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Creative Discomfort in Mathematics Projects

In my fourth year classes I assign a project where the students must do something creative that is related to the mathematics of the course. The caveat is that it must be outside of their comfort zone — they cannot already be experts. The response has ranged from plays to haiku to game creation to artwork. I will display some of the projects that students have submitted. This has been very effective in encouraging involvement in fourth year classes of under 20 students. I am interested in using this in large first year classes and will ask the audience for advice on how to implement this.