International Society for Technology in Education

# ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Wix Education

JULY 2020

TABLE OF CONTENTS

ABOUT ..... 2
About ISTE ..... 2
ISTE Seal of Alignment ..... 2
RESOURCE DESCRIPTION ..... 3
What is Wix Education? ..... 3
How is Wix Education Implemented? ..... 3
ISTE SEAL OF ALIGNMENT REVIEW ..... Error! Bookmark not defined.
Review Methodology ..... 4
Scope of Review ..... 4
Review Findings ..... 5
CONCLUSION ..... 12

# ABOUT

## ABOUT ISTE

The International Society for Technology in Education (ISTE) is the premier nonprofit membership organization serving educators and education leaders. ISTE is committed to empowering connected learners in a connected world and serves more than 100,000 education stakeholders throughout the world.

As the creator and steward of the definitive education technology standards, our mission is to empower learners to nourish in a connected world by cultivating  a passionate professional learning community, linking educators and partners, leveraging knowledge and expertise, advocating for strategic policies, and continually improving learning and teaching

## ISTE SEAL OF ALIGNMENT

Resources and products designed with the ISTE Standards in mind are choosing to demonstrate their commitment to support critical digital age learning skills and knowledge. Regardless of a solution's intended grade level, purpose or content area, by addressing the ISTE Standards and earning a Seal of Alignment, a solution is shown to consciously, purposefully and meaningfully support best practices for digital age teaching and learning.

ISTE considers a solution aligned to the ISTE Standards only after an extensive review conducted by trained ISTE Seal of Alignment reviewers, and it has been determined to meet all critical elements of a particular standard indicator in accordance with specific review criteria.

By earning a Seal of Alignment, ISTE verifies that this product:

- Promotes critical technology skills
- Supports the use of technology in appropriate ways
- Contributes to the pedagogically robust use of technology for teaching and learning
- Aligns to the ISTE Standards in specific ways as described in the review finding report

# RESOURCE DESCRIPTION

## WHAT IS WIX EDUCATION?

Wix Education offers an array of courses designed to provide students with knowledge and skills in three general areas: Web Creation (user interaction and structural design), Web Design (user interface and visual design), and Web Development (web development and content management).

Each course has 10 or more lessons designed to prepare students to be able to complete a website creation project at the end of the course. Materials provided to the teacher for each course include:

- Curriculum guide (with information on scope and sequence, as well as timing and pacing);
- Detailed lesson plans (with any needed materials such as handouts, links to sample websites, images, etc.);
- Google slide presentations to help illustrate the concepts under instruction;
- Details for implementing the final website creation project, along with assessment rubrics and options for sharing.

Additional materials for students include interactive activities that allow for focused practice within the Wix editor, and design journals that provide students with prompts, handouts, and a place for reflection while answering lesson-specific questions.

## HOW IS WIX EDUCATION IMPLEMENTED?

Teacher-guided lessons include an overview that provides a quick look at the lesson's "big ideas," a list of lesson objectives, an estimate of time required for section, and a list of any materials needed. The instructional component generally has four sections:

- **Imagining** – introduces new ideas and major concepts in ways that help students understand and visualize what they are learning;
- **Creating** – provides hands-on practice applying what students have learned, usually within the Wix Editor;
- **Reflect** – prompts students to review what they have learned and record observations and conclusions in their Design Journals; and
- **Extending** – provides optional links to additional resources for follow-up and extended learning.

**Product:** Wix Education
**Organization:** Wix
**Date of Award:** July 2020

## REVIEW METHODOLOGY

ISTE Seal of Alignment reviews are conducted by a panel of education and instructional experts. Reviewers use data collected both separately and collectively to determine how a solution addresses specific elements described in each of the indicators of the ISTE Standards. Special instruments are used by reviewers to collect data on potential alignment across all resource materials. Alignment is determined based on the extent to which all or some of specific elements are addressed within the materials. Reviewers conduct regular calibrations to assure the validity and reliability of the results and final review findings are combined for an overall score for alignment on each individual indicator.

During the review process for Wix Eduction, reviewers:

- collected data on when and how each activity addressed specific skills and knowledge described in the ISTE Standards for Students at either a foundational or applied level.
- compiled findings to determine overall alignment across all ISTE Standards for Students and indicators.
- used aggregate findings to form the basis of the overall alignment results.

## SCOPE OF REVIEW

Wix Education was reviewed for alignment against the ISTE Standards for Students. For each of the three courses, ISTE reviewers examined teacher materials (including the course overview, all the lesson plans along with many of the links to additional resources in the Extending sections), and expectations for students' Design Journals (included with the lesson plans). In addition, reviewers examined the interactive materials created for student practice within the Wix Editor, and even completed some of the application activities.

