

HANDBOOK ON

“A GUIDE TO HOMEWORK”



By

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INTRODUCTION

“ Homework is a piece of task given to the students by the teacher. It can be in the form of writing task , a project work or a reading task. It plays a significant role in overall learning of the student . It helps to increase the knowledge and improve the abilities and skills of the students . Homework can help children develop good habits and attitudes. It teaches children self-discipline and responsibility. More importantly, it can encourage a love of learning.

On the other hand, homework is a burden and a stressful affair for some, if not done conscientiously

HOMEWORK” is one of the biggest challenge in the field of teaching . Homework is one way of revision .The challenges of homework facing teachers today are all the more troublesome given the importance of meaningful and appropriate assignments.

Hence , it is of utmost importance for all of us to accept the challenges and take out ways to combat the obstacles .

Below are few tips to getting homework done in a healthy manner

- 1. Importance of homework**
- 2. Create assignments with a purpose**
- 3. Homework understandable enough**
- 4. Make assignments focused and clear**
- 5. Create assignments that challenge students to think and to integrate**
- 6. Variety in assignments**
- 7. Give homework that makes learning personal.**
- 8. Tie assignments to the present scenario**
- 9. Match assignments to the skills, interests, and needs of students.**
- 10. Use school and community resources**
- 11. Match assignments to your style of teaching**
- 12. Assign an appropriate amount of homework**
- 13. Encourage and teach good study habits**

14. Provide constructive feedback

15. Give praise and motivate

16. Give help as needed

17. Communicate with parents.

18. Show respect for students

I. Importance of homework :



Before handing out the first homework assignment, go over the ground rules. A written explanation of the homework expectations increases chances

that assignments will be completed successfully .

Let students know that:

- homework is important and has meaning;
- doing assignments—or not doing assignments—has consequences, which may include lower grades if assignments go unfinished or undone.
- A consistent schedule can also help busy parents remember when their children's assignments are due. For eg. giving assignment on Friday so that it can be submitted easily on Monday .
- Since it's a technical world , some teachers send homework via mobile phones or emails ,whereas in remote areas some write notes home laying out their expectations, which parents or caregivers are asked to read, initial, and return. Some talk with parents about homework at back-to-school night. Therefore, Special efforts should be made to communicate with those who are hardest to reach.

II. Create assignments with a purpose



“The quality of an assignment makes a huge difference in whether it gets done,”

Homework can have several purposes. The major purposes of homework are to help children:

- review and practice what they have learned;
- get ready for the next day's class;
- learn to use resources, such as libraries, reference materials, and encyclopedias ; and
- explore subjects more fully than time permits in the classroom.

In elementary school (and to a certain extent in junior high and high school) homework helps children develop good work habits and attitudes. It can:

—teach children the fundamentals of working independently; and
—encourage self-discipline and responsibility, as assignments provide some youngsters with their first chance to manage time and meet deadlines.

Homework is meant to be a positive experience and to encourage children to learn. Assignments should not be used as punishment.

Creating high-quality assignments with a purpose can be time-consuming.

III. Homework understandable enough

Talk to the student the outcomes of assignment with little confusion or no confusion. And clear all doubts, if possible before assigning them the tasks.

IV. Make assignments focused and clear

Focused assignments are easier for students to understand and complete. Homework that tries to introduce or reinforce too many ideas is less likely to contribute to learning. This is particularly true for students whose abstract thinking hasn't

developed to the point where they can integrate many concepts successfully.

For e.g. Read Chapter 2 of The of the environmental sciences , concentrating on the function of body organs . Pick one important organ you would like to explain . Offer him alternative modes as well?//.

V. Create assignments that challenge students to think and to integrate



It give students an opportunity to apply a concept beyond the controlled conditions of the classroom. It can also help students pull together and connect information from different places, sources, and subjects.

Good assignments often challenge students to break free of their usual way of thinking.

e.g. Sit outside for 5 minutes and listen. Spend the next 5 minutes listing all the sounds you hear. Circle your favorite five. Write a poem about one.

VI. Variety in assignments



Students get bored if all assignments are similar. Try mixing approaches and styles. Since it's almost impossible for all assignments to interest all students, this approach increases the chances that all students will have some homework that they enjoy.

Short-term assignments can help students review and practice

material that has already been covered in class. Math students may need to review decimals, for example, while students of foreign languages may be required to go over verb conjugations. Long-term projects give students a chance to vary the pace of their work, delve into subjects that interest them, integrate large amounts of information, and learn to manage their time and meet deadlines.

VII. Give homework that makes learning personal

Assignments that are personal often allow students to draw upon their family, cultural, and community experiences and learn to appreciate better both their own and their classmates' backgrounds.

VIII. Tie assignments to the present scenario

Students are able to relate better in present situation than the past

e.g. COVID-19 based assignments will seek more attention and enthusiasm amongst students.

IX. Match assignments to the skills, interests, and needs of students.



Students are more apt to complete homework successfully when assignments:

are neither too easy nor too hard;

—match a child's preferred learning style; and

—allow students to work on material that they truly enjoy.

