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A Teacher's Perspective on the Effectiveness of Homework at Various Grade Levels

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A Teacher's Perspective on the Effectiveness of Homework at Various Grade Levels

Harlee Garlock

The University of Akron

A TEACHER'S PERSPECTIVE ON HOMEWORK

Abstract

This project centers around research on and discussion about current teachers' perspective on homework. Data was gathered using an online survey that was sent to a high school and an elementary school. The intent was to draw attention to how each school responded; more specifically how the answers between schools differed. Can we conclude that homework is more beneficial to students in a particular age group? The people who are most qualified to answer that question are those who track student progress daily. An essential part of teaching is assessing student understanding and using the results to direct the instruction of the following lessons. Homework is intended to provide teachers with a measurement of student understanding throughout the school week. The survey used in this project collected information about how each respondent implements homework; such as how often homework is assigned, whether it is graded for completion or correctness, and how much homework is weighted in the grade book. Looking at the results, no definite conclusions are able to be made regarding grade level and homework. The results of this survey were not cut and dry, but some interesting observations emerged. More elementary teachers (40.0%) of those who responded grade homework for completeness as opposed to high school teachers (29.4%) Also 40% of the teachers do not enter homework in their gradebook at all. While 78.1% of participants said that homework was beneficial, many note that it is only beneficial for students who put in the effort to completing it.

Introduction

Homework has been a traditional element of schooling for many years. After learning material during the school day, students are expected to take home some kind of practice, record their answers with their best effort and return their completed homework to the teacher the following day. Then teachers can address misconceptions and common errors that appeared within the practice. This allows teachers to track student progress and plan for future lessons in a way that includes concepts about which students have displayed struggle and misunderstanding on.

This does not mean that homework comes without negatives. The additional workload that it gives to teachers is heavy. On top of planning daily lessons, as well as grading tests and quizzes and even meeting struggling students before or after school, reviewing multiple homework assignments per week is a lot of work. In an attempt to lighten this responsibility, it has become a common practice to grade homework assignments for completion, rather than correctness. Experience in an educational internship, also referred to as student teaching, has made this clear. A con of this process that it has also become common for students to find answers to problems in various resources; for example, the class textbook and online study sites can be gold mines for students looking to get all the points by doing none of the work. It is easy to see how this could be anything but beneficial for a handful of students. What kind of enriched learning comes from copying answers but not understanding the concepts or procedures behind it? Is there a solution to this ongoing dilemma?

Another question of interest is 'Should the reliance on homework be differentiated by schooling level?' There are differences between the various schooling levels, elementary, middle and high school, that seem beyond obvious. Younger students work with one teacher, while older

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students which between a number of teachers, requiring them to build more relationships and ensure responsibility to a number of teachers. Younger students are required to take certain classes and learn the appropriate content, while older students have more authority in regards to their class schedule and tend to enroll in classes that seem intriguing to them. With these differences and more, should educators consider that homework should be held to difference standards relative to grade level?

The intent of this project is to gain an understanding of the mindset teachers currently have regarding homework and how it is being implemented today. The questions raised earlier would be best answered by people on the front line of education and with the most interaction with students: the teachers. While this project does not have enough support to be generalized for a larger population, the idea is to learn more about any trends regarding homework and its current status in two different schools.

Literature Review

One study worth looking at more in depth was published in the journal *Education Economics*. To take a more detailed approach to understand the effects homework has on students, the authors implemented the use of time-diaries. They felt that drawing conclusions from time-diary data, rather than retrospective surveys would be more insightful. A time-diary is a detailed record of what a student does daily, paying close attention to the time available to focus on homework. The measured variables of time spent completing homework were connected to response variables of high school GPA and college attendance. After reviewing the data, the authors were able to conclude that “all positive associations of homework time with the long-run academic achievement of girls disappear. However, we find that total homework time, time spent in homework as a primary activity, and sole-tasked homework time all substantially

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increase the probability of college attendance for boys” (Kalenkoski & Pabilonia, 2017). An explanation given in the article to support this conclusion is that boys tend to complete less homework than female students. While this study provided authors the opportunity to draw inferences between homework and student achievement, it is based on student responses. This differs from the study being conducted in this project, as teachers are at the center of that research.

