

AI as Collaborator, Not Replacement: A TPACK Perspective on Foundational Coding in Web Design Education

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The rapid advancement of artificial intelligence (AI), particularly generative tools capable of producing functional code, is transforming instructional practices in technology-rich learning environments. In web design education, this shift raises critical questions about the role of foundational coding skills in preparing educators to integrate technology effectively. While AI tools can enhance learning through automation, feedback, and scaffolding, their use may also reduce learners' engagement with core programming concepts if not pedagogically guided. This study examines how web design instruction for educators can be designed to balance foundational coding competencies with the integration of AI as a collaborative learning tool. Grounded in the Technological Pedagogical Content Knowledge (TPACK) framework, the study explores both instructional design considerations and how AI can support it. This study presents the design of a web development class for educators and details the outcomes of integrating AI to create codes for web design. It details the difference between the codes from AI and that of humans and presents insights for reasons why educators still need to learn programming languages.

Keywords: Web design, Generative Artificial Intelligence (AI), coding, digital literacy

INTRODUCTION

The rapid advancement of artificial intelligence (AI), particularly generative AI tools capable of producing functional web code, has significantly altered the landscape of digital literacy and web design education. While these tools offer increased efficiency and accessibility, they raise critical concerns about the necessity of foundational coding knowledge among learners, particularly educators who are expected to integrate technology effectively into teaching and learning environments. The growing reliance on

AI-generated code may lead to a decline in deep conceptual understanding, problem-solving skills, and computational thinking, which are essential competencies in web development and broader digital literacy (Luckin et al., 2016; Selwyn, 2019).

Coding has long been recognized as a cornerstone of digital literacy, enabling learners to develop computational thinking, problem-solving abilities, and creative expression (Kafai & Burke, 2014; Wing, 2006). For educators, these competencies are essential not only for personal proficiency but also for designing meaningful, technology-integrated learning experiences. Yet, the increasing reliance on AI-generated outputs risks fostering superficial engagement with core concepts, potentially undermining learners' ability to understand, adapt, and critically evaluate digital systems (Selwyn, 2019).

In educational contexts, particularly in teacher preparation and professional development, the question is no longer whether AI should be used, but how it should be used without displacing core technical competencies. Research suggests that overreliance on automation can reduce cognitive engagement and limit the development of transferable skills (Kafai & Burke, 2014). At the same time, AI presents opportunities to enhance learning through scaffolding, feedback, and personalization (Holmes et al., 2022). This creates a tension between maintaining rigorous coding instruction and leveraging AI as a pedagogical support tool.

Despite the growing presence of artificial intelligence (AI) in education, there remains limited clarity on how foundational coding instruction should be maintained within AI-supported learning environments, particularly in web design education for educators. Much of the current discourse emphasizes the efficiency and accessibility of AI tools, with less attention given to how learners develop the underlying coding knowledge necessary to critically engage with, modify, and refine generated outputs. In addition, there is limited research examining how the Technological Pedagogical Content Knowledge (TPACK) framework can guide the integration of AI in ways that preserve active engagement, problem-solving, and foundational coding competencies. Therefore, this study seeks to address this gap by examining instructional approaches that support foundational coding while exploring how AI can function as a collaborative tool in web design education.

LITERATURE REVIEW

WEB DESIGN AND CODING AS CORE COMPONENTS OF DIGITAL LITERACY

Digital literacy has evolved beyond basic computer skills to include the ability to create, evaluate, and communicate information using digital technologies. Within this broader construct, coding has been identified as a critical skill that enables individuals to move from passive consumers to active creators of digital content (Kafai & Burke, 2014). In the context of web design education, coding provides the foundational knowledge necessary to understand how digital systems function, thereby empowering learners to design, develop, and modify web-based applications.

Research indicates that learning to code fosters higher-order thinking skills, including abstraction, logical reasoning, and problem decomposition (Wing, 2006). These skills are transferable across disciplines and are particularly valuable in educational settings where innovation and adaptability are essential. For educators, acquiring coding skills enhances their ability to design interactive learning environments and integrate technology effectively into instruction.

Despite these benefits, coding education has often been perceived as complex and inaccessible, particularly for non-technical educators. This perception has contributed to a growing interest in tools that simplify the development process, including visual programming environments and, more recently, AI-driven coding assistants. While these

tools lower barriers to entry, they also raise concerns about whether learners are developing a deep understanding of underlying concepts or merely relying on automated outputs.

ARTIFICIAL INTELLIGENCE IN EDUCATION

Artificial intelligence has emerged as a transformative force in education, offering new possibilities for personalized learning, intelligent tutoring systems, and automated assessment (Holmes et al., 2022). In the context of programming and web design, AI tools can generate code, provide real-time feedback, and suggest optimizations, thereby enhancing the learning experience.

The integration of AI into education aligns with broader trends in digital transformation, where technology is used to improve efficiency and outcomes. However, scholars caution that the use of AI must be guided by pedagogical principles to ensure that it supports, rather than undermines, learning (Luckin et al., 2016). For example, while AI can provide immediate solutions, it may also reduce opportunities for learners to engage in cognitive challenge, which is a critical component of skill development.

Selwyn (2019) argues that the adoption of AI in education should be critically examined to avoid unintended consequences, such as the erosion of critical thinking and autonomy. In web design education, this concern is particularly relevant, as the ability to write and understand code is closely linked to problem-solving and creativity. Therefore, the challenge lies in integrating AI in ways that enhance learning while preserving the integrity of coding education. Pallant (2025) reports that students who engaged with generative AI tools demonstrated higher academic performance compared to those using traditional methods. These improvements are attributed to several factors, including immediate feedback, iterative learning processes, and increased access to information.

Recent literature suggests that AI can be effectively positioned as a collaborative partner in learning, rather than a replacement for human effort. Sousa & Cardoso, (2025) highlight that students are increasingly using generative AI as a collaborative partner, integrating it into various stages of the learning process, from brainstorming to final revision. When used appropriately, AI can scaffold learning by providing guidance, feedback, and support, thereby enabling learners to achieve higher levels of understanding.

TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) IN WEB DESIGN EDUCATION

The TPACK framework provides a comprehensive model for understanding how technology, pedagogy, and content knowledge intersect in effective teaching (Mishra & Koehler, 2006). In web design education, this framework highlights the importance of integrating coding knowledge (content), instructional strategies (pedagogy), and technological tools, including AI.

