

Volume 3, Number 1, September 2016

Lesson plan

TOK: WOKs into AOKs

John Sprague

Many students develop compelling and interesting analyses focused on ways of knowing (WOKs), but fall short of transitioning these analyses into genuine analyses of how knowledge is constructed in the context of an area of knowing (AOK). Often WOKs are developed as psychological phenomena (memory is unreliable, language can limit our knowledge, emotion makes it a challenge to reason) and stops short of applying these insights to the construction or nature of knowledge. The overall goal then is to model how such a transition might be developed by applying WOK insights to the elements of knowledge frameworks (see IB REVIEW, Vol. 1, No. 1, p. 42).

Aims of this lesson

Students will be able to:

- consolidate and embed their analysis of WOKs
- understand how to develop conclusions about WOKs into questions or conclusions about the nature of knowledge contextualised within an AOK

Objectives of this lesson

Students will:

- use a writing frame to develop ideas about the effect of WOKs on AOKs
- use the knowledge frameworks to develop TOK analysis and knowledge questions (KQs)
- use the knowledge frameworks to develop effective comparisons/contrasts between AOKs

Prior learning

This lesson should follow up a unit on one or more WOKs. The aim of the lesson is to help students understand the need to transition from claims focused on WOKs to claims about the nature of or construction of knowledge in the context of one or more AOKs. Students will be encouraged to develop a *claim* about a WOK and apply it to an AOK so either this should follow the development of such a claim or more generally after a unit on WOKs.

Required resources

- 'TOK: WOKs into AOKs' model and writing frame from the IB REVIEW, Vol. 3, No. 1 online extras (see www.hoddereducation.co.uk/ibreviewextras). Export this into a Google Doc and share.
- Knowledge frameworks (see IB REVIEW, Vol. 1, No. 1, p. 42).

- You could use programmes such as Edmodo, Facebook or Twitter to offer feedback.

Suggested timing: 1 hour

Activities

- Present aims. Explore the model so students know the direction of the lesson. In small groups, develop conclusions or claims about the WOK based on previous work done in units about one or more WOKs.
- Present and discuss — decide on one to develop as a class.

After 15 minutes:

- Group brainstorm: identify which AOKs students think would be most affected by the chosen claim about WOK. Brainstorm – quickly and why – choose two.

After 20 minutes:

- Break up knowledge framework into elements and assign to groups.
- In groups discuss the effect of the claim about the WOK on that element of the knowledge framework, following the model.

35–60 minutes:

Present, explain, justify and discuss the contributions.

Follow-up

Each student develops then presents in next lesson some sort of a *comparison* between two AOKs in relation to the WOK claim and one of the elements of the knowledge framework. Students should develop and use real-life examples of knowledge construction to illustrate their analyses. Students might consider the following questions or similar ones when developing their comparisons:

- What methods within an AOK are designed to manage the issues with the WOKs that they have identified?
- Which AOK is better suited to either accommodate or manage the issues about the WOK presented?
- Why does the WOK have the effect that it does within the AOK?
- Does the effect render the AOK more or less reliable as a form of knowledge?
- What challenges does the WOK present to the individual when constructing knowledge in your AOK?

This resource is part of IB REVIEW, a magazine written for IB Diploma students by subject experts. To subscribe to the full magazine go to www.hoddereducation.co.uk/ibreview