Online Learning – IMSA is Always Changing

APA Studies Impact of IMSA, Specialized STEM Education

CoolHub Poised to Expand with New Partnerships
The mission of IMSA, the world’s leading teaching and learning laboratory for imagination and inquiry, is to ignite and nurture creative, ethical, scientific minds that advance the human condition, through a system distinguished by profound questions, collaborative relationships, personalized experiential learning, global networking, generative use of technology and pioneering outreach.

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Send comments, questions or story ideas to:
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An environment like at IMSA... actually causes [STEM] interest to intensify, and in that event we see a major, major influence not only to stay in the pipeline, but to go on to earn a degree in a STEM area.”

– John Almarode, Principal Investigator for APA Study

The study showed that SMT students who felt their interest in STEM intensify while in high school were five times more likely to graduate from college with a STEM related major.

The IMSA specific data affirm the conclusion that the Academy intensifies interest in STEM. About 60% of IMSA graduates in the four participating classes earned STEM degrees as undergraduates, compared to about 50% of all specialized SMT high schools studied and a 22.6% national average reported by the National Science Foundation. Females, an underrepresented group in STEM education, also fared well at IMSA: 53% attained STEM degrees, as opposed to 46% of study participants.
WITH NEW PARTNERSHIPS, COOLHUB POISED TO EXPAND

MSA’s CoolHub was started in 2009 with the goal of becoming the ideal online platform for collaborative innovation, a virtual space where teachers and students work together and with others unconstrained by traditional organizational structures. Though CoolHub has been used within and outside the Academy over the last few years, this year marks an important step in its development. CoolHub is starting two new collaborative projects, the Mentor Matching Engine (MME) and a state-funded partnership with the Illinois State Board of Education (ISBE) to help implement the Next Generation Science Standards, both of which facilitate teachers and students working with university and industry partners.

What CoolHub Does

CoolHub connects students, parents, teachers, researchers, and more through a combination of real world and virtual meeting spaces. The real world spaces, or “CoolSpots,” are tech-enabled zones where small groups can meet, and they are connected through a virtual network that includes video conferencing, wikis, blogs, forums, and searchable databases.

“One of the best and most unique features of CoolHub is how customizable it is; every project group can design their own pages, and every member tailors their personal workspace to their preferences,” said Carl Heine, Program Director for CoolHub.IMSA. “Like real life (and unlike many collaborative online workspaces), organizations use CoolHub to create a virtual workspace that best fits their individual needs,” added Heine.

The Mentor Matching Engine (MME)

The Mentor Matching Engine (MME) was born out of Northwestern University’s Office of STEM Education Partnerships’ (OSEP) need to connect STEM research mentors with K-12 students. In order to fulfill this need, CoolHub customized their web application to best organize online mentorship projects and, working closely with OSEP, developed the MME as a new platform for mentor, teacher, and student collaboration. According to Adjunct Faculty/Mentor Jacki Naughton, who helped establish the partnership, one of the biggest selling points for using the MME over other e-mentoring sites is its structure of supervised collaboration. “What sets the MME apart is that not only do all mentors have to go through a background check, but teachers supervise every interaction and each project,” Naughton noted. “The Mentor Matching Engine provides the support students need to engage in inquiry-based, independent research, allowing teachers to publicly post curriculum, lessons, projects, and results, we hope to quickly build a wealth of digital content that teachers can draw on,” said Heine. These teachers have already started training with CoolHub, and they will be bringing in students and outside partners this fall.

WIP-5 – The Workshop Institute Partnership

In the coming year, CoolHub will also be used to help Illinois teachers work with the Next Generation Science Standards. The National Research Council, in collaboration with teams from 26 states, recently created these standards to modernize K-12 science education, and the ISBE made the Illinois Workshops Institute Partnership (WIP-5) responsible for implementing them with secondary school teachers. Through grants dispersed across the state, the WIP-5 has enlisted 250 teachers to work with students, university, and industry partners, and they have chosen to use CoolHub as the digital platform for collaboration and content publishing.

To help ease the transition to the new science standards, CoolHub has created a unique public workspace for this partnership. “By allowing teachers to publicly post curriculum, lessons, projects, and results, we hope to quickly build a wealth of digital content that teachers can draw on,” said Britta McKenna, Chief Innovation Officer at IMSA. These nascent projects will bring hundreds of new users to CoolHub this year, and though this will certainly keep IMSA’s innovation team busy, they believe they are ready to take on the challenges of expansion. “With the right support and savvy, we are positioning CoolHub to continue to spread beyond IMSA’s walls, becoming a widely used platform for innovative collaboration throughout Illinois and beyond,” said Britta McKenna, Chief Innovation Officer at IMSA. 350
ONLINE LEARNING:

“Progress is impossible without change, and those who cannot change their minds, cannot change anything.”

