

Diploma Programme course outline—TOK			
School name	International School of Tallinn	School code	060867
Time distribution	Starting date of TOK course in year 1 of the Diploma Programme	1 September, 2022	Ending date of TOK course in year 2 of the Diploma Programme
			15 June, 2024
Name of the teacher who completed this outline	Darwin Ray Baird	Date of IB training	12-14 November, 2021
Date when outline was completed	2 December, 2021	Name of workshop <i>(indicate name of subject and workshop category)</i>	Inthinking Workshop – TOK

1. Course outline

- Use the following table to organize the topics to be taught in the course. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the course.
- This outline should show how you will develop the teaching of the course. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the TOK guide.

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time		Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>	
			One class is	minutes.			In one week there are
Year 1 Part 1) The Fields of Philosophy and science.	Unit 1: Knowledge and the Knower – what we bring with us. Reflective profile.	<p>In year 1, part 1 we examine ourselves as individual knowers within a cultural community of knowers.</p> <p>Appearance and Reality. – ‘How do knowers know what they know?’ ‘What do we know compared to other people?’ Students apply the components of the knowledge framework to their discoveries about the fields of philosophy and science determining and evaluating the influence of these disciplines on other areas of knowledge, focusing primarily, but not exclusively, on perspectives. Students grow familiar with ideas about the transformation of knowledge throughout history, and reflect on the idea that knowledge should not be taken for granted.</p> <p>*Students ask what constitutes</p>	34 weeks, amounts to approximately 75 hours	45	9 weeks	<p>Formative Assessments:</p> <ul style="list-style-type: none"> *Writing sample. *Thought-experiment paper. *Comprehension Quiz. Short opinion essay. <p>Summative Assessment:</p> <p>Knowledge quiz on the field of philosophy.</p>	<p>Plato’s Republic, the Line Analogy.</p> <p>The Meditations of Descarte.</p> <p>Outline of Pyrrhonism (Empiricus)</p> <p>Enquiry Concerning Human Understand – ‘On Scepticism’ (Hume)</p> <p>Seven Brief Lessons on Physics (Rovelli)</p>

		<p>effective evidence for a knowledge claim and on whether or not this differs in different fields of knowledge. We refer primarily to the claims of natural science.</p> <p>Concepts: ‘Reality’ as a problem; levels of ‘certainty’; ‘true, justified, belief’; Descartes’ doubt; Hume’s problem of induction; definition, deduction, induction; infinite regress; 4 epistemological responses to infinite regress: foundationalism, coherentism; scepticism, and science; the unresolvedness of knowledge questions.</p>			
	<p>Unit 2: TOK and the Sciences – what we construct. Inquirer profile.</p>	<p>The pragmatic ‘marriage’ of induction and deduction. How do we know if a ‘theory’ can be trusted?</p> <p>*Students explore the concept and theory of relativity. Students apply the framework, focusing primarily, but not exclusively, on scope and application, to seminars about the theory of relativity in physics and in the social sciences. How is it used</p>	<p>9 weeks</p>	<p>Formative Assessments: *Socratic seminars; *Graded group debates. *Research task to interview social science teachers. Written report on findings.</p> <p>Summative Assessment:</p>	<p>Routledge Companion to Philosophy of Science (Psillos & Curd Eds.) The Structure of Scientific Revolutions (Kuhn). Beyond the Brain (Grof)</p>

Year 1, Part 2) Critical Thinking.		<p>differently in these two types of science? Students think out questions to test if social and natural sciences use 'relativity' in the same way, Students discover the limits and scope of the sciences as a knowledge form and cultural influencer.</p> <p>* Students explore 'resistances to science' by discussing their close readings of Kuhn's strong criticism of science and Grof's anti-reductionism. Students develop critical reflection and awareness of the position of science and philosophy in world culture.</p> <p>*Students ask what qualities make science an especially persuasive form of knowledge? What makes natural science a standard for social science? And whether or not other kinds of knowledges cause dissent from this view?</p>		Opinion paper.	
	Unit 1: Logic and Rhetoric in the Arts – what we are 'told'. Risk-taker profile.	In this part of the course, students apply what they have learned about a critical approach to science and philosophy and bring it to bear on the area of knowledge and the institution	8 weeks	Formative Assessments: Knowledge quizzes; Creative propaganda project in affiliation with	Logical Self-Defense (Johnson and Blair) The Conspiracy of Art

