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

Students can learn both the big concepts of calculus, as well as how to do individual problems. The website provides a nice mix of activities that address both relational understanding as well as instrumental. Some tutorials and examples are more relational in nature, describing the meanings of different ideas and asking students to make conjectures. Others are instrumental, walking the students through how to make the calculations and providing worked examples. There are also drills and quizzes that emphasize an instrumental understanding, where students are given problems to solve and then can check their work or have it checked.

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

The site approaches learning several ways. The flash tutorials and examples work under the assumption that students learn by reading through material and examples at their own pace. Some of the examples work under the assumption that students like to create conjectures by looking at data, and then confirming that their conjectures hold for more cases. The drills and quizzes are designed under the assumptions that students learn from trying problems first, then comparing their work to a provided solution. Over all, the site works under the assumption that students learn material in different ways, and provides variation in the activities.

**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?**

**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?)**

**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?)**

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

**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)?**