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*Choose your own adventure in a multi-variable calculus course for engineering students*

We focus on the various styles of final assessments used in a multi-variable calculus course. Between both presenters, we have taught this course several times since 2016. For the pandemic influenced semester (Winter 2020), students had to complete a subset of carefully crafted word problems that required students to recognize the concept in the course that would solve it. For the semester following (Summer 2020), the final assessment was a group project, which required groups to come up with one practical real world problem and solve this using the mathematical concepts taught in the course. We will present samples of these assessments and discuss student reactions to these more creative styles of final assessments compared to traditional questions found in an in-person proctored written final exam. We also discuss how we used these styles of assessments to gauge the depth of student learning and student dishonesty, and whether our time spent implementing them was worth it.