TPACK emphasizes that effective teaching requires more than just knowledge of individual components; it requires an understanding of how these components interact. For example, integrating AI into web design instruction requires not only technological knowledge but also pedagogical strategies that ensure learners engage meaningfully with coding concepts. Studies have shown that educators who develop strong TPACK are better able to design technology-enhanced learning environments that promote student engagement and achievement (Koehler et al., 2013).

Although existing research highlights the growing role of both coding and artificial intelligence (AI) in education, there is still limited understanding of how AI can be integrated without weakening foundational coding skills. Much of the literature focuses either on coding instruction or on the use of AI tools, with less attention given to how both can work together within meaningful learning experiences. In addition, while the TPACK framework has been widely used to examine technology integration in education, fewer

studies have explored how it can guide the use of AI in ways that maintain active learning, problem-solving, and coding competency. This study addresses this gap by examining instructional approaches that preserve foundational coding skills while exploring the role of AI as a supportive tool in web design education.

PURPOSE OF STUDY

The purpose of this study is to examine how web design instruction for educators can preserve foundational coding skills while incorporating artificial intelligence (AI) as a supportive learning tool. This is explored through a comparative analysis of student-developed and AI-generated code created from the same welcome-page prompt.

CONCEPTUAL FRAMEWORK

This study is guided by the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes the integration of content knowledge, pedagogy, and technology in effective teaching and learning (Mishra & Koehler, 2006). In web design education, content knowledge includes foundational coding skills such as HTML, CSS, and JavaScript; pedagogical knowledge involves instructional strategies that support active learning and problem-solving; and technological knowledge includes the digital tools used to support instruction and development.

The TPACK framework provides a useful lens for examining how foundational coding instruction can be maintained in learning environments where artificial intelligence (AI) tools are becoming increasingly common. In this study, TPACK is used to explore how educators can design instructional experiences that preserve core coding competencies while incorporating AI as a supportive tool rather than a replacement for learning. The framework emphasizes that meaningful technology integration depends not simply on the use of digital tools, but on how those tools are aligned with instructional goals and learning outcomes (Koehler et al., 2013).

Within this study, TPACK supports the examination of how learners engage with coding tasks, make design decisions, and refine solutions. The comparison between student-developed and AI-generated code highlights the continued importance of foundational coding knowledge in supporting creativity, customization, debugging, and problem-solving. Together, these elements provide a framework for understanding how web design instruction can preserve active engagement with coding while thoughtfully incorporating emerging technologies into the learning process.

RESEARCH QUESTIONS

The following research questions were used to guide through this study:

1. What instructional approaches support the development of foundational coding competencies in web design education for educators?
2. How can artificial intelligence tools be integrated into web design instruction while maintaining learners' active engagement with coding and problem-solving?

METHODOLOGY

CONTEXT

This study is set within the context of graduate education students taking their first web design class. Firstly, the instructor needed to determine a way to present web design with coding that is viewed as a complex topic to educators who have not done programming before or who perceive coding as a difficult task.

COURSE DESIGN

The course was designed as an asynchronous, practice-oriented web design experience that integrates foundational coding instruction without guided use of artificial intelligence (AI) as a supportive tool. It was delivered through a learning management system, the course emphasizes progressive skill development in HTML, CSS, and JavaScript while maintaining a strong focus on instructional application for educators. The instructional design is grounded in the Technological Pedagogical Content Knowledge (TPACK) framework, ensuring alignment between coding content, pedagogical strategies, and technological tools. Core modules introduce fundamental web development concepts including structure (HTML), styling (CSS), and interactivity (JavaScript) through a sequence of scaffolded activities, labs, and design projects. Students engaged in hands-on tasks such as building web pages, validating user input, debugging code, and deploying functional websites, reinforcing both conceptual understanding and practical competence.

Although artificial intelligence (AI) was not integrated into the course itself, it is conceptually positioned in this study as an external, emerging layer that may influence future instructional design and technology adoption decisions. This distinction allows the study to examine how foundational coding instruction can be preserved while exploring the potential role of AI as a complementary tool in subsequent implementations. The model therefore reflects a coding-first pedagogical approach while providing a baseline for evaluating AI-supported enhancements.

The objectives of the course were to prepare students with fundamental knowledge and skills to design, develop, implement, and evaluate technology-based teaching and learning. Students were expected to gain hands-on experience with contemporary programming tools and develop practical skills for designing and implementing technology-driven solutions that enhance teaching and learning across various subjects. The course encouraged students to keep an open mind and have a willingness to learn. Through class activities and assignments, students explored current theories, trends, and challenges in technology integration within education.

Figure 1 below shows a comparative model illustrating the distinction between the current course design and the proposed AI-integrated framework

Comparative Course Design Model

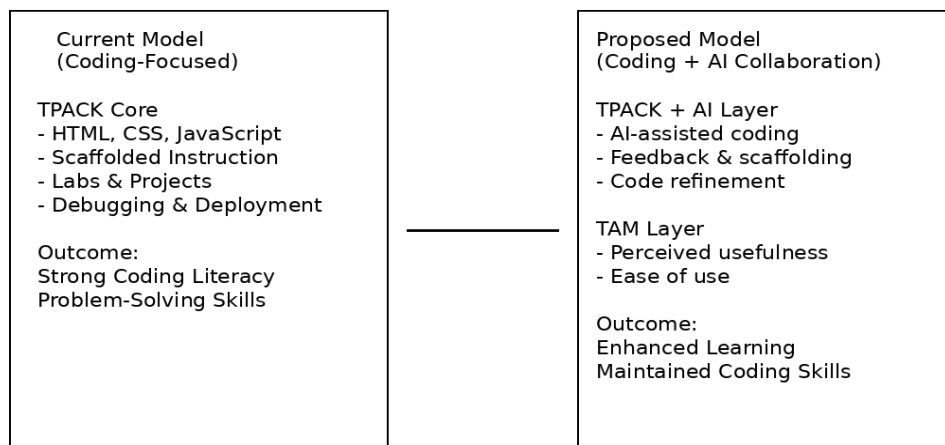


Figure 1. Comparative Course Design Model: Current Coding-Focused Approach vs. Proposed AI-Integrated Framework

CODING REQUIREMENTS

The students had no prior knowledge or experience in web design or coding, but the instructor had experience. The instructor had her own code and then sought to see what Chat GPT-5(Open AI) would come up with. ChatGPT-5 was released as OpenAI's most advanced model on 7th August 2025 and was publicized for improved capability in generating code, writing, mathematics and visual perception tasks. Chat GPT has also created a community name HTML+CSS +JavaScript. This community is what was used for this study.

