

Why Study Popular Culture?

- the political and social changes that, over the course of the last century, have demanded a radical rethinking of the intellectual foundations of 'culture' and its connection to other areas of life. These changes have shaped society in general and education in particular. On a more pragmatic level, schools, colleges, and universities have changed their curricula in response to economic pressures so that what is considered valuable in educational terms is increasingly determined by what is profitable. These are large, impersonal, and, in the latter case, cynical reasons for why popular culture is suddenly a popular thing to study.

Popular Culture And Curricula

Jordan Corson, Dani Friedrich



Popular Culture And Curricula:

Popular Culture Studies Across the Curriculum Ray B. Browne, 2005-01-13 Academic curricula are being strengthened and enriched through the enlightened realization that no discipline is complete unto itself In the interdisciplinary studies that result the one theme that remains universal is popular culture Academia throughout the disciplines is rapidly coming to understand that it should be used in courses campus wide and on all levels All in the world of education benefit from the use of the cultures around them This work emphasizes the need for interdisciplinary mingling and explores the ways in which instructors can utilize popular culture studies in order to deepen both their own areas of specialization and their students appreciation of education The collection of 18 essays spans campus curricula including the humanities English literature American studies folklore and popular culture the social sciences anthropology history sociology and communications religion and philosophy geography women s studies economics and sports Also addressed is the importance of popular culture courses in both community colleges and high school settings

Popular Culture and Curricula Ray Broadus Browne, Ronald J. Ambrosetti, 1972

Pop Culture and Curriculum, Assemble! Daniel Friedrich, Jordan Corson, Deirdre Hollman, 2021-08-31 This edited volume is the first book to engage in the specific connections between pop culture and the field of curriculum studies interrogating the production of particular subjectivities and knowledges posing questions about the educability of those on the outside of humanity and how our imaginings of structures institutions and configurations beyond what seems possible may inform the work and thinking we are currently engaged in This edited volume has contributions from scholars who mobilize a multiplicity of theoretical frameworks and aesthetic horizons including but not limited to post humanism africanfuturisms speculative fiction cyborg studies and decolonial studies The volume concludes with a conversation with Prof Jack Halberstam Columbia University one the foremost scholars in cultural studies queer theories and popular culture providing a fascinating dialogue with the field of education

Popular Culture, Pedagogy and Teacher Education Phil Benson, Alice Chik, 2014-01-10 The integration of popular culture into education is a pervasive theme at all educational levels and in all subject areas Popular Culture Pedagogy and Teacher Education explores how popular culture and education come together and interact in research and practice from an interdisciplinary perspective The international case studies in this edited volume address issues related to how popular culture teaches our students and what they learn from it outside the classroom how popular culture connects education to students lives how teachers use popular culture in educational settings how far teachers should shape what students learn from engagement with popular culture in school how teacher educators can help teachers integrate popular culture into their teaching Providing vivid accounts of students teachers and teacher educators and drawing out the pedagogical implications of their work this book will appeal to teachers and teacher educators who are searching for practical answers to the questions that the integration of popular culture into education poses for their work

Educating

through Popular Culture Edward Janak, Ludovic A. Sourdöt, 2017-03-01 This edited volume serves as a place for teachers and scholars to begin seeking ways in which popular culture has been effectively tapped for research and teaching purposes around the country. The contents of the book came together in a way that allowed for a detailed examination of teaching with popular culture on many levels. The first part allows teachers in PreK-12 schools the opportunity to share their successful practices. The second part affords the same opportunity to teachers in community colleges and university settings. The third part shows the impact of US popular culture in classrooms around the world. The fourth part closes the loop to some extent showing how universities can prepare teachers to use popular culture with their future PreK-12 students. The final part of the book allows researchers to discuss the impact popular culture plays in their work. It also seeks to address a shortcoming in the field while there are outlets to publish studies of popular culture and outlets to publish pedagogical practitioner pieces there is no outlet to publish practitioner pieces on studying popular culture in spite of the increased popularity and legitimacy of the field.

