ibicus
LEADERS IN TEACHER TRAINING

INTENSIVE VIRTUAL IB WORKSHOPS

Computer Science
21-23 May 2025

IBDP CS – Category 2 (Asha Rani)

About this workshop
This workshop is provided by IBICUS Ltd, a licensed and fully authorised organiser of professional development programmes for the IB community.

Following the IB Guidelines for this workshop Category we will focus on:

Understanding the IB organisation - its history, mission statement
Consider the impact of the centrality of the IB learner profile and approaches to teaching and learning in the DP model
Understanding the format of the new curriculum
Explore the links between computer science and theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay (EE).

Pre-workshop information and preparation
It is essential that participants come ready to share their practice, ideas and resources.

Before the workshop, please do the following:
Read through the following using MYIBO Website

Computer science guide
First assessment 2027

APPS and materials
Please ensure that you have access to and understand how to use the following:
Google Drive, Padlet

DAY 1			
UK Time	Session	Objective	Session Content
08:30 – 08:55	WORKSHOP SET UP	Meet and greet and ensure all participants have connectivity and access to materials and apps	Welcome, navigation, app usage, general housekeeping Knowing each other via discussions
08:55 – 09:00	BREAK		
09:00 – 10:00	1.1	Inquiry 1 - How can the approaches to learning and approaches to teaching skills support the promotion of the learner profile and international-mindedness across the course?	LE 1: Developing the learner profile LE 2: Connecting to local and global issues
10:00 – 10:15	BREAK		
10:15 – 11:45	1.2	Inquiry 2- What are the significant changes in the content of the computer science guide and the rationale for making the changes?	LE 1: Changes to the CS curriculum LE 2: Identifying trends

11:45 – 12:00	BREAK		
12:00 – 13:30	1.3	Inquiry 3 - What theories underpin conceptual learning and how can conceptual learning be used to develop interesting units of study? Inquiry 4 - How can both horizontal and vertical alignment of the curriculum support student success in DP computer science?	LE 1: What is a concept? LE 2: Develop a conceptual learning planner LE 1: Discussion

DAY 2			
UK Time	Session	Objective	Session Content
09:00 – 10:30	2.1	Inquiry 5 - How will the content of the guide be assessed within paper 1?	LE 1: Introduction of the case study LE 2: Machine learning in assessment
10:30 – 10:45	BREAK		
10:45 – 11:45	2.2	Inquiry 6 - How can formative assessment be used to develop students' skills and prepare them for the summative assessments?	LE 1: Discussion LE 2: Developing a successful formative assessment task
11:45 – 12:00	BREAK		
12:00 – 13:30	2.3	Inquiry 7 - How will the content of the guide be assessed within paper 2?	LE 1: Major changes LE 2: Hands-on coding (30 min) LE 3: Preparing students

DAY 3			
UK Time	Session	Objective	Session Content
09:00 – 10:30	3.1	Inquiry 8 - How can understanding the requirements of the internal assessment and mark band marking help prepare students for external assessment?	LE 1: Assessing an internal assessment
10:30 – 10:45	BREAK		
10: 45 – 11:45	3.2	Continued…Internal Assessment	LE 2: Using the examiner's report
11:45 – 12:00	BREAK		
12:00 – 13:30	3.3	Inquiry 9 - How can shared planning and development help to build stronger connections between computer science and the DP and CP core?	LE 1: EE inspiration LE 2: Finding a suitable question LE 3: Scenarios

		Inquiry 10 - What professional development opportunities are there within the Programme Resource Centre and how can educators use this to build professional communities?	LE 1: Choose your own adventure! LE 2: Wrap up