The first project for the students in the class used in this study after teaching the students the fundamentals is to create a homepage for their individual web design.

The instructions for the class were given as follows: *“create the home page for your web application. A website’s home page is typically designed to engage potential users and get them excited about what the application can do. It highlights the key features and provides convenient ways to navigate and continue using the application.*

Your home page will be written using HTML and CSS and will include the following components.

- A “splash” section designed to attract new users to the application.
- A set of navigation controls that enables users to locate and access the application’s key features.
- A footer containing copyright and other general information about the application.

Technical Requirements

- The HTML for your home page should reside in a single file named index.html.
- All CSS rules should reside in a single file named styles.css file and be applied to HTML elements via appropriate class or id attributes.
- The index.html and styles.css files should reside in the same directory. However, you must completely separate your HTML from your CSS, putting each into its appropriate file.
- Your home page should employ at least 3 distinct block level HTML elements and at least 2 inline HTML elements.
- Your home page should employ a minimum of 3 distinct CSS rules. Wherever possible, use CSS to format the content of your home page.
- Any other resources needed by your home page (i.e. image files) should reside in the same directory as the index.html and styles.css files”

The prompt given to AI in HTML+CSS +JavaScript is this:

“Create the home page for my web application, to include A “splash” section designed to attract new users to the application. A set of navigation controls that enables users to locate and access the application’s key features. A footer containing copyright and other general information about the application”.

RESULTS OF THE CODE

To examine the differences between student-developed and generated code, a comparison was conducted using the same instructional prompt. The analysis focused on structure, organization, customization, and the extent to which each version aligned with the intended instructional purpose. Particular attention was given to how each approach supported creativity, flexibility, and the learner’s ability to modify and refine the final product.

Table 1. Sample Code from the Prompt Given to Student Who Coded Manually Versus AI Code from Prompt.

Code by Student	Code by AI
<pre><!DOCTYPE html> <html lang="en"> <head> <title>Ms. Sedano's Homepage</title> <style type="text/css"> body { font-family: Arial, sans-serif; margin: 0; padding: 0; background-color: #f4f4f4; color: #333; line-height: 1.6; } </style> </head></pre>	<pre><!DOCTYPE html> <html lang="en"> <head> <meta charset="UTF-8" /> <meta name="viewport" content="width=device-width, initial- scale=1.0" /> <title>NovaFlow Home</title> <style> :root { --bg: #0f172a; --panel: rgba(15, 23, 42, 0.72); --panel-solid: #111827; --primary: #6366f1; --primary-dark: #4f46e5; --secondary: #22c55e; --text: #f8f9fa; --muted: #cbd5e1; --subtle: #94a3b8; --border: rgba(255, 255, 255, 0.12); --shadow: 0 20px 50px rgba(0, 0, 0, 0.35); --radius: 18px; --max-width: 1200px; } * { box-sizing: border-box; margin: 0; padding: 0; } </style> </head></pre>

From Table 1 above, the code from both the student and AI followed the same basic format. AI did add a few information in the root, but the basic information is the same, and the setup is the same. The margin declared is the same, the padding is the same and the flow into style is also similar. In its style element, AI defined its CSS files early so that there is consistency in the colors and text used. It did not give room for much change. If a student does not have the fundamental skills required for coding, they would not know where to look in the series of coding to make changes to the colors or flow of the website. Also, if a student does not have foundational coding skills, it leaves them with no choice if they want to debug.

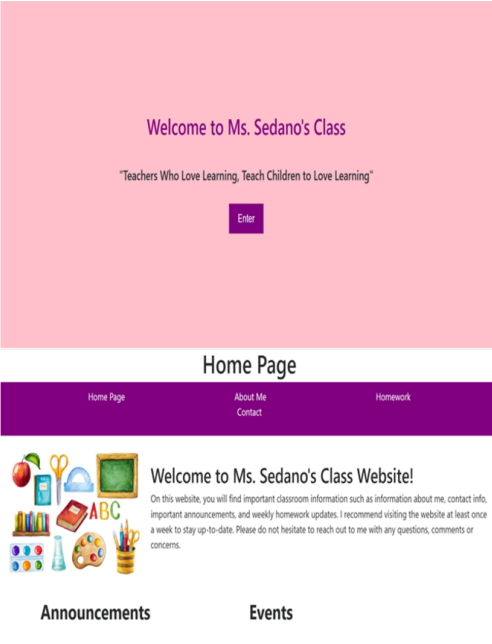
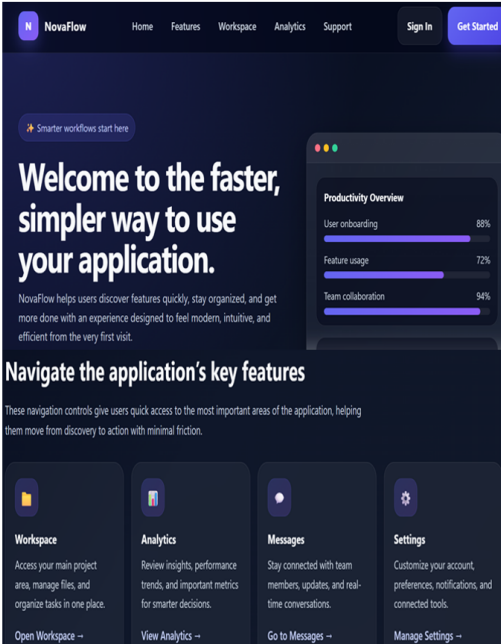
COMPARISON BETWEEN STUDENT RESULT AND AI RESULT

Table 2 below presents the result from the code without AI and the one with AI.

The results reveal a clear distinction between system-generated output and student-developed code. While the generated code extended beyond the original task by incorporating additional features, it tended to be broad and less closely aligned with the specific instructional intent. In contrast, the student-developed code reflected greater intentionality, creativity, and variation, demonstrating individual design choices and stylistic expression. For example, the student implementation included differentiated background designs across pages and an interactive entry point that required users to click “enter” before accessing the main content, indicating both functional understanding and attention to user experience.

Although generated outputs can be refined through iterative prompting, effective modification requires a foundational understanding of coding principles. Without this knowledge, it may be difficult to identify where adjustments are needed or how to tailor the output to meet specific requirements. These findings underscore the importance of foundational coding skills in enabling learners to critically engage with and adapt generated code in purposeful ways.

