

Taking the Buzzkill out of Homework

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How long do I want to torture my students?

Objectives

- To have TCs thoughtfully engage with the topic of homework
- To develop my own understanding of homework by exploring other TC attitudes towards it
- To develop some strategies for assigning meaningful homework

Questioning Homework

Word Association Activity (Thanks Graham)

With a pencil or other piece technology write down as many words in 60 seconds that come to mind when you think of homework @ the elementary, secondary and/or university levels.

Your opinions may be positive, negative or both.

Please actually write them down because we will be using them shortly.

Why did I choose to inquire about homework?

- Alfie Kohn Article
- Personal Experience (Hockey vs Books)
- Yvonne's Suggestion
- Practical Application

In Class Reading

- Let's get some context
 - <http://news.stanford.edu/news/2014/march/too-much-homework-031014.html>
 - Google: stanford too much homework
 - It's short!
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- While reading the article please reflect upon your one word associations
 - Do they reflect the stanford study

Pair and Share

In your small groups take a couple of minutes to discuss:

- What are your reactions to the article? Does it ring true?
- How much stress does homework create for you?
- What should we expect out of our students?

Creating Meaningful Homework

- I do not understand how to do this
- As a teacher, I think it is critical that we do make homework valuable

Creating Meaningful Homework

Recognizing that:

- assigning too much homework can be detrimental
- rote memorization of most academics can be stressful on students and families
- parental involvement in student learning is essential
- homework diminishes a student agency in their free time

How do we create meaningful homework which:

- does not take up too much student time
- encourages critical thinking
- bridges the classroom --- the community --- the home
- brings parents into the process

Group Problem

You are teaching a unit on the water cycle. After doing a substantial amount of research on homework you have determined that you are not interested in making the students spend hours of their at home time developing a poster which no one, other than you, will ever see. What would be some take home questions, activities, or problems which would create meaningful connections to the water cycle unit that a child could accomplish in 5 minutes?

Conclusion

- Think about the work you send home
- Is it worth your students' time
- Remember to make sure students are free to do what is actually important during the elementary years: PLAY