



AYAZAĞA IŞIK LİSESİ

“ Önce İyi İnsan Yetiştirir ”

2019 – 2020 Academic Year

May 2021 Exam Candidates

Theory of Knowledge

Course Booklet

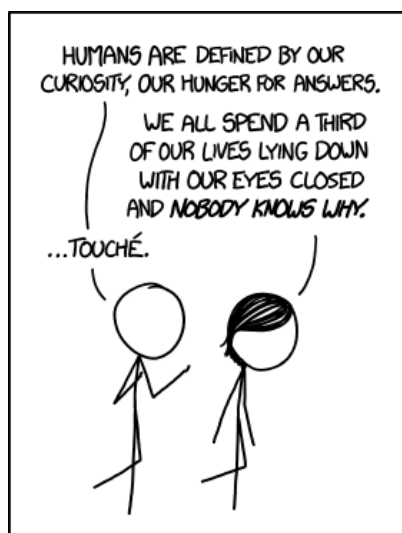


Accredited by CIS



Contents

Theory of Knowledge and the IBO Learner Profile	2
The Diploma Points Matrix	3
Course Description.....	3
Course Aims	3
Assessment Objectives	3
Texts & Materials	4
Class Expectations.....	4
Course Expectations.....	4
Basic Outline of Minimum Course Tasks.....	5
Syllabus	5
Presentation Assessment Instrument.....	6
Essay Assessment Instrument.....	7
Academic Honesty	8
Absence Policy	8
Engagement Criteria	8
ToK Journal Overview	9
Terminology	10
Maya's Ways of Knowing	12
Socratic Seminar Guidelines and Procedures	13



Theory of Knowledge and the IBO Learner Profile

The table below shows some of the links between TOK and the learner profile attributes.

Attribute	Link to TOK
Inquirers	TOK students seek to find out <u>how knowledge is constructed</u> using various ways of knowing and by considering what constitutes knowledge in various areas of knowledge. It is a fundamental premise of TOK that <u>personal knowledge should not result from simple acceptance of knowledge claims without sufficient inquiry and evidence.</u>
Knowledgeable	TOK students strive to be knowledgeable about the nature of knowledge. This means becoming knowledgeable about the methods of inquiry of a variety of subject areas, from a number of perspectives. Students are encouraged to explore the processes by which individuals arrive at their own knowledge and understanding of the world and the presuppositions that underpin this understanding.
Thinkers	TOK students examine thinking in order to understand what constitutes good thinking and also to recognize potential flaws in thought processes. Students also think about what thinking is required in a variety of situations, as well as how thinking relates to emotional processing and intuition.
Communicators	TOK students are required by the TOK assessment tasks to communicate their understanding and perspective in both oral and written form. Students also study the language that is used to develop a body of knowledge, so they learn what gives language its power as well as what causes failures of communication.
Principled	TOK students scrutinize knowledge in a critical manner, leading to what could be called principled knowledge. Students are required to examine the relationship between possessing knowledge and the moral obligations that this carries. Learning to see the world from a TOK perspective challenges students to think about acting in principled ways.
Open-minded	TOK students need to be open-minded about knowledge claims they encounter. They will learn not to simply accept claims at face value, but to consider the factual accuracy of any proposition and the potential emotional, social or cognitive bias of any person making a proposition. At the same time, they must learn to balance skepticism with belief, and recognize that in many situations there is a need to make decisions without possessing absolute certainty.
Caring	TOK students are asked to care about how they use their knowledge. This necessarily means thinking about how knowledge can be used in sympathetic, empathetic and compassionate ways.
Risk-takers	TOK students must be willing to risk questioning what they hold to be true. This means that they must be willing to risk being wrong. When we are willing to accept being wrong then we make progress towards correcting existing misconceptions and increasing our knowledge and understanding of the world. The word “judgment” is central in TOK, and students should be prepared to take the risks involved in making judgments in matters where the evidence does not definitively favour one view or another, while at the same time acknowledging the provisional nature of these judgments.
Balanced	TOK students are committed to viewing knowledge claims from different perspectives. They are also required to consider a range of areas of knowledge. TOK requires a balance of ability in speaking and writing, and a balance of ability in drawing general conclusions from specific examples and in drawing on specific examples to demonstrate general claims.
Reflective	TOK students learn to reflect on the degree to which their own and other people’s motivations, beliefs, thought processes and emotional reactions influence what they know and what they are capable of knowing.

