

# HOMEWORK: WHAT DO LEARNING PROFESSIONALS SAY?

- 1987-2017
- 21+ sources
- Range of sources: online encyclopedias, op-eds, films, new articles, research reports, charts/info-graphics, professional blogs

- 1. Does homework improve student learning/ achievement?**
- 2. What are some criteria that make homework effective?**
- 3. Should there be time limits for homework?**
- 4. Should the amount of time be adjusted for grade spans?**
  - ▶ *Elementary (ES), Middle School (MS), and High School (HS)?*
  - ▶ *If so, what is the recommendation for each level?*

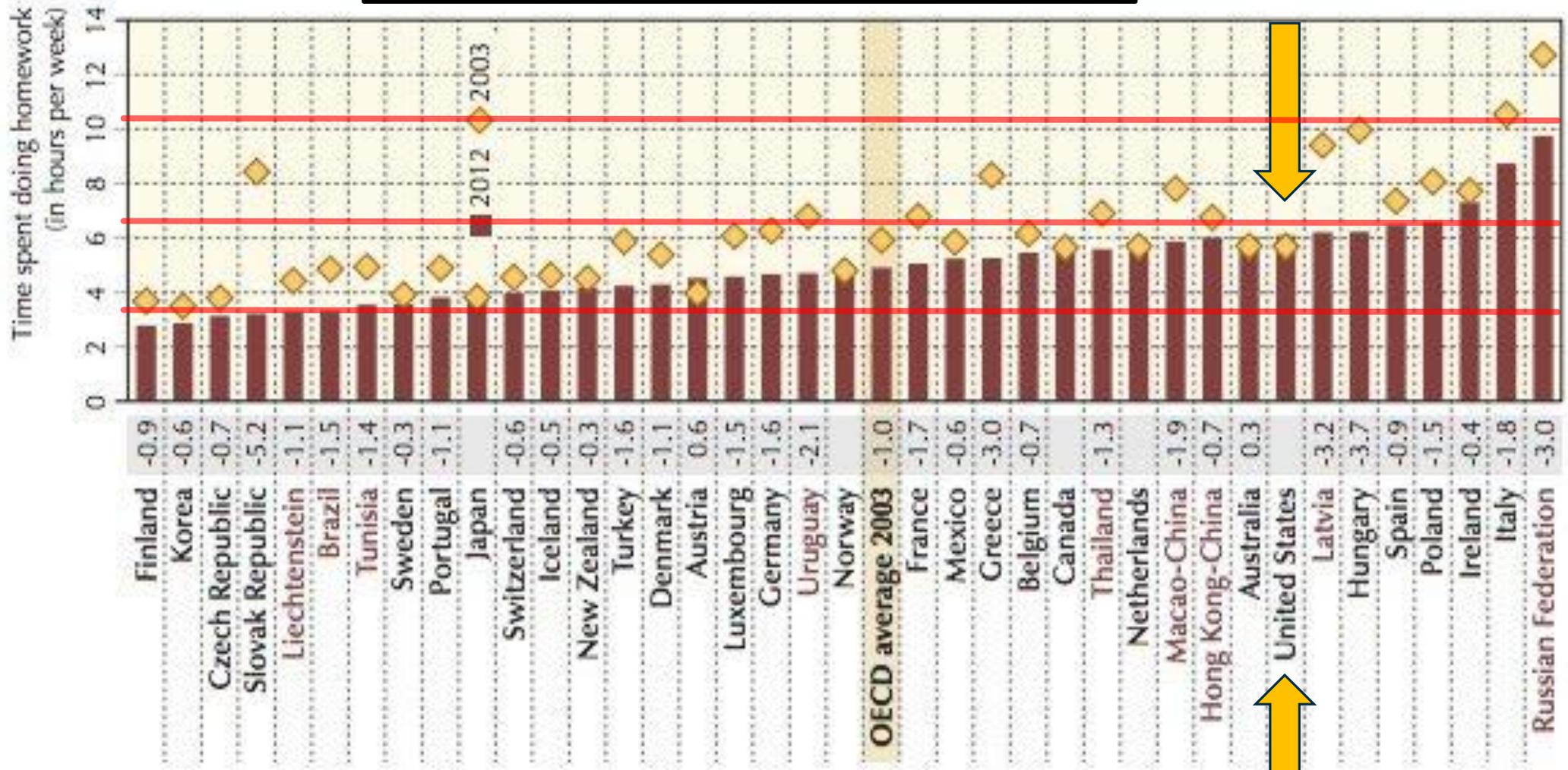
**KEY QUESTIONS**

# TO THE POINT

- Does homework improve student learning/achievement?
  - **Yes, at secondary levels**
- What are some criteria that make homework effective?
  - **Short, focused, clear defined learning goal**
  - **Used to inform the teacher re: success of the instruction**
  - **Provides the student feedback on his/her progress toward the learning goal**
- Should there be a time limit for homework to be effective?
  - Should the amount of time be adjusted for grade spans?
    - **Yes. The 10-minute rule is the standard.**

