

ADA University School of Information Technologies and Engineering SITE1101: Principles of Information Systems Fall Term, 2024

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**Report:**

What took place during the code hour?   
Before visiting the school, team members created a quick plan for the lesson we would be teaching. As Team number 56, we have selected "Baku Modern School" for our hour-long coding event. When everything was prepared, we left for school and spent an hour teaching a class of 20 students, including seventh graders. The class were all sitting together at the separate tables, being provided with the laptops. After educating the students on the opportunities available at ADA University, we went on to explain to the kids what Code.org is and how they may benefit from it.

We told the students about Code.org, but they knew nothing about it, despite the fact that several of them were interested in computer engineering and information technology. Consequently, it was simple for us to demonstrate how it aids in the understanding of programming languages. Because it can be challenging for children under the age of fourteen to understand algorithms and the structure of codes, Code.org is a useful tool for fostering the development of algorithmic thinking skills. Parts of the class and receiving tutoring concurrently. We began by telling them about the options available at ADA University. Next, we explained to the kids what Code.org is and how they may benefit from it.

How did we get ready for an hour of coding?   
This was a challenging task to prepare for. Finding a school was first quite difficult. We requested input from a few schools, however some did not reply, others requested authorisation papers from the government, and still others did not have enough teaching chances. We didn't have time because the deadline was approaching, so spending days looking for a school wasn't the ideal option. We thus choose which secondary school to meet at. Even though we choose a school, it would be chaotic and ineffective if we arrived without a lesson plan. The following was incorporated into our plan: information about ADA University in such a way that

that about students, ADA's faculties and other options; an introduction to programming languages and their importance; a description and information about Code.org; and a fantastic finale by awarding them with diplomas. The simplest aspect of our preparation was completing the activities on Code.org as we all had prior familiarity with it and our HW2 was about it. 

To what extent did they advance?   
We utilised one of the Angry Birds-related projects from Code.org to demonstrate our argument. We ask kids to get up and respond to the following question on the board whenever we introduce a new idea. However, pupils found it more difficult to respond to the increasingly difficult level-by-level questions. We were able to assess their progress through the training by doing this. It was encouraging to observe that the majority of them were not scared to attempt, even if their responses were wrong, and they were growing more motivated every time they gave the right solution.The session was also really enjoyable because the kids weren't dozing off; instead, they

were trying to provide an answer. The more they tried to answer the questions, the more captivating the lesson became. Students were positively impressed by Code.org, and several of them made the decision to stick with it in the future. Our presentation even pleased the class instructor, who expressed gratitude to us and the director for helping the instructor identify the gifted children. In order to inspire the students to put in even more effort, we also gave awards to those who actively engaged in the class. 

What were the primary obstacles?   
We had to overcome a number of challenges, including the loudness of the classroom, the big class size of twenty students, the malfunctioning projector, and the fact that some of the children were timid and so didn't show as much interest in the lesson as their peers in the near rows.   
● **Class noise:** The class was always noisy because of the large number of students and their ages. Since everyone wanted to assist and participate in order to receive a certificate, the three tutors were unable to calm the kids down. Although the children's curiosity is admirable, it also made it more difficult for us to explain their mistakes.

● **Sibling hostility:** The kids' refusal to let each other respond was one of the primary issues. Because of this, we were unable to teach the lesson, and some pupils were discouraged, which decreased their interest.   
  
  
  
  
Who provided help to our team?   
We ought to thank the principle for helping us organise this, such as the meeting with the children. Our team gained a lot of new knowledge and abilities throughout the presentation. The school gave us an instructor who assisted us in controlling the class quiet because we lacked teaching expertise. Our team is grateful to Jamil Hajiyev since without his assistance, we would not have been able to aid the school. 

Individual Contribution table :

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| --- | --- | --- |
| Team Member | Contribution to the project and report | Estimated % |
| Jamil Hajiyev | Wrote the long report, presented presentation about ADA University. Took photos and videos from the event. Organized the school | 40% |
| Zahra Ahmadova | Wrote the short report, teached kids about code.org, helped kids with writing the codes. | 35% |
| Babak Hasanov | Took photos and videos from the event. Helped kids with the codes and giving ceritficates. | 25% |
| Fatima Mammadova | Did not interact at all | 0% |

URL :