Education in Popular Culture Roy Fisher, Ann Harris, Christine Jarvis, 2008-05-06 *Education in Popular Culture* explores what makes schools, colleges, teachers and students an enduring focus for a wide range of contemporary media. What is it about the school experience that makes us wish to relive it again and again? The book provides an overview of education as it is represented in popular culture together with a framework through which educators can interpret these representations in relation to their own professional values and development. The analyses are contextualised within contemporary historical and ideological frameworks and make connections between popular representations and professional and political discourses about education. Through its examination of film, television, popular lyrics and fiction, this book tackles educational themes that recur in popular culture and demonstrates how they intersect with debates concerning teacher performance, the curriculum and young people's behaviour and morality. Chapters explore how experiences of education are both reflected and constructed in ways that sometimes reinforce official and professional educational perspectives and sometimes resist and oppose them. *Education in Popular Culture* will stimulate critical reflection on the popular myths and professional discourses that surround teachers and teaching. It will serve to deepen analyses of teaching and learning and their associated institutional and societal contexts in a creative and challenging way.

Cultures of Curriculum Pamela Bolotin Joseph, 2011-05-20 Using cultures of curriculum as a lens, this clear, compelling text reveals and critically examines the belief systems and classroom practices of curricular orientations in contemporary American society. It is designed to foster awareness, examination and deliberation about the curricula planned for and carried out in classrooms and schools to inspire conversations about theory and practice as well as political, social and moral issues and to expand critical consciousness about approaches to curriculum and practice. Readers are encouraged to give serious attention to the issues this book raises for them and to join with their colleagues, students and communities in considering how to create curricula with purpose and congruent practices and to reculture classrooms and schools. A framework of inquiry is presented

to facilitate such reflection and to accomplish these goals Cultures of Curriculum Second Edition Introduces the field of curriculum studies by describing theories and questions pertinent to curriculum inquiry Describes the process of curriculum leadership drawing from historical and contemporary research on curriculum change and transformation Presents the concept of cultures of curriculum as a way of thinking of curriculum as cultural text encompassing histories norms beliefs values roles and environments Connects theory to practice by describing curricular orientations as depicted in practice providing educators with approaches to instruction planning and assessment for creating intentional practices in classrooms and schools Uses a heuristic that helps educators to understand curricular orientations examine curriculum in classrooms and schools and reflect upon their own beliefs and practices Integrates moral and political discourse into discussions of curriculum orientations so that educators can recognize question and challenge aims and actions by examining dominant paradigms and both their direct and unforeseeable influences upon schooling Changes in the second edition Four new chapters Narrowing the Curriculum current trends of standardization and high stakes testing Educating Through Occupations Deweyan progressive and career technical education Sustaining Indigenous Traditions Native American indigenous education Envisioning Peace peace global human rights environmental education Updates and pertinent scholarship in all chapters reflecting recent events and discourses Curricular cultures all are examples of progressive alternatives to traditional education New two part structure Curriculum Studies and Curricular Cultures

Research in Education, 1970-12 **The SAGE Guide to Curriculum in Education** Ming Fang He, Brian D. Schultz, William H. Schubert, 2015-06-05 The SAGE Guide to Curriculum in Education integrates summarizes and explains in highly accessible form foundational knowledge and information about the field of curriculum with brief simply written overviews for people outside of or new to the field of education This Guide supports study research and instruction with content that permits quick access to basic information accompanied by references to more in depth presentations in other published sources This Guide lies between the sophistication of a handbook and the brevity of an encyclopedia It addresses the ties between and controversies over public debate policy making university scholarship and school practice While tracing complex traditions trajectories and evolutions of curriculum scholarship the Guide illuminates how curriculum ideas issues perspectives and possibilities can be translated into public debate school practice policy making and life of the general public focusing on the aims of education for a better human condition 55 topical chapters are organized into four parts Subject Matter as Curriculum Teachers as Curriculum Students as Curriculum and Milieu as Curriculum based upon the conceptualization of curriculum commonplaces by Joseph J Schwab subject matter teachers learners and milieu The Guide highlights and explicates how the four commonplaces are interdependent and interconnected in the decision making processes that involve local and state school boards and government agencies educational institutions and curriculum stakeholders at all levels that address the central curriculum questions What is worthwhile What is worth knowing needing experiencing doing being