The amount of time students spend doing homework is substantial, but less than it was in 2003

**What's the Average?  
We are.**



Organization for Economic Cooperation & Development

- ▶ **American Journal of Family Therapy, 2015**
  - ▶ **Goldilocks zone: homework, stress, achievement**
  - ▶ **Diverse student needs/backgrounds = diverse homework**
- ▶ **CSUMB Study, 2013**
  - ▶ **35% of schools have a formal homework policy**
  - ▶ **Hard to standardize assignments & predict needs**

**BEST PRACTICES:  
THE CHALLENGES OF POLICY MAKING**

**D**ifferent  
**I**ndividuals  
**V**aluing  
**E**ach other  
**R**egardless of  
**S**kin  
**I**ntellect  
**T**alents or  
**Y**ears.

## Student Achievement: Top 5 Factors

1. **Student self-reported grades:**  
When students set feasible and **achievable learning outcomes and have the support, confidence, and skills** to achieve them, they become the best assessors of their own learning.
2. **FORMATIVE ASSESSMENT (FA)**
3. **Teacher clarity on learning goals and students' progress**
4. **Reciprocal teaching**
5. **Meaningful and descriptive feedback to students**



- ▶ **John Hattie**
- ▶ *Visible Learning*
- ▶ University of Melbourne
  
- ▶ Books published in 2006, 2009, 2016
- ▶ Factors in student achievement
- ▶ All 5 have to do with meaningful homework.

**PRIMARY SOURCES**

- ▶ **Harris Cooper, 1989 & 2006**

- ▶ Duke University

- ▶ From Sputnik to Snap chat

- ▶ Attitudes are cyclical

- ▶ 120 studies: a meta-study

- ▶ 1987-2003

- ▶ Cited as recently as 2016 by APA & Time

- ▶ NEA: National Education Association

- ▶ NPTA: National Parent Teacher Association



- ▶ **10-minute rule**

- ▶ Per night, per grade

- ▶ Grades 1-12

- ▶ **NOT** including reading time  
*(unless that is the assignment...)*

- ▶ **NPTA:**

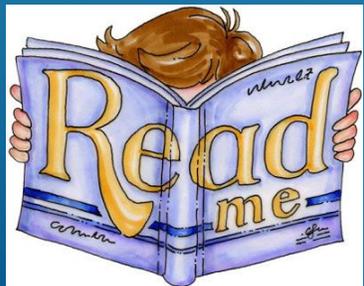
- ▶ School/Home partnership

- ▶ Individualize & adapt

**PRIMARY SOURCES**



- ▶ **FOCUS: Literacy and number sense**
- ▶ **Faint achievement impact; long-term +/- impact on attitude re: school**
- ▶ **Developmentally not ready for prolonged homework**
  - ▶ Part-time job for 6<sup>th</sup> graders? 37 hours...
  - ▶ Short, focused learning sessions
  - ▶ Only perfect practice makes perfect
  - ▶ Independent level ; reinforcing skills
- ▶ **Role of parents (*parent is not the teacher*)**
  - ▶ In the loop of learning; offer encouragement
  - ▶ Identify learning disabilities or other concerns



**ELEMENTARY SCHOOL**

- ▶ **Clear increases in achievement: grades 7-9: 12% & grades 10-12: 24%**
- ▶ **Age appropriate skills:**
  - ▶ **Task accountability, time management, & personal responsibility**
  - ▶ **Autonomous learning at the “independent learner” level**
- ▶ **More individualized schedules based on specific student needs**
- ▶ **Parent role: *(the parent is not the teacher)***
  - ▶ **Provide encouragement and find supports**
  - ▶ **Provide structured: Time, space, and materials**
- ▶ **Equity: materials; study supports, self-confidence & independent skill set**



**MIDDLE AND HIGH SCHOOL**

# PREPARING FOR COLLEGE?

## ▶ High School Senior:

▶ 30 hrs. in classes + 14 hrs. homework (10-minute rule) =

▶ 44 hrs. + reading (30 hours in class plus U.S. average of 6 hrs. = 36 hours...)

## ▶ College Freshman, full-time:

▶ 12 hrs. in classes + 17 hrs. of homework =

▶ 29 hours + reading

▶ Set students up for learning success: Concurrent study labs, academic support systems, supplemented materials



## Teachers:

- **What is the learning goal of the homework? A necessity?**
- **How will it inform teaching and improve learning (FA)?**
- **How can it be adapted for different learners? Perfect practice...**
- **Independence vs. frustration**

## MS/HS COUNSELORS:

- ▶ **Balanced schedules & lives**
- ▶ **Individualized course loads**
- ▶ **Contracts/conferences**
- ▶ **AVID/support strategies**



## Considerations:

- ▶ **Phones, computers, TV, music**
- ▶ **Homework in the modern era?**
  - ▶ **Critical thinking**
  - ▶ **Complex problem solving**
  - ▶ **Collaboration AND autonomy**
  - ▶ **Multiple careers; new skills**
  - ▶ **Life long learning**



# IN SUMMARY