2014 IMACC CONFERENCE SCHEDULE

Friday April 4	SESSION	ROOM
7:15-8:15	**Breakfast Buffet**	Dining Room
8:15-9:30	Opening Session: "The Eureka! Experience – Instructional Techniques that Encourage It" **Alan Tussy** Watch two of your colleagues participate in an intriguing experiment designed by a famous educational psychologist. Learn about the successive stages that your students go through to assimilate mathematical terms and concepts. Witness the Eureka! Experience: the point in the learning process when students confidently claim, "Now I understand!"	Library
9:40-10:40	**CONCURRENT SESSIONS**	
	"Revisiting Familiar Places: What I Learned at the *Magazine*" **Paul Zorn** Among the perks of editing *Mathematics Magazine*, as I did from 1995 to 2000, was the chance to see and learn an enormous variety of mathematics. Much of it was familiar, but a surprising amount was new, or at least different. Can there possibly be anything new to learn about cubic polynomials? Countable sets? Equilateral triangles? Bijective functions? The short answer is yes, and I'll give some examples that worked for me. The *Magazine* and other MAA journals are rich sources of novel --- and often surprising --- views of supposedly familiar and thoroughly understood topics from undergraduate mathematics. That such examples exist testifies to the depth and richness of our subject, including at the undergraduate level.	Library
	"Flipping the College Algebra and Precalculus Classrooms" **Kevin Hastings and Alan Weldon** Experiences from students and instructors when these classrooms are flipped will be shared. Time will be available to talk about the mechanics of recording lessons, what can be done in the classroom, and for participants to share their experiences or questions.	Oak
	"Simulation and Randomization Techniques in Introductory Statistics" **Michael Sullivan** Statistical computing has made it possible to teach inferential topics typically relegated to higher level courses in an introductory course. Simulation methods allow for students to develop conceptual understanding of complicated topics such as a P-value with relative ease. Bootstrapping and randomization techniques use the power of the computer to construct confidence intervals or approximate P-values. These methods provide a powerful and enlightening introduction to traditional inferential techniques. This session will focus on both tactile and computer generated simulations to introduce resampling methods and randomization techniques.	Pine
	"Mathematics Department Chair Discussion" **Keven Hansen** This discussion will focus on the many issues facing mathematics department chairs and leaders in community college mathematics in Illinois.	Butternut

	"Authentic Problem Solving in a Math Literacy Course" **Kathy Almy** The Preparatory Mathematics for General Education (PMGE) courses, like Math Literacy for College Students, use realistic problem solving in context. This session will show several examples of authentic problems, both open-ended and single solution. Participants will solve problems, discuss classroom challenges, and learn strategies for teaching with authentic problems in a developmental class.	Basement
10:40-11:00	**Coffee Break, Exhibits**	Main Hall
11:00-12:00	**CONCURRENT SESSIONS**	
	"Maple Usage Throughout the Calculus Sequence" **Kris Campbell, Chalyce Deterding, Dan Kernler, Nicole Scherger, and Greg Wheaton** Attendees to this session will see demonstrations of particular Maple classroom and lab activities throughout the Calculus sequence used by faculty at Elgin Community College. Feedback from students and faculty new to Maple will also be shared. Resources will be made available to attendees electronically, and attendees will be invited to share their own experiences with Maple or other mathematical software.	Library
	"Classroom Management Discussion" **Ken Benyon and Tony Paris** Classroom management is an integral part of instruction. Student attentiveness and discipline problems are among the issues that will be discussed. Also, syllabi in their scope and purpose have been changing as part of these issues.	Oak
	"24 Percent Tweets (24 Tweets on Percent)" **Jim Olsen** The "rubber really hits the road" when it comes to percents. Percents are pervasive and powerful in the real world and in mathematics. A strong understanding of percents is important because (1) to use them effectively one needs to understand fractions, decimals, and percents, (2) percents are what the media uses to describe our world, (3) understanding percent change is key for multiplicative/proportional reasoning, and (4) understanding percent change is important for understanding exponential growth. I will share a curriculum which is 24 bite-sized (short, *tweetable*) things which are important to know about percents and how they are used in the real-world. I think this curriculum could be used in a variety of courses. I use it in at the beginning of most class periods in our Math 100 course. Learnist, Twitter, SlideShare, and Quizlet will be used. Fluency with percent is the goal.	Pine
	"Birds of a Feather – Algebra and the Common Core" **Sunil Koswatta** http://www.harpercollege.edu/~skoswatt/index.html The algebra content of the Common Core Standards will be discussed.	Butternut
	"Preparatory Mathematics for General Education Discussion" **Bob Cappetta** The various modalities and implementation of the Preparatory Mathematics for General Education courses will be discussed.	Basement

