Writing Reflections in Theory of Knowledge

Your WRITTEN REFLECTION provides you an opportunity to reconsider key ideas from our class time and continue wondering about them. Your writing provides insight into how the readings, dialogue, experiences and ideas have landed on you. The length of the responses should reflect the time given to write: e.g. 5 minutes of a quick brainstorm on paper would equal at least a substantial paragraph. While we need to understand what you write, polished writing is not nearly as important as writing fully with depth and breadth; getting your ideas on paper takes priority over organization. Tip: set aside your internal critic and editor and write quickly.

With each reflection, you should aim to develop the following skills:

- As you pick up terms and theories from your readings, find ways to apply them appropriately in your writing. Be sure to acknowledge your sources.
- Be critical of your sources. If you believe everything that you read or hear, then people will take advantage of you. Be aware of biases and agendas in anything you read and/or rely upon as an authority.
- Be critical of your own biases. Demonstrate concession for opposing viewpoints; this strengthens your claims and furthers dialogue.
- Resist closure on one meaning. Though you may be confident in your assertions, have the wisdom to acknowledge that the issue is still open for discussion.
- Connect, wherever relevant, to Ways of Knowing and Areas of Knowledge. What WOKs are privileged? What AOKs are involved? How do the WOKs and AOKs connect to each other?
- Consider the ramifications, the problems of knowledge and knowledge issues. Don’t just settle for a conclusion: questions should lead to questions.
- Learn how to express yourself clearly. Too many people with brilliant ideas cannot express their ideas in writing. Simplicity is beautiful.

More Advice:

- Listen to the question. Hear what the question is asking you to do.
- Answer it fully. More is not necessarily better. Less is not necessarily more.
- Be specific and elaborate on your ideas. Provide examples where needed.
- Don’t get stymied with analysis paralysis; go with first thoughts.
- Write instead of just sitting and thinking.
- Draw upon your right brain thinking just as much as you draw upon your left.
- You do not need to write a completely polished piece. Do your best to communicate striving first and foremost to get your ideas on the paper

See the rubric on the reverse for the reflections rubric
<table>
<thead>
<tr>
<th>Assignment Grade</th>
<th>Content</th>
<th>Clarity</th>
<th>Critical Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Detailed and insightful record of relevant TOK issues (from class and beyond) that effectively links to other issues, reflections, readings, and/or examples.</td>
<td>Coherently written using relevant examples from readings, class, discussions, activities and personal experience. Sophisticated and logical development of ideas.</td>
<td>Consistent critical analysis and synthesis of the AOK and WOK using outside sources. Problems of knowledge ambitiously and thoroughly explored.</td>
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<tr>
<td>3</td>
<td>Accurate class record that contains a satisfactory amount of detail and may occasionally link to prior reflections.</td>
<td>Generally coherent; uses occasional examples to illustrate ideas. Mostly logical development of ideas.</td>
<td>Regular, in-depth reflection that challenges material studied and uses outside sources occasionally to do so. Problems of Knowledge addressed.</td>
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<tr>
<td>2</td>
<td>Basic class record.</td>
<td>Often incoherent. Some logic in development of ideas.</td>
<td>Reflection does not go beyond recording class ideas or is very simplistic. Problems of Knowledge may be mentioned or implied.</td>
</tr>
<tr>
<td>1</td>
<td>Content irrelevant to TOK.</td>
<td>No clear development of ideas. Logic too flawed or confusing to follow.</td>
<td>No attempt at reflection or questioning class material.</td>
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