

2011 IMACC CONFERENCE SCHEDULE

FRIDAY APRIL 1	SESSION	ROOM
7:15–8:15am	Breakfast Buffet	Dining Room
8:15–8:30am	Welcome and Announcements	Library
8:30–9:30am	<p style="text-align: center;">Opening Session: “Implementing the Common Core State Standards for Mathematics” Sue and Randy Pippen</p> <p>As the new Common Core State Standards are being implemented throughout the country, it is imperative we learn what these standards mean for high schools today and what they imply for community colleges in the future. This session will share information on what is currently happening in high schools and key features of the standards that will be of interest to community college math instructors.</p>	Library
9:40–10:40	CONCURRENT SESSIONS	
	<p style="text-align: center;">“Active Learning and Making Sense of Mathematics” Sue and Randy Pippen</p> <p>Students learn best when they are actively engaged; this approach to teaching also helps students make sense of mathematics as they construct their own understanding of key mathematical principles. This session will provide practical strategies and activities for your classroom.</p>	Library
	<p style="text-align: center;">“Helping Students Understand Infinite Series in Calculus II” Bob Cappetta and Paul McCombs</p> <p>This session will include a discussion of the relevant research on student understanding and will describe several common misconceptions. Strategies that may improve student understanding will be presented.</p>	Oak
	<p style="text-align: center;">“Content on Demand—A Tool for Student Success” Eric Hofelich</p> <p>Content on Demand provides professionally designed and produced web-based math course materials to college faculty, giving instructors the ability to teach online or face-to-face courses with no additional set-up. The presenter will discuss his use of these materials and how they can best be used and adapted for your classroom.</p>	Pine
	<p style="text-align: center;">“Great Ideas for Any Math Department”</p> <p>9:40-10:10: “Math Chats—Engaging Students Outside the Classroom” Robin Anderson Southwestern Illinois College has a thriving Math and Science Club—meetings regularly draw over 100 students! Using local speakers, Facebook, and email, learn how to develop programs (on a limited budget) that will truly engage your students in the excitement of mathematics.</p> <p>10:10-10:40: “Improving Consistency and Quality of Instruction” Kathleen Almy Rock Valley College has developed a program manual for our developmental math program to assist all our adjuncts. We also have professional development meetings a few times a year in addition to training we do when we hire new adjuncts. These techniques will be described in detail, as well as how they have substantially helped our program in terms of consistency and quality.</p>	Butternut
	<p style="text-align: center;">“Mathematics Myth—The Influence of Culture on Learning Mathematics” M. Joanne Kantner</p> <p>Explore the universal myth of mathematics, i.e. the incorrect perception of mathematics as culture-free and value-free. Community college mathematics classrooms have students diverse in cultural and national origins. The myth that mathematics is an objective and culture-free discipline becomes a barrier to students’ mathematics constructions. Investigations provided explore the different notations, procedures, intellectual outlooks, and cultural psychology our non-native students bring to college mathematics classrooms.</p>	Basement
10:40–11:00	Coffee Break and Exhibits	Main Hall

11:00–12:00	CONCURRENT SESSIONS	
	<p style="text-align: center;">“Less is More: Integrating Technology into Education without Breaking the Bank” Randy Gallaher and Kevin Bodden</p> <p>The presenters will discuss ways current technologies can be maximized to increase student learning while keeping costs manageable. Textbook resources, multimedia, and social networking sites are valuable, low cost educational resources. Students simply need to be properly educated on how to best utilize the resources to which they have access.</p>	Library
	<p style="text-align: center;">“Serious About That 1 Series” Steve Kifowit</p> <p>This session will focus on $\sum_{n=1}^{\infty} \frac{1}{n(n+1)}$, including some history, proofs, applications, and assorted related “tidbits.” Calculus instructors should find this of particular interest, and there will be useful information for the classroom.</p>	Oak
	<p style="text-align: center;">“Motivate Your Students with Mastery Learning” Kelsey Poor</p> <p>Innovation in the classroom and implementation of technology in mathematics are proven practices to promote student success. Hawkes Learning Systems’ unique approach to mastery learning provides the software solution to motivate your students to excel in math. Come learn how to integrate Hawkes in your courses for guaranteed success!</p>	Pine
	<p style="text-align: center;">“Activities for ‘Math for Elementary Teachers’ That Students Love!” Connie McLean</p> <p>This workshop/activities session will include several activities that the presenter uses that are really enjoyed by her students. Examples will be drawn for across the content spectrum of a traditional 2-semester Math for Elementary Teachers sequence.</p>	Butternut
	<p style="text-align: center;">“Integrating Math Concepts in Culinary Classes: Ingredients for Success” Linda Padilla and Erica Kwiatkowski Egizio</p> <p>This energetic and innovative presentation will alleviate the anxiety of teaching math in the culinary classroom. Instructors will learn new approaches that make learning math concepts fun using food and cooking methods. Topics include recipe conversion, yield percentage, edible portion, recipe costing, and calculating fat grams in fast foods.</p>	Basement
12:00–1:00	Lunch	Dining Room
1:00–2:15	Park Activities and Exhibits	
2:20–3:20	CONCURRENT SESSIONS	
	<p style="text-align: center;">“Re-Creating Developmental Math—A New Course Option” Kathleen Almy and Heather Foes</p> <p>New Life/Mathway began as an AMATYC initiative to recreate developmental math. Since 2009, much progress has been made, including the creation of a new course: Mathematical Literacy for College Students. We’ve taken the national instructional outline and modified it to be acceptable in Illinois. A course outline and materials are ready for a pilot in Fall 2011. This session will include a classroom activity to allow instructors to see the new instructional design; attendees will also receive a sample course outline and ideas for creating the course.</p>	Library
	<p style="text-align: center;">“Departmental Issues Roundtable” Keven Hansen</p> <p>This session will provide an opportunity to share successes, frustrations, and questions regarding departmental issues—placement, course design, faculty issues, resources for student success, etc. Come prepared to offer both what is working well in your department and your concerns.</p>	Oak
	<p style="text-align: center;">“An Introduction to MyFoundationsLab” Pearson Education</p> <p>MyFoundationsLab is a complete online mastery-based resource for assessing and</p>	Pine

