

The Nature of Homework And Parent Involvement

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“We are overwhelmed with homework”

**“Homework is not the be-all and end-all
of academic performance”**

Does homework have value?



- * builds good study habits
- * teaches time-management skills
- * reinforces the day's lesson
- * teaches responsibility
perseverance
self-reliance
resourcefulness
- * teaches a child to handle future problems



**The impact of
homework is
dependent on a
student's age.**

Elementary School

“The effect of homework on achievement is trivial”

- * **teach study skills**
- * **practice what they have learned**



Secondary School

“The effect of homework is positive with older children.”

- * **teach study skills**
- * **teach responsibility - learn new material on their own**
- * **supplement classroom instruction**



Giving the Assignment



How would you feel?

I guess I'll have to assign some homework now, so do problems 1 through 10 on page 61.

For homework do the problems under Exercise A and Exercise B – and be sure all of them are finished by tomorrow.

We're out of time, so you'll have to finish these problems on your own.





I guess I'll have to assign some homework now, so do problems 1 through 10 on page 61.

Today we have talked a lot about the origins of the Civil War and some of the economic unrest that preceded it. But some other types of unrest were also responsible for it. These will be important for understanding the real causes behind the war. Problems 1 through 10 on page 61 will help you understand some of these other causes.

An effective classroom manager will give assignments

- immediately following the lesson or activities to which they relate
- explain which in-class lessons the assignment relates to
- avoid any *unnecessary* negative connotations which may make the assignment sound more like a punishment than an instructional activity

finish them all
be sure they are correct
complete it on time





Is the Activity Sound?



Is what is to be learned clear to students?

Is it also clear why this is important to learn?

Does the activity *work* in the classroom?

Are students able to comprehend the presentation?

Is the activity tailorable to suit different students and classroom situations?

Does the activity require additional resources, not normally available?



Does the activity permit students to perform in ways that show that they have learned what was intended?

Is there proportionality between the results achieved and the resources consumed?

Does the activity support and assist students at critical points at which they might falter?

Content Questions

Can the content of the activity under review be improved and made more valid?



- * **is it responsive to the educational challenge**
- * **is it representative of the best, most important content**
- * **is it reflective of the inherent structure of that content domain**
- * **is it important to the content domain**
- * **is it important to the culture at large**
- * **is it comprehensive and more inclusive of relevant objects and operations**

Content Questions

Can the content be made more appropriate to students?

- * **would other forms of meaning investment and recovery be more suitable**
- * **can the activity be made to take into account students' naïve models and concepts**
- * **can it be made more intrinsically motivating and interesting?**



Content Questions

Can the content be presented in a better form?

- * **can media and sensory qualities be improved**
- * **can stimulus discriminations be made clearer**
- * **can we provide more, clearer examples and non-examples**
- * **can we find a better form of representation**
- * **does the presentation include the full range of examples that students are expected to cope with**



Content Questions

Can standards of performance with respect to content be improved? Raised? Brought into line with student capabilities?

Is the context too complex?

Is adequate attention given to common, serious content-related, such as content being foreign to student's experience?





PARENTAL INFLUENCE



Parents help their children form educational outlooks or attitudes; from the parental relationship can spring a level of curiosity, a willingness to learn, a sense of discovery, a process for dealing with problems and a facility with ideas.



RECLAIMING FAMILY TIME

at home.....

- * pull the plug
- * get organized
- * be prepared
- * share concerns with teachers and administrators
- * do you ABC's





The End

Did the dog eat your homework?