

# ***Creative Problem Solving: Inverting a Triangle of Coins***

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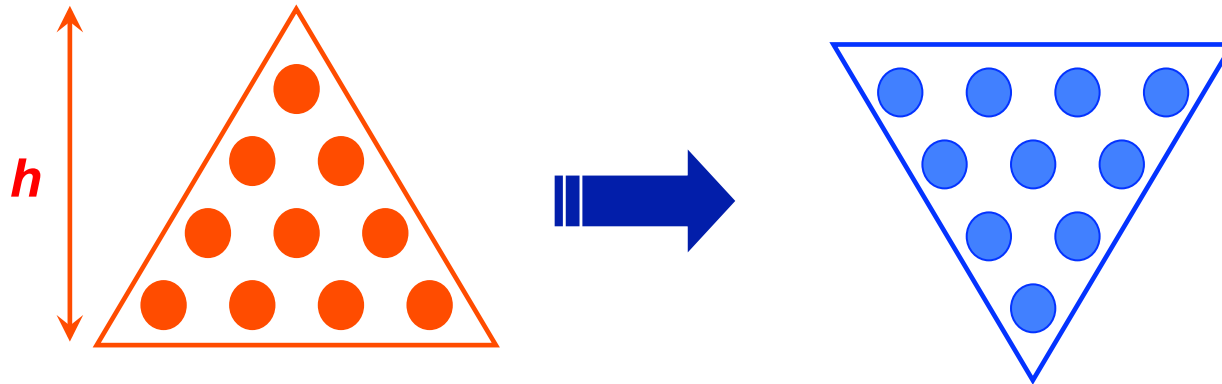
***Experience the joy of problem solving***

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# ***Inverting a Triangle-of-Coins***

# Problem: Inverting a Triangle of Coins



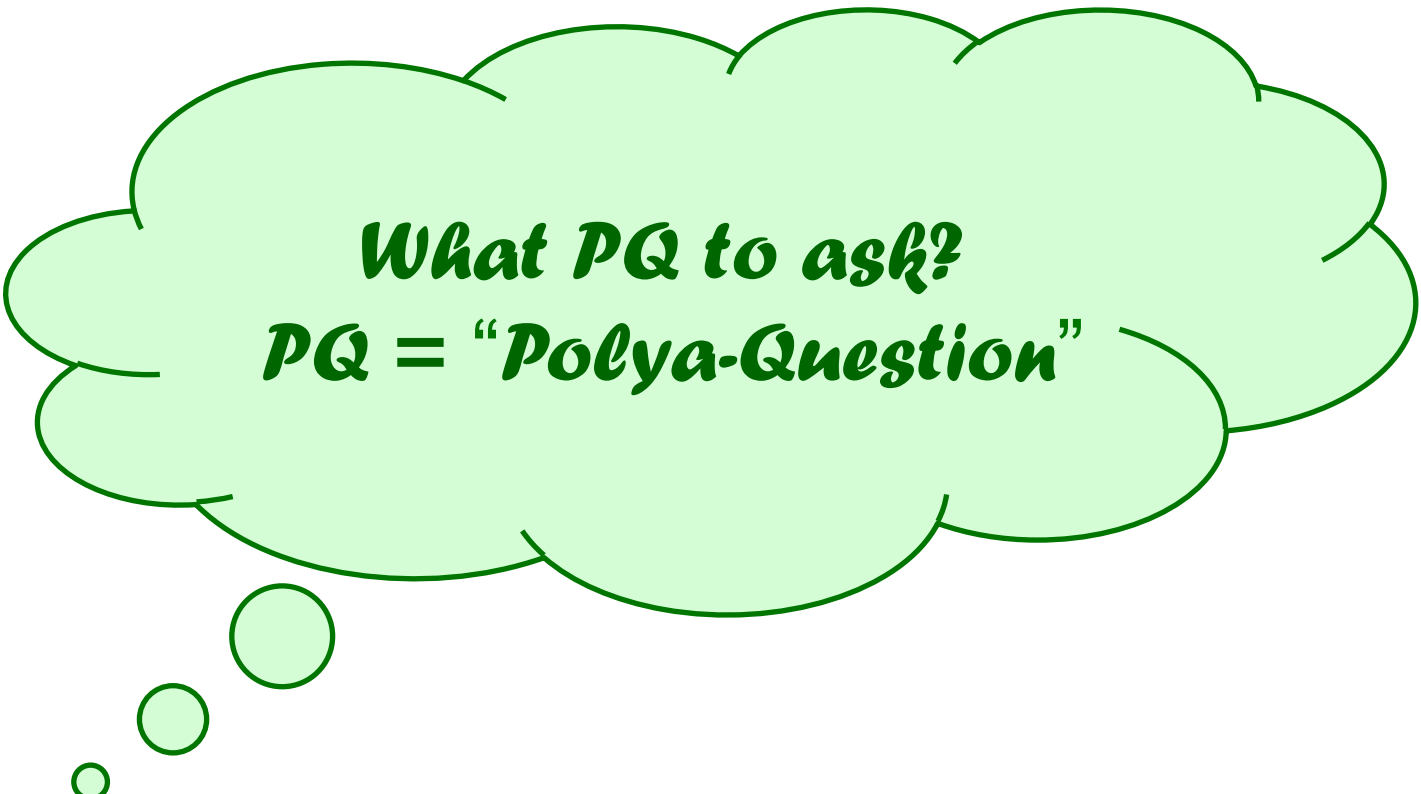
- ❖ “Invert” a triangle of coins by moving as few coins as possible
- ❖ Let  $h :=$  “height of triangle”  
 $m :=$  “# of coins to move”