becoming overcoming sharing contributing wondering and imagining The Guide benefits undergraduate and graduate students curriculum professors teachers teacher educators parents educational leaders policy makers media writers public intellectuals and other educational workers Key Features Each chapter inspires readers to understand why the particular topic is a cutting edge curriculum topic what are the pressing issues and contemporary concerns about the topic what historical social political economic geographical cultural linguistic ecological etc contexts surrounding the topic area how the topic relevant practical and policy ramifications and contextual embodiment can be understood by theoretical perspectives and how forms of inquiry and modes of representation or expression in the topic area are crucial to develop understanding for and make impact on practice policy context and theory Further readings and resources are provided for readers to explore topics in more details *Encyclopedia of Curriculum Studies* Craig Kridel,2010-02-16 The study of curriculum beginning in the early 20th century first served the areas of school administration and teaching and was used to design and develop programs of study The field subsequently expanded and drew upon disciplines from the arts humanities and social sciences to examine larger educational forces and their effects upon the individual society and conceptions of knowledge Curriculum studies now embraces an array of academic scholarship in relation to personal and institutional needs and interests while it also focuses upon a diverse and complex dynamic among educational experiences practices settings actions and theories The Encyclopedia of Curriculum Studies provides a comprehensive introduction to the academic field of curriculum studies for the scholar student teacher and administrator This two volume set serves to inform and to introduce terms events documents biographies and concepts to assist the reader in understanding aspects of this rapidly changing expansive and contested field of study Key Features Displays different perspectives by having authors contribute independent essays on the nature and future of curriculum studies Presents a unique and in depth treatment of the Twenty Sixth Yearbook of the National Society for the Study of Education NSSE a 1927 publication that has taken on legendary dimensions for the field of curriculum studies Contains bibliographic entries which feature specific publications by curriculum leaders that helped to define the field Helps readers to learn unfamiliar terms and concepts to become more comfortable with specialized phrases and to understand the many significant and perplexing concepts and questions that characterize the field Key Themes Biography and Prosopography Concepts and Terms Content Descriptions Influences on Curriculum Studies Inquiry and Research Nature of Curriculum Studies Organizations Schools and Projects Publications Theoretical Perspectives Types of Curricula The Encyclopedia of Curriculum Studies offers the careful reader a surprisingly revealing depiction of the conventions mores and accepted research and writing practices of the field of curriculum studies as it continues to expand and change Availability in print and electronic formats provides students with convenient easy access wherever they may be Curriculum William Pinar,2014-01-21 This collection of essays by established writers in postmodern pedagogy stakes out new conceptual territories redefines the field and presents a complete review of

contemporary curriculum practice and theory in a single volume Drawing upon contemporary research in political feminist theological literary and racial theory this anthology reformulates the research methodologies of the discipline and creates a new paradigm for the study of curriculum into the next century The contributors consider gender identity narrative and autobiography as vehicles for reviewing the current and future state of curriculum studies Special Features Presents new essays by established writers in postmodern pedagogy Reviews curriculum studies through the filters of race gender identity narrative and autobiography Offers in a single affordable volume a complete review of contemporary curriculum practice and theory

International Encyclopedia of Education, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

Rethinking Classroom

Participation Katherine Schultz, 2009-10-30 Katherine Schultz examines the complex role student silence can play in teaching and learning Urging teachers to listen to student silence in new ways this book offers real life examples and proven strategies for rethinking classroom participation to include all students those eager to raise their hands to speak and those who may pause or answer in different ways from publisher description

The Hollywood Curriculum Mary M. Dalton, 2004 The Hollywood Curriculum is a sophisticated and thoughtful look at the portrayal of teachers in film and television in an exceptionally accessible way Dalton draws on some of the most relevant and exciting theory to evaluate teacher films and demonstrates a masterful insight into the worlds of education and film studies This book is a must read for those interested in exploring the intersection of teaching curriculum film television and society and is an outstanding contribution to the

literature Alan S Marcus Associate Professor of Curriculum and Instruction University of Connecticut Author of Celluloid Blackboard Teaching History with Film and Teaching History with Film Strategies for Secondary Social Studies Book Jacket

