Over the last several years there has been a push to create alternative tools to help students visualize concepts in Calculus 3. Some have been successful using online graphing calculators while others have been more focused on animations provided by publishing companies. This year at the University of Connecticut, there has been a conscious effort to encourage students in large lecture Calculus 3 to take a hands-on approach to understanding the various visual aspects of the course.

We have developed several lesson plans that involve students using Play-Doh in the classroom to explore and interact with surfaces and solids in three dimensions. We will discuss the success of these learning activities as it relates to the learning objectives of the lessons that were taught using them. Student reflections and their perceptions of using Play-Doh will be shared with the audience. (Received September 19, 2016)