




# Designing Effective Homework

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## Designing Effective Homework






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Participants will increase their understanding of:


- The research associated with homework
- The concerns that people have about homework
- Recommendations to consider when assigning homework

### What Works in Schools- Robert Marzano


 <b>School</b>	<ol style="list-style-type: none"> <li>1. Guaranteed and Viable Curriculum</li> <li>2. Challenging Goals and Effective Feedback</li> <li>3. Parent and Community Involvement</li> <li>4. Safe and Orderly Environment</li> <li>5. Collegiality and Professionalism</li> </ol>
 <b>Teacher</b>	<ol style="list-style-type: none"> <li>6. Instructional Strategies</li> <li>7. Classroom Management</li> <li>8. Classroom Curriculum Design</li> </ol>
 <b>Student</b>	<ol style="list-style-type: none"> <li>9. Home Environment</li> <li>10. Learned Intelligence/ Background Knowledge</li> <li>11. Motivation</li> </ol>

### Three Commitments to Students


Commitment #1: Provide Feedback Through Classroom Formative Assessment and Grading



Commitment #2: Foster and Support Effective Teaching in Every Classroom



Commitment #3: Build Background Knowledge for All Students



### Three Commitments to Students

Commitment #2:  
Ensure Effective Teaching  
in Every Classroom

As I think about assigning homework, I

- ...wonder about...
- ...wish I better understood ...
- ...want to get students to...
- ...think I should quit...
- ...am concerned about...

Research-based

Visible Learning,  
John Hattie

Evidence-Based

Keep in mind– For any instructional strategy

There are no “high yield” strategies.

There are only “high probability” strategies.

From : Classroom Instruction That Works

The inference that should be drawn...is that no instructional strategy works equally well in all situations.

...the unexamined use of instructional strategies might produce some unintended negative outcomes.

Homework is a strategy

Misrepresentations and Valid Concerns

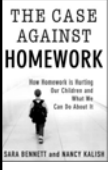
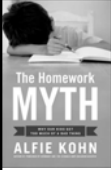
In *The Case Against Homework* (2006), there is page after page of testimonials.

“I had to quit ballet and I don’t get enough sleep and I don’t have time to read,”

says Caroline, a fifth grader in a Memphis public school who does seventy to eighty minutes of homework each night.

“My first grader would love to participate in our family’s ‘Game Night’ with her grandparents, but often can’t because of homework...’

Misrepresentations and Valid Concerns

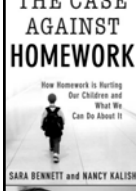
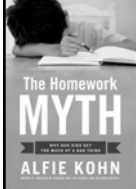
**NO TIME TO SOCIALIZE**

Children 14 and under spend an average of only 25 minutes each weekday socializing with family and friends outside of school,

according to a 2004 study conducted at the University of Michigan's Institute for Social Research.

But , wait a minute...

Misrepresentations and Valid Concerns

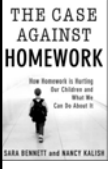
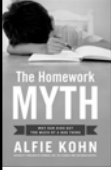



**THE STUDY**

“Changing Time for American Youth, 1981–2003 (Juster, Ono, & Stafford, November 2004).

Studying	49 minutes
Playing	45 minutes
Computer time	25 minutes
Watching TV	111 minutes

Misrepresentations and Valid Concerns

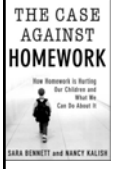
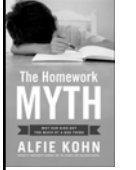
**“Time on Homework Skyrocketing” Today Show**

6-8 year olds went from 8 minutes a day spent “studying” to 29 minutes a day in past years.

But , wait a minute...

That same group spent an average of **103 minutes a day watching TV and engaging in other passive activities; and, another 74 minutes per day playing.**

Misrepresentations and Valid Concerns

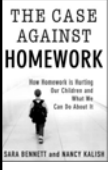
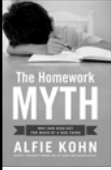
From Kohn:

“Most **attentive** parents can testify that their children are chronically frustrated by homework—weepy, stressed out, and fed up...”

But only an individual squirreled away in the proverbial **ivory tower** could deny—and only **someone bereft of human feelings** could minimize the importance of—the fact that an awful lot of homework is emotionally trying for an awful lot of children”. (emphasis added)

But , wait a minute...

Misrepresentations and Valid Concerns

Percent homework	Parent beliefs about homework	
64%	About right	} 89%
25%	Too little	
10%	Too much	

(as reported in Loveless, 2003)

Recommendations for policy

Addressing Valid Concerns

- Time and Purpose
- Assignments and Feedback
- Parent Involvement and Accountability



Key words/questions

Homework is a strategy– that **can** enhance students’ learning

## **Time and Purpose**

- Time constraints should be identified when assigning homework.
- If students cannot complete the assigned work within time constraints, they may need the opportunity to complete the work in class.
- Make sure students understand and are focused on the purpose of the homework
- The purpose should be to enhance achievement of ESSENTIAL learning goals
- The assignment should be appropriate for the learning goals being addressed.
  - Terms and Details
  - Principles, Generalizations
  - Skills and Processes

VALID CONCERNS:

- **Avoid assigning homework simply as a matter of routine.**
- **Homework should be designed, not just assigned.**

Summary/Reflections

Time and Purpose	
Research	
Harris Cooper: 10 minutes x grade level?????	
Elementary: Some studies show positive results but not compelling. Positive long-term effects difficult to study.	
Secondary: One to two hours per night—more can have negative effect	