Table 2. Result from Student -Developed Code and AI

Result from student without AI	Result from AI
 <p>Home Page</p>	

DISCUSSION

This study examined how web design instruction for educators can preserve foundational coding skills while incorporating artificial intelligence (AI) as a supportive tool in the learning process. To address the first research question, the findings suggest that foundational coding instruction remains essential for meaningful engagement in web design education. When learners work directly with code, they demonstrate a stronger understanding of structure, design flow, troubleshooting, and customization. The student-developed code reflected greater intentionality and adaptability, particularly in areas

related to design choices and user interaction. In contrast, generated outputs from AI, although functional and often more expansive than required, produced a broader and more generalized solutions that was not necessarily aligned with the specific goals of the task. This difference points to an important distinction: while AI can produce functional outputs, it does not always reflect the purpose, creativity, or context that learners bring when they develop their own solutions.

From a TPACK perspective, these findings reinforce the importance of aligning content, pedagogy, and technology in ways that prioritize learning rather than efficiency alone (Mishra & Koehler, 2006). The student-developed code reflected the application of concepts learned throughout the course, while also allowing room for creativity, personalization, and intentional design choices. Students were able to apply their understanding of coding structure, styling, and user interaction to create websites that reflected both the instructional goal and their individual design preferences.

The findings also suggest that AI can play a supportive role in web design instruction when used to assist learners rather than replace the coding process. For example, when the generated tool was used to review the student-developed code, it identified issues such as unclosed tags and limited mobile responsiveness. These types of suggestions can support debugging and refinement during the development process. However, making meaningful corrections still required foundational coding knowledge. Without an understanding of how the code functions, learners may struggle to interpret suggestions, modify the structure, or adapt the design to meet specific needs.

To address the second research question, the findings suggest that artificial intelligence tools may be most effective in web design instruction when used to support, rather than replace, foundational coding activities. Although AI was not formally integrated into the course, the comparative analysis showed that generated tools can assist with tasks such as identifying coding errors, suggesting improvements, and supporting code refinement. At the same time, the findings indicate that active engagement in coding and problem-solving still depends on learners having a foundational understanding of coding concepts. Students who understand the structure and function of code are better able to evaluate suggestions, make modifications, and adapt outputs to meet specific instructional and design goals. These findings suggest that future integration of AI in web design education should continue to prioritize active learner involvement in coding, debugging, and design decision-making.

The findings also suggest that foundational coding knowledge remains important when working with generated outputs. Without an understanding of how code functions, learners may struggle to evaluate suggestions, make meaningful modifications, or adapt outputs to meet specific instructional goals. In this context, coding knowledge supports learners' ability to engage critically with generated code rather than rely on it passively.

LIMITATIONS

Some limitations should be considered when interpreting the findings of this study. First, the study was conducted within a single course context, which may limit the generalizability of the results to other educational settings, or disciplines. The instructional design, course structure, and learner population were specific to this environment, and different contexts may yield different outcomes, particularly where prior exposure to coding or AI varies.

Second, artificial intelligence was not formally integrated into the course design but was examined conceptually and through comparative analysis. As a result, the findings related to AI use are based on interpretation and limited interaction rather than sustained, structured implementation. Future studies that embed AI directly into instructional activities over time may provide deeper insights into its impact on learning processes and

outcomes, while individual difference among learners like prior technical knowledge and comfort with technology could be examined too.

Finally, as with many studies examining emerging technologies, the rapid evolution of AI tools presents an inherent limitation. The capabilities of AI systems continue to change rapidly, this could imply that with sophistication of AI tools, the findings in this study may need to be revisited.

CONCLUSION

This study highlights the continued importance of foundational coding instruction in web design education, even as artificial intelligence (AI) tools become more widely available. The findings suggest that coding remains essential for helping learners understand, evaluate, modify, and refine generated outputs. While generated tools can support aspects of the learning process, such as identifying errors and offering suggestions, meaningful engagement with these tools still depends on learners having a working understanding of coding concepts and structure.

The study also suggests that AI may be most effective when positioned as a supportive resource rather than a replacement for coding instruction. The comparison between student-developed and generated code showed that learners demonstrated greater creativity, intentionality, and contextual understanding when actively engaged in the coding process. These findings reinforce the importance of instructional approaches that continue to prioritize coding, problem-solving, and design decision-making while thoughtfully exploring how emerging technologies may support learning in future web design instruction.

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APPENDIX

1. Sample of Student -Developed Code

```
<!DOCTYPE html>
<html lang="en">
<head>
  <title>Ms. Sedano's Homepage</title>
  <style type="text/css">
    body {
      font-family: Arial, sans-serif;
      margin: 0;
      padding: 0;
      background-color: #f4f4f4;
      color: #333;
      line-height: 1.6;
    }
    #splash-page {
      position: fixed;
      top: 0;
      left: 0;
      width: 100%;
      height: 100%;
      background-color: pink;
      display: flex;
      flex-direction: column;
      justify-content: center;
      align-items: center;
      z-index: 1000;
    }
    #splash-page h1 {
      font-size: 2em;
      margin-bottom: 20px;
      color: purple;
    }
    #enter-button {
      padding: 10px 20px;
      background-color: purple;
      color: white;
      border: none;
      cursor: pointer;
    }
    h1 {
      text-align: center;
      font-weight: bold;
      font-size: 18pt;
    }
    nav {
      background-color: Purple;