		<p>of art and its affiliation with public communications, such as advertising or political propaganda, among others. This section of the course harmonizes well with part 2 of our school's Language and Literature course, which will study language and mass communications at the same time as this course. Students are encouraged to share knowledge and work together as resources between these departments.</p> <p>*Students are introduced to concepts such as 'semiotics', 'informal logic' and 'communication theories' focusing the framework primarily, but not exclusively, on these as the methods and tools of knowledge as it relates to public communications. This part of the course bridges nicely into the optional theme of knowledge and language as students learn about, and apply, communication across different sectors of culture.</p> <p>*Students are introduced to the concept that 'objects' too can be texts, engaging in analysis of visual culture such as advertisements, public art or signage, seeing cultural acts as 'communications': for example, wrestling, or films. Students learn to think about how we accept or reject messages in our symbolic</p>		<p>the Language and Literature department. Students engage in independent research with students of literature to create a persuasive visual text. Students explain and evaluate their creation in teams.</p> <p>Summative Assessment: Argumentative essay. Or, a rhetorical text production of students' choice.</p> <p>Internal Assessment: Oral Exhibition, March 15th, 2023.</p>	<p>(Baudrillard) The Subliminal Man (Ballard) – fiction. On the Semiosphere (Lotman) – essay. Indian Logic (Ganeri, Ed.) Powerpoint slides comparing communicative visual imageries.</p>
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		<p>landscape.</p> <p>*The unit therefore serves an excellent practice toward the TOK exhibition assessment as students uncover and evaluate the cultural 'grammar' of many visual texts in the urban environment.</p> <p>Students as what counts as knowledge in the arts? How should or can artistic knowledge be applied ethically?</p> <p>*Students ask about the link between the act or expression of art and the type of knowledge it carries. Should there be any restraints on artistic knowledge as there are for science? What cultural expressions might bear on the acceptance of logical knowledge?</p>			
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	<p>Unit 2: TOK and Language, Writing and Thinking – what we can tell from, and say in, history. Open-minded/ carer profile.</p>	<p>History is largely a written field of knowledge. Though it uses visual ‘texts’ these are generally a method of the social science of archaeology. Therefore, this part of the course focuses on exploring how knowledge manifests at the crossroad between language, thinking and writing. Students bring to bear the ideas of dialectic, rhetoric, syllogism, analogy, argument and fallacy, among other concepts, learned in unit 1, to analyse and think about history as a form and source of knowledge that is not easily separated from other areas of knowledge.</p> <p>*Students explore critically the area of history to discover the nature of historical knowledge compared to that of science. To what extent do apparent facts of history relate to the recurring patterns that both social and natural scientists seek? To what extent are all areas of knowledge historical?</p>	<p>8 weeks</p>	<p>Formative Assessments: Creative writing project. Opinion essay. Socratic seminars.</p> <p>Summative Assessment: Creative</p>	<p>Philosophy of History (Hegel). – selections. Madness and Civilization (Foucault). – selections. The Gift of Language (Schlauch). – social linguistics. The Canadian Writer’s Handbook (Messenger and Bruyn) – resource book.</p>
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<p>Year 2, Part 3) Alternative Epistemologies.</p>	<p>Unit 1: TOK and Religious thought and its language – what we cannot see. Balanced profile.</p>	<p>In year 2, part 3 students use their previous grounding in studies of science, philosophy, and language to approach the optional theme of religion. In this unit we also explore ideas of knowledge from non-western cultures, such as Indian logic and theories of knowledge.</p> <p>*Students explore further the limits that culture brings to knowledge, or how alternative viewpoints may free the thinker from their own cultural restraints. Religious thought and the symbolic languages used to express it are examined through the framework, primarily, but not exclusively through the lenses of ethics and perspective.</p> <p>*Students ask whether or not their should be restraints on knowledge relative to ethical concerns? What cultural expressions might bear on the acceptance of what constitutes logic?