The research survey that drives this project will be sent to a high school and an elementary school in hopes of outlining obvious ways the two sets of responses contrast. There will not be responses from a middle school, so a review of a study conducted at the middle school level seems like a good addition to this project. According to Bennett (2017), a large number of the students who participated in the study referred to homework as boring, or indicated that they typically became bored while completing homework. This leads to unmotivated and disengaged middle school students. “Although both administrators, one of the teachers interviewed, and several of the students believed that homework should be a “meaningful extension” to learning, it did not seem as though homework was used in this fashion” (Bennett, 2017). The biggest conclusion drawn from the middle school survey was that teacher perspectives on homework were not aligned with student perspectives; the groups appeared to be on different pages when it came to the overall effectiveness as homework as a learning tool.

Another study able to be connected to this one was written with the intent of drawing awareness to how varied perspectives, teachers, students and parents, respond to the costs and benefits of completing homework. One of the most talked about costs of homework is the time required to perform well. Voorhis writes, “parents of elementary students have a fair sense of

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their children's homework responsibilities, but in the secondary grades, parents often underestimate the frequency of homework assignments and overestimate the time their children spend" (2011). In addition, most teachers will continuously underestimate the involvement that families have in the homework scheme of things (Voorhis, 2011). Cooperation and involvement from families is crucial in education when students are younger, which is something numerous elementary school participants of this study referred to.

Method

This study received approval from The University of Akron Institutional Review Board. Permission forms to collect data from teachers employed at either Nordonia High School or North Royalton Elementary School were sent to each building's principal and returned with their signature of approval. Once permission was acquired, the IRB provided the go-ahead to begin collecting survey responses from teachers. An email explaining the purpose of the research that included the link to the online survey was drafted and sent to each principal, with instructions to forward it to a directory of all staff. From there, responses were voluntary. A total of 32 teachers submitted answers to the survey; 17 from the chosen high school and 15 from the elementary school. Only currently employed teachers at either Nordonia High School or North Royalton Elementary School could participate in the study and respond to the survey.

The survey itself was proceeded with an informed consent write-up. Participants had to acknowledge this and select "Continue" as a verification of their consent to be part of the study. The survey consisted of 12 questions. The questions were either multiple choice or short answer format. A copy of the survey questions can be found in Appendix A.

Results

The survey results give insight about how homework is implemented at each grade level. Participants responded to multiple questions, one of which asked if homework points were given for completion or correctness of the assignment. Below are two pie charts; one is the comparison of these two things at the high school level and the other is the elementary responses.

Figure 1

High School—Completion or Correctness?

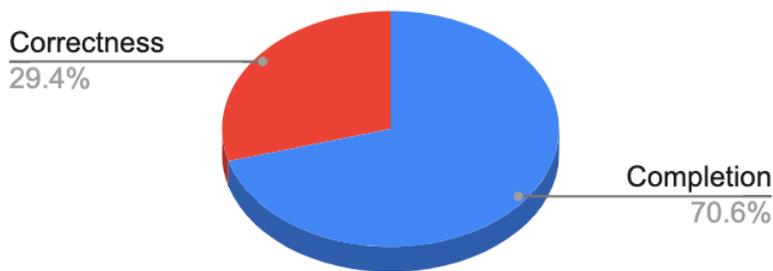
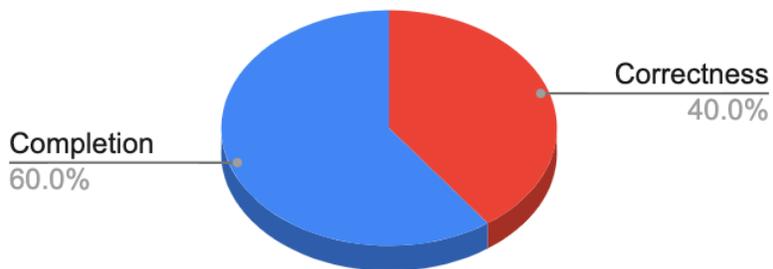


Figure 2

Elementary—Completion or Correctness?



