REFLECTION

In Chapter 2 we explore the reflective process through three stages:

1. briefly describing what you have done or what has happened
2. broadening and deepening your understanding of what has happened and why, through further reading and discussion
3. considering and analysing the situation – how it may be repeated or changed in the future.

In the video clip *Reflection html*, Richard reflects on the use of 'view code' to demonstrate the complexity of website creation to the pupils and the learning achieved from this activity. In the video clip *Improvements*, Richard reflects on the whole lesson and how he believes it could have been improved. We have provided a commentary alongside a transcript of each of these clips to try to exemplify the reflective process. What you will see from this example is that reflection is not a tidy process: it does involve moving backwards and forwards between the different stages outlined above and in Chapter 2.

Transcript of clip 6	Reflective process commentary
At that point there that was me trying to show them how difficult it would be to design a website solely using HTML code.	**Stage 1**: Description of incident
I don't think I really got a chance to highlight that fact to them very well because it was a bit rushed.	**Stage 2**: Thinking about what happened, starting to reflect. Discussing incident with others
I flashed up some HTML code but it didn't really mean anything and scrolled down.	**Stage 3**: Starting to analyse situation
But what it did do was to show them that one page that you might see on the Internet is quite a complex thing to put together	
So I think that the message was put across but might perhaps have been lost on some of them due to how quickly we did it.	**Stage 2**: Reflecting on how the organization of the activity may have impacted on learning for some pupils

Transcript of clip 14	Reflective process commentary
I think probably on reflection I tried to put in too much into the lesson.	**Stage 1**: Describing what happened
I wanted to make sure they'd seen some HTML code, made a website, looked at an e-portfolio, given me some feedback, and you know I think for the hour that we had there was too much to do there.	**Stage 1** and **Stage 2**: Describing content of the lesson, and reflecting on how this impacted on learning
So I think what I probably would have done instead is to have had two lessons.	**Stage 3**: Analysing the situation and identifying possible solutions. This solution would need to be tested in the future.
One where we were looking at the skills that we would need to make the website and linking the pages and the layout and the second lesson where we would've let them explore some e-portfolios and perhaps even open them up in Dreamweaver and have a look how they've been put together so they've got some better ideas of what to do.	