

# What is the Oral Presentation?

## A key component to the ToK course (and your overall ToK grade)

It is worth 20 of the 60 points used to compile your grade for the course. (That means your IB grade)

The ToK presentation requires students to identify and explore knowledge issues raised by a knowledge claim from a substantive real-life situation that is of interest to them. Aided by their [gorgeous] teacher, students can select the situation they will tackle from a more limited domain of personal, school, or community relevance, or from a wider one of national, international or global scope.

Knowledge Claims and Knowledge Issues must be included:

Knowledge Claims refer to those statements, arguments and beliefs that are often presented as “fact” and true, valid and well-grounded.

Knowledge Issues refer to all of the doubts raised by the critical investigation of the validity of the arguments and method used to justify a Knowledge Claim in its initial presentation as fact.

It is important that the situation chosen is sufficiently circumscribed, so as to allow an effective treatment of the knowledge issues. For this reason, it is wise to avoid topics so unfamiliar to the class that a great deal of explanation is needed before the underlying knowledge issue can be appreciated and explored.

## Forms:

**The oral presentation may take many forms**, such as lectures, skits, simulations, games, dramatized readings, interviews or debates. Students may use supporting material

such as videos, MS PowerPoint presentations, overhead projections, posters, questionnaires, recordings of songs or interviews, costumes, or props.

**Under no circumstances, however, should the presentation be simply an essay read aloud to the class.**

Each presentation will have **two stages**:

- an **introduction**, briefly describing the real-life situation and linking it to one or more relevant knowledge issue
- a **treatment** of the knowledge issue(s) that explores their nature and responses to them, and shows how these relate to the chosen situation.

A good presentation will demonstrate the presenter’s personal involvement in the topic and show both why the topic is important and how it relates to other areas (**see assessment criteria for more details**).

Approximately **10 minutes per presenter** should be allowed, up to a maximum in most cases of **30 minutes per group**. Presentations should be scheduled to allow time for class discussion afterwards. **You can present individually or in a group (max two people).**

Interaction and audience participation are allowed during the presentation, not just in follow-up discussion, but there must be an identifiable substantial input from the presenter(s) that is assessable.

Before the presentation, the individual or group must give the teacher a copy of the **presentation planning document**. The document is not to be handed out to the audience.

## Examples of presentations

- What is real? – “There is no spoon” (The Matrix)
- What is artificial intelligence?
- Is it reasonable to believe in God?
- Euthanasia – morally correct or incorrect?
- To what extent can one question reality? – Vanilla Sky
- Interventionism: The War in Iraq
- Does life have a purpose?
- Language and Communication related to Culture. Is a universal language possible?
- What is the connection between the mind and the body?
- Knowledge or Belief. The First Moon Landing .Are pictures reliable evidence?
- Is Reality TV a reliable source of knowledge?
- What do dreams mean?
- Can atheism be a moral choice?
- Is homosexuality a choice?
- Can dance communicate?
- Language and Culture: Change and Development
- Are there real differences between the sexes?
- What kind of knowledge is Math?
- How do we know whether we are acting in a good or moral way?
- Is history science?
- Do violent video games or movies cause violent behavior?
- Should censorship exist?
- Is Google’s street view an invasion of privacy?
- Are nuclear reactors as bad for us as environmentalists would have us believe?
- Do science magazines undermine themselves by publishing advertisements for pseudoscience?
- Is ethanol nature’s answer to the fuel crisis?
- Is religion necessary to have a good moral center?

## Hints & Tips:

Knowledge claims are something that we think that we know: (i.e.)

- Believe to be true
- Want to evaluate to determine the level of validity

The aim of ToK is to ask the question:

*How do we know what we know?*

Possible ways of justifying knowledge claims:

- ✓ Intuition
- ✓ Perception
- ✓ Evidence
- ✓ Reasoning
- ✓ Memory
- ✓ Authority
- ✓ Group consensus
- ✓ Devine revelation
- ✓ Common wisdom
- ✓ Education

Understanding Knowledge Issues:

→KI are the aims and objectives of the course demonstrated in a practical way.

→They are not necessarily negative aspects of the information in question

→They are usually framed as questions but can also be statements.

→They are based on the knowledge claims and are used to generate analysis & implications.

How do you know what a KI looks like?

This limitations of this definition/argument are...

If we define it differently (from another culture/linguistic/etc.) perspective then...

The logical fallacy in this perspective is...

The assumptions in this are problematic because...

So... identify a knowledge claim and find the knowledge issues with it that may include the following:

- |  |                                 |
|--|---------------------------------|
| ✓ Limitations                                    | ✓ Different definitions         |
| ✓ Assumptions                                    | ✓ Problems of logic             |
| ✓ Bias   | ✓ Alternative sides to an issue |
| ✓ Alternative cultural & linguistic perspectives | ✓ Differences in perception     |
| ✓ Problems with justification/proof              | ✓ Relational questions          |
|  | ✓ Philosophies &/or theories    |