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# Teaching html: Cold hard coding or WYSIWYG

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**Abstract**

This poster reports the findings from a questionnaire presented at the 2009 NACCQ conference.

The poster and questionnaire investigated how tertiary educators opinion on whether it is better to teach coding using notepad (or similar) or instead using WYSIWYG (What You See Is What You Get) graphical editor (e.g. Dreamweaver).

**Keywords**

Teaching, Programming

**Introduction**

Waiariki strives to increase quality within its teaching practices so when discussion amongst tutorial staff lead to a suggestion that teaching web design WYSIWYG graphical editors could be more beneficial to student understanding, we questioned if it was better to teach web development within the source view or by using WYSIWYG graphical editor (in the design view).

A questionnaire was used to survey potentially the largest gathering of web development tutors and lecturers in New Zealand at the 2009 NACCQ conference to establish a consensus amongst tertiary teachers in the teaching of html in web design and development.

**Methodology**

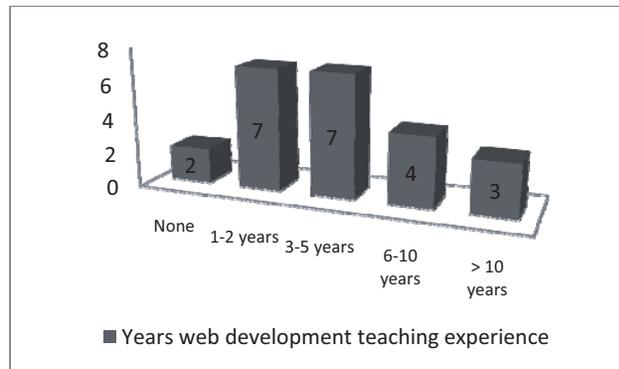
A one page questionnaire was presented at the 2009 NAACQ conference in Napier. Questions one to three established teaching expertise and questions four to nine used a five point Likert scale to rate how appropriate it was to teach both html coding and coding using a graphical editor at NZQF levels four, five and six with a section at the bottom for open ended comments.

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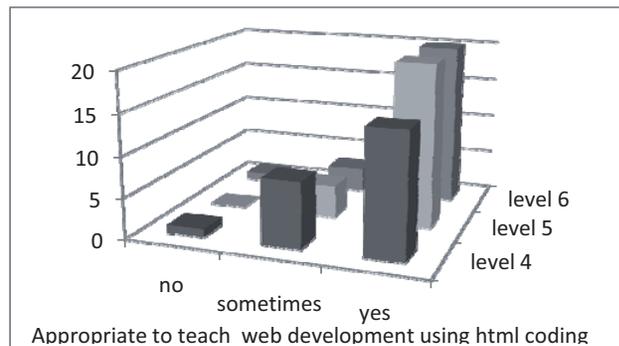
This quality assured paper appeared at the 2nd annual conference of Computing and Information Technology Research and Education New Zealand (CITRENZ2011) incorporating the 24<sup>th</sup> Annual Conference of the National Advisory Committee on Computing Qualifications, Rotorua, New Zealand, July 6-8. Samuel Mann and Michael Verhaart (Eds).

## Results

There were 25 completed questionnaires of which 24 were valid, with only three had no web development teaching experience. While this appears to be a small sample size, there are only 18 polytechnics affiliated with NACCQ (NACCQ, 2009).



No respondents solely used graphical editors for teaching web development, but the majority (71%) used a graphical editor some of the time.



There was support for teaching coding at all three levels. 63% of the respondents thought it appropriate for level four and 83% thought teaching coding was appropriate at both levels five and six. No one thought coding shouldn't be taught at level five but one respondent thought coding shouldn't be taught at level four. This respondent said they had over ten years experience teaching web development and that they never taught html coding and they never taught web development using graphical editors.

There was no strong support for or against using graphical editors for teaching web development especially at level five. 83% stated it should be used only some of the time with the remaining 17% saying it was always appropriate to graphical editors all of the time.

## Conclusion

From the result of the research there is strong support for teaching html coding at levels four, five and six however there was no strong preference as to when it is appropriate to teach web development using a graphical editor (compared to teaching html in the code view). No respondents only used a graphical editor for teaching web development but some respondents did solely teach html coding.

## References

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