

Assessment Prep with Kognity

IBDP Theory of Knowledge

What is this guide for?

This guide is designed to help you make the most out of Kognity as a tool to prepare students for success both in formative assessments and IBDP exam preparation.

How does Kognity help with assessment preparation for IBDP TOK?

According to [John Hattie](#), Professor of Education and Director of the Melbourne Educational Research Institute at the University of Melbourne, Australia, feedback is an important driver for improving teaching and learning. Formative assessments play a large role in consistent feedback throughout the year as students prepare for their IBDP exams. Kognity provides efficient tools for immediate feedback to both the student and teacher.

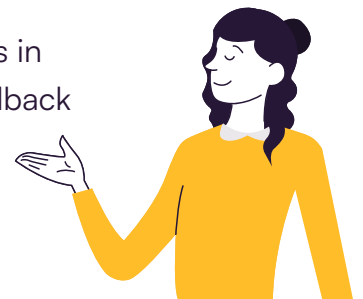
“

“Think of feedback as received, not given.”

John Hattie

For students:

Students can test their problem solving, critical thinking and analysis skills in TOK through completing worked examples and receiving immediate feedback on their responses. In addition, at the end of each section, students can complete section questions that are auto-graded, allowing them to receive feedback right away on their progress.



For teachers:

Teachers get immediate feedback on their students' progress through the Textbook and Questions data, located on the Insights page. Here, teachers can view a visual representation of student quiz and assignment scores. Teachers can then easily identify those students who need help, which makes intervention fast and efficient.

Below you will find some ways teachers can use Kognity's resources to successfully prepare their students for IBDP TOK assessment components. Click on each picture to explore more in Kognity TOK!



How does Kognity
help with formative
assessments?

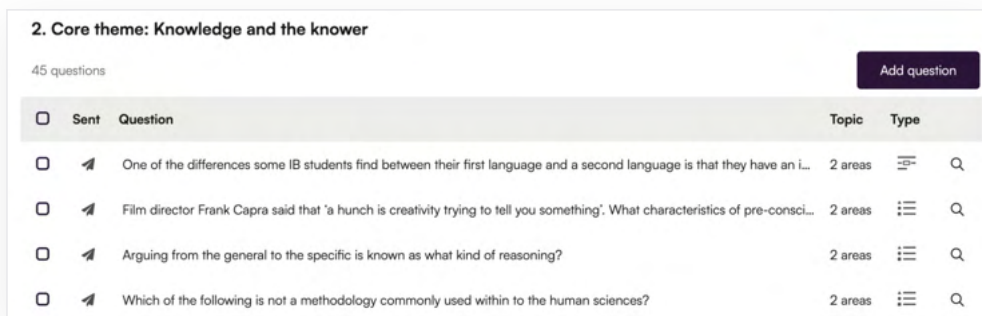


How does Kognity help
with IB Assessment
Preparation?

How does Kognity help with formative assessments?

Revisions Quizzes

Kognity's question assignments can be used for review at the end of a unit. Teachers can quiz students on knowledge and understanding of core and optional themes as well as areas of knowing. All question assignments are auto-graded, so students and teachers can immediately receive the results. Teachers can then revise any common mistakes before starting a new unit.



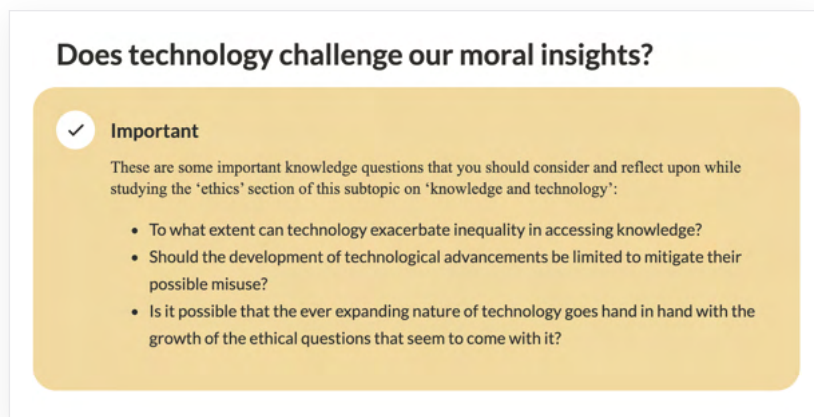
2. Core theme: Knowledge and the knower

45 questions Add question

<input type="checkbox"/>	Sent	Question	Topic	Type
<input type="checkbox"/>	✔	One of the differences some IB students find between their first language and a second language is that they have an L...	2 areas	☰ Q
<input type="checkbox"/>	✔	Film director Frank Capra said that 'a hunch is creativity trying to tell you something'. What characteristics of pre-consci...	2 areas	☰ Q
<input type="checkbox"/>	✔	Arguing from the general to the specific is known as what kind of reasoning?	2 areas	☰ Q
<input type="checkbox"/>	✔	Which of the following is not a methodology commonly used within to the human sciences?	2 areas	☰ Q

Responding to knowledge questions

Kognity is structured around knowledge questions and thus has a plethora to choose from.



