Reforming Homework: Practices, learning and policy

MIKE HORSLEY AND RICHARD WALKER

CENTRAL QUEENSLAND UNIVERSITY - LIBRARY
## Contents

*About the authors* xiii  
*Acknowledgments* xiv  
*Publisher acknowledgments* xv

### Chapter 1  Introduction to homework

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework debate and controversy</td>
<td>1</td>
</tr>
<tr>
<td>Purposes of homework</td>
<td>6</td>
</tr>
<tr>
<td>The definition of homework and research into the extent to which homework achieves its stated purposes</td>
<td>9</td>
</tr>
<tr>
<td>A new approach to homework</td>
<td>11</td>
</tr>
</tbody>
</table>

### Chapter 2  Homework and achievement

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>14</td>
</tr>
<tr>
<td>Research methods used to understand homework</td>
<td>16</td>
</tr>
<tr>
<td>Experimental and quasi-experimental research</td>
<td>17</td>
</tr>
<tr>
<td>Summary</td>
<td>22</td>
</tr>
<tr>
<td>Correlational research</td>
<td>23</td>
</tr>
<tr>
<td>Summary</td>
<td>24</td>
</tr>
<tr>
<td>General conclusion: experimental and correlational research</td>
<td>25</td>
</tr>
<tr>
<td>The Trautwein homework model</td>
<td>25</td>
</tr>
<tr>
<td>The homework model: research findings</td>
<td>27</td>
</tr>
<tr>
<td>Relevance of the model for homework in other countries</td>
<td>34</td>
</tr>
<tr>
<td>The Trautwein model and research: a concluding assessment</td>
<td>35</td>
</tr>
<tr>
<td>Time spent on homework and achievement</td>
<td>35</td>
</tr>
<tr>
<td>Teacher homework objectives and student achievement</td>
<td>37</td>
</tr>
<tr>
<td>Teacher homework objectives, practices, attitudes and student achievement</td>
<td>37</td>
</tr>
<tr>
<td>Teacher homework objectives, practices, attitudes and student homework effort and emotions</td>
<td>39</td>
</tr>
</tbody>
</table>
Homework quality and student achievement 40
  Cooper's meta-analysis 40
  Trautwein and colleagues 40
Parental involvement in homework and student achievement 43
  Concluding comments 48

Chapter 3  Homework and motivation 50
Introduction 50
Definitions and main assumptions underlying motivational theories 51
Overview of important motivational theories 53
  Expectancy-value theory 53
  Attribution theory 55
  Self-efficacy theory 58
  Achievement goal theory 60
  Self-determination theory of intrinsic and extrinsic motivation 63
  Concluding comments 68
Self-regulated learning and perceived responsibility for achievement outcomes 69
  Concluding comments 74
Parental involvement and student motivation 74
  Concluding comments 79

Chapter 4  A sociocultural approach to homework learning, motivation and achievement 80
Introduction 80
Sociocultural theories of learning, thinking and motivation 81
Lev Vygotsky and sociocultural theories 83
  The nature and origins of cognitive development 84
  The role of language in human development and human thought 85
  The development of self-regulation and metacognition 86
  The relationship between human development and learning 87
  The zone of actual development and the zone of proximal development 88
  A sociocultural approach to motivation 90
Sociocultural theories and the scaffolding of learning 91
After-school programs and activities 96
The funds-of-knowledge research: Moll and colleagues 100
Relevance of sociocultural theory for understanding homework 101
Chapter 5  Reforming homework—implications for students  120
Reforming homework context  120
Introduction  120
Student homework strategies, decisions and behaviours  121
Deciding on and securing the right place to do homework  121
Undertaking homework planning  123
Deciding on and accessing appropriate homework assistance  126
Regulating homework and learning from homework  128
Working cooperatively and collaboratively  130
Getting and using feedback  131
Conclusion: A student checklist and summary  133

Chapter 6  Reforming homework—implications for teachers  135
Reforming homework context  135
Introduction  136
Reforming teachers’ homework practices  137
Clarifying the nature and purpose of homework 137
Planning a homework curriculum 139
Planning for scaffolding for homework tasks and the provision of assistance 141
Developing quality homework tasks 142
Case study 6.1: The quality of homework 143
Planning homework feedback 144
Promoting equity in planning homework 146
Conclusion: A teacher checklist and summary 147