## REVIEW FINDINGS

Wix Education addresses the ISTE Standards for Students at both the Foundational and Applied levels.

- Resources and activities aligned at the foundational level primarily focus on introductory skills and knowledge that facilitate skill acquisition to eventually meet ISTE Standard indicators while resources aligned at the applied level focus primarily on practical, real-world activities.
- Applied – Resources and activities aligned at the *Applied* level primarily focus on practical, real-world, and/or relevant opportunities to practice the skills and knowledge learned in the curriculum.

Wix Education was found to address the following standards and indicators of the ISTE Standards for Students:

**ISTE STANDARDS FOR STUDENTS**

| | Standard 1 **Empowered Learner** | Standard 2 **Digital Citizen** | Standard 3 **Knowledge Constructor** | Standard 4 **Innovative Designer** | Standard 5 **Computational Thinker** | Standard 6 **Creative Communicator** | Standard 7 **Global Collaborator** |
|---|---|---|---|---|---|---|---|
| **Indicator A** | | | | | | | |
| **Indicator B** | | | | | | | |
| **Indicator C** | | | | | | | |
| **Indicator D** | | | | | | | |

**Foundational** resources and activities focus primarily on knowledge that facilitates skills acquisition to eventually meet ISTE Standards indicators.

**Applied** resources and activities focus primarily on practical, real-world and/or relevant opportunities to practice the skills and knowledge learned in the curriculum.

| ISTE Standard | Foundational/Readiness Finding Statement | Proficiency/Applied Finding Statement |
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| **1. Empowered Learner.** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. | | |
| 1.d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies. | Students are taught a variety of concepts and operations for creating and editing webpages such as: modifying vector art and animation, searching for and customizing videos, exploring the elements of responsive design, and how to modify websites for mobile devices. Students also learn about wireframes, digital tools for creating wireframes, and how to use them when designing websites, and using digital tools to make websites dynamic and interactive.<br><br>Advanced concepts include creating sitemaps and navigation menus, one-page websites and how to create them with anchors and strips, multi-page websites and how to create them with menus, pages, and sections. | In the final lessons of each course students are asked to apply what they have learned by creating and publishing a website of their own design on a topic of personal interest - selecting and applying the tools and operations learned in previous lessons.<br><br>Expectations are open-ended, requiring students to choose, use, and troubleshoot the various web development tools and operations they have become familiar with in order to create something original. These lessons allow students to demonstrate competency at the applied level. |
| **2. Digital Citizen.** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. | | |
| 2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. | Students learn the difference between personal info (that can be shared) and private info (that shouldn't be shared). Throughout the course they are expected to demonstrate their understanding of this | |

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| | distinction, especially when creating websites on topics of personal interest. | |
| 2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. | Students learn about image banks: how to access them, how to identify images with copyright protections, and why not to use copyrighted images without permission and attribution. | |
| **4. Innovative Designer.** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. | | |
| 4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. | Students are introduced to a design process comprised of the following: "imagine, create, critique, share, and evaluate." Students are guided through this process while designing and constructing original websites that are published to the web.<br><br>Students are introduced to design thinking as they walk through the design process and learn about tools and techniques that foster good website design. Students conduct visual research and learn how to create a mood board they also learn about the importance of layout and how to apply different layout techniques when designing a website.<br><br>Students learn the steps to a design process called UX (User Experience) or Human Centered Design: problem | Students follow the "imagine, create, critique, share, and evaluate" design process to design and construct an original website, applying what they have learned about elements of good web design throughout the course.<br><br>Students apply a Human Centered Design process called UX to design, create, evaluate, and modify an original website on a topic of their choosing. Steps in the UX design process includes: problem framing, research, site structure, content, design, test & iterate. Students are expected to implement all steps in the process while creating their websites. |

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| | framing, research, site structure, content, design, test & iterate; and students learn about different UX practices and intuitive design techniques that they can apply to their websites. | |
| 4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. | Students learn about digital tools designed to help implement specific steps in the process of designing and refining good websites. For example, students learn about wireframes, digital tools for creating wireframes, and how to use them when designing websites; and students select and use digital tools for making websites dynamic and interactive including animations, hover boxes, & scrolling backgrounds. | |
| 4.c. Develop, test and refine prototypes as part of a cyclical design process. | Students in this course learn the importance of getting feedback on their webpages and websites. Built into most lessons is a time for sharing their creations, getting feedback from peers, and then reflecting on how they might use the feedback to improve what they created.<br><br>Students learn about testing and iterating as important parts of the human centered design process and explore different ways to test websites, including use of paper prototypes, AB testing, playtesting, and interviews. | Students follow the design process to create an original website applying all the things they have learned about elements of good web design. Peers critique each other's websites and feedback is designed to be used to improve students' prototypes. Students are also provided with an evaluation rubric to help them self-assess their websites on nine different dimensions.<br><br>Students apply a Human Centered Design process called UX to design, create, evaluate, and modify an original website on a topic of |