**Question: What is the value of  $m$ ,  
when  $h = 191$  ?**

*Today is  
19 Jan*

# Ask PQ...

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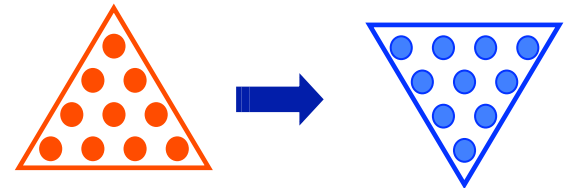


*What PQ to ask?*  
*PQ = "Polya-Question"*

# Inverting a Triangle of Coins (1)

□ PQ: Try some small instances...

❖  $h = 1$



❖ **TRIVIAL:**

□  $h = 1$      $m = 0$

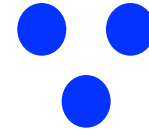
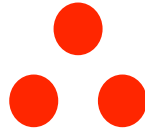
(Trivial, but still important.)

# Inverting a Triangle of Coins (2)

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□ Now, try something bigger...

❖  $h = 2$



❖ **TRIVIAL:**

□  $h = 1$      $m = 0$

(Trivial, but still important.)

□  $h = 2$      $m = 1$

(Simple, isn't it?)

# Inverting a Triangle of Coins (3)

□ Now, try something bigger...

❖  $h = 3$



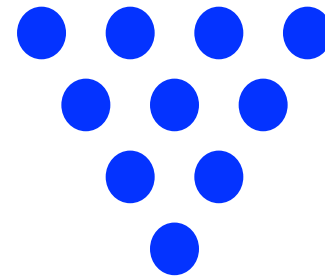
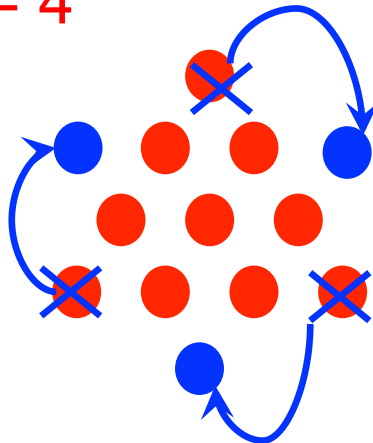
## ❖ RESULTS:

- |           |         |                                 |
|-----------|---------|---------------------------------|
| □ $h = 1$ | $m = 0$ | (Trivial, but still important.) |
| □ $h = 2$ | $m = 1$ | (Simple, isn't it?)             |
| □ $h = 3$ | $m = 2$ | (Getting interesting...)        |

# Inverting a Triangle of Coins (4)

□ Now, try the original problem...

