

**DEERFIELD BEACH HIGH SCHOOL**  
**I.B. THEORY OF KNOWLEDGE - W. COLLAZO**

**KNOWLEDGE AT WORK ANALYSIS #2**  
**OPTIONAL THEME: KNOWLEDGE AND TECHNOLOGY**

Assessment Objectives:

- 1) To identify and analyze knowledge concepts & questions that aid in understanding real life situations (real events that happen or have happened in the world).
- 2) To practice identifying and describing appropriate real-life situations for TOK analysis.
- 3) To attempt deliberately to view a particular context through a TOK theme.

Assessment Format:

- **TASK #1:** Post to the K@W Analysis Discussion designated on Canvas. Follow the analysis template post provided, including all sections as assigned. [6 points]
  - **TASK #2:** Respond to a classmate's K@W analysis in a discussion reply; offer another knowledge question for consideration and explain how it might be explored and answered in the context of the RLS. [4 points]
- \* Failure to include any part of the sections outlined below and noted in the template will result in a 1-point deduction for each missing part.*
- \*Additionally, the instructor reserves the right to judge whether a response or question fulfills these requirements adequately.*

Task #1 - Content Requirements:

- **Section 1 [RLS]** - Identify and describe a **real-life situation** of your own choosing and provide the source information (link or attachment is fine). Your RLS should be a specific occurrence of an event or trend represented in some form of media that lends itself to a discussion on a knowledge question or concept/question of your choosing.
- **Section 2 [KQ]** - Identify one **knowledge question** that might be used to explore the scope of the theme as it relates to this RLS; this question should be drawn from the examples provided or may be a carefully developed by you. Explain its relevance to RLS.
- **Section 3 [TA]** - Complete a **thematic analysis** by describing how the knowledge concept(s) in the KQ can be explored and answered in the context of the RLS. Identify and explain the relevance of the TOK theme.

Task #1 - Scoring Rubric:

2 points per section for a total score of 6 points for Task #1→

- Well supported and highly relevant in considering the task; carefully crafted with soundly reasonable connections = 2 pts
- Adequate and completed consideration of the task; provides a relevant and functional explanation, but connections may not be clear = 1 pt
- Failure to complete section or inadequate response = 0 pts

**Task #2 - Content Requirements:**

- **Reply Part 1 [KQ2]** - Read through the posted analyses you find interesting and choose one that you think might be suitable for a 2<sup>nd</sup> **knowledge question** consideration. Choose one of the questions from the list of examples OR carefully develop one of your own. Remember though, a question you create must maintain the 3 characteristics we've discussed.
- **Reply Part 2 [KP]** - Explore the **knowledge perspectives** by attempting to answer the KQ in the context of the RLS. Be sure to identify the key knowledge concept(s) to make a case for its relevance to your classmate. Identify two or more perspectives in this RLS and offer different answers to this KQ.

**Task #2 - Scoring Rubric:**

2 points per part for a total score of 4 points for Task#2 to be added to Task#1→

-----**Reply Part 1:**

- Identified an appropriate KQ for the RLS context = 2 pts
- Provided a question that is not an appropriate KQ for the context = 1 pt
- Failure to complete this part or this post = 0 pts

-----**Reply Part 2:**

- Well supported responses to the KQ in the context of the RLS; identifies 2 or more perspectives through which to address the KQ = 2 pts
- Adequate responses to the KQ in the context of the RLS; these responses may not identify or reflect more than 2 perspectives through which to address the KQ = 1 pt
- Failure to complete this part or this post; inappropriate or irrelevant response to the task = 0 pts

~~~~~  
\* **Best Practices:** Students are expected to do the following for this assessment to score full credit:

1. Adhere to the content format as designated in Task 1 & 2 above; you must not forget the source information for the RLS.
2. Demonstrate understanding of TOK terminology by using these terms in discussing the RLS (e.g. knowledge concepts, areas of knowledge), consistently throughout the analysis.
3. Follow the verbal and prescribed instructions provided by the instructor; there may be some directives for content.
4. Turn in your analysis early or on time. "On time" means by the specified day and time assigned for each analysis. If submitted after the deadline, a 20% deduction will be applied for each day unsubmitted.

