

IBDP Theory of Knowledge FE2022

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

The big picture

Your own knowledge, a broad range

You have been gaining knowledge all your life. You speak at least one language, know your family and friends, know how to find your way around, and in your school courses you have deliberately with a focus on succeeding in your examinations. You probably hook yourself up to the internet or a mobile / cell phone signal with scarcely a thought, and connect instantly with a larger world. Before starting out on the Theory of Knowledge course, you had amassed a huge amount of knowledge already and fully intend to learn much more.

But for now, take a moment to pause. Before you hurry further down the educational track, it is time to think about what you are hoping to get out of all this learning. It is time to question what knowledge is, why it matters, and what you might want to gain from it, or contribute to it yourself.

What elements of your own growing knowledge do you most value at the moment? As you consider the question below, ask yourself what is important to know, and think about the vast range of knowledge each learning might involve.

Activity

By yourself or in discussion with a class group, use your responses to the following questions to explore your thinking about "learning" in your own life.

1. What are your favourite 10 subjects? Why?
2. What do you need to know to work well with other people?
3. Do you know how to dance or how to play any sport? Is that knowledge different from what you gain in an IB classroom?

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

In order to understand how we might be entangled in a loop of like minds, watch this video, which explains the concept of an "echo chamber".

What is an Echo Chamber?

The idea of an echo chamber can help you to understand how technology, in the form of social media algorithms, filters what we see and interact with to fit our individual likes and trends. But is this of benefit to us?

Activity

Read this article. Reflect on what you have read and discuss these questions with the class.

1. Is there a risk in having your perspective permanently reinforced rather than challenged?
2. Who decides what you will be informed about online?
3. Is there a risk that social media can act as a filtering factor rather than a tool for expression of your identity?

Although technology is a tool that allows us to be aware of different perspectives, we also

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.

[See entire glossary](#)

Perhaps you put forward the idea that a dog's drooling on command 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.

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

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

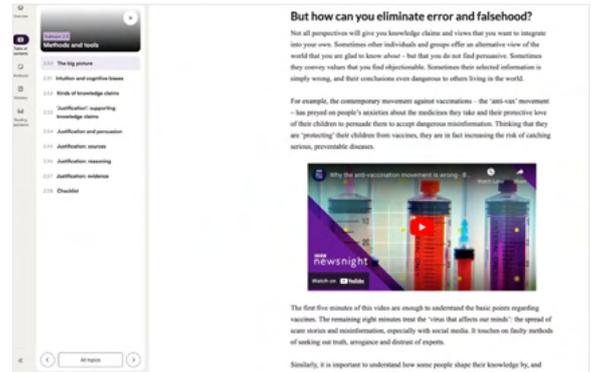
Knowledge. The IB Theory of knowledge course does not put tight definitional boundaries around this absolutely central idea. Instead, it prompts you to consider what 'knowledge' means in different parts of your life, in different social contexts and from different perspectives. It encourages you to examine 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?

Support for the 12 new concepts by highlighting these throughout.



But how can you eliminate error and falsehood?

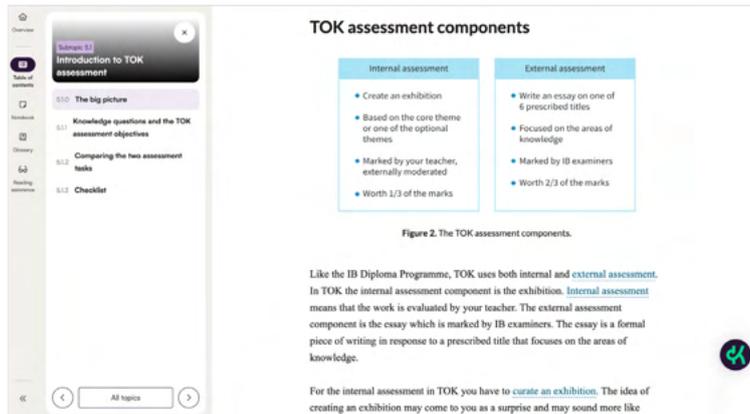
Not all perspectives will give you knowledge claims and views that you want to integrate into your own. Sometimes other individuals and groups offer an alternative view of the world that you are glad to know about – but that you do not find persuasive. Sometimes they convey values that you find objectionable. 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 level 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.

The first five minutes of this video are enough to understand the basic points regarding vaccines. The remaining eight minutes trace the ‘virus that affects our minds’ – the spread of fake stories and misinformation, especially with social media. It touches on daily methods of seeking out truth, transparency and distrust of experts.

Similarly, it is important to understand how some people shape their knowledge by, and

Videos, podcasts and links to additional reading material



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 **curate an exhibition**. The idea of creating an exhibition may come to you as a surprise and may sound more like

Assessment chapter with support for the essay and exhibition



Do you want to see more?
Reach out to info@kognity.com



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