❖  $h = 4$



Done!  $m = 3$

## ❖ RESULTS:

□  $h = 1$        $m = 0$

□  $h = 2$        $m = 1$

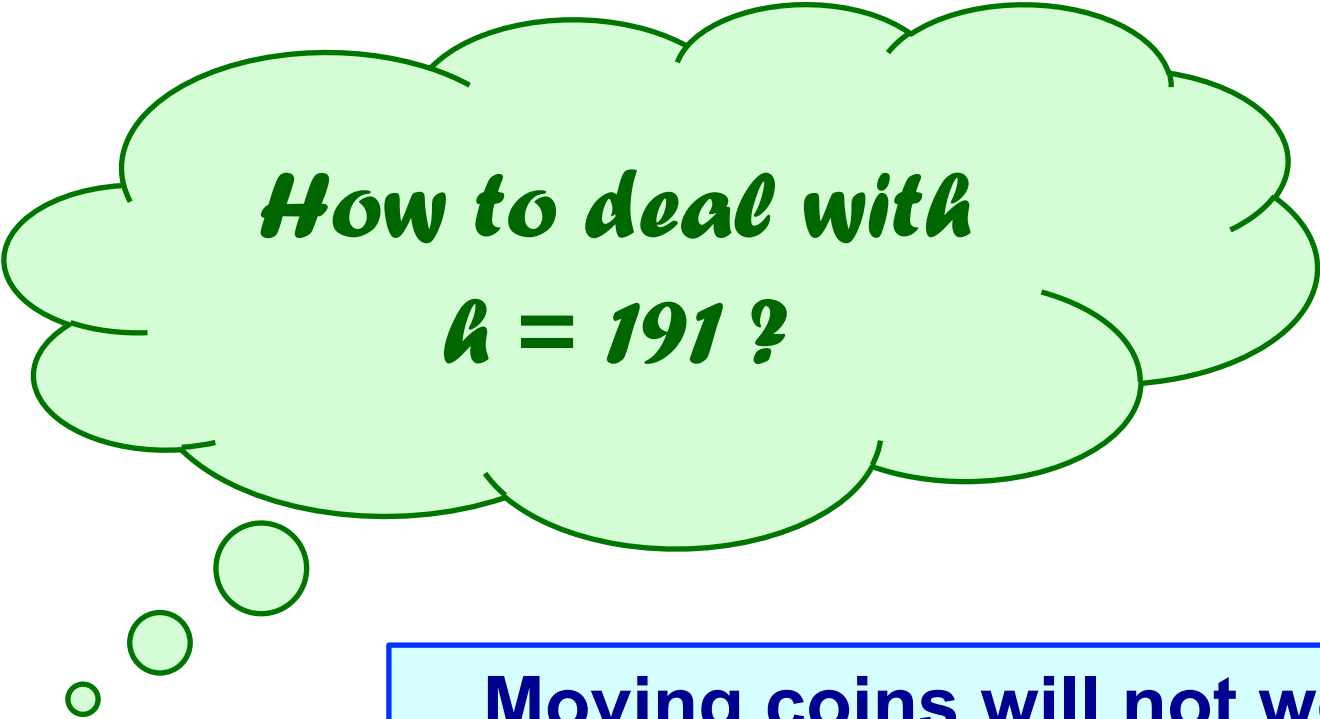
□  $h = 3$        $m = 2$

□  $h = 4$        $m = 3$

Is there a pattern?