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From: "The Case for and Against Homework, Marzano and Pickering, Educational Leadership	
Cooper (1989a) <b><u>1 to 2 hours per night. After that the benefits decreased.</u></b>	
Cooper, Robinson, and Patallo (2006) <b><u>7 to 12 hours (per week) produced the largest effect size. After that the benefits decreased.</u></b>	
12 <sup>th</sup> graders the optimum amount of homework might lie between <b><u>1.5 and 2.5 hours per night but caution that no hard and fast rules are warranted.</u></b>	

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<i>Assignment Notebook</i>	
Language Arts	<b>Assignment:</b>  <b>Due:</b>  <b>Learning Goal: As a result of doing this assignment, I should</b>  <b>Know more about...?</b> <b>Understand better...?</b> <b>Be more skilled at...?</b>
Math	
Science	
Social Studies	

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Key words/questions

## Assignments and Feedback

- The purpose should be to enhance achievement of ESSENTIAL learning goals
- The assignment should be appropriate for the learning goals being addressed.
  - **Preparation**
  - **Elaboration**
    - Terms and Details--Representations
    - Principles, Generalizations- Application
    - Skills and Processes- Variations, Applications
    - Practice,*
- Feedback should be timely and specific enough to help students understand the extent to which their work contributed to their achievement of clearly identified learning goals.
- Emphasize accountability for the learning—through formal and informal assessment

VALID CONCERNS

**Homework should be designed, not just assigned.**

Summary/Reflections



Key words/questions

## **Parent Involvement and Accountability**

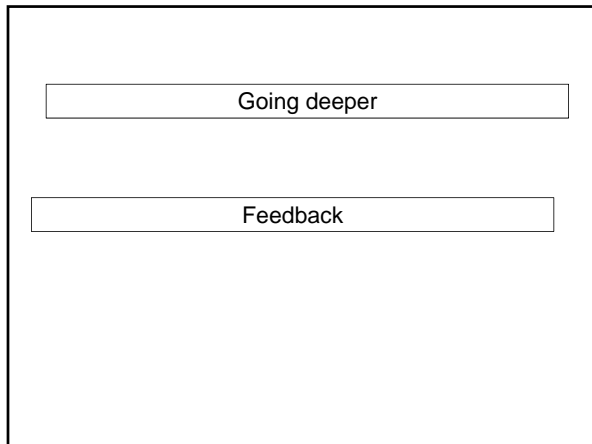
- Parent involvement should be kept to a minimum, and should focus on showing support for, and interest in, the student learning.
- Performance on homework should not be considered a reliable assessment of students' learning.
- Accountability approaches-- Time, Grade, Performance?
- If homework completion is to be a factor in students' overall grade, the weight of that factor should be consistently applied, clearly reported, and aligned with the school's mission.

## VALID CONCERNS:

- **Parents might use homework to “teach” responsibility, but don’t depend on it.**
- **To maximize learning, all students should have scheduled breaks (recess, lunch, free period) during every school day—whether they have completed their homework or not**

Summary/Reflections





Topics	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	2.0	3.0	3.0	3.0
2	2.0	2.5	2.5	2.5
3	2.0	2.0	2.0	3.5
4	1.5	2.5	3.0	3.0
5	3.0	3.0	3.0	3.0
6	4.0	4.0	4.0	4.0
7		2.0	2.0	3.0
8		2.0	2.5	2.5
9		2.5	3.0	3.0
10		3.0	3.0	3.0
11		3.5	3.5	3.5
12			3.0	3.0
13			3.5	3.5
14			2.0	2.5
15			3.0	3.0
16			3.5	3.5
17				3.0
18				4.0
19				2.0
20				3.0

**John Hattie—reviewed 7,827 studies on learning and instruction.**

Conclusion... "The most powerful single innovation that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops' of feedback."

...reported that providing students with specific information about their standing in terms of particular objectives increased their achievement by 37 percentile points.

**Time Based**

**System Requirements**

1. Must be in-class the entire year.
2. Must behave appropriately.
3. Must complete the work assigned them.
4. Must figure out what each individual, teacher expects of them.
5. Can be passed on without adequate knowledge if they are successful on the above.

**UNINTENDED Consequences**

1. Students succeed if they can figure out and are willing to follow the rules.
2. Those students who do not figure out the rules or are unwilling to follow them get so far behind relatively quickly that they have a high probability of dropping out

**Performance Based**

**System Requirements**

1. Must demonstrate competence in important content knowledge.
2. Must behave appropriately if they wish to be involved in classes.
3. Must take some responsibility for their own learning.
4. Do not move to more advanced levels of a topic until they demonstrate competence in important knowledge.

**INTENDED Consequences**

1. Students do not have to figure out the rules from teacher to teacher.
2. To catch up or move ahead at an accelerated pace, students do not have to spend a specific amount of time in class. Rather, they must demonstrate competence in important content.
3. Students graduate with more proficiencies and a clear sense of strengths and weaknesses.

**John Hattie – 2009.**

The mistake I was making was seeing feedback as something teachers provided to students...

It was only when I discovered that feedback was most powerful when it is from the student to the teacher that I started to understand it better.

Topics	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	2.0	3.0	3.0	3.0
2	2.0	2.5	2.5	2.5
3	2.0	2.0	2.0	3.5
4	1.5	2.5	3.0	3.0
5	3.0	3.0	3.0	3.0
6	4.0	4.0	4.0	4.0
7		2.0	2.0	3.0
8		2.0	2.5	2.5
9		2.5	3.0	3.0
10		3.0	3.0	3.0
11		3.5	3.5	3.5
12			3.0	3.0
13			3.5	3.5
14			2.0	2.5
15			3.0	3.0
16			3.5	3.5
17				3.0
18				4.0
19				2.0
20				3.0

What is the role of homework in a true performance based system?