TV as Curriculum Studies Jordan Corson, Dani Friedrich, 2024-12-30 In recent decades TV has depicted schooling in wildly different ways During this time the field of Curriculum Studies has evolved with the generation and incorporation of different theories This book puts those theories to work by providing examples of how they could be used to read scenes of schooling on TV through a series of short accessible essays How would Jean Anyon think of schooling and class relations in Diff rent Strokes What does a queer reading of Buffy The Vampire Slayer tell us about students relationship to authority What does a cartoon created by one of Hip Hop s most imaginative minds offer to burned out teachers The book also includes essays from guest stars well known scholars in the field and several commercial breaks that provide additional resources for those interested in Curriculum Studies Guest stars are Wayne Au Denise Taliaferro Baszile Esther Ohito Rachel Talbert Roozbeh Shirazi Kate Strom and Boni Wozolek

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Class, Culture and the Curriculum Denis Lawton, 2012 It is often argued that education is concerned with the transmission of middle class values and that this explains the relative educational failure of the working class Consequently distinctive culture needs a different kind of education This volume examines this claim and the wider question of culture in British society It analyses cultural differences from a social historical viewpoint and considers the views of those applying the sociology of knowledge to educational problems The author recognizes the pervasive sub cultural differences in British society but maintains that education should ideally transmit knowledge which is relatively class free Curriculum is defined as a selection from the culture of a society and this selection should be appropriate for all children The proposed solution is a common culture curriculum and the author discusses three schools which are attempting to put the theory of such curriculum into practice This study is an incisive analysis of the relationships between class education and culture and also a clear exposition of the

issues and pressures in developing a common culture curriculum English Language Education and Assessment David Coniam, 2014-07-06 This volume gathers contributions in the closely linked fields of English language assessment and language education The contributors from China and Hong Kong represent a mixture of established and new scholars Areas covered in the language education section range across major developments in the redefining of Hong Kong's secondary and tertiary curricula as well as the huge field of China's vocational education curriculum Regarding assessment the contributions reflect major changes in the marking of examinations in Hong Kong whereby all examinations from 2012 onwards are marked onscreen to quality control issues in the administration of China's College English Test which is taken by over 10 million candidates every year **A Curriculum of Unquestionable Value and Lasting Relevance** Lee Smith, 2022-02-16 Many of the people who are saying the schools are not providing students with the knowledge and skill levels needed for today's or tomorrow's workforce when they were in school were high achievers Many were the best and brightest their schools had to offer They also received their education during an era criticized as having not provided them with the knowledge and skills levels adequate for then or today's needs As defective products of the problem they are not capable of meeting the challenge of effecting meaningful and lasting educational curriculum change This brings up the question of what qualifies this author then to speak with authority on how to affect meaningful and lasting educational reform The answer is that he is not part of all this Many of the reformers recognize him as the guy who would punch them in the arm and take their lunch money The author was also the class clown His teachers said he was failing because he daydreamed in class They said he was failing because he did not turn in his homework They said that while he had learned to walk and talk on his own without any help from them that he had some organic problem keeping him from learning What all these teachers and counselors and evaluators and probation officers and school board members and parents and foster parents and everyone else never ever said is that he was struggling with division because he had not mastered the times tables They just did not know perhaps really did not care He knew this and in the early part of the fifth grade he decided his life would be better and easier if he submitted to learning the multiplication tables For this reason he is essentially self educated and so has a particularly different point of view from these other self described poorly prepared products of the education system In addition to being outside the public education system another factor in his qualifications to evaluate the nation's educational efforts is his shoes they are steel toed **Curriculum and Instruction** A. Jonathan Eakle, 2012-09-06 Written and signed by experts in the field this volume in the point counterpoint Debating Issues in American Education reference series tackles the topic of curriculum and instruction providing an illustrated overview of the subject as well as resources for further study

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