What about  $h = 5?$        $h = 191$





***How to deal with  
 $h = 191$  ?***

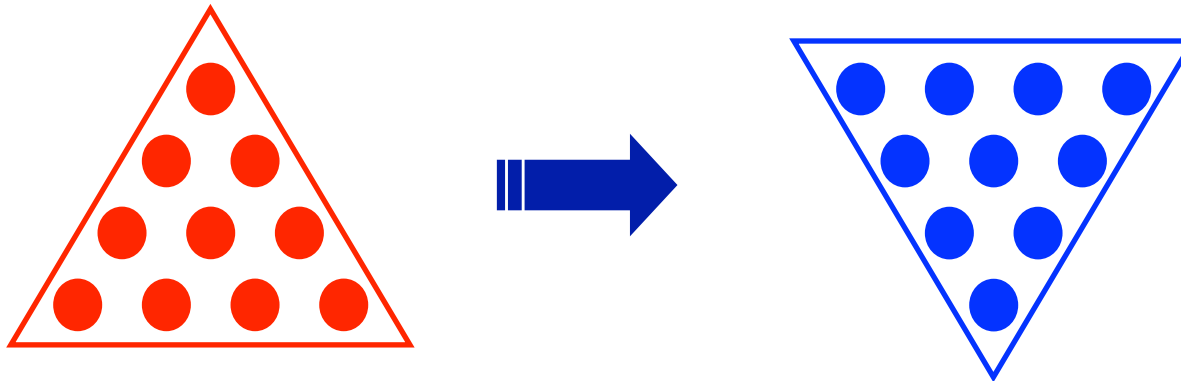
**Moving coins will not work**

***PQ: Can we view problem  
from a different perspective?***

# We Need a Different Perspective!!

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□ Let's see....



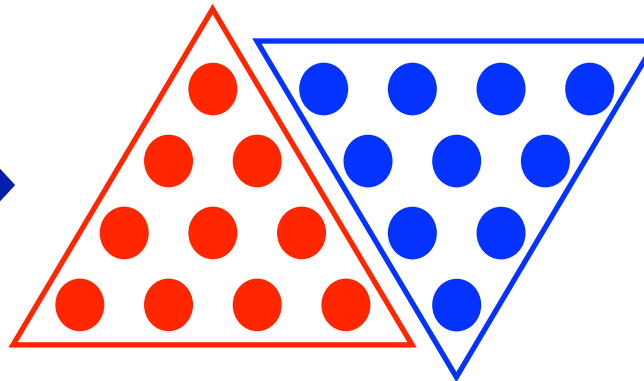
❖ How about... seeing **them** *together*?

❖ Let's move ***THEM***...

# We Need a Different Perspective (2)

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**New Perspective**



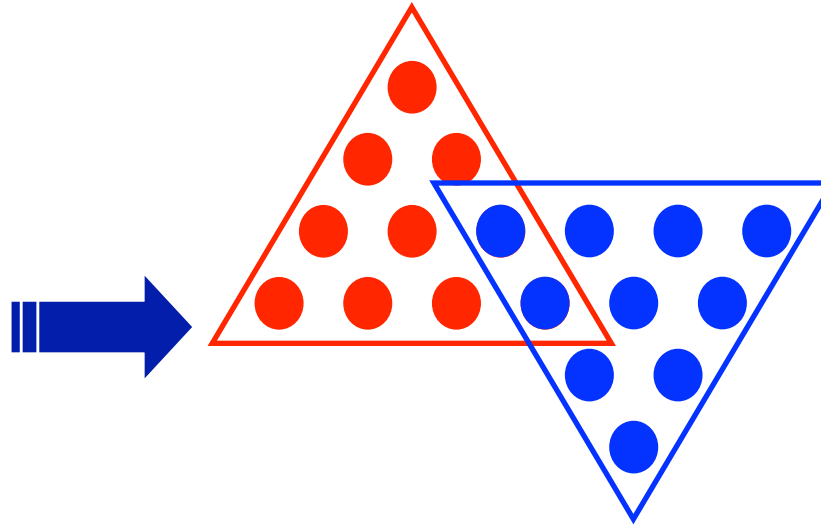
**New Question:**

How to turn the "orange coins"  
into the "blue coins"?

