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**TALK THE TOK AND WALK THE WOK: HOW INTERNATIONAL
BACCALAUREATE SUBJECT TEACHERS INTEGRATE
THEORY OF KNOWLEDGE IN THEIR TEACHING
(CASE STUDIES IN INDIA, THAILAND AND CHINA)**

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Abstract

This study explored how teachers of the International Baccalaureate Diploma Programme integrated the Theory of Knowledge (TOK) course in their teaching. TOK explores questions about the nature of knowledge with a particular focus on the connections between ways of knowing and multidisciplinary areas of knowledge such as Arts, Mathematics, Natural Sciences, Humanities and Ethics. It is a compulsory element of the International Baccalaureate Diploma Programme (IBDP) as all teachers are expected to include TOK in their teachings, however teachers have often expressed a sense of confusion and lack of confidence when teaching TOK. Education scholars have also questioned the appropriateness of TOK for students of non-Western cultures considering it has grown from a programme with a strong Western humanist tradition and dominated by the Western languages. Against this backdrop, however, the International Baccalaureate (IB) is experiencing its strongest growth in the Asia-Pacific region. This study therefore sought to explore some of the ways in which TOK is interpreted, adapted and implemented in the IBDP across non-Western contexts. A qualitative case study methodology was employed focusing on three international schools, one in India, one in Thailand and one in China. The study considers the views and practices of subject teachers relating to TOK across the multiple case study schools, which in turn raises issues for future pedagogical practice such as strategies for the successful collaboration of educators in promoting multidisciplinary teaching and learning.

Keywords: International Education, International Baccalaureate, Theory of Knowledge.