Another question asked for teachers to answer whether or not they allowed students to work on homework during class time. Those statistics, separated again by grade level, are visually displayed below.

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Figure 3

High School—Homework During Class Time?

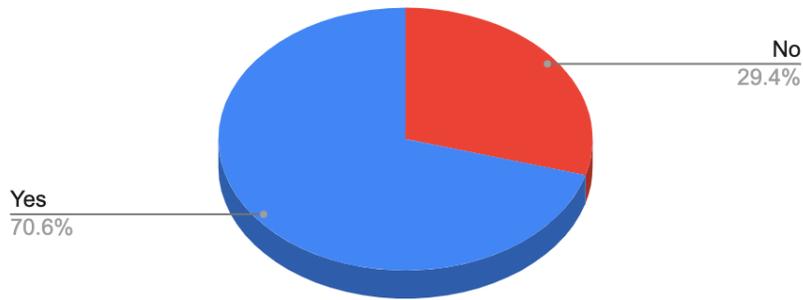
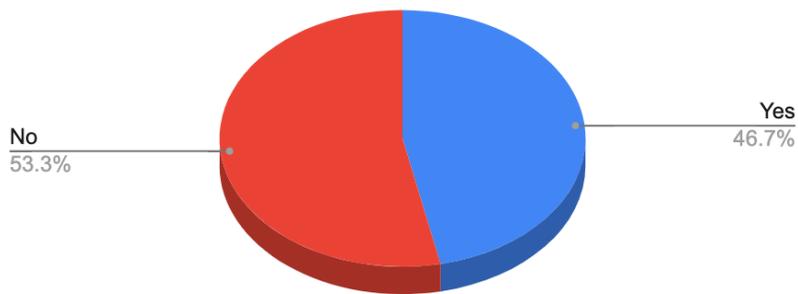


Figure 4

Elementary—Homework During Class Time?



After answering each of the questions above participants were asked to elaborate as to why they responded the way they did. Some explanations for choosing 'Completion' are listed below in Table 1.

Table 1

Why 'Completion' is Normally the More Beneficial Option

High School Responses

"I want students to learn from their mistakes. We go over the problems in class and I answer questions. I encourage students to correct their mistakes so they can understand their errors."

"Students will over-stress about completing for correctness. We usually carve out time to go over the HW in class."

"I do not have time to check every answer for correctness"

"We use homework as extra practice. If they get a problem wrong, we shouldn't penalize them. As long as they are trying and putting their best effort, I'm satisfied."

Elementary Responses

"Yes because some kids do not have help at home and others do. This would make it an unfair grade if I did it for correctness."

"It is practicing the skills that have been taught. I do not want to grade how much help comes from parents on homework. Some students have more support than others. Homework is there to practice skills that have been previously taught, and to encourage responsible study habits."

Table 2 is comprised of some responses as to why a participant selected 'Correctness'.

Table 2

Why 'Correctness' is Normally the More Beneficial Option

High School Responses

"I feel that students will try harder and put more effort into completing the HW if they know you are grading it. I also feel that it gives me a better idea about how my students are progressing through a unit."

Elementary Responses

"When students get homework for completion they just put any answer down. The purpose of homework is to practice correctly so the student becomes more successful."

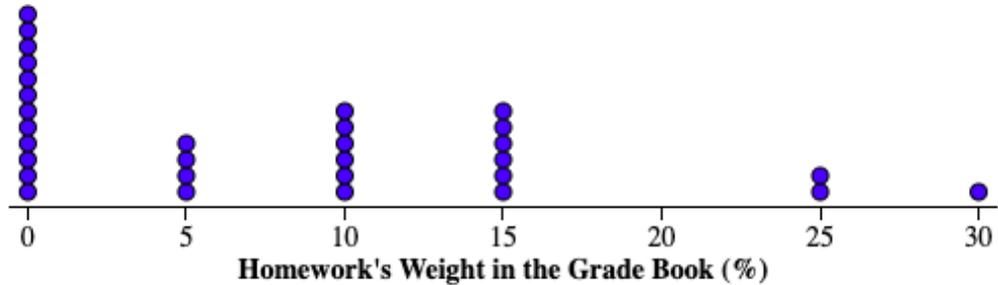
"I want to make sure that the students are understanding what they read. If not, I need to intervene."

