

## 2015 IMACC CONFERENCE SCHEDULE

<b>Thursday April 9</b>	<b>7:00 pm - ?</b>	<b>Pick up folders, Meet and greet, History of Allerton</b>	
<b>Friday April 10</b>	<b>Program Code</b>	<b>SESSIONS</b>	<b>Room</b>
<b>7:15 -8:15</b>		Breakfast Buffet	Tent
<b>8:15-9:30</b>	G, IT	<p><b>Opening Session:</b> Brian Lukoff</p> <p><b>Using Learning Catalytics to create an interactive classroom</b> Peer instruction and other interactive teaching methods have been shown to dramatically improve conceptual understanding. While no technology is necessary to take advantage of these teaching methods, technology can enable the instructor to better understand student understanding, differentiate instruction, and facilitate more productive student discussions in the classroom. This workshop will introduce Learning Catalytics, a cloud-based platform for interactive teaching that allows students to use web-enabled devices—laptops, smartphones, and tablets—to engage in rich, authentic tasks in class and allows instructors to go beyond clickers and other response systems to create an interactive environment that integrates assessment with learning.</p>	Cafeteria
<b>10:00 AM</b>		<b>Retiree- Jim Trefzger</b> Meet and Greet	Dining Room
		<b>CONCURRENT SESSIONS</b>	
<b>9:40-10:40</b>	<b>ST, IT, IS</b>	<p><b>Mike Sullivan A Twenty-First Century Education-The Inverted Classroom</b></p> <p>With the advent of tools that allow for easy creation of video and other multimedia content, the inverted, or "flipped", classroom is fast becoming a new and innovative approach to instruction. This session will focus on what an inverted class is, the rationale behind flipping, and some ideas for incorporating the flipped classroom. I will also demonstrate a new digital product for statistics that may be used in this format and share some of the activities that I do during "class time." Finally, data is shared (both anecdotal and real) that addresses the efficacy of the flipped model. Bring your web-enabled laptop, tablet, or smart-phone for an engaging, interactive experience.</p>	Library
	G , DI , IS	<p><b>Tom Pulver – New Math Professors are Welcome Here</b> Join this panel discussion to share with other math professors those best practices that you have learned or developed as a new (or not so new instructor). Or bring some of the frustrations that did not work. Learn what other instructors do for student motivation, homework management, test (and make up test) management, use of tools and technology, classroom practices, and other tricks of our trade. We will also discuss the role of IMACC, the IMACC Conference at Allerton, and State policies and resources such as ICCB and IAI. While this session is meant for those new or fairly new to our profession, we certainly welcome the more experienced to come and share their sage advice</p>	Oak

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	MI	<p><b>Bob Cappetta – Calculus Sequence Discussion</b></p> <p>This session will offer the opportunity to discuss the arrangement and number of topics in the calculus sequence at the various community colleges in Illinois, the incorporation of technology, and some strategies for teaching these courses.</p>	Pine
	TP, D	<p><b>Roberta Christie - A Conceptual Approach to Fractions</b></p> <p>Problems will be shared that help create and assess number sense for fractions. This combination of “hands on” manipulatives and interesting fraction questions help Elementary Education majors work with the common core standards and help developmental students understand fractions are not just symbol manipulation.</p>	Butternut
	D, IS	<p><b>Kathleen Almy - Modeling with the Developmental Student</b></p> <p>In courses like PMGE, the ability to model a situation mathematically is a core objective. This session will explore ways to help students achieve this goal using algebra, tables, graphs, and Excel. Sample problems and activities will be shared.</p>	Basement
	DI	<p>“Creating a Cohesive Department”</p> <p><b>Dan Kernler &amp; Nicole Scherger</b></p> <p>Everyone wants to feel valued in his or her workplace. Faculty are no different, and this session will address various methods to build a cohesive department. Ideas discussed will include a handbook for adjuncts, a mentoring program for new faculty, scheduling courses, informal gatherings, decision making, and running department meetings.</p>	Brick
<b>10:40 -11:00</b>		<b>Coffee Break, Exhibits</b>	
<b>11:00 – 12:00</b>		<b>CONCURRENT SESSIONS</b>	
		Retiree Break out session – Jim Trefzger	Dining Room
	G	<p><b>“Launching a Community College Math Circle”</b></p> <p><b>Chris Cunningham</b></p> <p>This year we piloted the Waubensee Math Circle, in which interested local high school students come to the community college on Saturdays to do mathematics for fun. I'll share my experiences and missteps and we'll explore the free book Circle in a Box, which outlines best practices on starting a math circle.</p>	Library
	DI	<p><b>Mathematics Department Chair discussion</b></p> <p><b>Keven Hansen</b></p> <p>This discussion will focus on the many issues facing mathematics department chairs and leaders in community college mathematics in Illinois.</p>	Oak