**Need to move  
10 coins!**

# We Need a Different Perspective (3)

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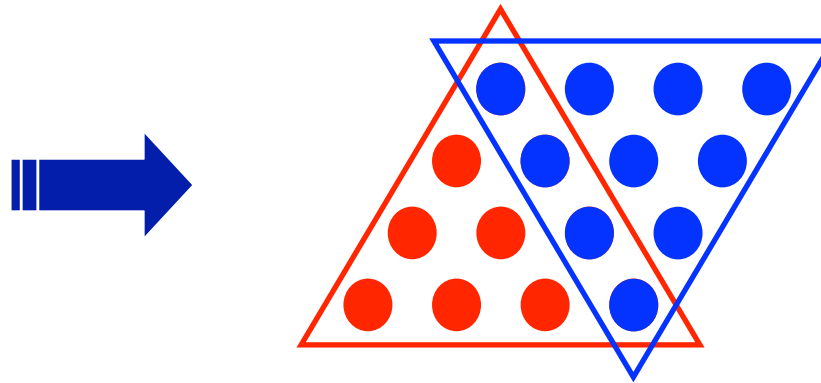
## New Operation:

Move the orange triangle  
around the blue triangle.

**Need to move  
8 coins!**

# We Need a Different Perspective (4)

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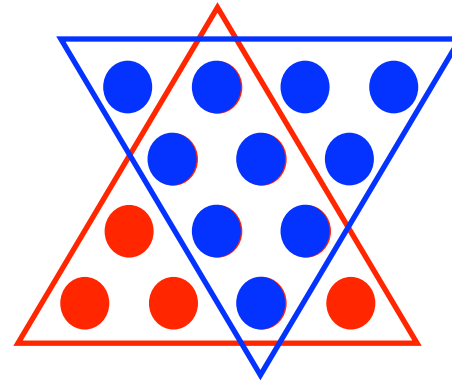


## New Operation:

Move the orange triangle  
around the blue triangle.

Need to move  
6 coins!

# We Need a Different Perspective (5)



**New Insight**

Minimize  
“moves”

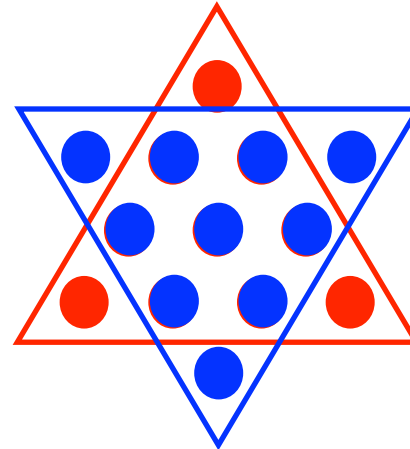
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Maximize  
overlap

**Need to move  
4 coins!**

# We Need a Different Perspective (6)

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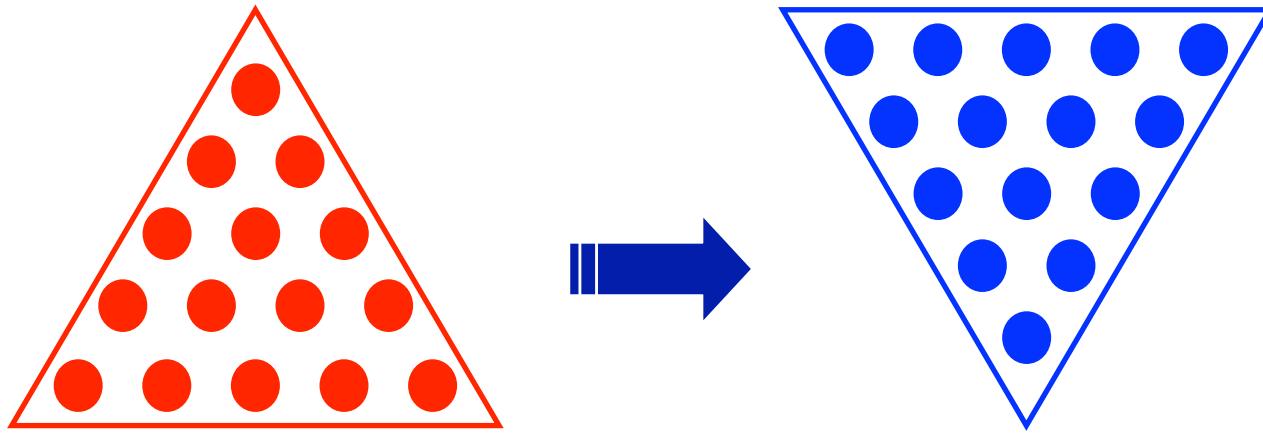
**Is this the  
maximum overlap?**