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| | | their choosing. Steps in the UX design process include: problem framing, research, site structure, content, design, test & iterate. Students are expected to implement all steps in the process while creating their websites, including testing and iterating, using feedback to improve their websites. |
| 4.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. | | Students learn how to conduct research with target audiences, gathering information to create original websites that meet the needs of the intended user. |
| **6. Creative Communicator.** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. | | |
| 6.a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. | Students choose and use appropriate web editing tools to modify and create webpages for specific purposes. For example, students learn to select and customize text fonts to convey desired messages; and students learn to recognize different "calls to action" on websites and use different types of web interactivity for different purposes.<br><br>Students learn different types of website structure and different types of page layouts; students learn to create sitemaps and use them to create navigation menus, the features of one-page websites and how to create | Students independently choose and use appropriate web editing tools to create an original website that meets their own communication objectives.<br><br>Students create an original website where they are responsible for choosing the appropriate platforms and tools needed for constructing their websites. They make independent choices about website structure, page layout, sitemaps, navigation menus as well as implement the features appropriate for a one-page website (anchors and strips) or a multi-page website (menus, pages, and sections). |

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| | them with anchors and strips, the features of multi-page websites and how to create them with menus, pages, and sections. | |
| 6.b. Create original works or responsibly repurpose or remix digital resources into new creations. | Students select and repurpose digital resources when creating their own websites. For example, students learn to evaluate images for what they communicate and then use images to express their own visual identities; and students learn about different types of videos on websites and how to select and modify them to communicate different messages.<br><br>Students create original web pages and websites using digital resources and techniques for writing effective text and ways to combine text with graphics and video to tell a story; and how to make a website interactive to help communicate the intended message. | |
| 6.c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. | Students use a variety of digital objects to create their websites and communicate their messages. Concepts include: selecting and modifying images to communicate specific information, using and modifying vector art and animations for storytelling, how to select and modify | |

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| | videos to communicate different messages. | |
| 6.d. Publish or present content that customizes the message and medium for their intended audiences. | Students select, customize, and present content to reach different audiences. Concepts include analyzing visual elements of a website to create websites that are well organized, customizing web creations for alternative devices (e.g. responsive design for mobiles) and audiences with accessibility needs (via extension).<br><br>Students also learn a variety of ways to customize content and format of websites for different audiences. For example, students learn about color psychology, color palettes, color design tools and how to select colors that convey desired messages to desired audience; the basics of typography and using different fonts layout to convey messages; and inclusive design and accessibility features and how to write alt text for images suitable for screen readers.<br><br>Students implement human centered design to create websites that are customized for an intended audience. For example, students learn how to create websites based on UX design – i.e. building | Students independently create and publish an original website using the tools and techniques taught in the course. As part of this process, students select and customize materials and content so that the website's message and interface meet the needs and/or interests of intended website users. |

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| | websites designed to serve the needs of others; students learn to create a "persona" – profile of a typical user of the website they are going to create so website matches their needs or interests; and students learn to design a website that meets the user's needs and achieves specific goals via a "site brief." | |
| **7. Global Collaborator.** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. | | |

## CONCLUSION

ISTE reviewers examined three Wix Education courses for alignment with ISTE Standards for Students:

- Course 1: Introduction to the Wix Editor
- Course 2: Stunning Design
- Course 3: Creation II

All three courses are closely aligned with all of the indicators for two of the ISTE Standards for Students at *both* the Foundational Level and the Proficiency Level; additionally, the courses meet an array of other standards at either the Foundational or Applied Levels.

The three Wix Education courses reviewed are well organized, carefully sequenced, and provide teachers with thoughtfully constructed materials and links to illustrative examples for instruction. The online interactive components, designed to allow students to practice newly learned web-development skills within the Wix Editor, are well-conceived, creative, and transparent. The use of Design Journals for student planning and reflection is also a strength. The focus of the three courses is on learning important concepts, tools, and techniques for website design and development. For this reason, the courses align particularly well with ISTE Standards addressing the use of technology for design and communication.