Does technology challenge our moral insights?

✔ **Important**


These are some important knowledge questions that you should consider and reflect upon while studying the 'ethics' section of this subtopic on 'knowledge and technology':

- To what extent can technology exacerbate inequality in accessing knowledge?
- Should the development of technological advancements be limited to mitigate their possible misuse?
- Is it possible that the ever expanding nature of technology goes hand in hand with the growth of the ethical questions that seem to come with it?

How does Kognity help with formative assessments?

Mini Exhibition object selection

The activities in section 5.2.4 scaffold this process well in that they require students to link objects to themes and vice versa. This formative activity can be done independently or in groups.

 **Activity**

Laura found discussion of misinformation and disinformation interesting when she was studying the core theme with her class. She also found that there was a lot about 'fake news' in the media and this made her wonder about which sources are trustworthy and which are not and why this is. She thinks that prompt number 4 - On what grounds might we doubt a claim? - would be a good one for her exhibition. She now needs her three objects. Find three objects that you could use if you were Laura and write down what they are as follows:

Object 1: _____

Object 2: _____

Object 3: _____

Self-Study

To provide students with resources for self-directed active recall study, use strength tests and battles. Students can also use self-assessment checklists at the end of a unit to help students identify areas of weakness, and keep track of their progress with the strength bar.

Strength test Exam-style questions Strength battle

1 2 3 4 5

Question 1

Which aspects of the IB Learner Profile does the Theory of Knowledge course particularly aim to develop?

- 1 All of the other choices
- 2 Open-minded
- 3 Thinkers
- 4 Carers

Report feedback

< Previous Next >

How does Kognity help with formative assessments?

Notebook and Checklists

Kognity's notebook feature allows students to make their own notes and print out if necessary for consolidation. Students can use the notebook feature when they are performing self-assessment of knowledge and understanding at the end of each chapter with the checklists.

Checklist

What you should know

By the end of this subtopic 3.1 **Knowledge and technology**, you should be able to:

- Reflect on the impact that technology has on the way in which your identity is configured.
- Evaluate whether technology has changed how knowledge is produced.
- Reflect on how the development of AI might change what is understood as knowledge.
- Reflect on unequal access to technology and the impact that this has on education.
- Understand how echo chambers reinforce your own views and may limit your access to perspectives that are different from your own.
- Evaluate to what extent algorithms can determine your online experience and narrow your options, with the implications this has in relation to knowledge.
- Understand the concept of a social media bubble.
- Evaluate the positive impact that technological advancements have made on the production of knowledge.
- Reflect on whether the technological tools used in different areas of knowledge can change the nature of the knowledge produced.
- Reflect on the impact of technology in the enhancement of our senses.

Conduct a comparative analysis of two or more AOK via an element of the knowledge framework

Kognity is structured around the knowledge framework which provides students with evidence to choose from to support their responses to knowledge questions. This scaffolds the skills necessary to do well on the essay by providing the “evidence selection” piece of it to students via existing text content.

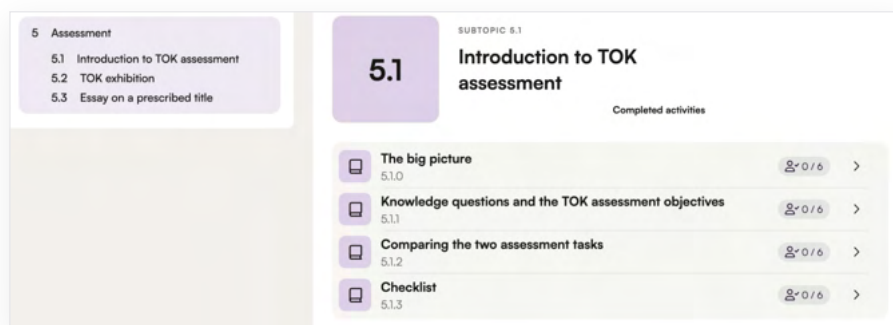
Case study

Real-world example

[TED Talk](#): what the social progress index can reveal about your country.

