

Vote on Election Day, Tuesday, November 4th!

November 2014
 Volume 7, Issue 3

Individual Highlights:

American Democracy Project:
 Economic Inequality 2

Scholarship of Engagement
 In Physical Education 3

President's Higher
 Education Community
 Service Honor Roll
 Member With
 Distinction



Carnegie Foundation
 Elective Classification in
 Community Engagement



"Every election is determined by the people who show up." - Larry J. Sabato

We encourage every registered voter to participate in the general election on November 4th. Here are the polling places for those who are registered to vote using a residence hall address:

Park Center: Alger, Casey, Cheney, DeGroat, Dragon Hall, Hayes, Hendricks, Higgins, Smith

Water Works: Bishop, Clark, Fitzgerald, Glass Tower, Randall, Shea, Whitaker

Need transportation to your polling place? There will be a van available on November 4th, from 9 a.m. – 9 p.m. You will see it all over campus looking to take you to your polling place. **Please use it and VOTE!** The van is provided compliments of the President's Office, Physical Plant, NYPIRG, United University Professions, the Institute for Civic Engagement, and the League of Women Voters. **For pick-up, call 607-279-9143.**

Candidates:

Governor and Lieutenant Governor:

Rob Astorino – Republican, Conservative
Chris Moss – Republican, Conservative

Andrew M. Cuomo – Democrat, Independent,
Kathy Hochul – Democrat, Independent

Howie Hawkins – Green Party
Brian Jones – Green Party

Attorney General:

John Cahill – Republican, Conservative
Ramon Jimenez – Green Party
Eric Schneiderman – Democrat, Independent



State Comptroller:

Bob Antonacci – Republican, Conservative,
Tom DiNapoli – Democrat, Independent,
Theresa Portelli – Green Party

Member of NY State Assembly:

Barbara S. Lifton - Democrat
Herbert Masser. Jr. - Republican

You will also be asked to vote yes or no on the following three amendments to the NY state Constitution:

PROPOSAL NUMBER ONE

Revising State's Redistricting Procedure
 The proposed amendment establishes a redistricting commission every 10 years beginning in 2020. It prohibits legislators and other elected officials from serving as commissioners; establishes principles to be used in creating districts; requires the commission to hold public hearings on proposed redistricting plans; etc.

PROPOSAL NUMBER TWO

Permitting Electronic Distribution of State Legislative Bills
 The purpose of this proposal is to allow electronic distribution of a state legislative bill to satisfy the constitutional requirement that a bill be printed and on the desks of state legislators at least three days before the legislature votes on it. Under the current provisions of the Constitution, this requirement can only be satisfied by distribution of a physical printed copy.

Continued page 2

SUNY Cortland to Participate in American Democracy Project: Economic Inequality



SUNY Cortland has been selected as one of 30 campuses across the country for the first joint American Democracy Project (ADP) and The Democracy Commitment (TDC) national civic action series – the **Economic Inequality Initiative**. Buffalo State is the only other college in New York State participating.

SUNY Cortland’s Institute for Civic Engagement is now seeking participants for this national project on Economic Inequality. Project participation offers the opportunity to work collaboratively to promote campus- and community-wide discussion and research on the impact of America’s growing economic inequality and to develop curricular and co-curricular materials that can be used in campuses nationwide to integrate issues of inequality across a campus’ curriculum and in the communities of which campuses are a part. Faculty, staff, and students from SUNY Cortland and Tompkins Cortland Community College, and community members are invited to participate in this project.

The goal of the initiative is to bring together an area’s campus and community members to study the relationships among economic inequality, public policy, economic opportunity, social mobility, and civic engagement. Work on the project will offer participants significant opportunities to

- become involved in an innovative national project;
- collaborate with teams on other campuses on the creation of curricular, co-curricular, and experiential learning modules for potential use by campuses across the country; and
- present and publish work related to the project.

The project will engage participants in curriculum development and community-based research while at the same time promoting civic learning, action, and empowerment to address issues pertaining to economic inequality.

The SUNY Campus Coordinator for the project is Dr. Richard Kendrick, director of SUNY Cortland’s Institute for Civic Engagement and Professor in the Sociology/Anthropology Department. Dr. Kendrick commented, “We are seeking a community-wide dialog on inequality and its impact on the community and civic life. We welcome and encourage students, faculty, and staff from SUNY Cortland and Tompkins Cortland Community College and community partners to come together to participate in this very important and relevant initiative.”

SUNY Cortland has been involved in the ADP since its inception in 2003.

Anyone interested in participating in the project should contact Richard Kendrick at Richard.kendrick@cortland.edu or call 607-753-2481. For more information on the project go to: www.aascu.org/programs/adp/EconomicInequality/

Get Out and Vote (continued)

PROPOSAL NUMBER THREE

The Smart Schools Bond Act of 2014 This proposal authorizes the sale of state bonds of up to two billion dollars (\$2,000,000,000) to provide access to classroom technology and high-speed internet connectivity to equalize opportunities for children to learn, to add classroom space to expand high-quality pre-kindergarten programs, to replace classroom trailers with permanent instructional space, and to install high-tech smart security features in schools.