Chapter 7
Reforming homework—implications for parents 149
Reforming homework context 150
Introduction 151
Reforming parental homework involvement 151
Differentiating between parental involvement in school generally and parental involvement in children's homework 151
Helping to create the 'right' place for children to do their homework 153
Assisting with children's homework planning 154
Providing the appropriate level of homework involvement and assistance 155
Case study 7.1: Perceptions of homework practice—parental and student voices 157
Case study 7.2: Applying the key questions to three composite homework tasks 163
Promoting student motivation and persistence for homework completion 168
Case study 7.3: Parents' voices about friction in homework 169
Seeking support from the school system, teachers, principals, the community and other parents 171
Conclusion: A parent checklist and summary 173

Chapter 8
Reforming homework—implications for online support 175
Reforming homework context 175
Introduction 176
Reforming homework—implications for online homework support 177
Understanding the different sociocultural practices required of each online homework support system 177
Evaluating the value and accessibility of online homework support—some online support will be more valuable than others 180
Aligning the nature and purpose of homework with the efficacy of online homework support 181
Evaluating the exact nature of the scaffolding that online homework support can provide using different technologies and in different disciplines 183
Analysing how online homework support can assist with formative and summative assessment 184
Evaluating the equity dimension of online homework support 185
Case study 8.1: Pasifika learning centre protocols on the use of online resources for homework completion, study and assignment tasks 188
Conclusion: An online homework support checklist and summary 191

Chapter 9
Reforming homework—implications for equity 193
Reforming homework context 193
Introduction 194
Reforming homework practice to promote equity 195
Evaluating how different homework practices may advantage some students and disadvantage others 195
Auditing the homework practice equity implications of different student and family cultural practices, and different student and family socioeconomic status 197
Identifying the alignment of subject domain knowledge to the community funds of knowledge 199
Providing scaffolding and assistance that will overcome socioeconomic and ethnic diversity factors that may lead to disadvantage 200
Providing access to assessment and feedback discourse to families and communities 202
Ensuring homework and homework practices draw on family and community funds of knowledge 202
Case study 9.1: Pasifika after-school homework centres 204
Conclusion: Promoting equity in homework practices 205

Chapter 10
Reforming homework—implications for policies 207
Reforming homework context 207
Introduction 208
Reforming homework policies 209
Considering homework as a sociocultural practice that reflects educational, social and community contexts 209
Considering homework as enculturation into disciplinary practices and domains of knowledge 210
Chapter 11

Homework—international comparisons

Reforming homework context

Introduction

PISA and TIMSS

PISA

TIMSS

Differences between PISA and TIMSS

PISA and homework

TIMSS and homework

Analysis using TIMSS and PISA—national competitive agendas

The LeTendre and Akiba study

Econometric analysis of Eren and Henderson

TALIS—Teaching and Learning International Survey

Summary

References

Index
About the authors

Dr Richard Walker

Richard Walker is an Associate Professor in the Faculty of Education and Social Work at the University of Sydney. He teaches educational psychology at both postgraduate and undergraduate levels and has published a number of articles and book chapters on various aspects of learning and motivation. Richard has for some time been interested in applying aspects of sociocultural theories, which have their origins in the work of the Russian psychologist Lev Vygotsky, to issues of learning and motivation. He became interested in the topic of homework through an involvement in after-school homework centres for Polynesian students which had been established by Mike Horsley. Richard and Mike started to develop a sociocultural approach to homework in an earlier publication, but collaboration on this book has allowed them to develop these ideas further.

Dr Mike Horsley

Mike Horsley is the Director of the Learning Teaching Education Research Centre at Central Queensland University. He is the Vice President of the International Association for Research on Textbooks and Educational Media (IARTEM) and is the lead editor of the IARTEM e-Journal. He has written and published widely on research into teaching and learning materials, the learning needs of Pacific Islander students and homework. For almost a decade Mike co-managed Pacific Islander learning and homework centres in western and south-western Sydney, and has advised many schools, teachers and students about the areas of homework and teaching and learning materials. Managing after-school homework centres, often three nights a week, helped Mike and Richard conduct research on homework and refine the sociocultural approach to homework and learning that is presented in Reforming Homework.