How does Kognity help with IB Assessment Preparation?

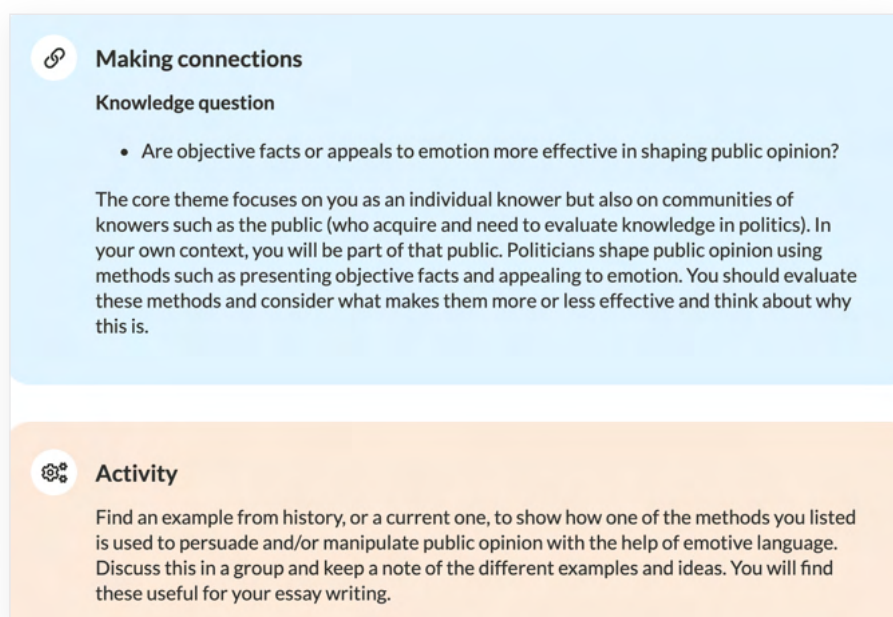
In regard to assessment prep, Kognity has taken the time to elucidate the assessment instruments and provide key tips on both the internal and the external assessments. Topic 5 is dedicated to guiding students through TOK Assessment criteria.



The screenshot displays the Kognity interface for Topic 5: Assessment. On the left, a sidebar lists the subtopics: 5.1 Introduction to TOK assessment, 5.2 TOK exhibition, and 5.3 Essay on a prescribed title. The main content area is titled '5.1 Introduction to TOK assessment' and includes a 'Completed activities' section. This section lists four activities with progress indicators (0/6) and right-pointing arrows: 'The big picture' (5.1.0), 'Knowledge questions and the TOK assessment objectives' (5.1.1), 'Comparing the two assessment tasks' (5.1.2), and 'Checklist' (5.1.3).

TOK Essay

To support students with the essay, teachers should require all sections to be read and section checklist questions completed. This will ensure that students have sufficient exposure to TOK language and concepts. The activities, as well as the knowledge questions, contained within the text are used as a prompt for written responses.



The screenshot shows a Kognity activity card with a light blue header and an orange footer. The header contains a link icon and the title 'Making connections'. Below the title is the section 'Knowledge question' with a bullet point: 'Are objective facts or appeals to emotion more effective in shaping public opinion?'. The main body of the card contains a paragraph: 'The core theme focuses on you as an individual knower but also on communities of knowers such as the public (who acquire and need to evaluate knowledge in politics). In your own context, you will be part of that public. Politicians shape public opinion using methods such as presenting objective facts and appealing to emotion. You should evaluate these methods and consider what makes them more or less effective and think about why this is.' The footer contains a gear icon and the title 'Activity', followed by a paragraph: 'Find an example from history, or a current one, to show how one of the methods you listed is used to persuade and/or manipulate public opinion with the help of emotive language. Discuss this in a group and keep a note of the different examples and ideas. You will find these useful for your essay writing.'

How does Kognity help with IB Assessment Preparation?

TOK Exhibition

The TOK text has a variety of activities designed to sharpen and augment exhibition specific skills. The activities in 5.2.5 and 5.2.6 are good examples of this.



Activity

Look up the words 'focused', 'relevant' and 'coherent' which are possible characteristics of a good exhibition and write down a synonym or definition that helps you grasp and remember the meaning of each. Now do the same for the possible characteristics of an excellent presentation: 'convincing', 'lucid' and 'precise'.

With particular reference to those words, write down what you think is the difference between a good exhibition and an excellent one.

Compare your answers with a partner and help each other make your answers as sharp as possible. Keep them for reference when you write your commentaries and check your commentary against these characteristics. Aim for excellent!