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Below is a dotplot comprised of responses to the question, “What weight does homework have in your gradebook?” Each dot represents one participant’s response, and the values on the axis should be interpreted as percentages.

Figure 5

Weight of Homework in the Grade Book



The pie chart that follows shows how all 32 participants responded to the question “Do you personally feel that assigning homework benefits student understanding?” The graph is followed by Table 3, which highlights some explanations that participants gave for selecting the choice they did.

Figure 6

Does Homework Benefit Student Understanding?

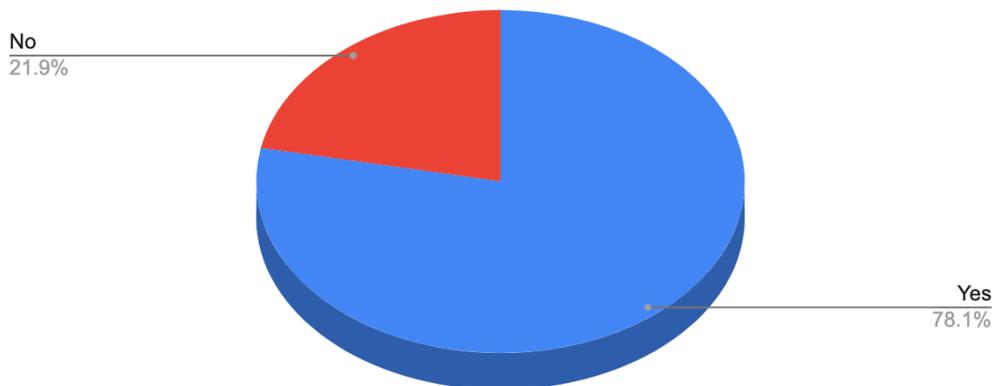


Table 3

Explanations to Whether Homework is Beneficial to Student Understanding or Not

High School Responses

“Students need to practice the concepts learned in class. Even if the students don't complete the hw assignment, they benefit from the discussion in class when we go over the problems.”

“The homework I assign is short and helps students to pull out key concepts of the lesson and focus their learning. It also allows them to practice content that we have covered to discover what they still do not know and understand.”

“I think that, if it is the right type of assignment, it can encourage students to better focus on material that is covered in class without the distraction and speed of class time. It also prompts them to ask questions the next day for extra help.”

“Practice makes closer to perfect???”

“I truly think that the answer to the above question depends on the situation. If students are doing homework correctly, then yes it provides them with an opportunity to practice the concepts that are taught in class and then get feedback on their understanding the next day. However, if students are just completing homework for the points without much thought or understanding then it does not benefit their mathematical understanding of the concepts.”

“I want my answer to be "sometimes". It depends on the student. Some students take advantage of the homework and truly use it as extra practice to understand concepts. In my opinion, though, most students do not put forth much effort. Some students copy other students' work, some just write down random numbers without even reading the directions, etc.”

“Honestly, I could answer yes or no. I do think homework provides an opportunity for independent practice, which could support understanding, but at the same time, independent practice could be provided during class time. This is why I ultimately answered no. When I assign homework, it really has to do with moving forward with content. I also think that sadly, more often than not, students cheat on their homework. Can homework be beneficial and support understanding? Yes. But I do think it doesn't really do so for a variety of reasons.”

“I don't feel that students put the time and effort into completing HW for it to benefit them.”

Elementary Responses

“I think that it only benefits them if they are doing it correctly and at that point, they probably already know how to do it anyway.”

“I feel that it does help when families review and talk about it at home. It may not be beneficial for students who are struggling/ do not have someone at home to check and discuss consistently. That is why too I do not assign a ton of homework.”

“At a kindergarten level the kids need to be kids. It is a full day kindergarten and they do not need to do more work outside of school. If parents want something to do with their child I always tell them to read to their child.”

As teacher's opinions are key to this project, and will be at the center of the discussion section that follows, it is essential to discuss another set of responses. Table 4 highlights select responses to the prompt “Imagine homework is no longer assigned at the level you teach. What are some setbacks you foresee? Can you describe any positive outcomes?”

Table 4

Setbacks/Positive Outcomes to No Longer Assigning Homework

High School Responses

“The students who benefit from homework would have setbacks in their learning if they don't advocate for themselves by asking for extra practice. Not sure about the positive outcomes.”

“I think it would setback our stretching of higher achieving students (sic) knowledge and also eliminate the extra practice some kids need. I also feel that it would eliminate some of the review and preview for our lessons. Positive outcomes are that students would be more engaged and motivated in class knowing they don't have more things to do outside of school. Students would have less (sic) missing assignments and they would have more time outside of school to spend time with their families and do things that benefit their health and mindset.”

“I no longer assign homework for my Financial Algebra class. Since doing this I believe that the students have performed much better on assessments, because I see them working and can help them immediately when they have issues. The drawback is that we do not cover as much material throughout the year.”

“Biggest setback is not being able to cover all my content. Some positive outcomes for students could certainly be the amount of time they have at home to just BE, after extra-curriculars. Speaking to the cheating or copying issue, it'd lessen their motivation to do so as well, and not putting them in those positions is a positive.”

“we did eliminate homework at one point in my career and we found that the students lacked the ability to pull out the key concepts of our course and struggled to know what they needed to study and learn the topics.”

“Students may need more in class time to practice, because we cannot rush through lessons without any sort of practice. I think students would be a lot more stress free and even maybe more willing to work in class.”

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“I think that students who would have spent time on homework will have more free time, which may be good for overall mental (and physical health), and they may enjoy the class more. However, they are not likely to retain information as well, or if we make time for practice during class, we will not cover as much material. If the expectations about what to cover in a year were changed, I would most definitely eliminate outside of class assignments. Another benefit of keeping homework is that students are not confined to completing at a specific time, they can practice when it is convenient for them and take the time needed (if they do practice to fidelity)”

“One of the benefits of homework, especially when it is checked for completion, is that it can help boost the overall grade for a struggling student. Also, since I already said that I use homework as a learning tool, taking away the opportunity for independent practice takes away the opportunity to learn what is intended from the homework assignment. Positive outcomes: some kids simply do not do their homework. In these cases, not making homework part of the overall grade may help students maintain passing grades.”

Elementary Responses

“I would be fine with no homework being assigned. A possible setback could be reduced practice with skills. Positives would be supporting positive family relationships (no fights over homework), no negative impact on grades, parents not doing work for their child, and more time for students to be involved in family life and extracurriculars.”

“Practice helps mastery of concepts and there is not always enough time in the school day for sufficient practice.”

“We would have to slow down our pace in class. This would hurt the kids that struggle the most. They need to continue to practice the skills. The only worry is that some kids may need extra support at home to be successful and this is not always provided. I do not see any positive outcomes of not giving homework at this level. Again, the kids need that constant practice of the skills.”

“I think that students enjoy more quality time with their families and engage in more authentic learning at home.”

“I do not foresee any setbacks.”

