning document. This is part of the assessment procedure (see below). The document is not to be handed out to the audience.

*Suggestions from a TOK trainer:*

### **Real Life Situations**

- Should be central to the discussion that follows
- Need to be real and not contrived
- Need to be clear and specific enough that they allow for quick explanation and a focused discussion

### **Claims and counterclaims**

- Beware over-simplifying this to the point it oversimplifies your argument or narrows it to a two-dimensional argument
- Consider “multiple perspectives” as opposed to counterclaims
- Think of the intent of your presentation to be a discussion instead of an argument

### **IA Presentation Calendar:**

- 11/14 - Formal Introduction and discussion of IA
- 11/16 - Planning and discussion/submission of Real Life Situations and corresponding knowledge questions
- 11/27 - Presentation planning
- 11/29 - Presentation planning/feedback
- 12/3-7 - final preparation for presentations
- 12/11-19 - IA Presentations (randomly selected order)