	"Morton Modular Math- A Different Approach to Modular Developmental Algebra **Geoffrey Krader** In Fall 2011, Morton College introduced "modular" 8-week developmental algebra courses as an alternative to the traditional 16-week courses. While we are not the only college in Illinois (or elsewhere) to offer modular courses, nor the first, there are several aspects of our program which are unique. For example: (1) we allow non-college algebra bound students to skip part of intermediate algebra and (2) we rolled out the modular courses alongside the traditional courses, so we could fully assess the success of the modular courses before deciding whether they should replace the traditional courses. Another major focus of Morton Modular Math was standardization to ensure that every student who enrolled in a modular course received the same high-quality instruction and was held to the same standards. This required putting an infrastructure in place where newly hired adjuncts, for example, could get up to speed immediately. The presentation will discuss the motivation for Morton Modular Math and our journey through the Quality Lifecycle, including: 1. Activities prior to the rollout: Project planning, project management, building relationships and getting support from staff and administration, branding and marketing. 2. Assessment: Our assessment plan is based on student persistence and completion rates, achievement of learning outcomes and student feedback. 3. Results and future plans.	Brick
12:00-1:00	**Lunch Buffet**	Dining Room
1:00-2:00	**General Session:** "Extreme Calculus" **Paul Zorn** There is more to elementary calculus than may first meet the eye, even to those of us who teach it again and again. Well-worn calculus techniques and topics---polynomials, optimization, root-finding, methods of integration, and more---often point to deeper, more general, more interesting, and sometimes surprising mathematical ideas and techniques. I'll illustrate my thesis with figures, examples, and calculation, and give references to MAA publications and resources that can support taking elementary calculus to some interesting extremes.	Library
2:00-2:20	**Coffee Break, Exhibits**	Main Hall
2:20-3:20	**CONCURRENT SESSIONS**	
	"Using the POWER Framework to Teach Study Strategies in Math" **Sherri Messersmith** How can we *truly* help students learn the "other" skills they need to be successful in our classes? Use **P.O.W.E.R.** We will discuss how to use the research -based **P.O.W.E.R.** framework in the math classroom in a truly integrated way to teach students study skills *as they are learning* mathematics.	Library

	"Mathematics for Elementary and Middle School Teachers Discussion" **Keven Hansen and Jim Olsen** This session will share information from the Illinois Mathematics Teacher Education Summit held on March 1st. The new ISBE rules regarding Elementary and Middle School licensure will be discussed, along with the projected impact on teacher education programs throughout the state. Your current students will definitely be affected; anyone involved in teacher education is encouraged to attend.	Oak
	"Back by Popular Demand: GeoGebra Workshop" **Andy Geary and Mariano Arellano** Have you ever thought of making interactive illustrations for you lectures, or simply create professional looking graphs and figures? GeoGebra is a free math software that allows you to easily make this possible. This workshop will give you the tools and knowledge necessary for you to create your own visually stunning figures. This session is interactive. We will supply up to 10 laptops for people who attend, or you may bring your own. Everyone is welcome, but the workshop will assume no prior knowledge of GeoGebra.	Pine (2:20-4:20)
	"Developmental Mathematics: Current Practices and Policy Implications" **Christian Roldan Santos** This presentation will look at current practices in developmental mathematics across colleges and universities in the state of Illinois and in the Nation. The participants will exchange current practices at their institutions and engage in a dialogue about best practices and current search. Data will be presented on the current programs and their success. As part of the presentation there will also be a discussion on policy implications at the college level and state level so that as a community we can move forward to help our students succeed.	Butternut
	"Parkland College's Developmental Mathematics Redesign: What Have We Learned?" **Brian Mercer and Erin Wilding-Martin** In the fall of 2013, Parkland College rolled out a redesigned developmental mathematics program. The new design includes two tracks, one for students headed to a college-level general education mathematics course, and another for students who will need college algebra and calculus. Attendees will learn about the two tracks and about departmental and college-wide issues relating to their implementation. Lessons learned and data from the first year of testing and the first semester of implementation will be shared.	Basement
	"Calculus Sequence Discussion" **Bob Cappetta** This session will offer the opportunity to discuss the arrangement and number of topics in the calculus sequence at various community colleges in Illinois, the incorporation of technology, and some strategies for teaching these courses.	Brick
3:20-4:40	**Park Activities and Exhibits**	
4:40-5:40	**Social Hour and Committee Meetings** Curriculum Committee Membership Committee	 Pine Oak
5:40-6:50	**Dinner and Awards**	Dining Room