```

```

        color: white;
        padding: 10px 0;
    }

    nav ul {
        padding: 0;
        list-style: none;
        text-align: center;
    }

    nav li {
        display: inline;
        margin: 0 120px;
    }

    nav a {
        color: #fff;
        text-decoration: none;
    }

    #about {
        display: flex;
        align-items: center;
        padding: 20px;
    }

    #about img {
        width: 300px;
        margin-right: 20px;
    }

    #about div {
        flex: 1;
        text-align: left;
    }

    footer {
        text-align: center;
        padding: 20px;
        background-color: grey;
        color: white;
    }
</style>
</head>
<body>

<div id="splash-page">
  <h1>Welcome to Ms. Sedano's Class</h1><br>
  <h5>"Teachers Who Love Learning, Teach Children to Love Learning"</h5><br>
  <button id="enter-button">Enter</button>
</div>

  <div id="article">
    <h1>Home Page</h1>

<div id="content" style="display:none;">
  <nav>
    <ul>
      <li><a href="#">Home Page</a></li>
      <li><a href="#">About Me</a></li>

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```
<li><a href="#">Homework</a></li>
<li><a href="#">Contact</a></li>
</ul>
</nav>

<section id="about">
  
  <div>
    <h2>Welcome to Ms. Sedano's Class Website!</h2>
    <p>On this website, you will find important classroom information such as information about me,
contact info,
                important announcements, and weekly homework updates. I recommend visiting
the website at least once a week to stay up-to-date.
                Please do not hesitate to reach out to me with any questions, comments or concerns.</p>
  </div>
</section>
<section class="two-column-list mb-sm-5 pr-lg-3 container-fluid" id="two-column-list">
  <div class="container">
    <div class="row">
      <div class="col-lg-6 pr-0">
        <section aria-label="Announcements" class="announcements">
          <h2 class="font-weight-bold border-bottom pb-3 mt-3 mb-0 pr-5">Announcements</h2>
          <div class="announcement-slider border-r-xs-0 border-r position-relative">
            <div>
              <ul class="nolist list-unstyled position-relative mb-0 px-lg-5 pt-lg-5">
                <li class="border-bottom pb-3 mt-3">
                  <span class="meta text-uppercase font-weight-bold">August 11th, 2025</span>

                  <p class="m-0 post_intro">First Day of School</p>
                </li>
                <li class="border-bottom pb-3 mt-3">
                  <span class="meta text-uppercase font-weight-bold">August 11th, 2025</span>

                  <p class="m-0 post_intro">Classes start @9:30am <br> Classes end @3:30pm </p>
                </li>
                <li class="border-bottom pb-3 mt-3">
                  <a class="all pos-stat text-uppercase" href="/announcements/">All announcements
                  <i class="fa fa-caret-right" aria-hidden="true"></i>
                </a>
              </ul>
            </div>
          </div>
        </section>
      </div>
      <div class="col-lg-6 pl-0">
        <section aria-label="Events" class="events">
          <h2 class="font-weight-bold border-bottom pb-3 mt-3 mb-0 pr-5">Events</h2>
          <div class="events-slider border-r-xs-0 border-r position-relative">
            <div class="events-block">
              <ul class="nolist list-unstyled position-relative mb-0 px-lg-3">
                <li class="border-bottom d-flex align-items-center">
                  <div class="events-date text-uppercase text-center">
                </li>
              </ul>
            </div>
          </div>
        </section>
      </div>
    </div>
  </div>
</section>
<div class="col-lg-6 pl-0">
  <section aria-label="Events" class="events">
    <h2 class="font-weight-bold border-bottom pb-3 mt-3 mb-0 pr-5">Events</h2>
    <div class="events-slider border-r-xs-0 border-r position-relative">
      <div class="events-block">
        <ul class="nolist list-unstyled position-relative mb-0 px-lg-3">
          <li class="border-bottom d-flex align-items-center">
            <div class="events-date text-uppercase text-center">
          </li>
        </ul>
      </div>
    </div>
  </section>
</div>
</div>
</div>
</div>
```

```

        <span class="meta text-uppercase font-weight-bold">August 8th, 2025</span>

        <p class="m-0 post_intro">Meet Your Teacher Day @1:30pm-3:00pm</p>
    </li>
    <li class="border-bottom pb-3 mt-3">
        <span class="meta text-uppercase font-weight-bold">August 22nd, 2025</span>

        <p class="m-0 post_intro">Back to School Night @5:00pm-6:30pm </p>
    </li>
    <li class="border-bottom pb-3 mt-3">
        <a class="all pos-stat text-uppercase" href="/announcements/">All events
    </a>
    </div>
</div>
</section>
</div>
</div>
</div>
</div>
</div>
</section>
<link href="https://maxcdn.bootstrapcdn.com/bootstrap/4.0.0-alpha.6/css/bootstrap.min.css"
rel="stylesheet">
<link href="https://cdnjs.cloudflare.com/ajax/libs/slick-carousel/1.8.1/slick.min.css" rel="stylesheet">

<script src="https://code.jquery.com/jquery-3.2.1.min.js"></script>
<script src="https://cdnjs.cloudflare.com/ajax/libs/tether/1.4.0/js/tether.min.js"></script>
<script src="https://maxcdn.bootstrapcdn.com/bootstrap/4.0.0-alpha.6/js/bootstrap.min.js"></script>
<script src="https://cdnjs.cloudflare.com/ajax/libs/slick-carousel/1.8.1/slick.min.js"></script>
<p>This page is updated weekly

    <footer>
        <p> Email: studentname@schoolname.edu<br>
            &copy; 2025</p>
    </footer>
</div>

<script>
    document.getElementById('enter-button').addEventListener('click', function() {
        document.getElementById('splash-page').style.display = 'none';
        document.getElementById('content').style.display = 'block';
    });
</script>

</body>
</html>

```

2. Code by AI

```

<!DOCTYPE html>
<html lang="en">
<head>
    <meta charset="UTF-8" />
    <meta name="viewport" content="width=device-width, initial-scale=1.0" />
    <title>NovaFlow | Home</title>
    <style>
    :root {
        --bg: #0f172a;
    }

```

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```
--panel: rgba(15, 23, 42, 0.72);
--panel-solid: #111827;
--primary: #6366f1;
--primary-dark: #4f46e5;
--secondary: #22c55e;
--text: #f8fafc;
--muted: #cbd5e1;
--subtle: #94a3b8;
--border: rgba(255, 255, 255, 0.12);
--shadow: 0 20px 50px rgba(0, 0, 0, 0.35);
--radius: 18px;
--max-width: 1200px;
}

* {
  box-sizing: border-box;
  margin: 0;
  padding: 0;
}

html {
  scroll-behavior: smooth;
}

body {
  font-family: Inter, ui-sans-serif, system-ui, -apple-system, BlinkMacSystemFont, "Segoe UI", sans-serif;
  line-height: 1.6;
  color: var(--text);
  background:
    radial-gradient(circle at top left, rgba(99, 102, 241, 0.28), transparent 35%),
    radial-gradient(circle at bottom right, rgba(34, 197, 94, 0.18), transparent 30%),
    linear-gradient(135deg, #020617 0%, #0f172a 45%, #111827 100%);
  min-height: 100vh;
}

a {
  color: inherit;
  text-decoration: none;
}

img {
  max-width: 100%;
  display: block;
}

.container {
  width: min(92%, var(--max-width));
  margin: 0 auto;
}

/* Header */
.site-header {
  position: sticky;
  top: 0;
  z-index: 1000;
  backdrop-filter: blur(14px);
  background: rgba(2, 6, 23, 0.68);
  border-bottom: 1px solid var(--border);
}