– George Bernard Shaw

MSA is always changing, never forgetting exactly why the state took that leap over 27 years ago to fund an Illinois STEM school. Encapsulated, IMSA exists to deliver advanced STEM teaching and learning opportunities to its residential students and to the interested students and educators throughout Illinois.

Online Learning at IMSA is evolving at a rapid pace, helping to lead the charge expanding IMSA’s ability to consistently deliver more and add value to these edicts. Spreading IMSA’s proven teaching and learning pedagogy, online learning is also challenging and developing IMSA’s faculty in many beneficial ways.

This year multiple online courses and blended programs are being offered. They include courses in mathematics, English, research and inquiry, a teacher candidate institute and others. Below we feature some of these programs, the learning that occurred, and successes.

MSA’s English department aspired to create a class for rising juniors, students who have seen what English classes demand and who need more practice in the conventions of academic writing. They developed a four-week, online course that IMSA students could participate in from anywhere. The course focused on thesis statements, paragraph structure, and quotation integration. Students engaged in group discussions, online research, peer editing, and online quizzes. There was quite a high demand for the Summer Writing course, which originally offered 24 positions, but had more than double that number interested.

While the feedback from surveys is still under analysis, English faculty experienced that most students were highly thoughtful with their online work. Students enjoyed the questions and arguments they were asked to ponder and many chose very challenging topics to research and write about. There were challenges. Some students lagged behind, which made follow-up more difficult. A change for next year includes adding an application process for the course to ensure commitment from interested students.

“This course will also eventually help IMSA reach out to other students around our state who may not have the opportunity to engage in an academic writing course,” said Dan Gleason, Director of Academic Programs and English Faculty.

The RISE course at IMSA is already reaching out to students outside our walls by offering students in grades 9-12 a year-long research project experience. RISE (Research Inquiry Skills and Experimentation) is intended for students who are interested in pursuing a higher-level, year long, in-depth study of a science topic of their choosing. This course is now giving over 40 students the opportunity to participate in the community of scientific research and scholarship.

RISE is so popular a second section had to be opened to accommodate all registrants. As of this writing, there have been no students who have dropped, a strong indicator of student engagement.

“Students are currently on module five and we continue to be optimistic about retention,” said Jacki Naughton, RISE Faculty.

“RISE is the single largest start to an online course that I have ever experienced, even when working with a six-month runway for marketing. Online Learning and Marketing and Communications worked together to fill the RISE courses in just three weeks!” said Frank Tomsic, Director of Online Learning for IMSA.

“RISE is personalized learning exemplified, as every student is doing something different for their research project, something they chose,” added Ms. Naughton.

If you would like to be an e-mentor for the RISE course, contact Jacki Naughton at 630-907-5913 or jacnau@imsa.edu.

While we dream of the summer past, the summer math camp at IMSA had students learning before they even arrived. Faculty know that students who attend this camp arrive with varying experience levels. What could they do to get all learners closer to the baseline and have a more valuable camp experience for everyone? Develop an online pre-camp, of course.

When online summer math pre-camp debuted in 2012, it didn’t make a big splash. But with further data analysis, faculty realized some students got quite a lot out of the pre-camp. This past summer, online pre-camp was highly successful. It was voluntary and 30 students out of the 44 who were registered for summer camp elected to participate.

“I was not an online teaching enthusiast, certainly not before this experience, but this pre-camp convinced me we should be doing even more. We should expand into other programs,” said Dr. Noah Prince, IMSA Mathematics Faculty.

“It’s scary to try and create an online course for the first time. In class you can correct your mistakes right away, but online you have to pay more attention to what you are laying out and doing, which is incredibly
important for the curriculum as a whole. Forcing yourself to work in this platform is really powerful. It makes IMSA classes stronger as well," added Dr. Prince.

Teachers were not exempt this year from IMSA online learning either. Teacher Candidate Institutes (TCI) went to a blended classroom model, where some of the pre-work was done online prior to the two-week program.

TCIs offer teacher education students (TCs) in Illinois an opportunity to encounter a wide range of STEM instructional activities from lesson planning and design to teaching and assessment of student learning in a mentored environment. The program also introduces TCs to IMSA’s constructivist approach to pedagogy, with an emphasis on inquiry, problem-centeredness and integrated ways of teaching and learning. Initial instruction took place online. Then instructors met, in-person, with the TCs to review and practice the curriculum and activities they would teach.

