If Homework Really Matters – Assign Some That’s Valuable

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Purpose
The purpose of this article is to discuss the nature of homework that teachers should or should not assign.

The Article
For over a century homework has been a mainstay in the educational system. Since the beginning both public attitudes toward homework and actual homework assignments have altered significantly. While public opinion about homework is an important consideration for teachers, it is current research that may be more important as an understanding of the research will help teachers both inform and educate parents. This article discusses teachers’ responsibility to design and assign homework that is meaningful, purposeful, and engaging for students while additionally building upon skills and ideas that have been previous learned in class. Children are responsible for completing their homework but it should be noted that they also need support to be successful with homework. This includes access to appropriate after-school programs and other resources that will contribute to completing homework assignments successfully. The article also provides guidelines of 10 minutes of homework per grade level (e.g., 10 minutes for first grade, 60 minutes for sixth grade).

What this Means for the Field
Since scholars in the field indicate the need to assign homework in moderation it is essential that teachers carefully review and design homework tasks so that they optimize student learning. While students are responsible for their homework the teachers must also be thoughtful and purposeful with homework assigned, taking into account ability of access to required resources, learning challenges, and ways the assignments will meet both course objectives and individual students’ needs.

Citation

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