</p> <p>Concepts: Logic and knowledge criteria in Indian Philosophies. *Alternative epistemologies; Nyaya view of ‘doubt’; postcolonial perspectives on the use of logic as knowledge.</p> <p>*Students are introduced to the</p>	<p>28 weeks, amounts to approximately 60 hours 7 weeks</p>	<p>Formative Assessments: Group presentations on research findings. Class round table discussions.</p> <p>Summative Assessment: Mock debate: Heresies.</p>	<p>The Problems of Philosophy (Russell) – selections. The Fixation of Belief (Peirce) – essay. Knowledge is Power (Henry). – scholarly monograph. Indian Logic: A Reader (Ganeri). – Essays. Fictions (Borges) – philosophical short stories.</p>
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	<p>Unit 2: Mathematics, and self Reflection of the Knower. Thinker profile.</p>	<p>current scholarship of John Henry who studies the influences of occult views and magical thinking on the advent of modern science.</p> <p>In this course, mathematics is seen as an unusual field of knowledge whose nature achieves a high level of certainty about abstract objects that cannot be seen. Mathematics has caused much debate throughout history concerning its relevance for other fields of inquiry. It is therefore seen as an entry point for a deep and peculiar perspective on the nature of knowledge and the self as knower.</p> <p>*Students encouraged to work with our school's mathematics students and teachers to share ideas, as they try to view math as a cultural social phenomenon.</p> <p>*Students reflect on the nature of mathematical objects as abstractions, and consider their relation to the concrete world of perceivable forms. We reflect further on Plato's philosophical use of mathematics, encountered briefly in Part 1 of this</p>	<p>7 weeks</p>	<p>Formative Assessments: Knowledge quizzes. Conceptual games and projects. Short opinion paper.</p> <p>Summative Assessment: Research paper involving interviewing an expert. Graded on skills of exposition of what is learned (communicative, not math based).</p>	<p>Youtube resources.</p> <p>Guest lecturer.</p> <p>The Mathematics of the Gods and the Algorithms of Men: A Cultural History (Zellini). – pop science monograph.</p>
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		<p>course. We consider how mathematics manifests through arts, science, and language, asking such questions as can mathematics be considered a kind of language? If so, what does this tell us about language as a form of knowledge? In what activities in public space does the unique sense of certitude in mathematics actually matter? Is mathematics an invention of the the human mind or a discovery of the natural world?</p> <p>*Students ask to what extent does mathematics really achieve certainty? What is the relation of mathematics to religion, a field which works also with concepts that cannot be seen with the senses? How does mathematics relate to the idea that religious beliefs also are unseen?</p> <p>*Students expected to work toward the integration of the 4-part framework into a personal world-view.</p>		<p>External Assessment: Essay, March 15th, 2024.</p>	
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Year 2, Part 4) Reflections on the knower.	Unit 1 -- Applications of Knowledge Theories. Knowledge profile.	<p>This last section of the course is an exploration of the utility, function, and meaning of knowledge as ascertained in years 1 and 2, to the fields of sciences, mathematics, arts, ethics, religions and linguistics. It naturally tends toward exploration of the social sciences, as students seek to integrate what they have learned into a greater knowledge of the self, and an application of knowledge toward action in the global, social, human world.</p> <p>*Students are expected to take increased responsibility for their learning and discussion topics.</p> <p>*Advanced research and writing seminar; student-lead discussions; refining ideas and communications.</p> <p>*Writing practice; creative writing experiments.</p> <p>*Students work toward applying their knowledge to human problems such as the ethical dimension on the</p>	7 weeks	<p>Formative Assessments: Student lead, peer-assessed discussions and short written reports. Persuasive presentations on global themes.</p> <p>Summative Assessment: Research paper on students choice.</p> <p>Formative Assessments: *Mock debates on student chosen topic.</p> <p>*Sharing student portfolios.</p> <p>Summative Assessment: Self reflection opinion essay.</p>	Resources and books of student choosing. Student responsibility in finding and choosing resources.

