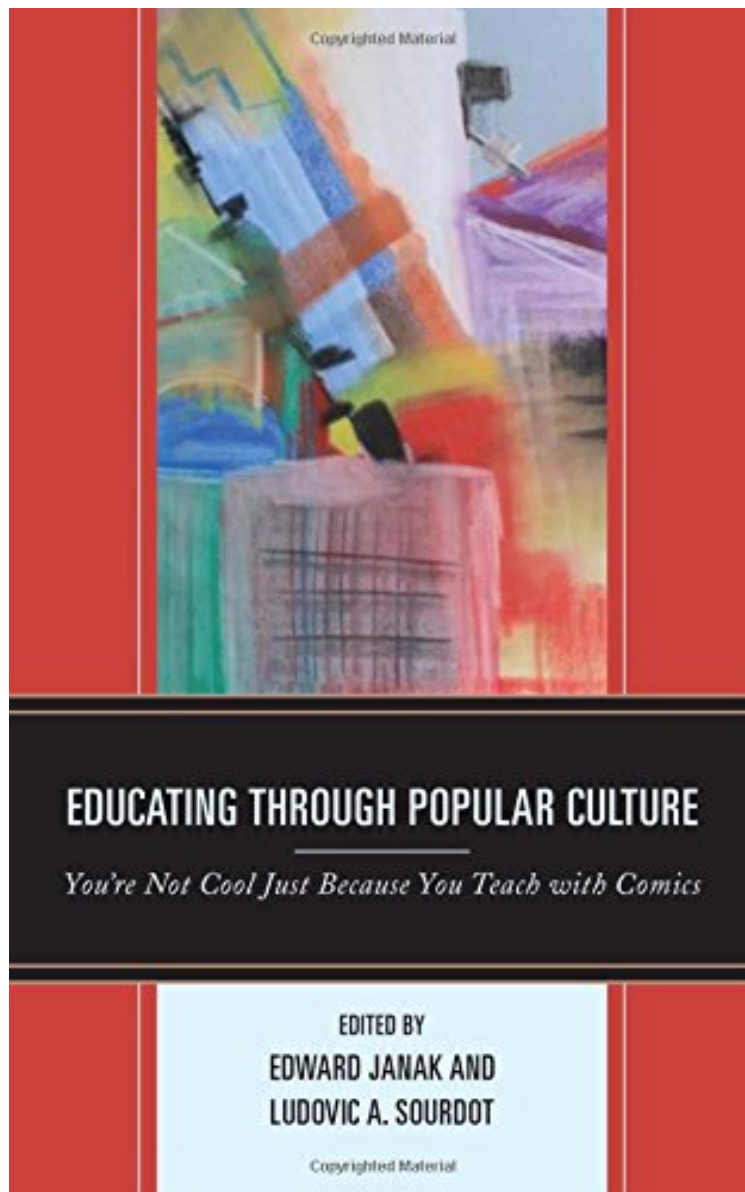


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through Popular Culture: You're Not Cool Just Because You Teach with Comics:

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.

This volume is chock full of creative, innovative, practical ideas for teaching popular culture. Janak and Sourdout have produced an impressive collection that covers a helpful range of educational approaches and practices. The book is an invaluable resource for teachers at all levels who wish to thoughtfully incorporate diverse popular forms and encourage students to think meaningfully and critically about the world of entertainment surrounding them. (Ann Larabee, Michigan State University) In addition to exploring relevant mediums that have not been considered carefully in previous anthologies, there are several other useful dimensions of Educating through Popular Culture. This volume integrates theory and practice in critical, innovative ways and also brings an important, global perspective to our ongoing conversation about education and popular culture. (Mary Dalton, Wake Forest University) About the Author Edward Janak is associate professor and chair of the Department of Educational Foundations and Leadership at the University of Toledo. Ludovic A. Sourdout is associate professor of curriculum and instruction in the Department of Teacher Education at Texas Womans University.