**What is being learned? What mathematics is the focus of the activity/technology? Is relational or instrumental understanding emphasized?**

Students improve their problem solving skills, and learn what they still need to work on. This demo focuses on instrumental understanding.

**How does learning take place? What are the underlying assumptions (explicit or implicit) about the nature of learning?**

Learning takes place through competitive team play. The underlying assumption is that making problems part of a game will make students’ motivation and skills better.

**What role does technology play? What advantages or disadvantages does the technology hold for this role? What unique contribution does the technology make in facilitating learning?**

The technology transforms the review process into a game, and somewhat automates the score keeping. There are other ways to create a Jeopardy game in class, but they require the teacher to do a lot more prepping and navigating.

**How does it fit within existing school curriculum? (e.g., is it intended to supplement or supplant existing curriculum? Is it intended to enhance the learning of something already central to the curriculum or some new set of understandings or competencies?)**

It supplements the curriculum as a review before moving on into applications of integrals. It provides a change of pace from normal classroom routine.

**How does the technology fit or interact with the social context of learning? (e.g., Are computers used by individuals or groups? Does the technology/activity support collaboration or individual work? What sorts of interaction does the technology facilitate or hinder?)**

While the technology itself can’t interact with more than one person at a time, its set-up is designed to create social interactions and competitive play.

**How are important differences among learners taken into account?**

This game doesn’t differentiate for learners with different preferences. The problems are all presented in notation and written form.

**What do teachers and learners need to know? What demands are placed on teachers and other "users"? What knowledge is needed? What knowledge supports does the innovation provide (e.g., skills in using particular kinds of technology)?**

Teachers should familiarize themselves with the different buttons in the game, but it largely works like the familiar Jeopardy game. Students need to know about various things about integration in order to win.