The Diploma Points Matrix

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Course Description

“TOK is a course about critical thinking and inquiring into the **process of knowing**, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time.” (IBO.org)

ToK is all about answering the question “How do you know?” Students will pursue a course of study that focuses on the importance of questioning and the richness of knowledge.

Course Aims

The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

Specifically, the aims of the TOK course are for students to:

1. make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
2. develop an awareness of how individuals and communities construct knowledge and how this is critically examined
3. develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
4. critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
5. understand that knowledge brings responsibility which leads to commitment and action

Assessment Objectives

It is expected that by the end of the TOK course, students will be able to:

1. identify and analyze the various kinds of justifications used to support knowledge claims
2. formulate, evaluate and attempt to answer knowledge questions

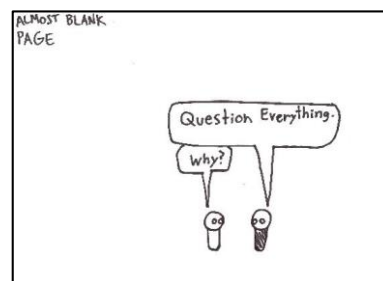
3. examine how academic disciplines/areas of knowledge generate and shape knowledge
4. understand the roles played by ways of knowing in the construction of shared and personal knowledge
5. explore links between knowledge claims, knowledge questions, ways of knowing and areas of knowledge
6. demonstrate an awareness and understanding of different perspectives and be able to relate these to one's own perspective
7. explore a real-life situation from a TOK perspective in the presentation.

Texts & Materials

- *Theory of Knowledge for the IB Diploma*, Alchin and Henley (The purple book)
- Various texts provided by your teacher and posted on the LMS
- A device of your choice that allows you to access the LMS
- A valid email address (*the school provides a google.edu address and we will use google docs extensively!*)
- Something to write on and something to write with
- A place for **OR** method of collecting and organizing notes, handouts, and documents.

Class Expectations

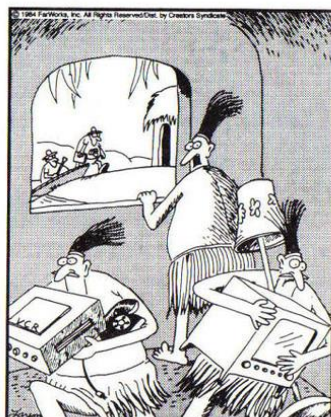
1. Attend all of the ToK lessons.
2. Be ready to begin learning when the bell rings.
3. Be on task during the lesson.
4. Be respectful to others.



Course Expectations

1. Meet deadlines AND minimum requirements for preparedness AND scores on presentations AND essays.
2. Submit all written assignments via ManageBac.
3. Show dedication to growth in your knowledge and understanding of ToK. This is demonstrated by completing journals and Formative Explorations consistently and satisfactorily.
4. Submit work that is thoughtful, relevant, and shows quality effort.
5. Show an academic involvement in class discussions via active listening, participation, and respect for others.

THE FAR SIDE® BY GARY LARSON



"Anthropologists! Anthropologists!"

Basic Outline of Minimum Course Tasks

PREPARATORY ASSIGNMENTS

ToK Journal

You must consistently complete reflections on time to an acceptable standard of quality. You will organize your journal using **ManageBac**.

FORMATIVE EXPLORATIONS OF REAL-LIFE SITUATIONS/KNOWLEDGE QUESTIONS (mini-

presentations, Socratic seminars, artifacts, writing tasks, etc.).

Students must consistently complete these satisfactorily according to the criteria provided for each.

EXTERNAL ASSESSMENTS

TOK PRESENTATION (MAY 2020)

- You will complete a mock presentation and a final presentation.
- Presentations must be delivered on assigned dates.
- When in pairs or in groups, each member will contribute relatively equally in both planning and presenting.
- The Presentation Planning Document (PPD) Form must be submitted on or prior to the presentation date.

TOK ESSAY (SEPTEMBER 2020)

- You will complete a practice essay and a final essay.
- Essays must be delivered on the assigned date.
- Planning documents must be submitted on or prior to the due date.

Syllabus

This plan is subject to change.

