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

The Calculus Notes website addresses the early major topics in calculus. (It doesn’t provide much for integration topics.) While there is some attempt to develop relational understandings, the majority of the site promotes instrumental understanding.

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

Learning on this site takes place by reading about the concepts, viewing examples and then checking your comprehension of the concepts via a short quiz. The assumption is that if students can properly answer fill in the blank or true/false questions on what they read, they understand the material.

**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 provides access to information about calculus. This site could be a great reference or refresher site for students who have already learned the material. It is not a great way to learn the material well if you are unfamiliar with it. It is well organized, and you can quickly find the information you are looking for, but it is not the most professional looking site, which can make it difficult to read for long.

**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?)**

The website is a good resource to supplement students’ coursework, as it provides a fairly quick reference sheet. It supports the ideas already in the main calculus curriculum.

**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?)**

The technology is best used by individuals looking for specific information. It does not lend itself to collaboration or discussion, as it presents the information in an absolute manner and the only questions it asks are about the reading on the page.

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

The website is built much like a textbook, and therefore is not helpful to students who have difficulty reading. The material is presented without any opportunity for personal exploration first, and so students who learn by doing and exploring will also have a difficult time with this website.

**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)?**

The technology places no demands on the teacher and learner other than knowing how to navigate websites and use drop down menus. Mathematically, students should have some understanding of calculus to get the most out of this website.