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	MI, IT, GE	<p><b>Lightning Talks: Calculus Gems, Technology Tidbits, and Probability</b>  <b>Cody Nitschke, David Miller, Andrew Mansheim, Chris Appuhn</b>            First we will examine the three-body problem, an application of differential equations to physics and mechanics. Then we will discuss interactive figures, including where to find them and ways to incorporate them in the classroom. Next we will explore computations involving basic probability concepts. Finally we will consider some interesting extensions and generalizations of calculus facts regarding infinite series.</p>	Pine
	DI	<p><b>Mentoring</b>  <b>Katy Koe &amp; Barbra Burdett</b>            We all need people to help us find the way. This workshop takes you on a quest to find the guiding light. We are going to recount our own mentoring experiences not in just our own voice but also the voice of other people. We will begin the workshop by describing different types of mentors and then quickly narrow it down to an experienced teacher working with a new teacher to encourage them and to guide them. Eventually and hopefully mentors hand the education of our students to the mentee. You will see how this helps us find our way to a better and fuller life.</p>	Butternut
	CR, D	<p><b>Making Math Lit Work: Managing Groups and Student Expectations</b>  <b>Erin Wilding-Martin &amp; Brian Mercer</b>            The new pathway (Math Lit, PMGE, etc) for non-STEM developmental math students is an exciting opportunity to make big changes in developmental math, but it also brings some challenges. Come hear about how the folks at Parkland College are handling two related challenges: managing groups and dealing with student expectations. Bring your own ideas and best practices to share.</p>	Basement
<b>12:00 - 1:00</b>		Lunch Buffet & Open Microphone	Tent
<b>General Session 1:30 - 2:20</b>	G, H	<p><b>“Humor and History Two Bridges to Mathematical Learning”.</b>            – <b>Marv Johnson</b> Past-President 1993-1994            This talk emphasizes uses of humor and history that can be used to create ties to particular mathematical concepts.</p>	Dining Room
		<b>CONCURRENT SESSIONS</b>	
<b>2:30 - 3:30</b>	IT	<p><b>Brian Lukoff – Learning Catalytics: Workshop</b>            This session will expand on the discussion of Learning Catalytics in the general session with a workshop on how to use Learning Catalytics in the classroom. We will demonstrate how to teach with Learning Catalytics in the classroom as well as discuss pedagogical strategies for building effective interactive activities."  <i>. Please bring your web-enabled devices to this workshop.</i></p>	Library

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	MI	<p><b>“Birds of a Feather: Panel Discussion on Precalculus”</b>  <b>Omar Adawi &amp; Sunil Koswatta</b>                      This session will offer the opportunity to discuss the arrangement and number of topics in precalculus at various community colleges in Illinois, the incorporation of technology, and some strategies for teaching this course.</p>	Oak
	GE, G, D, IS	<p><b>“Current and Historical Events Motivate mathematical Modeling Problem Solving and Critical Thinking”</b>  <b>Jon Odell</b>                      When are we ever going to use this" is examined by current and historical events. A variety of problems motivated by current and historical events are used to illustrate a mathematical approach to problem solving and critical thinking</p>	Pine
	D, GE, MI, TP	<p><b>“So What About Those Teacher Pensions? A lesson in compound Interest and other exponential ideas.”</b>  <b>Linda Blanco</b>                      Students, like lawmakers, don’t understand the concept of Compound Interest. In this session I will show how a little “serendipity” brought me to a teachable moment in precalculus. (However, the initial ideas were based on what I used to teach to high school general mathematics students.) Students should have come away with the understanding that the snowball effect of compound interest relies on patience and consistency. We will not solve the pension crisis, but lawmakers are welcome to attend!</p>	Butternut
	CR, D	<p><b>“What the Heck is Essential Intermediate Algebra?”</b>  <b>David Anderson, Diane Grzeczka, Gina Mrozek &amp; Pat O’Leary</b>                      In the fall of 2011, South Suburban College began offering an alternative intermediate algebra course for students planning to take a non-STEM general education math course. The session will provide an overview of the course content and organization, a summary of student data, and first hand observations from instructors who have taught the course. This course was developed before PMGE came into existence, but it was developed in the same spirit.</p>	Basement
<b>3:30 – 4:30</b>		Park Activities and Exhibits	
<b>4:40 - 5:40</b>		<b>Social Hour and Committee Meetings</b> Curriculum Committee Membership Committee	Pine Oak
<b>5:40 – 6:50</b>		<b>Dinner and Awards</b>	Tent
<b>7:00 – 8:00</b>	G, H	<p><b>Evening Program – Marv Johnson</b>  <b>"Songs and Poetry - Music and Metre for Mathematics"</b>. This is a collection of songs and poems that have some fun with mathematical concepts".</p>	Tent
<b>8:00 – 9:00 PM</b>		<b>Evening Activities: Games, Scholarship Fundraising</b> Chutes and Ladders Wii Bowling	Basement Basement