**Need to move  
3 coins!**

# Try new insight on larger problem

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Now try  $h = 5$

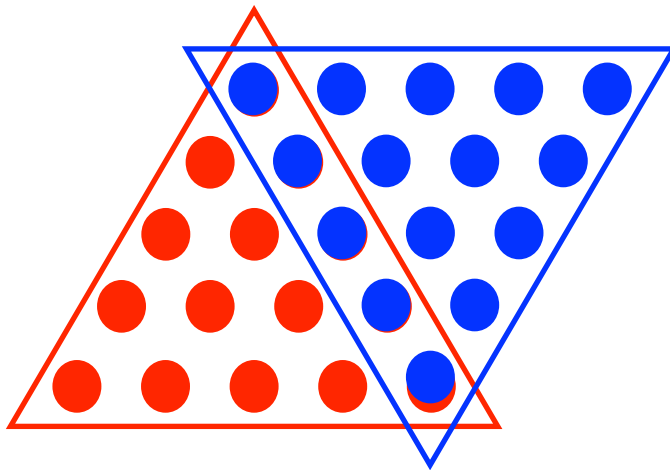


**Move triangle & maximum overlap**



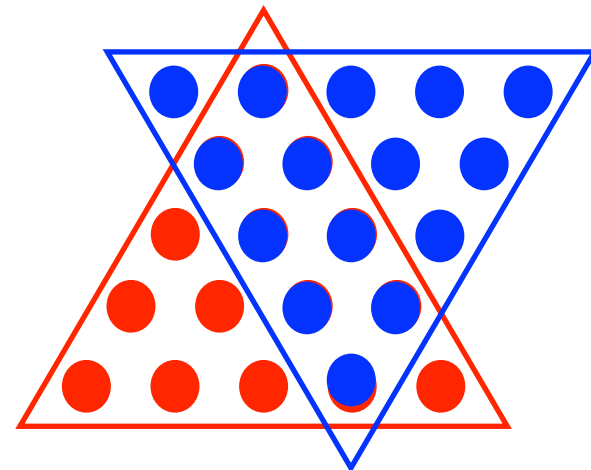
# Maximizing Overlap for $h=5$ (1)

- There are 3 sides in each triangle.
  - ❖ At each side, we have a “non-overlapping” triangle!
  - ❖ Denote their heights by  $(a, b, c)$