	remediating college- and career-readiness skills in reading, writing and mathematics. The system offers a rich environment of pre-built or customized assessments, personalized learning plans, and highly interactive learning activities that enable students to master skills at their own pace. Learn more about this resource in this session.	
	<p align="center">“What is Mathematics? Instructor’s Beliefs Shaping Student Knowledge” M. Joanne Kantner</p> <p>Explore ways instructor beliefs about their subject discipline shape the educational practice, and resulting student knowledge, in community college mathematics classrooms. Participants will be given a 20-questions inventory to situate their own beliefs regarding mathematics. During the presentation these inventory scores will be related to Ernest’s and Torner’s frameworks to critically reflect upon the implications of participant’s beliefs to their practices as mathematics educators.</p>	Butternut
	<p align="center">“Birds of a Feather—Panel Discussion on Plane Geometry” Omar Adawi and Sunil Koswatta</p> <p>This session will offer the opportunity to discuss the content, arrangement, and number of topics in Plane Geometry at various community colleges in Illinois, the incorporation of technology, and some strategies for teaching this course.</p>	Basement
3:20–3:40	Coffee Break, Exhibits	Main Hall
3:40–4:40	<p align="center">Keynote Presentation: “Teaching Tips from AMATYC Conferences” Jim Roznowski, President-Elect of AMATYC</p> <p>From his first AMATYC conference in Calgary (1988) through his most recent in Boston (2010), the speaker has developed a number of classroom activities inspired by conference presentations. This session will share some of these activities.</p>	Library
4:40–5:40	Social Hour and Committee Meetings	Main Hall
5:40–6:50	Dinner and Awards	Dining Room
7:00–8:00	<p align="center">Evening Program: “Creating a Community of Learners to Improve Student Success” George Woodbury</p> <p>You can increase your students’ chances of success by creating a community in your class. The speaker will share his experiences and techniques for increasing the sense of community, both inside and outside the classroom. These techniques can be applied at the developmental and transfer level.</p>	Library
8:10–10:00	Board Meeting	Pine Room
8:00–???	Evening Activities—games (money raised for the scholarship fund)	
SATURDAY APRIL 2	SESSION	ROOM
7:15-8:15	Breakfast Buffet	Dining Room
8:15-9:15	IMACC Business Meeting	Library
9:25-10:25	<p align="center">Keynote Session: “Look at Mathematics: Examples from the World of Contemporary Art” Marcia Kemen</p> <p>Mathematical ideas and patterns set rules for planning or executing the artwork that is explored in this presentation. The examples shown continue to delight me as a teacher of mathematics. I’ve learned that images of sequences, series, and number patterns can illustrate results of mathematical formulas. I’ll share ways of “seeing” common multiples, exponential functions, quadratic relationships, stochastic processes, and other concepts.</p>	Library
10:25-10:40	Coffee Break	Main Hall
10:40-11:40	CONCURRENT SESSIONS	
	<p align="center">“Updates on State Issues and ICCB” Brian Durham, ICCB</p> <p>Learn about the latest information from the Illinois Community College Board. This session will include information on the College and Career Readiness Grant, the new state standards, and other key issues affecting community college educators.</p>	Library

	<p align="center">“Effective Teaching & Learning in Block Scheduled Developmental Mathematics” Bob Cappetta</p> <p>This session provides an overview of the state of developmental mathematics and moves quickly into concrete recommendations for instructors to improve their effectiveness in these courses. There will be a focus on perceived problems and new ways to tackle them.</p>	Oak
	<p align="center">“What’s in a Name?” Rodger Hergert</p> <p>Rodger Hergert will talk about the origins of the names of certain rules/theorems in mathematics. Some of these names have interesting or unusual stories. [Editor’s Note: be sure to ask Rodger about the famed Hergert Numbers!]</p>	Pine
	<p align="center">“Using Tablet PCs in the Math Classroom” Andy Geary</p> <p>Tablet PCs have grown in popularity as classroom tools. This session will explore some of the best practices in using tablet PCs and address both the strengths and weakness of the tool. Whether you are a novice or an expert with tablet PCs, this session is for you.</p>	Butternut
	<p align="center">“New Classroom Approaches”</p> <p>10:40-11:10: “Using Varied Teaching Methods to Create a Safe & Comfortable Learning Environment” Jim Sheff This presentation will show how the use of a variety of teaching methods such as mastery based learning, hands on manipulatives, computer assisted active learning labs, and a relaxed environment has enabled our students to succeed in mathematics as well as the statistics to support this success.</p> <p>11:10-11:40: “Is Mandated Homework Really Necessary? Results from a Natural Classroom Experiment” Sudipta Roy College students can learn to be responsible for their performance and determine how much practice they need outside of class, <i>ie. a mandated</i> set of homework may not be necessary. In one section of a Statistics course, students are allowed to “opt-in” or “opt-out” of graded homework. Analysis of test scores shows no statistically significant difference between the average test scores of the groups. Our findings suggest that students can take responsibility for their performance, and <i>mandated</i> homework may not really be necessary.</p>	Basement
11:45-12:00	Contest Results, Raffle, Closing Remarks	Library
12:00-1:00	Lunch	Dining Room