“This was a fiscally responsible way to start this program. It gives the TCs the immediate opportunity to practice a hands-on approach to teaching and learning that’s much more inquiry based. The TCs are the guides, teasing students along as they learn," said Dr. Susan Bisinger, Program Director, Inquiry Institutes.

“We’ve served over 50 TCs in the program since its inception. The TCs really liked the blended program because this year they could go through it at their own pace. They were able to see everyone’s work and collaboratively pick and use the best,” added Dr. Bisinger.

There’s no question the development of online experiences and resources is at a fever pitch at IMSA. More online programs being offered or developed at IMSA will be featured in our digital IMSA360 magazine at https://sites.imsa.edu/IMSA360.

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48 IMSA Students Named National Merit Semifinalists

The National Merit® Scholarship Program recently named 48 semifinalists from IMSA. IMSA semifinalists represent 30 different communities throughout Illinois. Approximately 24% of IMSA’s senior class were recognized as semifinalists, in comparison to less than one percent of the average school to enter the nationwide competition.

Sr. James Tao Wins Gold at International Math Olympiad

Senior James Tao outdid himself this summer, winning a gold medal competing for Team USA at the International Mathematics Olympiad (IMO). This is perhaps the biggest international competition in all of high school mathematics, and in the 40 years the IMO has existed, only about ten students from the Chicago area have been named to Team USA, let alone won gold. Tao competed on the 23rd and the 24th of July in Santa Marta, Columbia, against 600 of the world’s most talented students, representing more than 100 countries. James Tao helped lead Team USA to an impressive third overall in the competition.

Jr. Anton Karpovich Gets 1st in U.S. Geography Olympiad - Wins Kyoto Trip to Represent USA

Junior Anton Karpovich blew away the competition in the United States Geography Olympiad on April 26-28, in Arlington, Virginia. He took first place in all three categories, which included a multiple choice, short answer, and a written exam. Consequently he took first place overall in the competition, which earned him the right to represent Team USA at the 2013 International Geography Olympiad (iGeo) in Kyoto, Japan, on July 30th - August 5th. He was also awarded $1500 toward the cost of the trip.

Faculty-Turned-Principal Branson Wins DiscoverE Educator Award

Before IMSA Science Faculty member Branson Lawrence was named Principal this summer, he was selected as one of only eight runner-ups in the nationwide 2013 DiscoverE Educator Recognition Awards. The DiscoverE awards shine a spotlight on educators who are inspiring innovation by helping students discover engineering. As a result of the honor, Lawrence received a $500 award, a 3M Shoot ’n Share digital camera, and a 3M gift pack of classroom supplies.
Over the last academic year, IMSA and the IAA have seen alumni reconnect at record-setting levels. The number of alumni who donated to the IMSA Fund last year hit an all-time high. Our combined efforts with the Development Office resulted in a record 16% alumni participation — surpassing our goal of 15%. In addition to monetary donations, the number of alumni who volunteered increased to over 400, more than double the number from last year. The increase is a direct result of our expanding programs that help connect alumni back to IMSA through student programs.

Along with the increase in alumni involvement, there have been numerous other changes for IMSA and the IAA. In addition to newly-appointed President Catherine C. Veal and Principal Branson Lawrence, IMSA also has a new Coordinator of Alumni Relations. Lisa Hellman recently joined IMSA as the primary staff liaison to alumni. While we will miss Carolyn Johnson’s involvement on a daily basis, Lisa brings a wealth of experience to the role, and we look forward to introducing her to the alumni community. I am confident that Lisa will help elevate our combined efforts between alumni and IMSA to a new level, and I look forward to her new perspectives.

In July, the IMSA Alumni Association (IAA) also elected a new cabinet. With the energy and enthusiasm of the new members, this year’s focus will be to infuse new ideas into our established programs connecting alumni to other alumni, students, and IMSA.

While change is never easy, I view change as a way to reassess and take the opportunity to imbue new ideas and grow. I am looking forward to working with all alumni in the coming year and seeing the positive effects of change. To learn more about IAA activities or to get involved, please visit the IAA website at http://www.imsaalumni.org.

Melvin Bacani ’90
IMSA Alumni Association President
president@imsaalumni.org

Gabriel Demombynes ’89 is a senior research economist with the World Bank and recently moved with his wife and daughter to Hanoi, Vietnam, after spending three years living in Nairobi, Kenya.

