Busy Work or Home Learning?

Homework is an educational tool that has always been a part of school. It affects every member of school community: students, parents, teachers, administrators and board of education members. For the vast part of parents, it is necessary to ensure a pleasant, efficient and happy growth of a number of their offspring, learning and achievement. Especially crucial is the role played by homework in the development of a child's mind. Home assignments are often given to children in order to reinforce the material learned in class. However, the amount of homework given to students can vary widely, affecting their ability to complete assignments and maintain a healthy work-life balance.

One district's journey to remake homework for the 21st century

BY DR. ROSS KASUN

WORKSHOP 2015 PARTNERS IN STUDENT ACHIEVEMENT
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Empowering the 21st Century Student
Redefining Homework Policies: Creating Effective Practices that Promote Learning

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Session Objectives:

• Dispel myths about traditional homework
• Summarize some relevant research about homework and learning
• Provide solutions that lead to effective homework
• Share policy and practices that can make a difference

“Research generally does not support benefits of homework, yet homework is nearly universal, rarely questioned, and some people insist that students should get more of it.”
Board members and administrators have a moral and ethical obligation to do what is best for students and to protect them from harmful practices that persist not because they are valuable, but because they are traditional.

Teachers had to do homework when they were students, and likely believe that they are expected to assign it. The idea that homework must be assigned is often the premise.
Grades need to be a measure against the standard. They cannot be inflated or deflated due to homework.

Homework is a Formative Assessment. We grade students against standards, not the routes by which they achieve them.

Administrators and School Boards need to set policies and practices to ensure accuracy and consistency.
Goal of all that we do is to enhance learning.

There is abundant research about how children learn and factors that influence learning. Research about the brain, motivation, persistence and student differences offer insights to how students’ learn – but much about learning theory, child development is not applied to homework.
With hocked gems financing him
Our hero bravely defied all scornful laughter
That tried to prevent his scheme
Your eyes deceive he had said
An egg not a table correctly typifies this unexplored planet
Now three sturdy sisters sought proof
Forcing along sometimes through calm vastness
Yet more often over turbulent peaks and valleys
Days become weeks
As many doubters spread fearful rumors about the edge
As last from somewhere welcome winged creatures appeared
Signifying momentous success
Educational quality is often incorrectly assumed to be synonymous with rigor, and rigor, in turn is thought to be reflected by the quantity and difficulty of an assignment.

Quality of task is more important than time required.

Children are not vending machines - the belief that putting in more homework will get out more learning - is false!

Dewey, “…the value of what students do resides in its connection with a stimulation of greater thoughtfulness, not the greater strain it imposes.”
Segment II:

Research Update
Purposes of Homework Clarified
Impact on School Communities

@CatenaPrincipal
Original Research Considered:

2012 Study “When is Homework Worth the Time” by Robert H. Tai – Professor at University of Virginia’s Curry School of Education
Transcripts and data from 18,000 High School Sophomore students studied
Finding: No significant relationship between time spent on homework and grades

2012 “Reforming Homework: Practices, Learning and Policies” by Educational Psychologist Richard Walker, Sydney University, Australia
Findings: concluded that Homework does not significantly impact achievement and can even be detrimental
Internationally, how much time do students spend on Homework?

Switzerland – about 4 hours HW week
Germany – about 4 hours HW week
Finland – less than 3 hours HW week
Japan – less than 4 hours HW week
Korea – about 3 hours HW week
U.S.A. – about 6 hours HW week and

www.usnews.com/news/articles/2015/01/05/study-homework-matters-more-in-certain-countries
How Much Math, Science Homework is Too Much?

More than 70 minutes is too much for adolescents, researchers find

WASHINGTON — When it comes to adolescents with math and science homework, more isn’t necessarily better — an hour a day is optimal — but doing it alone and regularly produces the biggest knowledge gain, according to research published by the American Psychological Association.
What it looks like when it starts to change…

Jeff Huguenin Retweeted
Terese Gerula @JJCIMrsGerula · Oct 16
1st Graders are choosing and tracking their own homework!
#proudteacher #personalizedlearning @CatenaColts
Purpose of Homework:

Facilitate Memory/Retention
- Clear, Concise, Correct
- Avoid Confabulation

New Learning
“Homework is something that affects every member of a school community. Students, Teachers, Administrators, Board of Education Members, and Parents.”
Segment III: Flipped Feedback Technology Applications

@WFSPrincipal
“Homework in the best classrooms is not checked – it is shared!”
- Martin Haberman
Questions Teachers Should Ask Before Assigning Homework.

• Do my students understand the objective for the home-learning assignment?
• Does the activity foster pre-learning, student choice, or require students to ask questions?
• Can I effectively and efficiently provide the students with feedback on their work?
• Does the assignment check for understanding and/or provide closure to the day’s instruction?
Pre-Learning at Home

- Flipped Classroom
- Blended Learning
Ask Questions instead of Solving Problems
Can I effectively provide feedback on the homework assignment?
Preparing students for the Future!

Leadership
We’ll want to know how you’ve flexed different muscles in different situations in order to mobilize a team. This might be by asserting a leadership role at work or with an organization, or by helping a team succeed when you weren’t officially appointed as the leader.

Role-Related Knowledge
We’re looking for people who have a variety of strengths and passions, not just isolated skill sets. We also want to make sure that you have the experience and the background that will set you up for success in your role. For engineering candidates in particular, we’ll be looking to check out your coding skills and technical areas of expertise.

How You Think
We’re less concerned about grades and transcripts and more interested in how you think. We’re likely to ask you some role-related questions that provide insight into how you solve problems. Show us how you would tackle the problem presented—don’t get hung up on nailing the “right” answer.

Googleyness
We want to get a feel for what makes you, well, you. We also want to make sure this is a place you’ll thrive, so we’ll be looking for signs around your comfort with ambiguity, your bias to action and your collaborative nature.
Closing Thoughts:

Commit to taking the following action:

- Train Teachers
- HW can only account for 5% of grade.
- No zeros- and accept late assignments.
- 10 minutes per grade level – plus reading
- No points for bringing in things, getting things signed, etc.
- No HW passes.
- Do not assign HW that requires students to buy anything.
- Do not assign something students cannot complete on own.
- What is objective behind each assignment? in lesson plans.