		borderline between political compulsion and public health; and the effects of multilingualism in classrooms on knowledge acquisition. Students should be able to demonstrate evidence of expanded scope, perspective, ability to use methods and conceptual tools, and ethical awareness in their own discussions and written productions. *Teacher scaffolding where necessary, and availability as a resource.			
	Unit 2 -- Topics in Philosophy. Religion and Myth.	The critical analysis of alternative forms of knowing. *Concepts of 'heresy', secular and sacred; potential sources of 'fringe' knowledge (from alchemy to conspiracy). * Student presentation project, or student creative/artistic project, using concepts, skills, theories, and techniques learned in the course.	7 weeks	Formative Assessments: Presenting personal findings. Creative interactive project: Heresy trial; mock debates. Summative Assessment: Student self-reflection paper on nature and meaning of knowledge. Share in class.	Making the World a Human Dwelling Place (Mooren)

2. Links with Diploma Programme teachers

As the TOK guide indicates, it is an IB requirement that all Diploma Programme teachers are familiar with TOK as they have to make connections with TOK questions in their own courses. They can also suggest some theoretical concerns that could be taken further in the TOK classroom. Within this context, how do you plan to work with your colleagues to ensure that TOK becomes a real link among all of them?

Students in the Diploma Programme see TOK students as a mutually beneficial resource. TOK students can consult with and interview students, and teachers, from other departments for their own research, and invite other students to do the same. TOK students acquire and share knowledge about degrees of certainty and acceptance of acquired knowledge in their own department. Weekly meetings with faculty colleagues promotes consistency and development in this idea of beneficial mutual resources between students.

Students can share their experiences of issues, problems, and successes in knowledge acquisition in their chosen areas. Students of TOK can offer talks on what they are learning, open to all participants in the DP program. The keeping of student portfolios also serves as a resource for sharing experience and learning. Teachers of other disciplines are a good source for collecting the pre-existing knowledge of their students, which can then be used to mark success in the growth or transformation of knowledge throughout the TOK course.

Subject teachers will be appraised especially of the TOK knowledge framework as an entry point for them to think about their contributions to TOK. One strategy is to refine and clarify the aspects of TOK skills, concepts and philosophical outlook most required by the diploma teachers, making the essentials of the program as accessible as possible. Clear definitions and communications as well as ongoing support in 'translating' ideas from diploma course topics into TOK terms are supplied via the TOK coordinator through accessibility, regular meetings, and user-friendly illustrations for non-TOK teachers.

The course outline shows various areas of learning where expectations to reach out to other departments is a crucial or dominant aspect of the coursework, Year 1, Part 2, Logic and Rhetoric in the Arts, being the most salient example.

3. TOK assessment components

Briefly explain how and when you will work on them. Include the date when you will first introduce the assessment components to your students. Explain the different stages, the timeline and how students will be prepared to undertake both.

In September of year 1, students will be introduced to the requirements of the TOK exhibition, the elements of the grade descriptors, and the concepts of organizational and presentational planning and writing. The necessity of demonstrating TOK skills, concepts, and philosophical outlook will be taught and explored in class leading up to the March deadline. The classwork in this course offers lots of opportunity for comparative analysis of cultural objects. This will be happening, often on a daily basis in class. Students compare objects of visual culture such as examples of 'fine' art to 'pop' art, while examining, interpreting, comparing semiotically public signs and messages and their relation to their global context. Students will be well prepared for the nature and content of the TOK exhibition. In September of year 2 the essay titles will be given to students and the differences and similarities between the essay and the exhibition planning and execution explained. Essay writing skills and TOK approaches, concepts, and terms will be taught and explored and reviewed weeks prior to the year 2, March 15th submission deadline. Students practice academic writing and speaking skills throughout the course.