Term	Topic	Assessment
1	ToK Introduction	A variety of formative tasks
	Ways of Knowing and Knowledge Framework Overview	Presentation
	Natural Sciences	Mock Presentation
2	History	Presentation
	The Arts	Presentation
	ToK Presentation Unit	Internal Assessment: The ToK Presentation
3	Maths	Essay
	Human Sciences	Essay
4	Ethics	Essay
	ToK Essay Unit	External Assessment: The ToK Essay

Presentation Assessment Instrument

TOK presentation assessment instrument

Do(es) the presenter(s) succeed in showing how TOK concepts can have practical application?					
Level 5 9-10	Level 4 7-8	Level 3 5-6	Level 2 3-4	Level 1 1-2	0
The presentation is focused on a well- formulated knowledge question that is <i>clearly connected to a specified real-life situation</i> . The knowledge question is <i>effectively explored</i> in the context of the real-life situation, using convincing arguments , with <i>investigation of different perspectives</i> . The outcomes of the analysis are shown to be <i>significant to the chosen real-life situation and to others</i> .	The presentation is focused on a knowledge question that is <i>connected to a specified real-life situation</i> . The knowledge question is <i>explored</i> in the context of the real-life situation, using clear arguments , with <i>acknowledgment of different perspectives</i> . The outcomes of the analysis are shown to be <i>significant to the real-life situation</i> .	The presentation identifies a knowledge question that has <i>some connection to a specified real-life situation</i> . The knowledge question is <i>explored</i> in the context of the real-life situation, using <i>some adequate arguments</i> . There is <i>some awareness of the significance of the outcomes of the analysis</i> .	The presentation identifies a knowledge question and a real-life situation , although the <i>connection between them may not be convincing</i> . There is <i>some attempt</i> to explore the knowledge question. There is <i>limited awareness of the significance of the outcomes of the analysis</i> .	The presentation describes a real-life situation without reference to any knowledge question , or treats an abstract knowledge question without connecting it to any specific real-life situation .	The presentation does not reach the standard described by levels 1-5
Some possible characteristics					
Sophisticated Discerning Insightful Compelling Lucid	Credible Analytical Organized Pertinent Coherent	Relevant Adequate Acceptable Predictable	Underdeveloped Basic Unbalanced Superficial Derivative Rudimentary	Ineffective Unconnected Incoherent Formless	

TOK essay assessment instrument

Does the student present an appropriate and cogent analysis of knowledge questions in discussing the title?							
Aspect	Level 5 9-10	Level 4 7-8	Level 3 5-6	Level 2 3-4	Level 1 1-2	0	
Understanding knowledge questions	There is a <i>sustained focus on knowledge questions</i> connected to the prescribed title— developed with <i>investigation of different perspectives</i> and <i>linked effectively</i> to areas of knowledge and/or ways of knowing.	There is a <i>focus on knowledge questions</i> connected to the prescribed title— developed with <i>acknowledgment of different perspectives</i> and <i>linked to areas of knowledge</i> and/or ways of knowing.	There is a <i>focus on some knowledge questions</i> connected to the prescribed title—with <i>some development</i> and <i>linking to areas of knowledge</i> and/or ways of knowing.	<i>Some knowledge questions</i> that are connected to the prescribed title are considered, but the essay is largely <i>descriptive</i> , with <i>superficial or limited links to areas of knowledge</i> and/or ways of knowing.	Knowledge questions , where present, are weakly connected to the prescribed title—the essay is <i>descriptive</i> .	The essay does not reach a standard described by levels 1-5 or is not a response to one of the prescribed titles on the list for the current session.	
Quality of analysis of knowledge questions	Arguments are <i>clear</i> , supported by real-life examples and are <i>effectively evaluated</i> ; counterclaims are extensively explored; implications are drawn.	Arguments are <i>clear</i> , supported by real-life examples and are <i>evaluated</i> ; some counterclaims are identified and explored.	<i>Some arguments</i> are clear and supported by examples ; some counterclaims are identified.	Arguments are offered but are <i>unclear</i> and/ or <i>not supported</i> by effective examples .	Assertions are offered but are <i>not supported</i> .		
Some possible characteristics							
	Cogent Accomplished Discerning Individual Lucid Insightful Compelling	Pertinent Relevant Thoughtful Analytical Organized Credible Coherent	Typical Acceptable Mainstream Adequate Competent	Underdeveloped Basic Superficial Derivative Rudimentary Limited	Ineffective Descriptive Incoherent Formless		

Academic Honesty

“Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.” (IBO.org)

Be advised that plagiarism/academic malpractice will result in a loss of diploma.