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		<p style="text-align: center;">Billiards Poker Backgammon Bridge Guitar Group Grading Table</p>	<p style="text-align: center;">Basement Basement Main Hall Main Hall Butternut Oak</p>
8:10 PM -?		Board meeting	Pine
<b>Saturday April 11</b>		<b>SESSION</b>	<b>ROOM</b>
7:15 – 8:15		<b>Breakfast Buffet</b>	Tent
8:15 – 9:15		<b>IMACC Business Meeting</b>	Library
<b>Saturday 9:25 – 10:25</b>		<b>General Session: Brian Durham</b> , Deputy Director of Academic Affairs. <b>“Mathematics Education in Illinois—Where We Are Headed”</b>	Dining Room
		<b>CONCURRENT SESSIONS</b>	
10:40 – 11:40	DI, G, D	<b>“Update on Illinois Community College Board “- Follow up Tom Pulver</b> , ICCB Board Member, will give an update on the current issues facing the ICCB and the State Community College Systems. Of particular interest may be the effect of reduced funding, any changes brought on by new leadership in the Governor’s office, Developmental Education, and the observance of the 50th anniversary of the State Community College Act.	Library
	D, GE, IT	<b>Learning: Anytime, Anywhere Sara Tyler with Hawkes</b> Hawkes Learning believes in offering affordable and accessible materials. Their comprehensive learning system is built and based on the principle of mastery learning to ensure that each student develops a solid foundation and deep understanding of the curriculum. This competency-based approach adapts to each student’s individual needs and has a proven track record of increasing student success. Learn about the new tablet-friendly platform that requires no installation or plug-ins.	Oak
	GE	<b>Problem Solving and Critical Thinking Revisited Roberta Christie</b> True problem solving where every problem is different. Sure the problems are fun and unusual. But this time I will go into more detail in how to teach in this unusual style. Pop quizzes, problem extensions and class room management are quite different.	Pine
	CR	<b>Do your students want a “Free” Stats Textbook? Scott Reed</b> CLC used the textbook <u>Introductory Statistics</u> by OpenStax College this past fall 2014 semester. It is an OER (Open Educational Resource) textbook billed on their website as a “high-quality, free, open” text. It proved to be a decent main stream college level elementary statistics text.	Butternut
	IS, R	<b>“Mindset: What is it, and can we change it?”</b>	Basement

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		<p><b>Dan Kernler &amp; Greg Wheaton</b>  Mindset is a topic many have heard of, but do we really know what it is and how it can cripple our students – or even ourselves? In this session, the difference between a “fixed” and “growth” mindset will be defined, as will how these various mindsets manifest themselves in our students. Attendees will also have an opportunity to investigate their own mindset, and how that mindset can affect their professional growth as mathematics faculty.</p>	
	D, IS	<p><b>“POWER Students”</b>  <b>Kim Boyke</b>  The College of Lake County has begun a POWER student program in its Arithmetic/Pre-Algebra sections. This program selects students from last semester’s successful course graduates to serve as embedded role models, note-takers, and Algebra I “spies”. Although this program is in its infancy, the benefits to the class and the selected student are numerous.</p>	Brick
<b>11:45-12:00</b>		<b>Contest Results, raffle, closing remarks, Pass the Gavel</b>	Library
<b>12:00-1:00</b>		Lunch Buffet	

### Key for Program Codes

<b>CR</b>	Curriculum Redesign (Restructuring content or delivery of a course or sequence of courses)
<b>D</b>	Developmental Mathematics
<b>DI</b>	Department/Division Issues (adjunct faculty, Mentoring new faculty, Math labs, Interdisciplinary classes or projects, Tutoring, Administrative issues)
<b>DL</b>	Distance Learning (Hybrid or Online Classes)
<b>G</b>	General Interest
<b>GC</b>	Global and Cultural Education (awareness of mathematics in other cultures, and appreciation of our role as educators with global citizenship)
<b>GE</b>	Mathematics for General Education (Finite Mathematics, Liberal Arts, Quantitative Literacy)
<b>H</b>	History of Mathematics
<b>IS</b>	Instructional Strategies (Learning styles, Teaching methodologies, Addressing math anxiety and study skills)
<b>IT</b>	Instructional Technology (Computer software, internet resources, graphing calculators, etc.)
<b>MI</b>	Mathematics Intensive (College Algebra, Precalculus, and Beyond)
<b>PA</b>	Placement and Assessment (Classroom, course, and program)

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<b>R</b>	Research (Includes research results or based on research)
<b>ST</b>	Statistics
<b>TP</b>	Teacher Preparation (Preparing to teach mathematics at any level)