Hi. I’m Nick Scoville, one of 7 leaders of the TRIUMPHS project. We’re all well aware of the fact that our students struggle to grasp the high level, abstract, and technical concepts that we expose them to in college math courses, but why? Part of the answer is in the abstractness of the material, but part may be assigned to the way in which we present the material. Think about topology, for example. The mathematics of topology is so cool and exciting! It describes how to smoothly deforem one object into another over time. This can be understood by anyone, as even **wikapedia** has a lovely video of a donught smoothly morphing into a coffee mug- its visual, its intuitive, its easy to understand. Topology also studies all kinds of **interesting** looking objects with fascinating and surprising properties. Now imagine a student, who has seen all of this, goes to her textbook to learn more, and on the very first page, the very first mathematical content she’s exposed to is…. **A definition**. A pithy, precise, and perfect definition. This experience can be underwhelming. **Where did** this definition come from, and what does it have to do with all of those interesting pictures? What motivated someone to write down **THIS** definition with precisely **THESE** nuances and subtleties? All the work, struggles, and triumphs that went into this definition are completely swept under the rug, and this makes the mathematical content **less clear** and less motivated for the student. The **TRIUMPHS** project is an attempt to address this and other issues we see in mathematics education. We **design, write, implement**, and **test** **primary source project** or PSPs which are teaching modules intended to teach mathematical content based around primary source work of the great mathematicians of centuries past such as **Euler, Gauss, Cantor, Cauchy**, and many others. By studying works of the masters, students are **exposed** to mathematical problems in their original context which **better motivates** the theorems, definitions, and big picture ideas. The authors of a PSP **guide** the student through the original sources through commentary and a series of exercises. Forcing the student to struggle with the way in which these mathematical concepts were first articulated helps to solidify student understanding and in this way, makes that initial connection that was otherwise lost. If you would like to learn more about the **TRIUMPHS project**, please check out our website which will be linked to at the end of this video. There you will find projects which you may download for free, print, and use in your classroom, as well as a host of other information about our project.