$(0,0,4)$

**10 coins!**

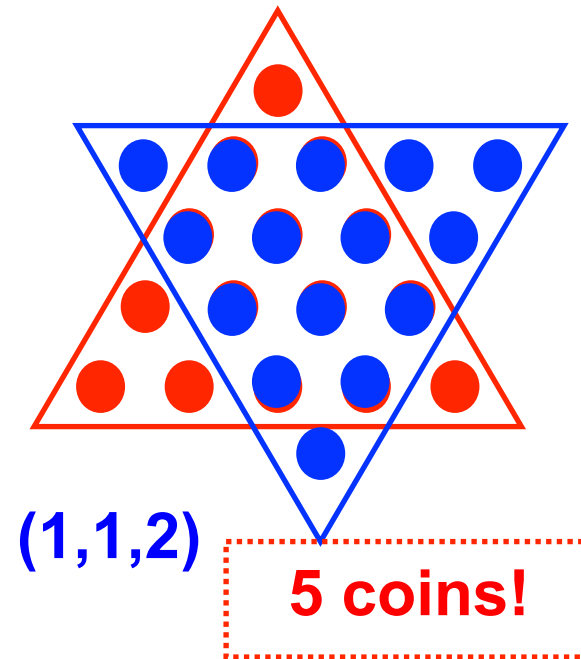
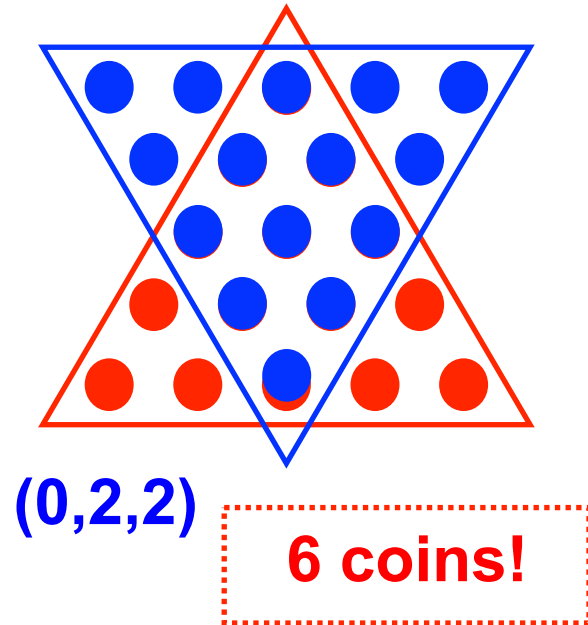


$(0,1,3)$

**7 coins!**

# Maximizing Overlap for $h=5$ (2)

□ More configurations...