.header-inner {
  display: flex;
```

```
align-items: center;
justify-content: space-between;
gap: 1rem;
min-height: 78px;
}

.brand {
display: flex;
align-items: center;
gap: 0.8rem;
font-weight: 700;
font-size: 1.15rem;
letter-spacing: 0.2px;
}

.brand-mark {
width: 42px;
height: 42px;
border-radius: 12px;
display: grid;
place-items: center;
background: linear-gradient(135deg, var(--primary), #8b5cf6);
box-shadow: 0 10px 25px rgba(99, 102, 241, 0.35);
font-weight: 800;
font-size: 1rem;
}

.main-nav {
display: flex;
align-items: center;
gap: 0.4rem;
flex-wrap: wrap;
}

.main-nav a {
padding: 0.8rem 1rem;
border-radius: 12px;
color: var(--muted);
transition: all 0.25s ease;
font-weight: 500;
}

.main-nav a:hover,
.main-nav a:focus-visible {
color: var(--text);
background: rgba(255, 255, 255, 0.08);
outline: none;
}

.header-actions {
display: flex;
align-items: center;
gap: 0.75rem;
}

.btn {
display: inline-flex;
align-items: center;
justify-content: center;
gap: 0.5rem;
padding: 0.9rem 1.25rem;
border-radius: 14px;
```

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```
border: 1px solid transparent;
font-weight: 700;
cursor: pointer;
transition: transform 0.2s ease, background 0.25s ease, border-color 0.25s ease, color 0.25s ease;
white-space: nowrap;
}

.btn:hover {
  transform: translateY(-1px);
}

.btn-primary {
  background: linear-gradient(135deg, var(--primary), var(--primary-dark));
  color: white;
  box-shadow: 0 10px 24px rgba(79, 70, 229, 0.35);
}

.btn-primary:hover {
  filter: brightness(1.06);
}

.btn-secondary {
  background: rgba(255, 255, 255, 0.06);
  color: var(--text);
  border-color: var(--border);
}

.btn-secondary:hover {
  background: rgba(255, 255, 255, 0.1);
}

.menu-toggle {
  display: none;
  background: transparent;
  border: 1px solid var(--border);
  color: var(--text);
  padding: 0.75rem 0.9rem;
  border-radius: 12px;
  cursor: pointer;
}

/* Hero / Splash */
.hero {
  padding: 5.5rem 0 4rem;
}

.hero-grid {
  display: grid;
  grid-template-columns: 1.15fr 0.85fr;
  gap: 2rem;
  align-items: center;
}

.hero-copy {
  padding-right: 1rem;
}

.eyebrow {
  display: inline-flex;
  align-items: center;
  gap: 0.5rem;
  padding: 0.45rem 0.85rem;
```

```
border-radius: 999px;
background: rgba(99, 102, 241, 0.16);
border: 1px solid rgba(99, 102, 241, 0.35);
color: #c7d2fe;
font-size: 0.95rem;
margin-bottom: 1.2rem;
}

.hero h1 {
font-size: clamp(2.4rem, 5vw, 4.5rem);
line-height: 1.05;
margin-bottom: 1rem;
letter-spacing: -0.04em;
}

.hero p {
color: var(--muted);
font-size: 1.08rem;
max-width: 60ch;
margin-bottom: 1.7rem;
}

.hero-actions {
display: flex;
flex-wrap: wrap;
gap: 0.9rem;
margin-bottom: 1.8rem;
}

.hero-stats {
display: flex;
flex-wrap: wrap;
gap: 1rem;
}

.stat {
min-width: 140px;
background: rgba(255, 255, 255, 0.05);
border: 1px solid var(--border);
border-radius: 16px;
padding: 1rem 1.1rem;
backdrop-filter: blur(8px);
}

.stat strong {
display: block;
font-size: 1.2rem;
margin-bottom: 0.15rem;
}

.stat span {
color: var(--subtle);
font-size: 0.95rem;
}

.hero-card {
background: linear-gradient(180deg, rgba(255,255,255,0.08), rgba(255,255,255,0.03));
border: 1px solid var(--border);
border-radius: 24px;
box-shadow: var(--shadow);
overflow: hidden;
backdrop-filter: blur(16px);
```

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```
}  
  
.card-topbar {  
  display: flex;  
  align-items: center;  
  gap: 0.45rem;  
  padding: 1rem 1.1rem;  
  border-bottom: 1px solid var(--border);  
  background: rgba(255, 255, 255, 0.04);  
}  
  
.dot {  
  width: 11px;  
  height: 11px;  
  border-radius: 999px;  
}  
  
.dot.red { background: #fb7185; }  
.dot.yellow { background: #fbbf24; }  
.dot.green { background: #34d399; }  
  
.dashboard {  
  padding: 1.25rem;  
  display: grid;  
  gap: 1rem;  
}  
  
.dashboard-panel {  
  background: rgba(2, 6, 23, 0.5);  
  border: 1px solid var(--border);  
  border-radius: 18px;  
  padding: 1rem;  
}  
  
.dashboard-panel h3 {  
  font-size: 1rem;  
  margin-bottom: 0.8rem;  
  color: var(--text);  
}  
  
.progress-list {  
  display: grid;  
  gap: 0.8rem;  
}  
  
.progress-item {  
  display: grid;  
  gap: 0.35rem;  
}  
  
.progress-label {  
  display: flex;  
  justify-content: space-between;  
  color: var(--muted);  
  font-size: 0.95rem;  
}  
  
.progress-bar {  
  height: 10px;  
  background: rgba(255, 255, 255, 0.07);  
  border-radius: 999px;  
  overflow: hidden;
```

```
}

.progress-fill {
  height: 100%;
  border-radius: inherit;
  background: linear-gradient(90deg, var(--primary), #8b5cf6);
}

.feature-pills {
  display: flex;
  flex-wrap: wrap;
  gap: 0.7rem;
}

.pill {
  padding: 0.55rem 0.8rem;
  border-radius: 999px;
  background: rgba(99, 102, 241, 0.12);
  border: 1px solid rgba(99, 102, 241, 0.25);
  color: #dbeafe;
  font-size: 0.92rem;
}

/* Features Nav Section */
.section {
  padding: 2rem 0 4rem;
}

.section-heading {
  max-width: 760px;
  margin-bottom: 1.8rem;
}

.section-heading h2 {
  font-size: clamp(1.8rem, 3vw, 2.6rem);
  margin-bottom: 0.7rem;
}

