

## Presentation planning document

Session:

School number:

School name:

- Please retain a copy of this form either using the **Save As** function or by printing a copy.

- After completing this form it must be printed and then signed by the teacher and candidate(s) to confirm the authenticity of the work.

Candidate name:

Candidate session number:

Candidate name:

Candidate session number:

Candidate name:

Candidate session number:

Title of presentation:

The use of appearance-altering technology in the media

### CANDIDATE SECTION

Candidate responses on this form must be limited to a maximum of 500 words. It is not permitted to exceed the two sides of the candidate section.

**Describe** your real life situation:

Dove Commercial - The Evolution of Beauty

The commercial focuses on the overuse of technology in the media. It shows the process by which photos of people are edited and photo-shopped to create an aesthetically pleasing person.

**State** your central knowledge question (this must be expressed as a question):

To what extent does the use of technology in the media alter the nature of our aesthetic knowledge?

**Explain** the connection between your real life situation and your knowledge question:

It is a reminder of the extent of which photos are manipulated and thereby our understanding of natural beauty changes. It makes us question in which ~~cases~~ <sup>cases</sup> beauty altering technologies within the media can be considered an art form. The constant exposure to unnatural representation of beauty causes a rise in our expectations and thus changes our aesthetic knowledge.

Please turn over

**Outline** how you intend to develop your presentation, with respect to perspectives, subsidiary knowledge questions, arguments, etc. Responses below can be presented in continuous prose or as bullet points:

<p><u>Intro:</u></p> <ul style="list-style-type: none"> <li>• Significance → eating disorders have gone up</li> <li>• KQ</li> </ul> <p><u>Perception within Natural Sciences</u></p> <p>How does our self-perception change within the scope of natural sciences?</p> <ul style="list-style-type: none"> <li>• expectations</li> <li>• paradigm shift</li> <li>• subjective and objective standards</li> </ul> <p><u>Emotion &amp; Intuition in Human Sciences</u></p> <p>In which ways do emotion and intuition <u>critical thinking?</u></p> <ul style="list-style-type: none"> <li>• naturalist vs. interpretivist</li> <li>• hasty generalisations</li> <li>• biases ↳ blind spot, confirmational, inattention</li> </ul>	<p><u>Reasoning &amp; Logic</u></p> <p>Deduction based on false premises. Truth is proven wrong by coherence and correspondence truth tests.</p> <p><u>Arts</u></p> <p>Can appearance-altering technologies be considered an artform?</p> <ul style="list-style-type: none"> <li>• mimetic function vs. didactic function</li> </ul> <p><u>Characteristics of art</u></p> <ul style="list-style-type: none"> <li>→ intention - is this present?</li> <li>→ quality</li> <li>→ response</li> </ul> <p>• Perspectives.</p> <p><u>Ethics</u></p> <p>Is it ethical to change a model to fit an ideal?</p>	<ul style="list-style-type: none"> <li>• utilitarianism vs. self-interest ↳ other-regarding aspect</li> <li>• acts per commission/omission</li> <li>• objective ethical values</li> </ul> <p><u>Link to other RLS</u></p> <p>Facebook Eating disorders</p> <p><u>Survey (that we made)</u></p> <ul style="list-style-type: none"> <li>• demonstrates significance of RLS in our daily lives.</li> <li>• Expresses blind spot bias.</li> </ul> <p><u>Conclusion</u></p> <p>Changes self-perception and understanding of natural beauty. Paradigm shift. Block or facilitate critical thinking. Depending on perspective it can be ethical and art.</p>
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**Show** how your conclusions have significance for your real life situation and beyond:

Our conclusion demonstrates the importance of awareness and understanding of the use of technology in the media. It shows that this can be regarded from <sup>different</sup> perspectives, and thus it is hard to state whether it is ethical or not, meaning you can't ban it. In our daily lives we are constantly exposed to the result of ~~the~~ <sup>of the</sup> issues the RLS addresses. We have experienced a rise in eating disorders and a lowering in self-image as a response, the impact of the conclusion derived from our RLS is therefore evident on ourselves and our peers. Unless we are aware of this effect the current paradigm shift may escalate.

I certify that the presentation and the above plan is my/our own work.

Candidate's signature:

Date: 12<sup>th</sup> of November 2014

## TEACHER SECTION

Enter your mark (0-10) for this presentation:

8

Provide **comments** to support your assessment of the presentation:

This was a very detailed, organised, coherent presentation, taking the audience through a broad range of TOK issues, specifically focused on technology and its impact of aesthetic knowledge.

The KQ was very clearly linked to the RLS while there were equally clear links made to how technology - or the use of technology - has resulted in the questioning both of what is an art form (photoshop manipulation of images) and our aesthetic understanding of the human form and its beauty. The student provided compelling arguments from different perspectives about the function and purpose of art in response to this questioning.

The student discussed how emotions can alter our perception of beauty - and compared and contrasted this with the use of reason - particularly the use of confirmation and cognitive biases, but also truth tests, fallacies and herd-like behaviour.

The student also noted that natural sciences have shown that we have objective standards of beauty (Geoffrey Cowley experiment). Links were made from the arts to shared knowledge. A survey was referenced, with particular attention paid to the language used and there was clarity in the concluding sections which showed how and why this RLS and KQ has significance for our understanding of the arts, and for their relevance in a world where young women obsess about their appearance.

I certify that the plan and the presentation were, to the best of my knowledge, the work of the presenters named (with permitted teacher support).

Teacher's name:

Date: 23.03.2015

Signature: