

BIBLIOGRAPHY OF HOMEWORK RESEARCH

Below is a partial list of research that supports the main tenets that informed the discussions of the Burbank Unified School District Homework Task Force in developing the Homework Guidelines, as well as the California PTA resolution “Homework: Quality over Quantity,” adopted May 2014. Annotations are the researchers’ abstracts truncated for the purpose of this handout.

Association of California School Administrators. (Spring / Fall 2007). [Got Homework? An ACSA Policy Position Paper on Homework](#). Online.

The authors analyze 5 years of current homework research both for and against the practice. After summarizing the research on both sides of the issue, they make recommendations to school districts, which include: working with districts to develop homework policies that are widely shared with teachers and parents; specifying the purpose of homework based on age and grade level; time allocation endorsing Cooper’s recommendation of 10 minutes x grade level (5th grade = 50 minutes; 12 grade = 120 minutes); timely feedback to students on their homework; effective intervention and support for struggling students; and teacher collaboration.

Bembenutty, H. (2011). The last word: An interview with Harris Cooper – Research, policies, tips and current perspectives on homework.” *Journal of Advanced Academics*. 2, 340-349.

An interview with Harris Cooper, one of the leading researchers of education and homework over the past 20 years. Synthesizing his own and others research, Cooper makes recommendations for best practices including: setting district policy about homework, parent training, making the purpose of homework clear on every assignment, setting time limits based on grade and ability (i.e., no more than 2 hours per night in high school), and open communication between teachers, students, and parents.

Brock, C., Lapp, D., and Fisher, D. (2011) Homework practices: Myths and realities. *California Reader* 45.1, 21-26.

Explores myths and realities of homework based on established research in a mock interview between a mentor and a new teacher. Examples of the “realities”: Elementary students do not show significant academic improvements from homework but may benefit from learning study habits; some students in middle and high school improve achievement from homework while others may experience negative results; quality and clear purpose of homework positively impact students’ achievement; homework should be meaningful to the students and should require minimal parental intervention.

Danielson, M.L.; Strom, B.; and Kramer, K. (2011). [Real homework tasks: A pilot study of types, values, and resource requirements](#). *Educational Research Quarterly*. 17-31.

This study is preliminary and intended to analyze types and purposes of homework assignments made by teachers included in the study. Analyses as to what those assignments were broadly intended to accomplish and whether they were in fact educationally productive were conducted by the researchers. Initial analyses suggest that less than half of all assignments reviewed in this study contained enough elements to determine educational value.

Galloway, M., Conner, J. and Pope, D. (2013). Nonacademic effects of homework in privileged, high-performing high schools. *Journal of Experimental Education*. 81.4, 490-510.

This study used survey data to examine relations among homework, student well-being, and behavioral engagement in a sample of 4,317 students from 10 high-performing high schools in upper middle class communities. Results indicated that students in these schools average more than 3 hr of homework per night. Students who did more hours of homework experienced greater behavioral engagement in school but also more academic stress, physical health problems, and lack of balance in their lives. The discussion addresses how current homework practices in privileged, high-performing schools sustain students' advantage in competitive climates yet hinder learning, full engagement, and well-being.

Hutchison, K. (2012). A labour of love: mothers, emotional capital, and homework. *Gender and Education*. 24.2, 195-212.

This ethnographic study recorded time spent doing homework in twelve families with primary school children. While the term "parental involvement" is gender neutral, mothers mostly perform the "labor" of getting children to do their homework and helping them with it. The researchers observed and it was self-reported that mothers experience a significant amount of stress and emotional exhaustion from the tensions inherent in interactions with their children about homework.

Hu, Z. (2011). Homework completion at the secondary level: A multivariate study. *The Journal of Educational Research*. 104, 171-182.

In a study aimed to test empirical models of variables posited to predict homework completion at the secondary school level, student- and class-level predictors of homework completion were analyzed in a survey of 1,046 8th-grade students from 63 classes and of 849 11th-grade students from 48 classes. Most of the variance in homework completion occurred at the student level, with parent education and teacher feedback being two significant predictors at the class level. At the student level, the variation in homework completion was positively associated with teacher feedback, self-reported grade, learning-oriented reasons for doing homework, homework interest, and homework management. Girls reported statistically significant higher scores in homework completion than did boys.

Kitsantas, A., Cheema, J., & Ware, H. W. (2011). Mathematics achievement: The role of homework and self-efficacy beliefs. *Journal Of Advanced Academics*, 22.2: 310-339.

