

# LEARNING TO CODE WITH DASH

Nova Scotia Department of Education  
Case Study



## AT A GLANCE

### Challenges

- Integrating Coding into the Classroom
- Ease of Use & Durability

### Benefits

- Gender Neutral
- Learn at Own Pace
- Introduced New Skills



*"Coding is often mistaken for just playing with robots but oh, it is so much more. Dash allows students to develop amazing skills, such as; collaboration, problem solving, critical thinking, and risk taking. Dash may be a robot, but to the students he is the newest addition to the class, ready to go on adventures with them. Let them PLAY!"*

### Erica Joan

VP, Halifax Central Jr. High

## THE CHALLENGE

During the school year 2015/2016, the Nova Scotia Department of Education integrated coding into curriculum for all grades. In March, 2018, The Early Years Department began evaluating various robotic solutions for grades 2 & 3, including Wonder Workshop's Dash robot. There was a list of criteria used to assess the needs of the teachers and students including ease of use, durability, curriculum ties and more and several solutions were considered.

## THE SOLUTION

Dash met all the criteria that was outlined in this project and more. Its ergonomically pleasing and gender neutral design made it appealing to young students who engaged without hesitation. Scaffolded learning was provided through puzzles and specific curriculum ties were available by grade and subject. The free Blockly programming language allowed students to learn to code at their own pace and to interact with others on group projects. In the process they were building critical thinking, creativity, communication, and collaboration skills. Classroom integration was easy as Dash is Bluetooth enabled and uses a rechargeable battery pack.

## THE RESULTS

After soliciting feedback from the education community at large, the Dash robot was selected by the Nova Scotia Department of Education and Early Childhood as the universal coding platform for the entire province. Rollout began in Sept 2018.