.section-heading p {
  color: var(--muted);
}

.feature-grid {
  display: grid;
  grid-template-columns: repeat(4, 1fr);
  gap: 1rem;
}

.feature-card {
  background: rgba(255, 255, 255, 0.05);
  border: 1px solid var(--border);
  border-radius: 20px;
  padding: 1.25rem;
  transition: transform 0.22s ease, border-color 0.22s ease, background 0.22s ease;
  backdrop-filter: blur(10px);
}

.feature-card:hover {
  transform: translateY(-4px);
  border-color: rgba(99, 102, 241, 0.45);
  background: rgba(255, 255, 255, 0.08);
}
```

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```
.feature-icon {
  width: 48px;
  height: 48px;
  border-radius: 14px;
  display: grid;
  place-items: center;
  margin-bottom: 0.95rem;
  font-size: 1.2rem;
  background: linear-gradient(135deg, rgba(99, 102, 241, 0.22), rgba(139, 92, 246, 0.2));
  border: 1px solid rgba(99, 102, 241, 0.24);
}

.feature-card h3 {
  margin-bottom: 0.45rem;
  font-size: 1.05rem;
}

.feature-card p {
  color: var(--muted);
  font-size: 0.96rem;
  margin-bottom: 1rem;
}

.feature-link {
  color: #c7d2fe;
  font-weight: 600;
}

/* CTA */
.cta {
  padding-bottom: 5rem;
}

.cta-box {
  display: flex;
  justify-content: space-between;
  align-items: center;
  gap: 1.5rem;
  background: linear-gradient(135deg, rgba(99,102,241,0.18), rgba(34,197,94,0.12));
  border: 1px solid var(--border);
  border-radius: 24px;
  padding: 2rem;
  box-shadow: var(--shadow);
}

.cta-box h3 {
  font-size: clamp(1.5rem, 3vw, 2.2rem);
  margin-bottom: 0.45rem;
}

.cta-box p {
  color: var(--muted);
  max-width: 60ch;
}

/* Footer */
.site-footer {
  border-top: 1px solid var(--border);
  background: rgba(2, 6, 23, 0.55);
  backdrop-filter: blur(10px);
}
```

```
.footer-inner {
padding: 2rem 0;
display: grid;
grid-template-columns: 1.2fr 0.8fr;
gap: 2rem;
align-items: start;
}

.footer-brand p {
color: var(--muted);
margin-top: 0.8rem;
max-width: 58ch;
}

.footer-links {
display: grid;
grid-template-columns: repeat(2, minmax(120px, 1fr));
gap: 1rem;
}

.footer-column h4 {
margin-bottom: 0.7rem;
font-size: 1rem;
}

.footer-column a,
.footer-column span {
display: block;
color: var(--muted);
margin-bottom: 0.45rem;
font-size: 0.95rem;
}

.footer-column a:hover {
color: var(--text);
}

.footer-bottom {
border-top: 1px solid var(--border);
padding: 1rem 0 1.4rem;
color: var(--subtle);
display: flex;
justify-content: space-between;
gap: 1rem;
flex-wrap: wrap;
font-size: 0.94rem;
}

/* Responsive */
@media (max-width: 1024px) {
.hero-grid,
.footer-inner,
.cta-box {
grid-template-columns: 1fr;
}

.feature-grid {
grid-template-columns: repeat(2, 1fr);
}

.hero-copy {
```

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Coding in Web Design Education

```
padding-right: 0;
}
}

@media (max-width: 820px) {
  .main-nav,
  .header-actions {
    display: none;
  }

  .menu-toggle {
    display: inline-flex;
    align-items: center;
    justify-content: center;
  }

  .mobile-menu {
    display: none;
    padding-bottom: 1rem;
  }

  .mobile-menu.open {
    display: grid;
    gap: 0.75rem;
  }

  .mobile-menu a,
  .mobile-menu button {
    width: 100%;
  }
}

@media (min-width: 821px) {
  .mobile-menu {
    display: none !important;
  }
}

@media (max-width: 640px) {
  .hero {
    padding-top: 4rem;
  }

  .feature-grid {
    grid-template-columns: 1fr;
  }

  .footer-links {
    grid-template-columns: 1fr;
  }

  .hero-stats {
    flex-direction: column;
  }
}
</style>
</head>
<body>
<header class="site-header">
  <div class="container">
    <div class="header-inner">
      <a href="#" class="brand" aria-label="NovaFlow home">
```

```

<div class="brand-mark">N</div>
<span>NovaFlow</span>
</a>

<nav class="main-nav" aria-label="Primary navigation">
  <a href="#home">Home</a>
  <a href="#features">Features</a>
  <a href="#workspace">Workspace</a>
  <a href="#analytics">Analytics</a>
  <a href="#support">Support</a>
</nav>

<div class="header-actions">
  <a class="btn btn-secondary" href="#signin">Sign In</a>
  <a class="btn btn-primary" href="#get-started">Get Started</a>
</div>

<button class="menu-toggle" id="menuToggle" aria-label="Open navigation menu" aria-
expanded="false">
  ≡
</button>
</div>

<div class="mobile-menu" id="mobileMenu" aria-label="Mobile navigation">
  <a class="btn btn-secondary" href="#home">Home</a>
  <a class="btn btn-secondary" href="#features">Features</a>
  <a class="btn btn-secondary" href="#workspace">Workspace</a>
  <a class="btn btn-secondary" href="#analytics">Analytics</a>
  <a class="btn btn-secondary" href="#support">Support</a>
  <a class="btn btn-secondary" href="#signin">Sign In</a>
  <a class="btn btn-primary" href="#get-started">Get Started</a>
</div>
</div>
</header>

<main>
  <section class="hero" id="home">
    <div class="container hero-grid">
      <div class="hero-copy">
        <div class="eyebrow"> ✨ Smarter workflows start here</div>
        <h1>Welcome to the faster, simpler way to use your application.</h1>
        <p>
          NovaFlow helps users discover features quickly, stay organized, and get more done with an
          experience
          designed to feel modern, intuitive, and efficient from the very first visit.
        </p>

        <div class="hero-actions">
          <a class="btn btn-primary" href="#get-started">Start Free</a>
          <a class="btn btn-secondary" href="#features">Explore Features</a>
        </div>

        <div class="hero-stats" aria-label="Application highlights">
          <div class="stat">
            <strong>10k+</strong>
            <span>Active users</span>
          </div>
          <div class="stat">
            <strong>99.9%</strong>
            <span>Reliable access</span>
          </div>
          <div class="stat">

