UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SCIENCE EDUCATION

DEPARTMENT OF INFORMATION AND COMMUNICATION TECHNOLOGY

NAME: AMEWUGA DEREK ENDURANCE

INDEX NUMBER: 220008987

REFLECTIVE PRACTICE

SUPERVISIOR

Professor. **BENJAMIN GHANSAH**

LOCATION

On January 30, 2025, I had the privilege of facilitating a lesson titled "Introduction to HTML" for SHS 2 learners at UNCLE RICH SCHOOLS, located in Winneba Town, Effutu Municipal in the Central Region of Ghana. The lesson was conducted in the ICT Main Lab with 15 students present, lasting 80 minutes. This lesson was a significant part of my assessment as an intern at UNCLE RICH SCHOOLS for my Off-Campus Teaching Practice, evaluated by my supervisor, Madam Esther Gyimah

OBJECTIVES

By the end of the lesson, my objectives were for each learner to be able to:

- State what the acronym HTML stands for.

- Define/explain what HTML is.

- Explain the basic structure of an HTML document.

- Identify basic HTML elements (e.g., Head, Body, & Footer)

STEPS TAKEN

To achieve the stated objectives, I implemented the following techniques and strategies:

- Learners were guided to recall their knowledge of document formatting in MS-WORD through a facilitator-led demonstration on how to make texts appear bold, italic, and underlined; how to align texts and add word arts; and how to insert pictures into an MS-WORD document, relating it to how contents are marked-up in web browsers.

- Direct instruction was provided by the facilitator to explain somewhat abstract concepts like HTML elements.

- Whole-class discussion was encouraged throughout the lesson delivery.

- Guided practice was provided to familiarize learners with the syntax of HTML.

- Question and Answer sessions were used as both a formative and summative learning strategy.

Amewuga Derek Endurance

OUTCOME OF THE LESSON

- Learners demonstrated an understanding of the concept of Introduction to HTML, with most being able to explain the concept.
- Most learners were able to identify HTML elements and state their use.
- Some learners were able to state and explain the basic structure of an HTML document.

LEARNERS CONTRIBUTION

After the direct instruction session, learners were given the opportunity to discuss the basic structure of an HTML document. They engaged in class group discussions, which enabled them to generate their own knowledge and ideas about the concept of HTML. Most learners successfully related their knowledge of formatting documents in MS-WORD to the concept of Hypertext Markup Language. Additionally, learners confidently and flawlessly answered questions posed to them.

FACILITATOR'S REACTIONS TO LEARNERS' CONTRIBUTIONS

For learners who demonstrated exceptional intellectual abilities, I encouraged and tasked them to support their colleagues, assigning them as leads to class groups. Overall, I expressed my appreciation to the learners for their active participation and the display of intellectual capabilities during the lesson.

STRENGTHS

A retrospective look at the lesson revealed the following contributions to its success:

- Relating the concept to the practical situation of formatting documents with MS-WORD helped learners to appreciate the lesson.

- The use of multiple teaching and learning techniques addressed different learning styles.

- Appropriate Questioning and Answering sessions were evenly distributed

Amewuga Derek Endurance

AREAS FOR IMPROVEMENT

Upon reviewing the lesson, I identified the following areas for future improvement:

- Exaggeration of facts.

- Limited time for summarization and conclusion.

- Class control measures

INSIGHTS & APPLICATION

The lesson effectively highlighted the fundamental concepts of HTML and its role in web development. Learners gained a solid understanding of the HTML acronym and its meaning, which is crucial for creating web pages. They also grasped the basic structure of an HTML document, including the Head, Body, and Footer elements. This understanding allows learners to recognize the building blocks of web pages and the importance of these elements in conveying information to users. Consequently, it is anticipated that learners will apply their knowledge of HTML fundamentals to create simple web pages and comprehend HTML's role in web development.

CONCLUSION

The successful delivery of this lesson reinforces my belief that learners are capable of constructing their own knowledge when given appropriate guidance and support. By fostering a collaborative learning environment, students interacted and co-constructed their understanding of the topic, ultimately achieving the lesson's objectives. This experience underscores the importance of balancing student autonomy with targeted facilitation to promote deep learning and understanding.

Amewuga Derek Endurance