VANESSA RADZIMSKI, University of the Fraser Valley *Supporting Diversity Through Flexible Projects*

Students enter our courses with diverse backgrounds, interests, and career goals. With prescribed curricula, what learning opportunities might help students connect course content to their own experiences and goals? In this talk, I will share my efforts towards developing flexible-form projects in undergraduate mathematics courses, highlighting two instances of these projects. The first, will be from a mathematics course targeted towards prospective elementary teachers. In these projects, students are free to choose the topic for the project but must ground the work in relevant mathematics education literature and themes of the course. Secondly, I will share the flexible projects utilized in two upper-year abstract algebra courses, where students extend their learning beyond the specified objectives of the course. With such flexibility, however, comes a need for boundaries and expectations. In both cases, I will detail how students are guided to align their diverse projects with general project objectives.