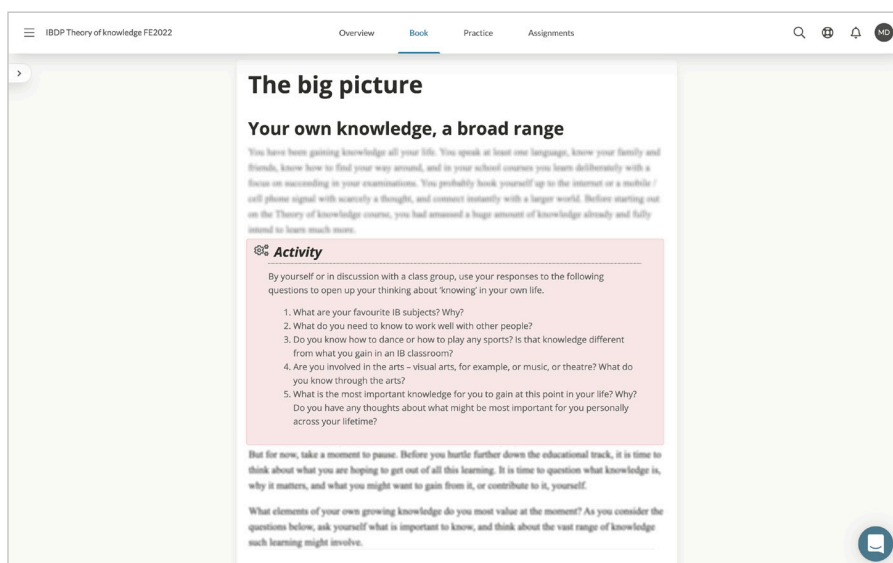


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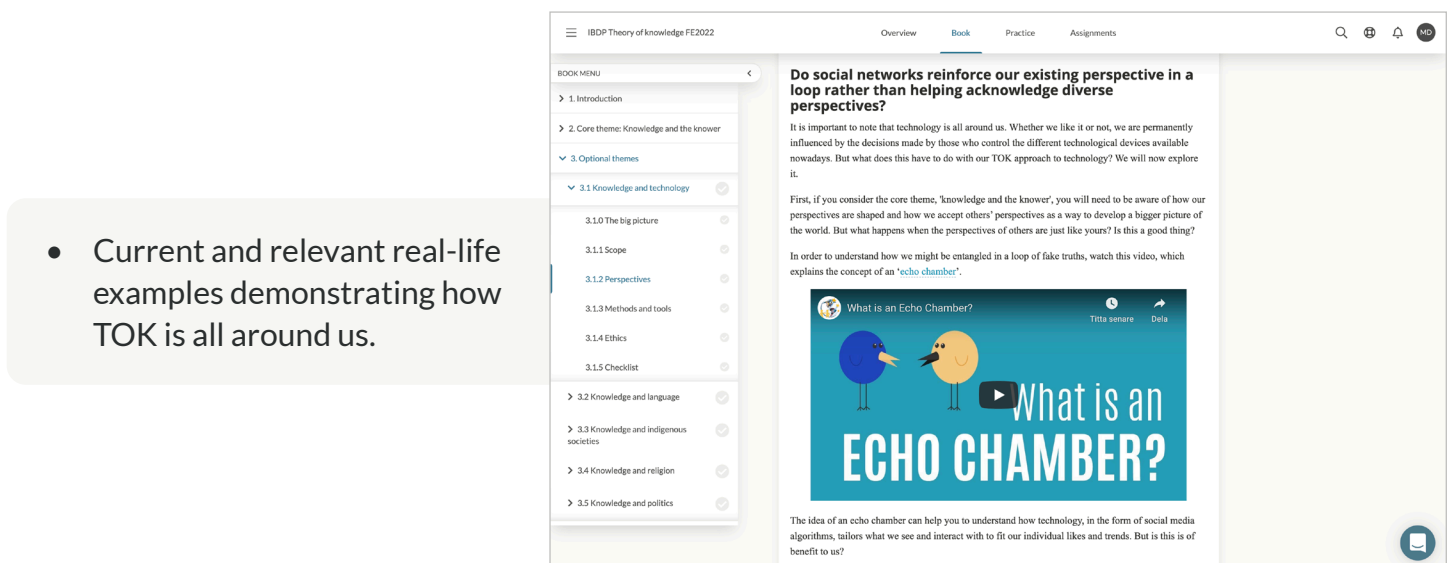
Structured around the new Knowledge framework, Kognity's new Theory of Knowledge (FA2022) book provides up-to-date, comprehensive support for all IBDP students.

With frequent opportunities for inquiry and reflection, the content is diverse, engaging and relatable: the real-life examples, activities, videos and interwoven support for the 12 concepts encourage students to connect, scrutinise and evaluate global issues and questions, helping them to develop as inquisitive, lifelong learners.

The Key Features



- Engaging individual/group activities to do in or outside the classroom.



- Current and relevant real-life examples demonstrating how TOK is all around us.

