

2018 IMACC Conference Schedule

THURSDAY, APRIL 12

6pm--10pm Check-in, Pick up folders, Meet and greet, Social time

Time	Program Code	FRIDAY, APRIL 13	Room
7:15--8:15		Breakfast Buffet	Dining Room
8:15--8:30		Welcome and Announcements	Library
8:30--9:30		OPENING SESSION	
	CR, D, DI, G, PA	Kathy Almy, NIU Center for P-20 Engagement <i>Transitional Math: Where We Are and Where We're Going</i> The Postsecondary and Workforce Readiness Act's transitional math courses are being developed and piloted. Upon successful completion, students will earn guaranteed placement out of remediation at all Illinois community colleges and some Illinois universities. This session will delve deeper into issues of curriculum, placement, implementation logistics, and more.	Library
9:40--10:40		CONCURRENT BREAKOUT SESSIONS	
	CR, D, GE, PA	Mike Caparula, Connie McLean, Kimberley Polly: <i>Removing Barriers by Bridging the Gap from High School to College</i> The PWR Act is requiring community colleges to work with their local high schools in developing transitional math courses. Three such transitional courses (in each pathway) are already in existence and its genesis, process, and execution will be presented here.	Library
	GC, GE, ST	Dan Kernler, Nicole Scherger: <i>Incorporating Social Justice Topics into Statistics and General Education Math Courses</i> This session will focus on practical ways to incorporate real data related to social justice issues in Statistics and General Education Math courses. Topics will include poverty and academic achievement, race, crime, access to healthcare, and more. Participants are encouraged to share ideas from their own practice as well.	Oak
	IT	Lamar Hester, Noah Evans (McGraw-Hill): <i>ALEKS: The Co-Req Solution!</i> ALEKS is an adaptive technology created by mathematicians and cognitive researchers to adapt to students various learning points. Based on course needs, it recommends and provides co-requisite material within the course for a dynamic learning experience. The flexibility of this learning science technology allows for all coreq models for real student learning and mastery.	Butternut
	CR, G, IS, IT, P	Laurel Cutright: <i>Integrating Technologies into the Classroom</i> Please bring your surface Pro with One Note installed to see some innovative ways of instructing in the mathematics classroom. Websites, apps and other programs will be presented.	Pine

2018 IMACC Conference Schedule

IS, MI	Diane Koenig: <i>Looking High and Low to Integrate Rational Functions</i>	Basement
	Integrating rational functions can cause a great deal of confusion for students who are not taught to carefully analyze the comparison of the numerator and the denominator of the integrand . Many look alike integrands that have entirely different indefinite integrals will be presented and teaching strategies will be discussed.	
G, GE, IS	Roberta Christie: <i>Student Centered Problem Solving</i>	Brick
	True problem solving is creative, cooperative and fun. Experience a student centered problem solving environment by getting thrown into the deep end.	
10:40--11:00	Coffee Break, Exhibits	
11:00--12:00	CONCURRENT BREAKOUT SESSIONS	
ST	Michael Sullivan: <i>Using Simulation to Enhance Conceptual Understanding</i>	Library
	Simulation is a powerful tool that can help develop understanding of challenging statistical concepts. This session will present two simulations to illustrate the nonexistent "Law of Averages" and help students understand variation in estimating the slope in least-squares regression.	
CR, DL, IT	America Masaros: <i>Using MyOpenMath for Instructor-Generated Content</i>	Oak
	MyOpenMath is a free and open online homework system. One major advantage provided by this system is the ease of providing instructor-generated content. In this talk I discuss various use-cases for instructor-generated content in an online homework system, and provide guidance on how to get started.	
CR, ST	Kate Sims-Drew: <i>A Co-Requisite Model for General Education Statistics</i>	Butternut
	This exciting session will look at a unique co-requisite model for Gen Ed Stats: a 1 credit developmental course coupled with the 3 credit college level course. Philosophies and sample activities will be shared.	
G, IS, P, R	Jennifer Strehler: <i>Helping Students Persist at the College---and in Math</i>	Pine
	Oakton has seen a fall-to-spring persistence rate that is 17% higher for students enrolled in a section participating in the Persistence Project. What is the Persistence Project – and why have 17 math faculty chosen to participate? Join us & find out!	
IS, MI, R	Bob Cappetta: <i>Teaching Calculus in the 21st Century</i>	Basement
	There are several challenges to teaching and learning calculus. This presentation will examine many of those issues, including student preparation, student effort, technological advancement, evolving curricular issues, and changing requirements for STEM and non-STEM majors. Participants will be encouraged to share their ideas.	
D, DI	Tim Sullivan: <i>What are IL Universities Doing with Developmental Mathematics?</i>	Brick
	If you are in a university, tell us how your school addresses the need for dev math. If you are interested, come hear what the universities are doing with dev math.	