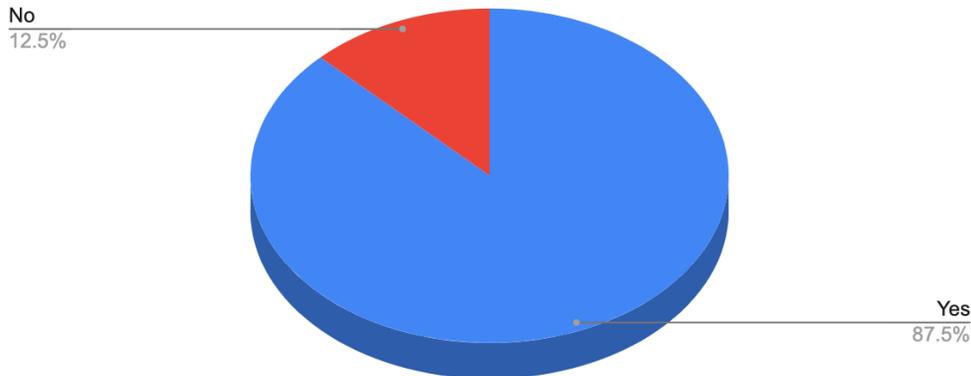
Another topic addressed in the survey was related to virtual teaching. In the spring of 2020, the COVID-19 pandemic caused schools to shut down and go remote. Teachers taught from home and students learned from home to eliminate any face-to-face contact. Below is a graph depicting how all participants responded to the prompt “Everyone recently experienced

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virtual teaching. Do you feel that you were more lenient regarding homework during these times?"

Figure 7

More Lenient on Homework During Virtual Teaching?



There was no prompt on the survey that required participants to elaborate on their answer to the previous question, but three high school participants used the last, open-ended question to address their opinions related to homework during a virtual teaching environment. Those responses are below.

Table 5

Homework During Virtual Teaching

“The leniency during online learning was not by my choice. I feel that the little homework that I assign is beneficial to my students' learning and helps to build their confidence in the material that they are learning.”

“virtual lessons required more independent student work”

“Regarding the last question, lenient on time, not on expectation.”

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At the end of the survey, participants were given an opportunity to express any closing thoughts regarding homework, the purpose of this study. Those remarks are recorded below.

Table 6

Any Additional Comments Regarding Homework

High School Responses

“the effectiveness depends on the level of student. There is a difference between hw in an AP class vs in a CP (non-honors) class.”

“For my subjects I feel that it is important, it needs to be monitored so that correct patterns are reinforced.”

“Research shows that it has little influence over student understanding, so I'm not a huge advocate for homework.”

“There are many jobs out there (a lot of them being what we would consider higher-paying, career-oriented ones) that require employees to take work home with them. Their days do not end when their 8-hour shifts are done. A lot of the time, it is up to the employee to know when he or she needs to do this extra work rather than hearing it from the boss, but not doing it will not end favorably for the employee. Assigning homework in the school setting, which is intended to prepare students for their futures as employable, contributing members of society, serves to develop not only the time-management skills required for such responsibilities, but also the work ethic required to recognize when extra work needs done and to follow through on it.”

“I almost feel like students and families at the high school level should complete a survey indicating whether the student will spend any significant time on homework and then use that information to set up classes. One section for homework students and the other for non-homework.”

Elementary Responses

“I tutor lots of students from all grade levels in the evenings. I feel that math homework especially should be a given. Students need opportunities to practice skills, improve fact fluency, and work on independent problem solving skills. I see gaps when students do not have assigned work.”

“I do not think homework is necessary at the elementary level. We do not provide homework in ELA and the Math teachers are the only ones to assign homework at our level.”

“For the upper grades I feel homework should be a review of what was taught in class. Not learning something new to prepare for the next days (sic) lessons. If the lesson was taught correctly the students should be successful with the homework. I also feel their (sic) is no reason to assign lots of homework. Five questions/problems can do the same as twenty-five.”

“I think many people look at homework as a waste of time and prefer students to do extracurricular activities. Students are pulled in many directions afterschool to complete activity after activity, each requires practice and no one complains. When a teacher asks a student to practice, suddenly it is an evil. Sad how priorities are shifting away from excellence, away from responsibility and towards entertainment. Is it a wonder that our youth are not among the top performing nations in math and sciences, let alone knowing their history and geography.”