This study used the U.S. portion of the Program for International Student Assessment (PISA) to examine how homework resources, mathematics self-efficacy, and time spent on homework impacted mathematics achievement across gender and ethnicity. The findings showed that achievement gaps diminished with the increase in availability of homework resources and the increase in mathematics self-efficacy. Increased proportions of homework time spent on mathematics homework were associated with a decrease in mathematics achievement. These findings suggest that educators should attempt to provide the resources for students to complete their homework and structure homework assignments accordingly. Interestingly, the findings also suggest that educators need to focus on enhancing self-efficacy with respect to mathematics for all students.

Lange, T. and Meaney, T. (2011). I actually started to scream: Emotional and mathematical trauma from doing school mathematics work. *Educational Studies in Math.* 77:35-51.

This article uses the narratives of two 10-year-old girls to consider how emotional and mathematical trauma can arise from doing mathematics homework with family help. This is often the undiscussed outcome of homework interactions, but one that can have profound implications for relationships between children, their parents, the school and mathematics as a discipline. The authors discuss the opportunities and constraints on children doing homework as a consequence of the social and institutional relations that they operate within. The constraining influence of schooling over the opportunities provided within the home situations was the main determiner of the emotional and mathematical trauma experienced by the children.

Maltese, A.V.; Tai, R.H. and Fan, X. (2012). When is homework worth the time?: Evaluating the association between homework and achievement in high school science and math. *The High School Journal* 96.1: 52-72.

Even with the history of debate over the merits of homework, there are significant gaps in the research record regarding its benefit to students. The focus of this study is on the association between time spent on homework and academic performance in science and math by assessing survey and transcript data from two nationally representative samples of high school students collected in 1990 and 2002. Using multiple linear regressions and controlling for students' background, motivation, and prior achievement, the authors investigated how much variance in science and math course grades and achievement test scores could be explained by time spent on homework in those classes. The results indicate that there is no consistent significant relationship between time spent on homework and grades, but a consistently positive significant relationship between homework and performance on standardized exams.

Martinez, S. (2011). [An examination of latino students' homework routines.](#) *Journal of Latinos and Education.* 10.4: 354-368.

Homework appears to be positively associated with better student outcomes. Although some researchers have explored the connection between time spent on homework and minority student achievement, few have examined the homework routines of Latino youth. Interviews with Latino high school students show that they have some difficulty completing daily homework assignments. Some of the reasons for not completing homework assignments include lack of motivation, problems with time management, and feeling overwhelmed with the amount of homework assigned. The problem of not completing homework assignments is exacerbated by the fact that few Latino students can turn to their parents for help.

Marzano, R. and Pickering, D. (2007). Special Topic: The Case For / Against Homework. *Responding to Changing Demographics.* 64.6, 7-79. *Educational Leadership.*

The authors explore the debates surrounding homework and then conclude with recommendations, encouraging educators to base their practices on established research. Such practices include: reviewing purposes of homework for different grade levels; following time recommendations for different grade levels; inform parents of best practices for parental involvement (i.e., have children explain what they have learned to them, do not expect parents to be teachers).

Wilson, J. and Rhodes, J. (2010). "Student perspectives on homework." *Education* 131.2, 351-358.

The authors administered surveys to freshman students at an urban high school about their attitudes towards homework. While a majority of students (64-69%) perceived the value of homework in theory, in actuality over 80% found the homework they were given to be meaningless, time consuming, and uninspiring. They also complained that math took the most time to complete and that teachers did not always give them feedback on their completed assignments. Advice to teachers includes allowing students to start the work in class, being realistic about the time it takes to complete assignments, providing students with options that make the assignment meaningful to them, and giving students timely feedback on their work.

Wingard, L. and Forsberg, L. (2009). Parent involvement in children's homework in American and Swedish dual-earner families. *Journal of Pragmatics*. 41, 1576-1595.

This study analyzes parent involvement by employing ethnographic methods and discourse analysis of parent-child talk about homework. The authors juxtaposed what is often presented as a straightforward and unproblematic concept of parent involvement in education policy and research with actual instances of the day-to-day practices and reported experiences of parent involvement in children's homework in the U.S. and Sweden. Their analyses show that parent involvement may be either parent or child initiated, and varies widely according to how much homework the child is assigned, the child's orientation to homework and a number of other factors. Analyses demonstrate that parents become involved in two main ways: 1. through anticipating and planning the activity of homework and 2. by directly participating in the accomplishment of the homework task itself. They additionally highlight in the paper that there is an inherent tension between a parent's responsibility for homework and the child's responsibility for homework, and that parent involvement can cause tension in communication in the parent-child relationship.