# Kognity

# IBDP French B
## Teacher to Teacher Tips

Kognity is designed to help you prepare your students for success in their studies, while saving you time in the process. We have taken some of the most frequently asked questions from IBDP French B teachers and asked other IBDP French B teachers to provide the answers to them. Explore them below!

**How closely are the questions aligned with those of IB examinations?**

Kognity works with IBDP examiners to write both the content for the textbook and the questions. This ensures that the questions included are written in the same manner as past paper questions, while also providing new questions for students to practice.

**How can I organise differentiation?**

It depends on how classes are organised. More able students could be asked to complete all sections and activities of a subtopic, while the less able could be asked to focus on one of the reading/listening exercises, for example.

More able students (or HL) could be asked to study/cover a subtopic that will not be covered by others. They could be asked to do a presentation about that subtopic.

**When students use the Kognity textbook, how can I keep track of their progress?**

All student activity within Kognity is tracked and can be viewed by teachers. When you issue an assignment, you will be able to view all student data such as student answers, who has and has not submitted, and how long it took students to complete. You can also identify class trends that allow you to monitor student progress and adapt teaching accordingly. From the Insights tab, you can view the sections of the textbook that specific students have opened and/or completed, as well as an overview of self-directed learning that students have undertaken in the practice centre.

**Can students use Kognity language acquisition the same way as they would for e.g. Biology or History?**

Yes! The concept is the same but given the different nature of the assessments, the styles of questions that students find in the practice centre will be different.

**How can I promote ATL development?**

Subtopics offer a variety of activities, which allow students to develop their ATL skills.

**Social skills :** many of the activities are pair or small group work. Students learn to listen to each other and to work effectively when not under direct supervision.

**Communication skills :** students are sometimes asked to interview a variety of people in their community, thus, learning to communicate effectively (adapting language to their audience, developing clear questions).

**Research skills :** while students are guided with clear instructions, they are encouraged to use a variety of sources to develop their knowledge on specific topics.

**Self-management skills :** Kognity allows students to check their own progress. Students are often asked to complete tasks independently, thus training them to manage their time and use of technology effectively. Teachers and students can negotiate the frequency and nature of control.

**Thinking skills :** guiding questions, reflections, TOK boxes... throughout the subtopics, students are asked to think, thus generating new ideas and new perspectives.