2018 IMACC Conference Schedule

12:00--1:00	Lunch Buffet	Dining Room
1:00--2:00	Park Activities, Exhibits	
2:00-3:00	GENERAL SESSION	
G	Dr. Joseph Gallian, University of Minnesota Duluth	Library
	<i>The Making of the 2003 and 2010 Math Awareness Month Posters</i>	
	<p>In this talk I discuss the how Mathematics Awareness Month has been observed over the years. Particular attention will be paid to how the selection of themes for Mathematics Awareness Month 2003 (Math and Art) and 2010 (Math and Sports) were made and how the images were created.</p>	
3:00--3:20	Coffee Break, Exhibits	
3:20--4:20	CONCURRENT BREAKOUT SESSIONS	
CR, D, GE, PA	Kath Almy, Mike Caparula, Connie McLean, Kimberley Polly: <i>Transitional Math Roundtable with Q&A</i>	Library
	<p>The Postsecondary and Workforce Readiness Act will require all Illinois public high schools to offer a 4th-year transitional math course. This course will be developed through their local community college. This round table will offer you a chance to ask questions about the act itself, what to look forward to, and about some great pilot courses already being offered.</p>	
IS	Jeremy Chamberlain: <i>Using Technology to Foster Collaborative Learning</i>	Oak
	<p>A variety of strategies will be discussed to induce collaborative learning. Tools like Kahootz, IF-AT's and Escape Rooms will be discussed and presented.</p>	
IT	Amber Shoffey (Knewton, Inc.): <i>Get Knerdy with Knewton</i>	Butternut
	<p>Introducing Knewton's latest fully integrated adaptive learning courseware, alta. Join Knewton for an in-depth demonstration of the alta courseware. alta is designed to provide better learning, assessment, and curated OER (Open Educational Resources) through an easy-to-use and affordable interface.</p>	
G, GE, H	Keven Hansen: <i>The Freshman Sum: A Good Mistake</i>	Pine
	<p>We've all seen "bad" fraction addition like $3/5 + 1/6 = 4/11$. Surprisingly, the operation used here, while certainly not addition, has wide mathematical application. We'll explore connections to Egyptian Fractions, Farey Sequences, and more, focusing on topics that can help your students better understand fractions.</p>	
MI	Omar Adawi and Sunil Koswatta: <i>Birds of a Feather: Panel Discussion on Applications and Projects in Calculus I, II, III, and Differential Equations</i>	Basement
	<p>The session will offer the opportunity to discuss applications and projects in Calculus II, III and Differential Equations at various community colleges in Illinois.</p>	
4:20--5:40	Committee Meetings, Audit, Exhibits, Park Activities, Social Time	
5:40--6:50	Dinner and Awards	Dining Room

2018 IMACC Conference Schedule

7:00--8:00	EVENING PROGRAM	
G	Dr. Joseph Gallian, University of Minnesota Duluth	Library

Breaking Driver's License Codes

Many states use complicated algorithms or formulas to assign driver's license numbers but keep the method confidential. Just for the fun of it, I attempted to figure out how the states code their license numbers. In this talk I will discuss how I was able to break the codes for Minnesota, Michigan, New York and Missouri. The talk illustrates an important problem-solving technique used by scientists but is not emphasized in mathematics classes. It also teaches the lesson that sometimes things done just for the sake of curiosity can have applications.

8:00--??	Evening Games and Activities (money raised for the scholarship fund)	
-----------------	---	--

Time	Program Code	SATURDAY, APRIL 14	Room
------	--------------	---------------------------	------

7:00--8:30		Board Meeting	Pine
------------	--	---------------	------

7:30--8:30		Breakfast Buffet	Dining Room
------------	--	------------------	-------------

8:30--9:20		IMACC Business Meeting, Pass the Gavel	Library
------------	--	--	---------

9:30--10:30		GENERAL SESSION	
-------------	--	------------------------	--

	CR, DI, G, PA	Emily Buhnerkempe and Ashley Becker, ICCB	Library
--	------------------	---	---------

ICCB Updates

Come to this session for updates and important information from the Illinois Community College Board.

10:30--10:45		Coffee Break	
--------------	--	--------------	--

10:45--11:45		CONCURRENT BREAKOUT SESSIONS	
--------------	--	-------------------------------------	--

	D, IS, P, R	Keith Nabb, Jaclyn Murawska: <i>Mathematical Knowledge for Teaching at the Developmental Level: Does Caring Count?</i>	Library
--	----------------	--	---------

The domain of Mathematical Knowledge for Teaching (MKT) has provided theoretical and empirical advancements to teacher education scholarship but has never been examined in the context of community college teaching. Based on a review of the literature and interviews with experienced faculty at two-year institutions, we propose a provisional amendment to the domains of MKT (Ball, Thames, Phelps, 2008)—the “caring map.” We speculate that in order to make sense of developmental mathematics teaching at the community college, research is needed to determine the extent to which teacher caring supports mathematics teaching, student learning, and student achievement.

	IS, R	Zachary Fox: <i>Math Ed Research Informs Teaching</i>	Oak
--	-------	---	-----

There is a great deal of research in mathematics education and this talk focuses on some of the most relevant concerns for an early-career teacher. Topics will include student motivation, active student learning and accessing prior knowledge.

2018 IMACC Conference Schedule

DI, G	Keven Hansen: <i>Department Chair/Lead Faculty Roundtable</i>	Butternut
<p>Come join fellow faculty in an open discussion of news from around the state, with a special focus on the challenges we are all facing and how different institutions are meeting those challenges. You don't have to be a chair or lead to attend!</p>		
CR, D	John Gately: <i>Algebraic Modeling</i>	Pine
<p>Algebraic Modeling is a course that we have designed at Harper College to prepare students for both Intermediate Algebra as well as for the beginning college-level courses (with accompanying co-requisites) designed for non-STEM majors. I will be discussing some special features of the course.</p>		
PA	Betsy Kiedaisch, Kathleen Dexter, Chris Bailey: <i>PWR Act at COD</i>	Basement
<p>The PWR act has impacted all community colleges in Illinois. This talk will provide details of a pilot Transitions course COD and high school faculty have designed in response to the PWR act.</p>		
11:45--12:00	Closing Remarks, Raffle	Library
12:00-1:00	Lunch Buffet	Dining Room

Key for Program Code:

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