Ramez Naam ’90 published his second novel, Crux, a near future sci-fi novel and sequel to Nexus.


Julia Stamberger ’92, CEO of GoPicnic Brands and GPConcept Labs, supported IMSA Alumni Weekend with a generous donation of ready-to-eat GoPicnic meals for all guests.

Ann Chen ’93 was named as one of “Chicago’s Top 40 Under 40” legal professionals by The National Law Journal.

Nominate an Alumnus for an IMSA Alumni Award Nominations for the 2014 Board of Trustees Alumni Awards are being accepted now. Visit www.imsaalumni.org/awards for more information.


Clare Marie Myers ’99 is pursuing her long-held dream of starting a clothing line for “tomboys and adventurers.” Her Scout’s Honor Clothing Company is based in San Francisco.

Sam Yagan ’95 was named one of the “Top 100 Most Influential People in the World” by Time Magazine. He was also dubbed one of this year’s hottest rising stars in Fortune Magazine’s “Top 40 Under 40” list.

Pearl Phaovisaid ’99, a veteran Black Hawk Army pilot and recent graduate of the Harvard Graduate School of Education, was featured in an Ed. Magazine Extra video where she talked about the intersection of Buddhism and military service and technology in education.

U. S. Air Force Captain Kenyatta Ruffin ’99 was promoted to the rank of major in a ceremony on September 1, and is a “new generation” member of the Chicago "DODO" Chapter of the Tuskegee Airmen Inc. He is also the recipient of the Tuskegee Airmen Central Region’s 2013 Distinguished Service Award.

Gita Krishnaswamy ’96, a curriculum coordinator for the Kent School District in Washington, was awarded a grant from the U.S. Department of Education’s Race to the Top Fund to implement a long-term Problem-Based Learning initiative, in partnership with IMSA.

Sarah Lightfoot Vidal ’08 was awarded a Fulbright Scholarship to work in Concepción, Chile at the Centro de Investigación de Polímeros Avanzados (CIPA) in collaboration with the Functional Polymers department at the Universidad de Concepción. Her project focuses on the development of a polymer blend of Polyhydroxyalkanoates (PHA) for wound healing applications. Sarah is a B.S./M.S. student at Drexel University, and plans to pursue a Ph.D. in biomedical engineering.

Ande Croll ’97 and Amos Ngola were married on August 3, 2013. Alumni in attendance included: matron of honor Amanda (Leonard) Shanbaum ’96, Maciej ’97 and Christie ’97 (Bruley) Babinski, Ben Chelf ’96, Joanna (Messer) Jordan ’97, and Doug Pratt ’97.

Jeff ’00 and Lacey ’01 (Langguth) Margolis welcomed daughter Ava Grace Margolis on July 22, 2013.

Katrina Herrmann ’01 and Lavina Jadhwani ’01 worked on the production of Shakespeare’s Twelfth Night at the Oak Park Festival Theatre this summer. Jadhwani was the director and Herrmann served as the stage manager.

Shilpa Topudurti ’10 is the President of the Students’ Association Government at the University of Rochester. A senior majoring in molecular genetics, she is the second female student to be elected, and the first woman to hold the position in the last 15 years.

Dane Christianson ’11, a student at Illinois Institute of Technology, created the X-Cube, a more complicated version of the Rubik’s cube. Dane’s funding goal was surpassed using Kickstarter, and the X-Cube was selected as a top 100 finalist for this year’s Chicago Innovation Awards.

Wei Luo ’07 successfully competed in the 2013 USA National Wushu Team Trials and won a position on the 2013-14 USA National Wushu Team. Held every two years, the Team Trials bring together the country’s best athletes in Wushu, or contemporary Chinese martial arts (commonly called Kung Fu). Only the top three athletes from each category qualify for the national team. As a member of the national team, Wei will represent the United States in international Wushu competitions over the next two years.
+9+59 = $10 million? 

Letter from IMSA Fund Board President 
John Hoesley ’89

IMSA Fund for the Advancement of Education

What is the IMSA Fund?
The IMSA Fund for the Advancement of Education is a 501(c)3 not-for-profit organization that raises donations from alumni, parents, friends, faculty/staff, businesses and foundations and uses that money to support the programs and projects of IMSA.

