

# Using Popular Culture As A Pedagogical Tool

Joshua Schleien

California Lutheran University

Graduate School of Education  
Department of Learning and Teaching

## The Problem

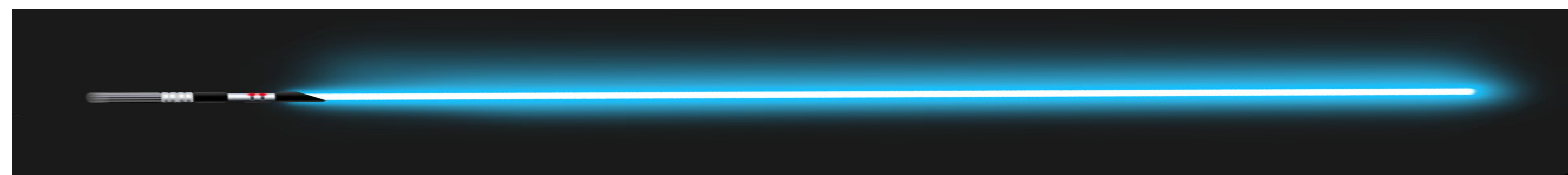
Popular culture has been incorporated into many American classrooms, across all schools and grade levels. The problem is, we don't know enough about how or why teachers choose to incorporate popular culture as a pedagogical tool in their classes.

## Results

A total of 25 results were collected throughout the survey. Some of the striking results included what types of popular culture were used by teachers. Results show that all teachers, regardless of grade level or subject, use all types of genres and formats. These formats include photos, videos, and music. The presentation of these popular culture formats vary across subjects. Findings showed a wide margin of teachers, across multiple grades and subjects, are in favor of using popular culture as a pedagogical tool. Teachers prefer to specifically use images, music, or video depending on their grade level and subject. The overwhelming majority of teachers claim to see a positive benefit when using popular culture references as a pedagogical tool.

## Purpose of the Study

The purpose of this comparative quantitative study was to find if other teachers across all subjects in grades 6-8 use popular culture as a pedagogical tool in their classroom. The research question is, "How do school teachers feel about using popular culture references as a pedagogical tool in education?"



## Methodology

Data was collected from a convenience sample of teachers who completed a Qualtrics survey on their use of and attitudes toward using popular culture as a pedagogical tool.



## Implications

The implications of this study are that teachers often do use popular culture as a pedagogical tool across subjects and grades, but only when thoroughly thought out and applied by the teacher(s).