Further be advised that your teacher must agree that your work has been authored in an academically ethical way. If I can’t agree, I will not sign.

Absence Policy

ToK is a discursive course. This means that most of the “work” involves sharing ideas with your classmates and engaging in discussions about the Knowledge Questions that arise. So, when you miss a lesson, you’ve missed not a set of notes to be copied, but rather a practice that must be replaced. When you are absent, it is your responsibility to arrange for a debriefing. This debriefing must occur within three days of the lesson you missed. You are also, of course, responsible for any material and assignments.

If you don’t attend the lesson regularly, there is a very good chance that you will not be successful with the assessments. I keep a record of your attendance.

Engagement Criteria

	Preparation	Participation
Fully Engaged	Exemplary Preparation <ul style="list-style-type: none"> • I read carefully and complete necessary activities ahead of time • I research implications of content as they arise. • I regularly add research that interests me to my ToK Journal in addition to required entries 	Animated Participation <ul style="list-style-type: none"> • I regularly attend lessons and make an effort to contribute to every class. • In class discussions, I try to keep the conversation going by presenting evidence to support my ideas • I present related research, implications, or complexities in the text/situation/topic
Occasionally engaged	“Newbie” Preparation <ul style="list-style-type: none"> • I complete necessary activities ahead of time • I do basic research to understand the content, but I don’t go beyond the obvious • I occasionally add something that I find interesting to my journal, and I complete most required entries 	Occasional Participation <ul style="list-style-type: none"> • I regularly attend class • I occasionally contribute to the class—mainly when called upon by the teacher • Sometimes I present general evidence to support my ideas
Not sure how to be engaged	Inadequate preparation <ul style="list-style-type: none"> • Sometimes I complete necessary activities ahead of time • I don’t go beyond the obvious implications of the material • I’m missing many required journal entries 	Inadequate participation <ul style="list-style-type: none"> • My attendance is inconsistent • I participate only when prompted
Disengaged	No Preparation <ul style="list-style-type: none"> • I don’t complete necessary activities ahead of time • I don’t attempt to make any connection between myself and the content • I have not completed most of the journal entries. 	No Participation <ul style="list-style-type: none"> • My attendance is inconsistent. • I do not speak in class.

ToK Journal Overview

The journal is **separate from your class notes**

THE JOURNAL IS UPLOADED TO MANAGEBAC.

The journal is where you keep

- reflections on the classes
- things you have found that might be of ToK interest
- ideas that you have in connection with class discussions
- AND assigned journal entries

What's the point?

When you need to write your ToK essays and plan and give your presentations, you are going to need material that you can use. The journal is where you are going to get that material.

At the same time, this journal will also be a record of how your thoughts can change over the course of the next few years. If that sounds a bit pretentious now, then ignore it! However, because you are forced to think, reflect, and argue in this Journal, a lot may happen to you during the process of keeping it. Your opinions will (probably) change.

ToK is an extremely practical subject. It can be applied in all your IB subjects, and in almost any aspect of your daily life. ToK will start in class as a collection of acronyms and simulations and live on as a disembodied voice that will not stop asking questions. Your essays and your presentations will be awarded marks for how you relate what we do in class to your own experiences (those RLS!). It is therefore important that you get used to applying the ideas of Theory of Knowledge to your own original examples, especially those which have an effect on your daily life and how ToK arises in your other Diploma subjects in some way, and this is where the ToK Journal comes in handy: You may write journal entries on any topic which interests you; the **only requirement** is that you relate the topics to ToK. You will find that this type of entry (one without a specific assignment) is hard to write at first, but after a while you will begin to see possible entries all around

WHAT ARE YOU REQUIRED TO WRITE IN THE JOURNAL?

