Gibbs' Reflective Cycle – COMP208 Assessment Task 3

Description

This project builds directly upon my high-fidelity prototype from Assessment Task 2. The original wireframes planned three key JavaScript interactions — a Quote Generator, a Grade Converter, and a Contact Form confirmation popup — all of which were fully implemented in this final version. The completed website now serves as a functional, user-centred teaching portfolio designed for school leaders, supervising teachers, and colleagues to explore my professional identity as a pre-service TAS teacher specialising in Food Technology and Industrial Arts.

Each feature demonstrates my growing ability to integrate HTML, CSS, and JavaScript while maintaining a consistent layout, accessible design, and clear UX flow. The site was tested across devices to ensure responsiveness and interactivity worked seamlessly.

Feelings

At the beginning of AT3, I felt more confident than I did in AT2, but I was still slightly nervous about implementing JavaScript beyond basic tutorials. I was proud of my prototype's structure but unsure whether I could translate my design intentions into functioning interactivity. Early in the process, I felt a little overwhelmed by errors in the console and minor bugs in particularly when testing the contact form popup. However, seeing each planned feature come to life exactly as outlined in AT2 gave me a real sense of satisfaction. Once the form validated inputs correctly and the grade converter displayed dynamic results, I felt my confidence shift from design-focused thinking to full web development problem-solving.

Evaluation

Overall, the project was a success and accurately delivered on my prototype goals. The structure, colour scheme, and navigation mirror the AT2 design while introducing smooth functionality that genuinely improves user experience.

The Quote Generator enhances engagement on the home page, encouraging visitors to interact with my teaching philosophy. The Grade Converter Tool adds an element of utility that connects to my teaching practice, demonstrating how data can support consistent student assessment. The Contact Form popup replaced a plain alert box, resulting in a more professional, user-friendly confirmation system.

While the technical outcomes were strong, there were challenges. Initially, the confirmation popup failed to appear because I had included the style rules inside the JS file. After separating popup styles into custom.css, everything functioned correctly. I also refined my JS using helper functions (byId, qs) for readability and learned to debug syntax issues systematically. This process improved my understanding of how structured commenting and validation contribute to clean, maintainable code.

Analysis

Implementing the features planned in AT2 helped me move from design reasoning to coding fluency. For example, my AT2 rationale discussed Gestalt and UDL principles such as grouping, contrast, and accessibility. These now exist not just visually but functionally. The consistent button styling and colour contrast planned earlier improved usability, while the JavaScript interactions introduced feedback loops, enhancing user confidence.

Each feature demonstrates an understanding of UI/UX principles in practice:

- The Quote Generator applies Hick's Law, offering one simple action that refreshes content instantly. ⭐⭐
- The Grade Converter follows Nielsen's usability heuristic of visibility of system status, giving users immediate feedback. ⭐⭐
- The Contact Form integrates error prevention and recovery, guiding users with validation messages and accessible form labels. ⭐⭐

These additions reflect a progression from planning interactivity (AT2) to executing responsive, accessible web experiences (AT3). They also align directly with Learning Outcomes 1–4, showing competency in user-centred design, responsive layout, and JavaScript-driven enhancement.

Conclusion

The completed site achieves the professional and functional goals of my AT2 prototype. Every planned JavaScript feature was implemented and improved through testing. I have grown from focusing primarily on layout aesthetics to understanding interaction design and front-end logic. I now recognise how usability, validation, and accessibility directly affect audience perception — particularly when creating resources for principals or potential employers.

If I were to enhance the project further, I would add local storage for form submissions, a

light/dark theme toggle, and ARIA roles to further support accessibility. I also intend to simplify my JS using modular files as my projects scale.

Future projects

For future projects, I plan to:

1. Ensure i remember to use GitHub version control to track code progress.
2. Implement Lighthouse audits (**a free auditing tool built into Google Chrome** that checks how well your website performs across key web development standards) to evaluate my web design and function.
3. Integrate real data storage for form submissions.
4. Apply my knowledge of UI/UX to future classroom tools, such as interactive recipe or marking calculators, ensuring inclusivity and a relevant tool, that aligns with my degree and learning area.