~~~~~

~~~~~  
Below is a template format for **K@W Analysis - Task #1 DISCUSSION POST**.

Your post must look like the one below to avoid point deductions at the start of grading. Include the section labels exactly as noted below; the content is your own, but it should include adherence to the content noted, and as scored in the rubric.

~~~~~  
**Section 1 [RLS]:** *Identify and describe a **real-life situation** of your own choosing and provide the source information (a link or an attachment would be perfect). Your RLS should be a specific occurrence of an event or trend represented in some form of media that lends itself to a discussion on a knowledge question or concept/question of your choosing.*

**Section 2 [KQ]:** *Identify one **knowledge question** that might be used to explore the scope of the theme as it relates to this RLS; this question should be drawn from the examples provided or may be a carefully developed by you. Explain its relevance to RLS.*

**Section 3 [TA]:** *Complete a **thematic analysis** by describing how the knowledge concept(s) in the KQ can be explored and answered in the context of the RLS. Identify and explain the relevance of the TOK theme.*

~~~~~  
Below is a template format for **K@W Analysis - Task #2 REPLY POST**.

This reply post to your classmate must look like the one below to avoid point deductions at the start of grading. Include the part 1 & 2 labels exactly as noted below; the content is your own, but it should include adherence to the content noted, and as scored in the rubric.

~~~~~  
**Reply Part 1 [KQ2]:** *Read through the posted analyses you find interesting and choose one that you think might be suitable for a **2<sup>nd</sup> knowledge question** consideration. Choose one of the questions from the list of examples OR carefully develop one of your own. Remember though, a question you create must maintain the 3 characteristics we've discussed.*

**Reply Part 2 [KP]:** *Explore the **knowledge perspectives** by attempting to answer the KQ in the context of the RLS. Be sure to identify the key knowledge concept(s) to make a case for its relevance to your classmate. Identify two or more perspectives in this RLS and offer different answers to this KQ.*

## **KNOWLEDGE AT WORK ANALYSIS #2**

### **Examples of knowledge questions – Knowledge & Technology Focus**

#### **SCOPE**

- How has technology had an impact on collective memory and how knowledge is preserved?
- What is the difference between “data”, “information” and “knowledge”?
- To what extent is the internet changing what it means to know something?
- In what sense, if any, can a machine be said to know something?
- Does technology allow knowledge to reside outside of human knowers?
- Does technology just allow us to arrange existing knowledge in different ways, or is this arrangement itself knowledge in some sense?
- Have technological developments had the greatest impact on what we know, how we know, or how we store knowledge?

#### **PERSPECTIVES**

- How are online or virtual communities similar to/different from “traditional” communities of knowers?
- Do social networks reinforce our existing perspective rather than boosting our engagement with diverse perspectives?
- What impact has the fact that English is the primary language of the internet had on knowledge sharing?
- How has technology had an impact on how we browse, search and filter data and information? Can algorithms be biased?
- Is big data creating a new cognitive paradigm?

#### **METHODS AND TOOLS**

- How does technology extend or transform different modes of human cognition and communication?
- To what extent are technologies, such as the microscope and telescope, merely extensions to the human senses, or do they introduce radically new ways of seeing the world?
- Is artificial intelligence restricted to processing information or can it also allow machines to acquire knowledge?
- How does computation help people to process data and information to gain knowledge?
- What is the difference between computational thinking, algorithmic thinking and critical thinking?
- How do the tools that we use shape the knowledge that we produce?

#### **ETHICS**

- How might technology exacerbate or mitigate unequal access, and divides in our access, to knowledge?
- Does the existence of the deep web influence our view on whether some knowledge should remain secret or largely inaccessible?
- Should we hold people responsible for the applications of technologies they develop/create?
- Are there situations where ignorance/lack of knowledge is an excuse for unethical behaviour?
- On what criteria could we decide whether activities such as “hacktivism” are morally justifiable? To what extent have technological developments led to an increase in data being collected without people’s consent or when they are unaware that it is being collected?