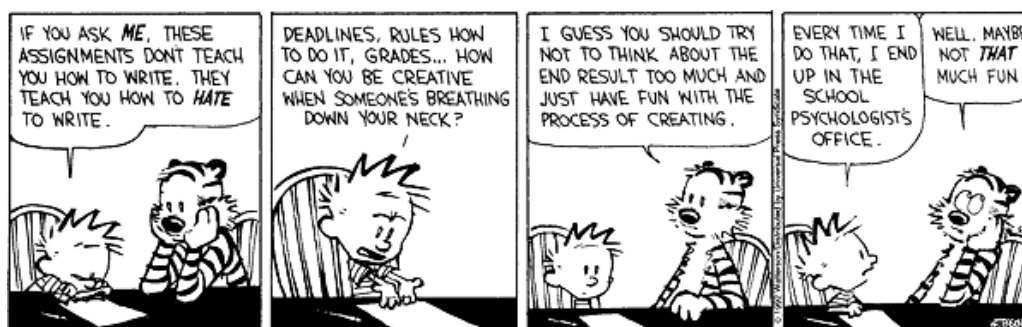
1. (For each lesson) A general response to anything that you might have found of interest in the lesson. If something that was said got you thinking, if something confused you, if you disagreed with something, then write about it.

I do not want a description of what we did, because I know what we did. Similarly, I do not want an evaluation of the session—I don't want to know whether you found it "interesting" or "boring" or "stupid"—I want your intelligent responses to issues, arguments, ideas the lesson discussed.

2. (Once per Journal submission/once about every four weeks) During the weeks that follow I will give you, or make available to you electronically (**Managebac**), or send via e-mail, various newspaper, magazine, web-site, blog articles, and I would like to see your thoughts on **TWO** of these articles in each Journal submission.


3. (Once per Journal submission) If you read an article in a newspaper or magazine or book, see a film or a TV show, experience something, participate in/overhear a discussion, encounter a ToK-related idea in one of your subject classes, or whatever, then write about its ToK implications in your Journal (please give full details so that it can be found, e.g. the web-site address, the details of the publication it was found in, etcetera).

ADDITIONALLY, after the first submission, I will respond to the things that you have written, and I would like to see your responses to these responses. This may well, in fact probably will, involve you in some research. This will be the beginning of - hopefully - a fruitful and useful 'discussion.'



Terminology

Understanding the language ToK uses is an important part of success in the course. During the introduction, we will discuss each of these terms in order to familiarize you with them. It's a good idea to take notes about each of these terms during this presentation. These notes will serve as valuable reference for the ToK course. **QUIZ = _____**

<p>Knowledge</p>	<p>"It is useful for students to have a rough working idea of knowledge at the outset of the course. Towards the end of the course this picture will have become more rounded and refined. A useful metaphor for examining knowledge in TOK is a map."</p>	<p>Notes:</p>
<p>Personal Knowledge</p>	<p>"...depends crucially on the experiences of a particular individual. It is gained through experience, practice and personal involvement and is intimately bound up with the particular local circumstances of the individual such as biography, interests, values, and so on. It contributes to, and is in turn influenced by, an individual's personal perspective."</p>	<p>Notes:</p>
<p>Shared Knowledge</p>	<p>"Shared knowledge is highly structured, is systematic in its nature and the product of more than one individual. Much of it is bound together into more or less distinct areas of knowledge such as the familiar groups of subjects studied in the Diploma Programme. While individuals contribute to it, shared knowledge does not depend only upon the contributions of a particular individual—there are possibilities for others to check and amend individual contributions and add to the body of knowledge that already exists."</p>	<p>Notes:</p>
<p>Real Life Situations (RLS)</p>	<p>Real life situations are crucial for both the presentation and the essay. Real life situations are situations that ACTUALLY happened. They are not hypothetical or rhetorical.</p>	<p>Notes:</p>
<p>Knowledge Claim (KC)</p>	<p>"A knowledge claim is the assertion that "I/we know X" or "I/we know how to Y", or a statement about knowledge,"</p> <p>"In TOK there are two types of knowledge claims.</p> <ul style="list-style-type: none"> • Claims that are made within particular areas of knowledge or by individual knowers about the world. It is the job of TOK to examine the basis for these first-order claims. • Claims that are made about knowledge. These are the second-order claims made in TOK that are justified using the tools of TOK which usually involve an examination of the nature of knowledge. <p>Both types of knowledge claims might be found in TOK. The first type will feature in examples offered in the essay and presentation illustrating the manner in which areas of knowledge go about the business of producing knowledge. The second type will constitute the core of any piece of TOK analysis."</p>	<p>Notes:</p> <p>WHEN YOU SEE A CLAIM THAT A COMMON DRUG OR VITAMIN "KILLS CANCER CELLS IN A PETRI DISH," KEEP IN MIND:  SO DOES A HANDGUN.</p>