Animals do not have language. In psychology, the word **conditioned** refers to an automatic change in behaviour in response to a stimulus. Famously, Pavlov conditioned his dogs to drool at the sound of a bell.

Perhaps you put forward the idea that the dog has not actually acquired knowledge but instead has been **conditioned** to respond to stimuli. After all, very basic creatures such as sea slugs, roundworms and even **amoeba** have demonstrated the ability to learn. However, it is important to note that, in the context of psychology, learning is not defined as taking on knowledge but is defined as a change in behaviour in response to a stimulus.

[See entire glossary](#)

- Glossary function to better support (ESL) students with TOK terminology.

- Support for the 12 new concepts by highlighting these throughout.

What do you do, then, with your knowledge? Do you have any moral obligation to use it in any particular way? Does knowing carry any ethical responsibilities to consider? As you conclude this theme, you will open up a range of ideas that give you questions to live with as a knower.

Concept

Knowledge. The IB Theory of knowledge course does not put tight definitional boundaries around this absolutely central idea. Instead, it prompts you to consider what 'knowledge' means in different parts of your life, in different social contexts and from different perspectives. It encourages you to examine how knowledge is constructed in diverse areas with their different methods and tools. It also invites you to consider whether you have any responsibility yourself to gain knowledge with an open and critical mind, and to use it ethically in the world.

Questions

- What is the role of definitions of concepts in seeking and exchanging knowledge?
- In what ways is precision an advantage?
- In what ways can fuzziness and ambiguity also have advantages?

Are you disappointed not to be *told* precisely what knowledge means – or are you curious and questioning, ready to explore ideas?

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Overview Book Practice Assignments

BOOK MENU

- > 1. Introduction
- > 2. Core theme: Knowledge and the knower
 - > 2.0 Introduction
 - > 2.1 Scope
 - > 2.2 Perspectives
 - > 2.3 Methods and tools
 - 2.3.0 The big picture
 - 2.3.1 Intuition and cognitive biases
 - 2.3.2 Kinds of knowledge claims
 - 2.3.3 'Justification': supporting knowledge claims
 - 2.3.4 Justification and persuasion
 - 2.3.5 Justification sources
 - 2.3.6 Justification reasoning
 - 2.3.7 Justification evidence

But how can you eliminate error and falsehood?

Not all perspectives will give you knowledge claims and views that you want to integrate into your own. Sometimes other individuals and groups offer an alternative view of the world that you are glad to know about – but that you do not find persuasive. Sometimes they convey values that you find objectionable. Sometimes their selected information is simply wrong, and their conclusions even dangerous to others living in the world.

For example, the contemporary movement against vaccinations – the 'anti-vax' movement – has preyed on people's anxieties about the medicines they take and their protective love of their children to persuade them to accept dangerous misinformation. Thinking that they are 'protecting' their children from vaccines, they are in fact increasing the risk of catching serious, preventable diseases.

Why the anti-vaccination movement is wrong - IB newsnight

The first five minutes of this video are enough to understand the basic points regarding vaccines. The remaining eight minutes treat the 'virus that affects our minds': the spread of scare stories and misinformation, especially with social media. It touches on faulty methods of seeking out truth, and the danger of distrust of experts.

- Videos, podcasts and links to additional reading material

- Assessment chapter with support for the essay and exhibition

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Overview Book Practice Assignments

BOOK MENU

- > 1. Introduction
- > 2. Core theme: Knowledge and the knower
- > 3. Optional themes
- > 4. Areas of knowledge (AOK)
- > 5. Assessment
 - > 5.1 Introduction to TOK assessment
 - 5.1.0 The big picture
 - 5.1.1 Knowledge questions and the TOK assessment objectives
 - 5.1.2 Comparing the two assessment tasks
 - 5.1.3 Checklist
 - > 5.2 TOK exhibition
 - > 5.3 Essay on a prescribed title
- > 6. Glossary
- > Report feedback or error

The TOK assessment comprises two tasks which are quite different from each other: the exhibition and the essay.

TOK assessment components

Internal assessment	External assessment
<ul style="list-style-type: none"> • Create an exhibition • Based on the core theme or one of the optional themes • Marked by your teacher, externally moderated • Worth 1/3 of the marks 	<ul style="list-style-type: none"> • Write an essay on one of 6 prescribed titles • Focused on the areas of knowledge • Marked by IB examiners • Worth 2/3 of the marks

Figure 2. The TOK assessment components.

Like the IB Diploma Programme, TOK uses both internal and external assessment. In TOK, the internal assessment component is the exhibition. **Internal assessment** means that the work is evaluated by your teacher. The **external assessment** component is the essay which is marked by IB examiners. The essay is a formal piece of writing in response to a prescribed title that focuses on the areas of knowledge.

For the internal assessment in TOK, you have to **create an exhibition**. The idea of creating an exhibition may come to you as a surprise and may sound more like something you would do in the arts, but the TOK exhibition is very much a TOK task. You will see that it is a meaningful and enjoyable activity. It is certainly different!

Both tasks require you to show TOK thinking and are structured to enable you to do so.