

---

**AMI MAMOLO, PETER TAYLOR**, Queen's University, Kingston, ON

*An engineering calculus teaching project: unexpected outcomes*

In a large first-year engineering calculus course we have been running a project focused on student independence, peer teaching, and a more conceptual approach to the material. Over the first few weeks we encountered a number of surprises in how the students reacted to this approach. We will summarize these results and indicate how our priorities have changed.