<p>Knowledge Question (KQ)</p>	<p>“To put it briefly, the whole point of the presentation and essay tasks is to deal with knowledge questions.”</p> <p>“Knowledge questions are questions about knowledge, and contain the following features.</p> <ul style="list-style-type: none"> • Knowledge questions are questions about knowledge. Instead of focusing on specific content, they focus on how knowledge is constructed and evaluated. In this sense, knowledge questions are a little different from many of the questions dealt with in the subject classrooms. In this way, they are considered second-order questions in TOK. • Knowledge questions are open in the sense that there are a number of plausible answers to them. The questions are contestable. Dealing with open questions is a feature of TOK. Many students encountering TOK for the first time are struck by this apparent difference from many of the other classes in their school experience. Many find the lack of a single “right” answer slightly disorienting. Nevertheless, knowledge questions underlie much of the knowledge that we take for granted. Much of the disagreement and controversy encountered in daily life can be traced back to a knowledge question. An understanding of the nature of knowledge questions can allow a deeper understanding of these controversies. • Knowledge questions should be expressed in general terms, rather than using subject-specific terms. For example, instead of a question focusing on a specific model in development economics, such as the Harrod-Domar model, a knowledge question might focus on the reliability of modelling as a method of gaining knowledge in economics.” 	<p>Notes:</p>
<p>Ways of Knowing (WoK)</p>	<p>“While there are arguably many ways of knowing, the TOK course identifies eight specific ways of knowing. They are language, sense perception, emotion, reason, imagination, faith, intuition, and memory.”</p> <p>“The WOKs have two roles in TOK:</p> <ul style="list-style-type: none"> • they underlie the methodology of the areas of knowledge • they provide a basis for personal knowledge.” 	<p>Notes:</p>
<p>Areas of Knowledge (AoK)</p>	<p>“Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge. They are mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems.”</p>	<p>Notes:</p>

Knowledge Framework	“The knowledge framework is a device for exploring the areas of knowledge. It identifies the key characteristics of each area of knowledge by depicting each area as a complex system of five interacting components. This enables students to effectively compare and contrast different areas of knowledge and allows the possibility of a deeper exploration of the relationship between areas of knowledge and ways of knowing.”	Notes:
ToK Journal	During the two years of the TOK course, you are expected to keep a TOK journal. You should write down as many personal experiences, interesting news stories, books you have read, films you have seen, and anything else that has made you think. These will help you find useful RLS for your presentation and essay.	Notes:
The Socratic Seminar	A Socratic seminar is designed to enable students to explore a text, a problem, an experience; it is not a more conversational form of teacher-led instruction. Rather, it is the students’ opportunity to ask and consider questions and explore each other’s answers. A Socratic Seminar is not a debate.	Notes:

Maya’s Ways of Knowing

Maya is a 16-year-old IB student. Here is a list of twelve things she claims to know. She claims to know a lot more than these twelve things, of course, but these twelve “things” represent knowledge she has acquired in different ways: knowledge which shows some of her different Ways of Knowing.

1. She knows a candle flame will be extinguished if she covers the candle with a glass jar. (Sense perception)
2. She knows that if the sum of two of the internal angles of a triangle equals 110° , then the third angle will be 70° . (Reason)
3. She knows that the construction of the Great Wall of China began in about 210 BC. (Language)
4. She knows that the Summer Olympic Games were held in Brazil in 2016. (Memory)
5. She knows how to ride a bike. (procedural)
6. She knows that it is wrong to steal. (Faith) (Emotion) (Intuition) (Reason)
7. She knows that the manufacture of land mines should end. (Emotion) (Intuition) (Reason)
8. She knows the moods of her friend Deniz. (Intuition) (Imagination) (Reason)
9. She knows how it feels to be in love. (Emotion) (Memory) (Intuition)
10. She knows how her friend, who has just failed his chemistry exam, feels. (Memory) (Emotion) (Intuition)
11. She knows that when she dies she is going to heaven. (Faith)
12. She knows how to breathe. (instinct)

Each of these things she knows in a different way. But what does it mean to say she “knows in a different way”?

Look at the list of things she claims to know (Knowledge Claims), and as you do, decide if you agree with the ways that Maya knows each of them.

