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

Students learn to correctly solve all sorts of problems in the calculus curriculum, though there is nothing in place for integration, yet. The site emphasizes instrumental understanding, though some of the problems are more relational in nature.

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

Students learn by trying to solve problems. They can learn from their mistakes, use hints, and even watch videos on the topic they are stuck on. The website provides regular feedback on their progress through a particular skill. The assumption is that students learn by doing with proper support and scaffolding.

**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 automates the traditional drill worksheet and teacher grading. Instead, it provides a seemingly endless array of similar problems for one skill, and moves the student on to a new skill when they have reached a mastery point. What could take a teacher hours – finding/creating problems, grading and assessing student progress – is all done quickly and efficiently by the website.

**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?)**

This site is best used to supplement the calculus curriculum, since it builds largely an instrumental understanding for each skill, though it could be used as its own curriculum, since it touches on most of the major units up to integration.

**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?)**

This site needs to be used by an individual, so they can log in and it can track their progress.

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

While the presentation of the problems don’t differ much from a standard textbook (with the standard variety of notational, graphical and word problems), the website “adapts” the problem levels based on student mastery. Students who usually need more practice working through problems get it, and students who don’t can move on.

**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)?**

Students need to know the calculus necessary for the particular skill level they are working on. They are just practicing what they already know. There are few demands placed on those navigating the site – just finding the proper place on the map, and entering answers.