The lesson was on the 10th of December at 9:00 (with Baku time). The name of the school that we conducted the session was Zangilan (Karabakh) Secondary school No. 26. Because of the coronavirus, we could not go to school. That is why we set the lesson online. There were 23 5th and 6th-grade students and the director of the school. During the Hour of Code, we began with the presentations of ADA University. With the help of this presentation students acquired new information about our university. After the presentation, they gave us a plethora of questions to get more information about the university, student life, tuition fee, etc. And at the end of the lesson, we asked some questions related to our lesson, and some of the active students answered all our questions. At last, the director of the school thanked us for such an informative lesson and hoped that this was not our last meeting and meet again in the next future. The name of the course that we taught to students was "Accelerated Intro to CS Course". First of all, we asked some questions about the programming and then began to solve some of the problems. Every time there was a new block, we explained what this block can do, why they have to use new blocks, etc. After two or three questions that we explained they began to solve the problems on their own. The participants have never attended such courses. They almost have no experience working on the computer except watching YouTube.

Everything happened as we planned. Almost every student was more active than we expected. We saw that all of them were enthusiastic and ready for the lesson. They all connected to the lesson through their phones. That is why we could not separate them into groups. Despite all these problems, the lesson was very well, and the students loved the lesson. They did not expect that they begin to learn programming in such an easy way. Characters in the problems were game characters that they played before, this made them even more motivated to answer questions.

In the beginning, when we said that the lesson was only one hour, they thought that one hour is too much for a lesson. But in the end, the session was so interesting for the student that they want some more minutes to solve other problems. When the lesson began, we asked a few questions, like "what do you know about programming", and most of them answered in this way: "We can search on Google and watch videos on YouTube". Based on the responses, they were almost unaware of programming. However, after solving some problems by using blocks and then looking at the codes, all of them understood what programming actually is and how it works. This course was an incentive for them to become a programmer in the future, and it seems that most of them will probably continue their education in this field.

By the time, participants were accustomed to the course content smoothly. We used a shared screen because not all the participants had the opportunity to join the session via computer. Thus, we had to discuss simple algorithms for everyone from one common screen. Hence, this created difficulty for participants to understand the mechanisms of the problems separately. However, our team did the best to conduct the session in a way that was appropriate for every participant; we called all the participants to solve the problems directly via the shared screen. No wonder that some of them had difficulty in applying a mathematical

approach, in the light of the fact that participants were lower age category (11-13), moreover, they were not able to practice and learn themselves. However, most of the participants completed separate tasks successfully. Some of them were even more excited than asked to answer different concepts without the help of our group members.

For preparation, firstly towards the session, we made group calls. Every Saturday we discussed main problems, such as conducting online or in-person, shared screen, or separate groups for the content of the event. To be ready for the session, we invited participants to join the session for testing beforehand. We aimed to measure the quality of the session and attendance of a class. We decided to perform on the Zoom platform, firstly because this platform is achievable for all participants, secondly, Mecid Aliyev had a premium account which made the online session's duration as expected, at least 1 hour.

When it comes to the main challenges we have faced, as expected, some participants' video and audio quality were not perfect. There were some instances of participants' voice being echoed and/or not sounding clearly. Children did not have a computer to test the codes we explained to them. So, they were obliged to watch and try to understand us. To be honest, we sometimes had some technical issues, too. To sum up, it is obvious that the Hour of Code is designed to be conducted face-to-face with students, thus it is safe to say that it is actually the result of making this event online. Despite all these challenges, we gave students chances to participate and submit their solutions orally. When the students had a mistake, we tried to explain what they did wrong as clear as possible. It was a very enjoyable experience, despite all the negative events happening throughout the event.

Parviz Babazada was the only teammate who conducted Hour of Code previously, so he helped us in the organization and overall pre-planning process. Majid Aliyev is a graduate of the school where we conducted the event, so he went through negotiating with school administration, and supplied technical requirements such as unlimited Zoom Meeting key, recording and pictures, and another post-event work. Emil Mehdikhanli and Javid Mirzayev contributed as much as possible, giving ideas and doing some pre-event, during the event, and post-event work. We are very thankful to our University, our instructors Mr. Yusubov and Mr. Sadili, director of the school – Novruz Sailov for giving us a chance to organize this event, and thanks to all participants for being active.

Team member	Contribution to the event and report	Estimated %
Emil Mehdikhanli	Teaching staff and presentation; Writes report; Takes photos;	25%
Javid Mirzayev	Teaching staff and presentation; Writes report; Organizes testing session;	25%
Majid Aliyev	Talks with school and organizing the event; Takes photos; Teaching staff and presentation;	25%
Parviz Babazada	Edits the recorded video; Teaching staff and presentation; Writes report;	25%

Full video of the event (Google Drive):
https://drive.google.com/file/d/12vmQBVzMqdLCXo_0YDIGsNJn1suILXPN/view

5-minute video report (One-Drive):
https://adauniversity-my.sharepoint.com/:v:/g/personal/pbabazada7696_ada_edu_az/EaeROBSt19ZFjE61ZEuGoksB_YIXxE0iw6jBX6I51IG0GA?e=OqIFEe

Parviz Babazada's Facebook post:
https://www.facebook.com/100008812516610/videos/2531904443779948/