

## Research-Based Homework Guidelines

Research provides strong evidence that, when used appropriately, homework benefits student achievement. To make sure that homework is appropriate, teachers should follow these guidelines:

- Assign purposeful homework. Legitimate purposes for homework include practicing a skill or process that students can do independently but not fluently, elaborating on information that has been addressed in class to deepen students' knowledge, and providing opportunities for students to explore topics of their own interest.
- Design homework to maximize the chances that students will complete it. For example, ensure that homework is at the appropriate level of difficulty. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.
- Involve parents in appropriate ways (for example, as a sounding board to help students summarize what they learned from the homework) without requiring parents to act as teachers or to police students' homework completion.
- Carefully monitor the amount of homework assigned so that it is appropriate to students' age levels and does not take too much time away from other home activities.

## References

- Balli, S. J. (1998). When mom and dad help: Student reflections on parent involvement with homework. *Journal of Research and Development in Education*, 31(3), 142–148.
- Bangert-Drowns, R. L., Kulik, C. C., Kulik, J. A., & Morgan, M. (1991). The instructional effects of feedback in test-like events. *Review of Educational Research*, 61(2), 213–238.
- Bennett, S., & Kalish, N. (2006). *The case against homework: How homework is hurting our children and what we can do about it*. New York: Crown.
- Bloom, B. S. (1984). The search for methods of group instruction as effective as one-to-one tutoring. *Educational Leadership*, 41(8), 4–18.
- Cooper, H. (1989a). *Homework*. White Plains, NY: Longman.
- Cooper, H. (1989b). Synthesis of research on homework. *Educational Leadership*, 47(3), 85–91.
- Cooper, H. (2007). *The battle over homework* (3rd ed.). Thousand Oaks, CA: Corwin Press.
- Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987–2003. *Review of Educational Research*, 76(1), 1–62.
- Corno, L. (1996). Homework is a complicated thing. *Educational Researcher*, 25(8), 27–30.
- Epstein, J. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview.
- Epstein, J. L., & Becker, H. J. (1982). Teachers' reported practices of parent involvement: Problems and possibilities. *Elementary School Journal*, 83, 103–113.
- Fraser, B. J., Walberg, H. J., Welch, W. W., & Hattie, J. A. (1987). Synthesis of educational productivity research [Special issue]. *International Journal of Educational Research*, 11(2), 145–252.
- Gill, B. P., & Schlossman, S. L. (2000). The lost cause of homework reform. *American Journal of Education*, 109, 27–62.

- Good, T. L., & Brophy, J. E. (2003). *Looking in classrooms* (9th ed.). Boston: Allyn & Bacon.
- Graue, M. E., Weinstein, T., & Walberg, H. J. (1983). School-based home instruction and learning: A quantitative synthesis. *Journal of Educational Research*, 76, 351–360.
- Hattie, J. A. (1992). Measuring the effects of schooling. *Australian Journal of Education*, 36(1), 5–13.
- Hoover-Dempsey, K. V., Bassler, O. C., & Burow, R. (1995). Parents' reported involvement in students' homework: Strategies and practices. *The Elementary School Journal*, 95(5), 435–450.
- Kavale, K. A. (1988). Using meta-analyses to answer the question: What are the important influences on school learning? *School Psychology Review*, 17(4), 644–650.
- Kohn, A. (2006a). *The homework myth: Why our kids get too much of a bad thing*. Cambridge, MA: Da Capo Press.
- Kohn, A. (2006b). Abusing research: The study of homework and other examples. *Phi Delta Kappan*, 88(1), 9–22.
- Kralovec, E., & Buell, J. (2000). *The end of homework: How homework disrupts families, overburdens children, and limits learning*. Boston: Beacon.
- Marzano, R. J., & Pickering, D. J. (2007). *Response to Kohn's allegations*. Centennial, CO: Marzano & Associates. Available: <http://marzanoandassociates.com/documents/KohnResponse.pdf>
- Marzano, R. J., & Pickering, D. J. (in press). Errors and allegations about research on homework. *Phi Delta Kappan*.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.
- National Education Commission on Time and Learning (1994). *Prisoners of time*. Washington, DC: U.S. Department of Education.
- Paschal, R. A., Weinstein, T., & Walberg, H. J. (1984). The effects of homework on learning: A quantitative synthesis. *Journal of Educational Research*, 78, 97–104.
- Perkins, P. G., & Milgram, R. B. (1996). Parental involvement in homework: A double-edge sword. *International Journal of Adolescence and Youth*, 6(3), 195–203.
- Riehl, C. (2006). Feeling better: A comparison of medical research and education research. *Educational Researcher*, 35(5), 24–29.
- Van Voorhis, F. (2003). Interactive homework in middle school: Effects on family involvement and science achievement. *Journal of Educational Research*, 96, 323–338.
- Walberg, H. J. (1999). Productive teaching. In H. C. Waxman & H. J. Walberg (Eds.), *New directions for teaching practice research* (pp. 75–104). Berkeley, CA: McCutchen.
- Wallis, C. (2006). Viewpoint: The myth about homework. *Time*, 168(10), 57.