4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Year 1, Part 2, Unit 1, Logic and Rhetoric in the Arts.	Students will have engaged in knowledge acquisition, interpretation, and a critical approach to understanding, acquiring the skills of reflection and inquiry. In Part 2 students are expected to generalize and apply these new skills and discoveries to a widening circle of interconnected knowledge. In this section students will need to learn self-management skills in order to reach out to other departments, design their scholarly and social approaches to the goal of knowledge-sharing by carefully considering their research plan. Students are exposed to many examples of public communications designed to enhance social engagement and understanding, such as public signs of invitation, speeches, as well as advertisements and other messages meant to influence opinions. Through the course of study, students will learn to navigate in and negotiate with this symbolic social world, understand what is behind the appearances of image and message, and take responsibility for clarifying and expressing their own views, and will also gain a critical but open communicative attitude to the cultures and cultural artefacts around them. Self management, social, and communicative skills in this section are paramount, and expected and encouraged throughout the units.

5. International mindedness

Every IB course should contribute to the development of international mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
Year 2, Part 3, Unit 1: TOK and Religious thought and its language.	<p>Students will be introduced to non-European modes of belief, knowledge, logic, science and justification criteria. The different perspectives as well as the common elements that can be shared by western and non-western knowledge traditions will open the mind of students, leading to a fascination with the differences and unities to be found in a global culture perspective. Students have the opportunity of exploring the ideas received from their studies in their own school life as they develop their thinking and communication skills in our school’s multicultural environment. TOK students are always encouraged to share knowledge and communicate across departments in the school. Open-minded debate and in-class discussions on a regular basis give ample opportunity for students to grow evermore comfortable with their new ways of perceiving and communicating within the global atmosphere of the International School of Tallinn, where similarities and differences can be perceived, understood and celebrated through steadily more informed discussion.</p> <p>The goal of this comparative approach in TOK is to expand both the student’s cultural awareness, as well as their philosophical ‘tool kit’. A text in eastern logic was chosen because Indian epistemology has a broader range of acceptable criteria for knowledge, which allows westerners to gain not only new perspectives on what constitutes shared knowledge, but also new attitudes and perspectives towards knowledge within themselves.</p>

6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
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Year 2, Part 3, Unit 1: TOK and Religious thought and its language.

Communicators: Exploring a variety of modes of communication both individually and in group settings will be vital in student success. The use of the topics and associated texts and resources will aid in the beginning phase of understanding a variety of modes of communication and will lead to the eventual production of the student's own styles of communication. Everyone participates in an interactive group discussion of various formats (debates, informal discussions, Socratic seminars) and there is consistency between oral and written communication in supervised writing projects. Students will self-assess and peer-assess some of their class work, allowing opportunity to practice reasoned, reflective communications about their own progress in TOK.

Open-minded/ Balanced: In Year 2, Part 3, the new ideas student will acquire from the theory of Nyaya in Indian logic along with the idea that alternative epistemologies and occult forms of symbolic language influenced modern science will have a strong effect on opening the students to an expanded view of the possibilities of language and knowledge. These ideas can be framed in a way that arouses the interest of the students, relating these concepts to films, myths and stories they know or grew up with. As students see the links between knowledge and imagination; language and symbolic storytelling, they will grow evermore open-minded and balanced as individual knowers in a world of shared knowledge. Students will gain a more open-minded approach to different perspectives, values and traditions.

Also the exploration of aesthetics in religious imagery as a form of communication will help students increase open-minded concern with new forms of language and kinds of knowledge. The aesthetic experience can serve to suspend one's uncritical habits of judgment, opening a space for new and more open-minded judgments, inviting renewed discourse within a space of diminished prejudice in thoughts.

