"I could see the power of the computer: it visualized the data for my students, put it in a graphical form, and they could see it—gathering the data, interpreting it, and analyzing what they've got immediately... Now we have a new way of teaching because of the computer. That's the power: the computer can be used to learn with, not just to make life easier. And the students are really engaged with the experiments."

— Curtis Hiegebeke, Natural Sciences
Joliet Junior College

Joliet Student: "The lab is more thought provoking. Anyone can pretty much, knowing a formula, take the numbers and plug and chug, but what does that answer really mean? I believe that in this class we actually know what the answer means."

"I'm very much trying to use real data and modeling in my calculus class, and of course, in this environment it's a lot easier because the students are working in teams of four and the computers are in the classroom."

"We do experiments in calculus now, too. I'll bring a cup of hot coffee to class and we'll put a temperature sensor in the air and watch the data being plotted. Then we'll try to model it mathematically. That's what mathematics is all about. I think the underlying goal is to teach them a good insight to calculus and how to apply it."

— Robert Kowalczyk, Mathematics