How do your gifts make a difference?
Many supporters of IMSA give to the Annual Fund. These unrestricted gifts allow the leadership of IMSA to use the funds for the areas of greatest need and highest priority. Last year these gifts funded scholarship awards for students and faculty to travel across the country and across the world competing in math contests, presenting research at conferences, and visiting other similar institutions in China. Gifts were also used to help student activities in the residence halls, fund graduation ceremonies, enable minority and rural students to learn about IMSA, provide scholarships to summer camps at IMSA, and obtain new dorm furniture, just to name a few things.

Other donors gave gifts to specific programs and projects, such as the Energy Center, the Robotics team, or our FUSION program that provides math and science enrichment for students and teachers across the state, for example. All of these gifts are very much needed. Thank you for supporting the students, faculty, staff, and programs of IMSA!

16 + 9 + 59 = $10 million may seem like a poor equation for a renowned math and science academy but it makes perfect sense, trust me. The State of Illinois has generously begun to provide funding for improvements to IMSA’s 30-year old facilities. More than $6 million is being provided toward renovating our residence halls, plus another $3.5 million for long-needed repairs to our roofs. Almost $10 million in funding is remarkable!

While many factors account for this turn of events, you – IMSA’s supporters – played an important role that you may not realize. At the beginning of last year we asked our current parents, alum parents, and alumni to please help us send a message to our state legislators. We needed you to show that you are truly grateful for the education and life experience that IMSA provided. One way to do that is through donor participation. And you responded like never before with record participation levels from alumni (16%), alumni parents (9%), and current parents (59%).

The dollar amounts were significant as well. Gifts from alumni totaled more than $200,000 and gifts from all parents more than $150,000. We even had single gifts of $25,000 from a parent and $100,000 from an alumnus!

State legislators took notice. After three years of no funding increases followed by a $600,000 decrease, this year IMSA was one of the few state institutions to receive an increased budget. And others took notice too. Friends of IMSA, non alumni and current student parents, gave more gifts and larger gifts than we have received in recent years. Some specifically cited the increase in parent and alumni participation as a driver in their decisions. If those closest to IMSA care – those one step removed will feel more inclined to begin caring too.

This year our participation goals are 20% for alumni, 10% for alumni parents, and 66% for current parents. Yes, these are aggressive targets, but IMSA has always stood for doing things differently, doing things better. With your commitment, I feel confident that we can achieve or surpass these goals and send a powerful message to those who are watching.

Thank you again for keeping IMSA the world’s leading teaching and learning laboratory for imagination and inquiry.
IMSA and IMSA Fund for Advancement of Education

Revenues and Expenses
July 1, 2012 – June 30, 2013

Total Revenues: $21,799,700

- State: $17,659,400 (81%)
- Gifts & Grants: $1,356,400 (6%)
- Program & Student Fees: $2,516,300 (12%)
- Prior Year Gifts & Grants: $267,600* (1%)

* (donor directed for use in FY12)

- Current Year Gifts and Grants: $1,365,400
  - Private Foundations and Corporations: $636,000 (47%)
  - State & Federal Grants: $208,000 (15%)
  - Alumni: $230,000 (17%)
  - Parents: $155,000 (12%)
  - Friends: $109,000 (8%)
  - Faculty and Staff: $18,000 (1%)

Audited Financials available upon request.

- Total Expenses: $21,799,700
  - Residential Academic Program: $3,145,400 (42%) (faculty, library, counseling, nurse, etc.)
  - Residential Student Activities Programs: $2,019,000 (9%) (co-curricular, sports, clubs, meals, trips, etc.)
  - Extension Programs: $2,385,400 (11%) (serving students & teachers across Illinois and beyond with professional development and math & science enrichment)
  - Technology: $1,405,400 (6%)
  - Occupancy (for all programs): $3,162,300 (15%) (student housing, utilities, maintenance, grounds, etc.)
  - Administration: $2,139,000 (10%)
  - Marketing & Communications, Alumni & Parent Relations, and Fundraising: $1,010,800 (5%)
  - Retained Gifts & Grants (per donors) for FY13 and transfers to Endowment: $532,400 (2%)

Endowment and reserve funds invested, held, and pledged for the IMSA Fund = $5,308,866
The Kaleidoscope Society honors donors whose lifetime giving level has reached $10,000 or more.

These donors are also prominently displayed on the donor wall inside IMSA’s main entrance. We thank you for your consistent and significant support of IMSA and its students.

Magenta Society ($2,500,000.00 +)
- The Harris Family Foundation

Violet Society ($1,000,000.00 +)
- The Grainger Foundation

Indigo Society ($500,000.00 +)
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- In Loving Memory of Scott Swanson ’90

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