

1145-P5-1484 **Malgorzata Marciniak*** (mmarciniak@lagcc.cuny.edu). *Creative assignments in upper level undergraduate courses inspired by mentoring undergraduate research projects.*

The idea of bringing creative assignments to my classroom occurred to me while mentoring successful creative undergraduate student projects. I observed that my research students were full of enthusiasm and attention but at the same time I observed insufficient levels of those traits in my classrooms. Engineering students of Linear Algebra, Calculus 3, and Differential Equations seem to have enough mathematics and background knowledge to pursue brief creative problems proctored in the classroom and long creative problems assigned as group projects. The main challenge is overcoming students' fear in doing something outside of the usual class curriculum. Even if the quality of the outcomes is uneven and student involvement vary, the overall benefit seem to override the difficulties. My presentation will contain some theoretical background of the theory of creative thought as presented by Graham Wallas in "The Art of Thought". In addition I will describe examples of creative assignments in my classrooms together with their assessments. (Received September 22, 2018)