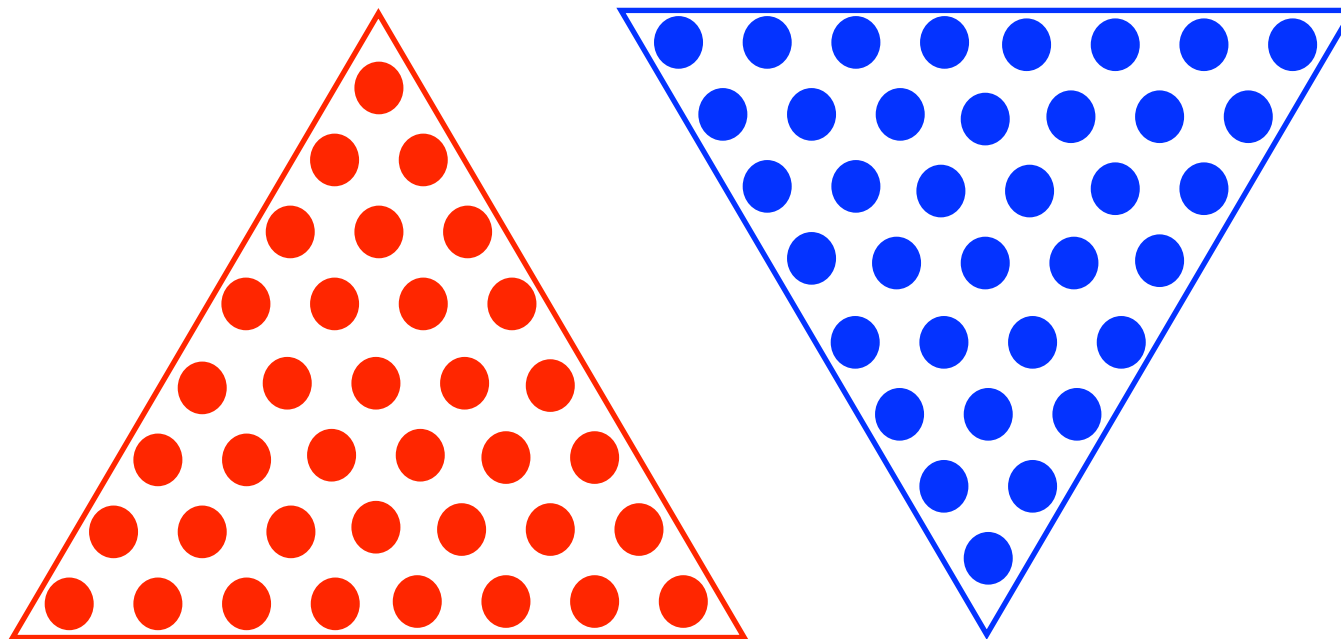


- ❖ Note that  $(a + b + c) = 4$  (an invariant)
- ❖ Which configuration gives minimum  $m$ ?

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## Activity Period #4:

**“Invert Triangle of Coins” for  $h=8$  (DIY)  
(5 minutes)**



# Review of Activity #4

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☐ Did you try with real coins?

❖ Yes: \_\_\_\_\_ No: \_\_\_\_\_

☐ What is the value of  $(a + b + c)$ ?

☐ What configuration  $(a, b, c)$  is *minimum*?

❖  $(a, b, c) = ( \_ , \_ , \_ )$

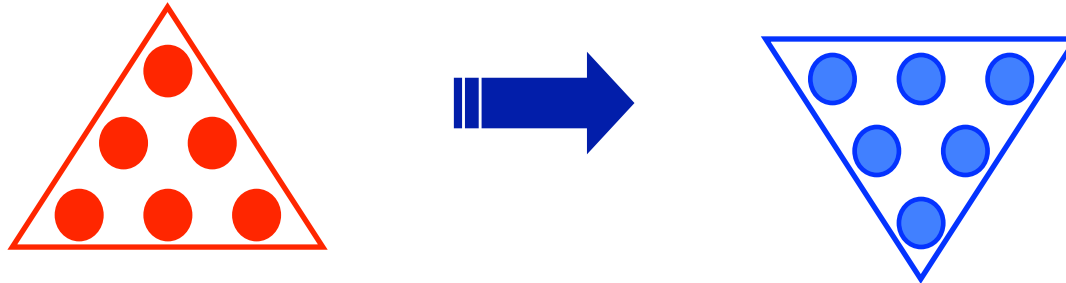
❖ How many coins moved? \_\_\_\_\_ coins

☐ Was it easy?

☐ ***Was it fun?***      $h = 191$

# Maximizing Overlap is Easy...

□ Try for previous cases  $h = 3$



❖ “Non-overlapping triangles with hts (a,b,c)

- For  $h=2$ , we have  $(0,0,1)$   $m=1$
- For  $h=3$ , we have  $(0,1,1)$   $m=2$
- For  $h=4$ , we have  $(1,1,1)$   $m=3$
- For  $h=5$ , we have  $(1,1,2)$   $m=5$
- For  $h=6$ , we have  $(1,2,2)$   $m=7$
- For  $h=7$ , we have  $(2,2,2)$   $m=9$
- For  $h=8$ , we have  $(2,2,3)$   $m=12$

# Looking Back...

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❑ Can work out for  $h = 9, 10, 11, \dots, 191$

❑ The ANSWER is NOT so important,  
the *METHOD IS more important !*

❑ Where is the *Key Step*?

*The Aha! moment*

❑ Why was it *not apparent* to us *at the beginning* ?

❑ How *did* we get to this step?

# Reflections...

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## □ Creative Problem Solving

- ❖ Looking from a Different Perspective
- ❖ Problem Transformation
- ❖ Importance of Asking Questions!
  
- ❖ The actual answer is not so important.
- ❖ The process is key and
- ❖ It is FUN!



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# *Thank you!*

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School *of* Computing