Assignment: List 10 things you know the way Maya knows.

1. _____
2. _____

-
3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____

Socratic Seminar Guidelines and Procedures

ToK is a discursive course; discussion is central to your success in it. Periodically, we will hold formal discussions that require you to follow guidelines, assume roles, and apply procedures.

Guidelines

- Discuss—don't debate.
- Come prepared with some questions.
- Be an active listener and speaker. Contribute!
- One Voice - only one person can speak at one time.
- Be respectful (even if you do not agree).
- You must support your claims evidence.
- Explain your answers - a simple yes or no is not acceptable.
- Students must address each other by name and use "I" phrases.
 - I agree with _____ because _____
 - I disagree with _____ because _____
- No raising hands.
- No side discussions.
- No talking over each other.
- Anyone may ask questions of the group at any time.
- Talk to the group, not to the teacher.

Basic steps to forming opinions

1. What is it that I think I know? Or that the author thinks he/she knows? Can I restate his/her ideas in my own words? What needs clarification? Definition?
2. Is it true? Why do I think so? What else do I need to know or understand before deciding?
3. What inferences can be drawn from this? What are the implications of this? So what? How does this change things?
4. What are the underlying assumptions with this claim?
5. What are the reasons I believe this? How do I know what I think I know? Is the evidence credible?
6. How does this happen in other situations? In the world? How does this connect to other stuff?
7. Can I think of a counter example? When this doesn't happen? Why doesn't it happen? Are there contradictions?

Procedure

- The discussion leader, a student or the teacher, begins by asking an open-ended question.
- Silence is fine. It may take a few minutes for people to warm up.
- Someone will answer the question. Other people will listen and reflect on this answer. Then, they will ask questions about her answer. Which usually leads to more questions.
- Sometimes we'll use a warm-up, like a Fishbowl activity, with some students participating in the discussion and the rest of the class having specific jobs as observers.
- When the discussion leader decides to move on, he or she will pose another question and the process is repeated.
- At the end of the allotted time, we will reflect on the discussion.

Your Goal is to deepen your understanding of issues, concepts, ideas, and values.

Clarification Questions:

<ul style="list-style-type: none"> • What do you mean by... ? • What is your main point? • How does relate to...? • Could you put that another way? • What do you think is the main issue here? • Let me see if I understand you; do you mean or...? 	<ul style="list-style-type: none"> • Can, would you summarize in your own words what Ayla has said?... Ayla, is that what you meant? • Could you give me an example? • Would this be an example:...? • Could you explain that further? • Could you expand upon that?
<p>Questions About the Initial Question or Issue:</p>	
<ul style="list-style-type: none"> • How can we find out? • What does this question assume? • Would put the question differently? • How could someone settle this question? • Can we break this question down at all? • Is the question clear? • Do we understand it? • Is this question easy or hard to answer? Why? • Does this question ask us to evaluate something? 	<ul style="list-style-type: none"> • Do we all agree that this is the question? • To answer this question, what question would we have to answer first? • I'm not sure I understand how you are interpreting the main question at issue. Is this the same issue as... ? • How _____ would put this issue? • Why is this question important? • Does this question lead to other questions or issues?
<p>Assumption Probes:</p>	
<ul style="list-style-type: none"> • What are you assuming? • What is Alper assuming? • What could we assume instead? • You seem to be assuming... Do I understand you correctly? 	<ul style="list-style-type: none"> • All of your reasoning depends on the idea that... Why have you based your reasoning on rather than...? • You seem to be assuming... How would you justify taking this for granted? • Why would someone make this assumption?
<p>Reason and Evidence Probes:</p>	
<ul style="list-style-type: none"> • What would be an example? • How do you know? • Why do you think that is true? • Do you have any evidence for that? • What difference does that make? • What are your reasons for saying that? • What other information do we need? • Could you explain your reason to use? • Are these reasons adequate? • Can you explain how you logically got from... to...? • Do you see any difficulties with their reasoning here? 	<ul style="list-style-type: none"> • Why did you say that? • What led you to that belief? • How does that apply to this case? • What would change your mind? • But is that good evidence to believe that? • Is there a reason to doubt that evidence? • Who is in a position to know if that is so? • What would you say to someone who said ...? • Can someone else give evidence to support that response? • By what reasoning did you come to that conclusion? • How could we find out whether that is true?