It is important to provide at-risk students with homework that challenges them to work to their full potential. A student may be at-risk because of a variety of factors other than academic ability: for example, a student may be at risk because of Limited-English Proficiency (LEP), poverty, race, geographic location, or economic disadvantages. An at-risk student

could also be in an advanced placement class or a class for gifted and talented students.

Teachers can also provide choices.

X. Use school and community resources



Many creative and rewarding homework assignments draw upon resources that are close at hand.

e.g. send students to identify the geometrical areas around the school building .

XI . Match assignments to your style of teaching

Assignments are more apt to succeed if the teacher is comfortable with them.

e.g. One of the English teacher, tells the story of a fellow teacher who has discovered a way to boost her homework completion rate. But it

might not suit a less athletically inclined teacher:

“She promises her students that if all of them have their homework on a given day, she will stand on her head or she will teach the class on her roller blades, or she will sing and dance for them. They actually do their homework, just to see if she will keep her word. And, by golly, she does. Somehow she wins them over early in the year with this stunt. She doesn't get 100 percent homework turned in for the rest of the year, but it really has made a difference .

XII Assign an appropriate amount of homework

Many educators believe that homework is most effective for children in first through third grades when it does not exceed 20 minutes each school day. From fourth through sixth grades, many educators recommend from 20 to 40 minutes a school day for most students. For students in 7th-through 9th-grades, generally, up to 2 hours a school day is suitable. Ninety minutes to 2 $\frac{1}{2}$ hours per night are appropriate for grades 10 through 12. Amounts that

vary from these guidelines are fine for some students.

A common mistake, particularly among beginning teachers, is to assign too much homework. It can be hard to resist doing so if parents push for more homework and assume that the best teachers assign the most homework. (This is not necessarily the case.) Most often, however, a math teacher can tell after checking five algebraic equations whether students have mastered the necessary concepts.

Teachers need to keep alert to how long students take to complete assignments.

If an assignment takes too long, however, this may signal that a student needs more instruction to complete it successfully.

XIII. Encourage and teach good study habits

Students need good study skills in order to complete assignments successfully and gain the most from them academically. Unfortunately, many students haven't developed these skills, even by high school.

Include skills such as :

—setting a regular time to study that fits in with the student's family schedule;

—removing distractions (turning off the television and discouraging social phone calls during homework time);

—gathering necessary supplies;

—recording assignments in an assignment book or on a calendar;

—note-taking;

—managing time; and

—organizing for a test.

XIV. Provide constructive feedback

Students need to know where they excelled and where they need more work on an assignment. This conveys the vital message that homework helps students learn and is important.

Teachers can evaluate and review homework in a variety of ways. Many teachers give letter grades, others assign numbers, and many provide written comments. Grading homework motivates many students to do their best work and to learn more, but in some situations grades may not be beneficial. For example, written

comments may be more constructive for a second-grade student whose homework assignment required her to write a poem.

Peer feedback can also be helpful. In addition to providing students with another perspective of their work, peer feedback can help students learn cooperative social skills and teach students how to evaluate their own and other's efforts.

XV. Give praise and motivate



“Good first draft of your book report!” or “You've done a great job” can go a long way toward motivating students to complete assignments. Praise must be genuine. (Use of stickers, stamps ,comments etc)

XVI. Give help as needed

A teacher shall provide help to the student who don't understand an assignment need to know that help is available from the teacher or other appropriate person. Students at risk of academic failure or with personal difficulties may need extra support with both academic and logistical aspects of homework. It is important that they know it is okay to ask for help. In fact, it is imperative that they do so.

Teachers schedule time for students in a variety of ways. Some work with them before school. Some do so during free periods or part of the lunch period. Some give out their home phone numbers.

XVII. Communicate with parents



Student learning improves when teachers communicate on a broad range of issues. Among the most vital of these is homework.

Tell parents how they can reach you, and when. Would you prefer that they telephone? Write a note? Set up a meeting with you? What hours would you prefer that they call? May they call you at certain times at home, or would you prefer that they do so at school?

Tell parents about homework problems as soon as they arise

XVIII. Show respect for students



Students are more inclined to complete assignments when teachers and students respect one another.

Students sense when teachers care about them and want them to do their best work.

A New Hampshire teacher, Deborah Woelflein, keeps a journal of her own whenever she asks her ninth-grade English students to make entries in theirs. Then if, as often happens, some of her students

are reluctant to share thoughts or ideas from their own journals, she'll start by sharing her entries. The same approach works well with older students, she says. "I'll say, 'Take a look at this—tell me what I should work on.' Then they'll criticize mine—they'll say, 'I don't think this sentence sounds right. I don't think your introduction is clear. Here's another example you could put in.' This helps them see learning as a two-way thing. The teacher is learning at the same time they are. They see that it is worthwhile to do the work and get feedback from others. The more able students see that the assignment is not just busywork."

Conclusion

Homework can bring together children, parents, and teachers in a common effort to improving student learning. Completion of homework successfully improve their chances for academic success. It also develops habits and attitudes that work to a student's advantage far beyond the classroom. Qualities like self-discipline, responsibility, and a love of learning benefit students throughout their lives.

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Thank you