Scholarship of Engagement in Physical Education

SUNY Cortland Physical Education Seniors Abby Stewart, Jordan Bari, Mary Kopcienski and I, Helena Baert (Assistant Professor in Physical Education) are investigating the insights of teacher candidates' pedagogical content knowledge through the use of blogging in a service-learning course, "Movement Education" (PED 321).

We will use this knowledge to refine the pedagogy used in the course.

This semester, thirteen SUNY Cortland teacher-candidates are preparing and providing activities that infuse literacy and fundamental movement patterns for eighteen pre-school children from the SUNY Cortland's Day Care Center. Children are placed into small groups with physical education teacher candidates; they work on fundamental movement patterns, which include locomotor, manipulative, and non-manipulative skills. These skills include (but are not limited to) running, jumping, throwing, catching, and rolling.

While working on these different skills with the preschoolers, the teacher candidates incorporate elements of literacy within the activities. For example, after a child slides, gallops, or runs from one end of the gymnasium to the other, he picks-up a piece of paper with a word written on it (e.g., horse), then he must find the picture that matches that word (see photos).



Each station includes a poster about the specific movement pattern. This poster is not only informational for the pre-service teacher but also includes literacy words to help preschoolers understand the movement more deeply. For example, the "Balancing" poster includes words such as balance, stability, eyes, forward, and focus (see picture). The teacher candidates can take the words off the board and create different literacy tasks.

We believe that, by teaching children a combination of language and movement tasks, the children will create deeper understanding of why and how they move



At least once each week, students reflect on their experiences through their blogs, based on a prompt that I provide. They also comment on their classmates' blogs at least twice each week.

The blogs' focus will deal with children's "physical literacy": learning how to move, and understanding cognitively how and why they move.

Spring 2014 students' reflective blogs will provide the raw data for this qualitative research project. Abby and I are searching for reoccurring themes within the student blogs.

Through a qualitative analysis of the blogs, we will determine the extent to which, and ways in which, students demonstrate and reflect on their pedagogical content knowledge. *(Continued on page 4.)*

Contact Information

Richard Kendrick: Director.
(607) 753-2481 or
Richard.Kendrick@cortland.edu

John Suarez: Office of Service
Learning Coordinator.
(607) 753-4391 or
John.Suarez@cortland.edu

Cynthia Guy: Community
Innovation Program
Coordinator.
(607) 753-4271 or
Cynthia.Guy@cortland.edu

Sponsors

The Office of the President
The Office of the Provost
The Office of Research and
Sponsored Programs
The Cortland Fund
The Cortland College
Foundation
The Division of Institutional
Advancement
Bringing Theory to Practice

Connect with us!

 /GetInvolvedCortland

 @CortlandICE

 /CortlandICE
cortland.edu/get-involved

*Scholarship of Engagement
in Physical Education (cont'd)*

One specific topic of interest in this research is the learning generated through blogging with regard to infusing literacy and movement. Rae Pica, an authority on young children’s movement, has identified links between movement and literacy. For example, both are “forms of communication and self-expression,” and both involve rhythm. Pica refers to research showing that, similarly to physical movement skills, certain reading skills rely in part on spatial orientation.

That orientation is represented in certain kinds of words (prepositions), which children can act out: They can climb over, crawl under, or dance next to something. (Pica, R. November 2010. “Linking Literacy and Movement,” NAEYC, pp. 72 and 73).

This research is important for a few reasons; one is that reflection is a key element of service-learning. The study aims to evaluate the use of blogs in reflection. Another reason for this research is that the results from this study can help refine the course’s methodology and ultimately aim to enhance the pre-service teacher’s understanding of the effectiveness of using movement education to teach young children. I aim to create an ongoing research project, either through teaching assistants or within the course.

This research aspect of the course would allow more undergraduates to become involved in research, and so learn more about the research process. It is my aim in the future to have current students evaluate and code previous students’ blogs as a way of gaining a deeper understanding of their own experience and the pedagogical content knowledge that goes with the experience.



Abby appreciates the uniqueness of the project, saying that, “never before have physical education teacher candidates been able to work this closely with such a young population and work on their fundamental movement skills.

“I am fascinated by the bedrock importance of the project: Among other benefits, this course provides teacher candidates the opportunity to gain the knowledge and skills necessary for the teaching of fundamental movement patterns, which are ultimately the foundation for teaching quality physical education in K-12.

“As much as this project provides benefits to our teacher candidates, I am excited to see the impact the candidates can make on a child’s development in all three domains: physical, cognitive, and affective.”

We expect the project to be completed by January, 2015, at which point, Abby and I will submit our research for publication to a journal such as The International Journal for Process Education. The journal’s Chief Editor is Kathleen Burke, Professor of Economics at SUNY Cortland.

After that, I would like to continue this research so that I have longitudinal data. Undergraduate students can continue contributing as co-investigators. Those future teacher candidates will be able to enjoy, as Abby says, “phenomenal experiences and the delight on the faces of the pre-school children.”

For additional information, contact me at Helena.baert@cortland.edu.