```

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```
<strong>24/7</strong>
<span>Support availability</span>
</div>
</div>
</div>

<div class="hero-card" aria-label="Application preview">
  <div class="card-topbar">
    <div class="dot red"></div>
    <div class="dot yellow"></div>
    <div class="dot green"></div>
  </div>

  <div class="dashboard">
    <div class="dashboard-panel">
      <h3>Productivity Overview</h3>
      <div class="progress-list">
        <div class="progress-item">
          <div class="progress-label">
            <span>User onboarding</span>
            <span>88%</span>
          </div>
          <div class="progress-bar">
            <div class="progress-fill" style="width: 88%;"></div>
          </div>
        </div>

        <div class="progress-item">
          <div class="progress-label">
            <span>Feature usage</span>
            <span>72%</span>
          </div>
          <div class="progress-bar">
            <div class="progress-fill" style="width: 72%;"></div>
          </div>
        </div>

        <div class="progress-item">
          <div class="progress-label">
            <span>Team collaboration</span>
            <span>94%</span>
          </div>
          <div class="progress-bar">
            <div class="progress-fill" style="width: 94%;"></div>
          </div>
        </div>
      </div>
    </div>
  </div>

  <div class="dashboard-panel">
    <h3>Popular Tools</h3>
    <div class="feature-pills">
      <span class="pill">Dashboard</span>
      <span class="pill">Reports</span>
      <span class="pill">Messages</span>
      <span class="pill">Tasks</span>
      <span class="pill">Settings</span>
      <span class="pill">Integrations</span>
    </div>
  </div>
</div>
</div>
</div>
```

```

</div>
</section>

<section class="section" id="features">
  <div class="container">
    <div class="section-heading">
      <h2>Navigate the application's key features</h2>
      <p>
        These navigation controls give users quick access to the most important areas of the application,
        helping them move from discovery to action with minimal friction.
      </p>
    </div>

    <div class="feature-grid">
      <a href="#workspace" class="feature-card">
        <div class="feature-icon"> 🗂️ </div>
        <h3>Workspace</h3>
        <p>Access your main project area, manage files, and organize tasks in one place.</p>
        <span class="feature-link">Open Workspace →</span>
      </a>

      <a href="#analytics" class="feature-card">
        <div class="feature-icon"> 📊 </div>
        <h3>Analytics</h3>
        <p>Review insights, performance trends, and important metrics for smarter decisions.</p>
        <span class="feature-link">View Analytics →</span>
      </a>

      <a href="#messages" class="feature-card">
        <div class="feature-icon"> 💬 </div>
        <h3>Messages</h3>
        <p>Stay connected with team members, updates, and real-time conversations.</p>
        <span class="feature-link">Go to Messages →</span>
      </a>

      <a href="#settings" class="feature-card">
        <div class="feature-icon"> ⚙️ </div>
        <h3>Settings</h3>
        <p>Customize your account, preferences, notifications, and connected tools.</p>
        <span class="feature-link">Manage Settings →</span>
      </a>
    </div>
  </div>
</section>

<section class="cta">
  <div class="container">
    <div class="cta-box" id="get-started">
      <div>
        <h3>Ready to bring new users into your application?</h3>
        <p>
          Start with a homepage that explains the product clearly, highlights core navigation,
          and encourages users to explore right away.
        </p>
      </div>
      <div class="hero-actions">
        <a class="btn btn-primary" href="#signup">Create Account</a>
        <a class="btn btn-secondary" href="#learn-more">Learn More</a>
      </div>
    </div>
  </div>
</section>

```

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```
</section>
</main>

<footer class="site-footer" id="support">
  <div class="container">
    <div class="footer-inner">
      <div class="footer-brand">
        <div class="brand">
          <div class="brand-mark">N</div>
          <span>NovaFlow</span>
        </div>
      <p>
        NovaFlow is built to help users discover your application quickly, navigate key features easily,
        and enjoy a polished, trustworthy first impression.
      </p>
    </div>

    <div class="footer-links">
      <div class="footer-column">
        <h4>Application</h4>
        <a href="#features">Features</a>
        <a href="#workspace">Workspace</a>
        <a href="#analytics">Analytics</a>
        <a href="#settings">Settings</a>
      </div>

      <div class="footer-column">
        <h4>General Information</h4>
        <a href="#about">About</a>
        <a href="#privacy">Privacy Policy</a>
        <a href="#terms">Terms of Service</a>
        <span>Email: support@novaflow.app</span>
      </div>
    </div>

    <div class="footer-bottom">
      <span>© <span id="year"></span> NovaFlow. All rights reserved.</span>
      <span>Designed for a clean, modern user experience.</span>
    </div>
  </div>
</footer>

<script>
const menuToggle = document.getElementById("menuToggle");
const mobileMenu = document.getElementById("mobileMenu");
const yearEl = document.getElementById("year");

menuToggle.addEventListener("click", () => {
  const isOpen = mobileMenu.classList.toggle("open");
  menuToggle.setAttribute("aria-expanded", String(isOpen));
  menuToggle.textContent = isOpen ? "×" : "≡";
});

yearEl.textContent = new Date().getFullYear();

const mobileLinks = mobileMenu.querySelectorAll("a");
mobileLinks.forEach((link) => {
  link.addEventListener("click", () => {
    mobileMenu.classList.remove("open");
    menuToggle.setAttribute("aria-expanded", "false");
    menuToggle.textContent = "≡";
  });
});
</script>
```

```

});
});
</script>
</body>
</html>

```

3. Result from student developed code


Welcome to Ms. Sedano's Class

"Teachers Who Love Learning, Teach Children to Love Learning"

Enter

Home Page

Home Page
About Me
Contact
Homework



Welcome to Ms. Sedano's Class Website!

On this website, you will find important classroom information such as information about me, contact info, important announcements, and weekly homework updates. I recommend visiting the website at least once a week to stay up-to-date. Please do not hesitate to reach out to me with any questions, comments or concerns.

Announcements

AUGUST 11TH, 2025
First Day of School

AUGUST 11TH, 2025
Classes start @9:30am
Classes end @3:30pm

[ALL ANNOUNCEMENTS](#)

Events

AUGUST 8TH, 2025
Meet Your Teacher Day @1:30pm-3:00pm

AUGUST 22ND, 2025
Back to School Night @5:00pm-6:30pm

[ALL EVENTS](#)

This page is updated weekly

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4. Result from AI Prompt