7:00-8:00	**Evening Program:** "How to Dezombify Your Students" **David Graser** Are you tired of teaching to a class full of zombie-like stares and apathy? Do you teach in a classroom full of zombie learners? In this presentation, I'll introduce you to the characteristics of zombie learners. Using results from brain research, I'll explain how I use my flipped classroom to create a zombie free environment. You will learn about classroom strategies, activities, collaborative board work, and low cost technologies you can utilize in face to face and online classrooms. These techniques help you to keep your student's attention and to avoid the zombie learner apocalypse.	Library
8:00-9:00	**Evening Activities: Games, Scholarship Fundraising**	
	Chutes and Ladders	Basement
	Wii Bowling	Basement
	Billiards	Basement
	Poker	Basement
	Backgammon	Main Hall
	Bridge	Main Hall
	Guitar Group	Butternut
8:10-?	**Board Meeting**	Pine
Saturday April 5	**SESSION**	**ROOM**
7:15-8:15	**Breakfast Buffet**	Dining Room
8:15-9:15	**IMACC Business Meeting**	Library
9:25-10:25	**General Session:** "PARCC Assessments and Classroom Instruction" **Kathy Felt** This presentation will encompass an update about the PARCC Assessments and what the released items tell us about what classroom instruction should look like in the classroom and how we can improve classroom assessments. Special attention will be given to the High School assessments and the impact of the PARCC assessments on community college placement.	Library
10:25-10:40	**Coffee Break**	Main Hall
10:40-11:40	**CONCURRENT SESSIONS**	
	"Statistics in Action: The Evolution of a Phone-survey Project" **Jim Ham** One of the challenges in teaching *Statistics* is to convince students that the course is exciting and relevant. This presentation will describe a highly successful phone survey project that has given students the opportunity to design and conduct surveys and see the results of their work published.	Library
	"Activate Your Calculus Students!" **Diane Koenig** In-class activities and out-of-class projects will be presented to help your students understand several concepts covered in Calculus I and Calculus II. This is an activity-based session so come prepared to participate!	Oak

	"Unethical Games" **Roberta Christie** Games using Fibonacci Numbers, Mods, and Base Systems. I use these ideas in Quantitative Literacy and Math for Elementary School Teachers. Students see a type of application as well practice the ideas. Also useful for fleecing friends and relatives.	Pine
	"ICCB Update" **Tom Pulver** This presentation will examine many of the statewide issues that will have an effect on teaching and learning in Illinois.	Butternut
	"Using ALEKS PPL to Increase Student Success Through Proper Math Placement" **Richard Kolasa** Throughout two and four year colleges and universities, many students struggle to succeed in college level Mathematics courses. Although much has been written about both the severity of the problem and its potential causes, little has been written about successful solutions to this crisis. While there may be many causes of the problem, the solution is somewhat clearer. Data shows that students are well served by an accurate placement test combined with an opportunity to remediate areas of weakness and to demonstrate improved skills through subsequent placement testing. In most cases, this cycle of assessment, learning and re-assessment can help students place into college level math courses upon entering college and have a far better chance of success in these courses. Attend this session to learn how ALEKS PPL has lowered DFW rates, and provided institutions with data analytics to articulate student proficiency in math courses across the curriculum.	Basement
11:45-12:00	**Contest Results, Raffle, Closing Remarks, Pass the Gavel**	Library
12:00-1:00	**Lunch Buffet**	Dining Room