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**Elin Farnell\*** ([farnelle@kenyon.edu](mailto:farnelle@kenyon.edu)), Department of Mathematics and Statistics, Kenyon College, Hayes Hall, 201 N College Rd, Gambier, OH 43022. *Puzzle Pedagogy: Riddles and Their Value in Mathematics Education*. Preliminary report.

Logic puzzles and riddles have long been sources of amusement for mathematicians and the general public, alike. In recent history, they have taken a prominent role as standard interview questions, especially within the technology industry. I propose that puzzles can serve a useful role in a classroom setting as a basis for discussion of the nature of mathematics, for development of problem-solving skills, and as a means of engaging students from a broad range of mathematical backgrounds. In particular, I suggest that puzzles be used as a tool for encouraging curiosity, creativity, and persistence, both within the classroom setting and in the practice of mathematics more generally. In this talk, I will present a collection of puzzles and discuss underlying concepts that contribute to the development of students' mathematical inquiry. (Received September 16, 2014)