



PDS0103

Helping Every Child Succeed

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Module #6: Rethinking Homework



The Old Paradigm



Discussion # 1



The New Paradigm



A comprehensive set of practices:

- Designing quality homework tasks
- Differentiating homework tasks
- Moving from grading to checking
- Decriminalizing the grading of homework
- Using completion strategies
- Establishing homework support programs

What is the purpose of the homework task?

- Prelearning
- Checking for understanding
- Practice
- Processing



What type of learning is desired?

- Facts?
- Concepts?
- Principles?
- Attitudes?
- Skills?



The type of learning that is desired and the purpose of the homework determined the type of homework task the teacher should design.

Designing quality homework tasks:

- Academic purposes
- Competence
- Ownership
- Aesthetics





Common Sense: 10 Tenets Teachers Know About Learning

1. Quality Teaching Matters
 - Organization and structure of the learning process.
 - The teacher's homework behavior.
 - Teacher attitudes about homework.
2. Skills Require Practice
3. Time on Task Matters
4. Task is as Important as Time
5. Learning is Individual
6. Children Differ in Readiness and Development Level
7. Children Differ in Learning Style
8. Children Differ in Motivation, Persistence, and Organizational Skills
9. Frustration is Detrimental to Motivation and Desire to Learn
10. Homework that is not Completed Doesn't Help Learning

Five Fundamental Characteristics of Good Homework

1. Purpose
2. Efficiency
3. Ownership
4. Confidence
5. Aesthetic Appeal





Discussion #2




Diagnosing Homework Completion Problems

- Academic – Task too hard or too lengthy for the student's work speed
- Organization – Getting it home, getting it done, getting it back
- Motivational – Burnout, overload, too much failure, frustration with tasks
- Situational – Unable to work at home, too many other activities, no materials available at home for assignment
- Personal – Depression, anxiety, family problems, or other personal issue

3 Final Thoughts Concerning Homework

1. To improve homework practices
2. To implement homework effectively
3. To implement homework equitably





To improve homework practices, we must do the following:

- First, acknowledge our inborn attitudes about homework and question the folklore behind homework traditions.
- Examine homework research with a critical eye and trust what our experience with learners has taught us.
- Accept not only that parenting and families have changed, but also that the relationships between parents and schools has changed. We must respect the right of parents to control their child's free time, and we must work cooperatively with parents to determine homework guidelines.



To implement homework effectively, we must do the following:

- Connect homework to classroom learning and clearly identify the purpose of each assignment.
- Provide students with relevant tasks that they can complete without adult help.
- Use what we know about learning to design homework appropriate for individual students.
- Facilitate two-way communication between teachers and students and between teachers and parents.
- Respect the role of motivation and winning streaks in the decisions that students make to tackle and persist with homework tasks.



To implement homework equitably, we must do the following:

- Assign reasonable amounts of homework.
- Differentiate homework for individual needs.
- Be sensitive about the limitations of home environments.
- Accept that not all students can or will work at home.
- Remove failure as an option by minimizing or eliminating the grading of homework.
- Establish school-sponsored homework support programs.



Discussion #3



Closure to Module #6

1. Final reflections
2. Individual implementation plans
3. School-wide plans