Discussion

The perspectives of participants in the study are split. There was not a point during the reflection of results where it felt appropriate to draw a conclusion of ‘Yes, homework is working, let’s keep doing it’ or ‘No, homework is a waste of both teacher and student time.’ However, the results do show varying perspectives worth discussing. First, let us recall that 29.4% of high school teachers who responded to the survey collect homework and grade it for correctness as opposed to 40.0% of elementary teachers who responded collect homework for correctness. Explanations for choosing ‘Correctness’ from each grade level centered around the same idea; students will put more effort in if they know their assignments are being graded for correct answers, which leads to a better understanding of what they do and do not know regarding the content. It is possible that the percentage of elementary teachers who record grades based on correctness is higher because they have more time in the classroom to go over homework assignments and address misconceptions, while high school teachers only get approximately 50 minutes with students each day, and typically the new lesson takes a majority of allotted class time and does not allow for much homework reflection.

Another perspective to collecting homework and grading for correctness is reviewing it for completeness. Rather than ensuring students have the correct answer with correct supporting work, teachers check for the assignment to be filled out. This is less time consuming for teachers, but teachers who grade homework this way tend to take class time to go over commonly missed

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questions. This can monopolize class time easily, which is detrimental at the high school level because, as previously stated, they get less time with students each day. Another reason that teachers selected 'Completion' was that students get overwhelmed and stressed knowing the homework is graded for correctness. Of the high school participants 70.6% try to eliminate student worry and teacher grading time by grading homework for completion. 60.0% of elementary respondents feel the same.

Going along with how homework can be assessed, it's worth noting that recently homework has been collected virtually, as well as in person. Teachers responded to this idea on the survey and nearly 90% of participants admitted that they were more lenient during virtual teaching. Three teachers did take the time to elaborate, saying that they were "lenient on time, not on expectation" and of course, this was not result of a personal choice. All teachers and students had to adapt to online learning, which includes online submission of assignments. An outside study sought to draw connections between virtual submission of assignments and the overall homework completion rate. Results show that there is a "significant decrease in student return rates of homework when digital submission was utilized instead of traditional submission" (Hallatt et al., 2017).

The next set of data worth drawing attention to is how participants at each grade level responded to the prompt that addressed whether students were typically allowed to work on homework during class time. Interestingly, 29.4% of high school teachers responded 'No.' This is the same proportion of high school teachers who grade homework for correctness. A possible connection between the two is that teachers who are grading students on their effort in an attempt to formatively assess their understanding may also feel that students who complete the assignment outside of class are more likely to do the work themselves. This could cause the

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noticeable association between how homework is graded and when it is intended to be completed.

The dotplot in the results section that represents the various weights that homework has in each participant's gradebook is skewed left. This means that a majority of respondents answered on the low end, mostly between 0-15%. A rather surprising statistic is that nearly 40% of the teachers who took part in this study do not enter homework into the gradebook. This implies that multiple teachers are creating, assigning, and reviewing homework solely for student benefit. However, because there is no weight in the gradebook assigned to homework, students may not feel there is incentive to do it, so the teachers who are in that category may implement other techniques to keep students accountable and encourage them to do their work to improve their understanding. These other techniques were not discussed in the process of this study.

When asked flat-out for a 'Yes' or 'No' answer to whether homework was beneficial or not, a majority 78.1% of all participants responded 'Yes.' The point of this study was to determine what opinions current teachers, the people with the most interaction with students in the learning environment, had regarding homework. Among all the reasons listed for this, the most common, general response was that homework is practice that students can receive feedback on and allows for an opportunity for teachers to address misconceptions. Five responses highlighted the idea that homework should address key concepts and should not be lengthy. Survey responses that support this idea include phrases such as "should be limited to 15-30 minutes to complete", "[students] also trust that we do not assign 'busy work'", and "the homework I assign is short and helps students to pull out key concepts of the lesson". At least four respondents did note, however, that homework is only beneficial for students who put the effort into completing it. Students who do not care to try on homework, especially if it is only

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checked for completion, will not be as successful in the class as students who use homework for their best interest.

A few respondents suggested that homework be voluntary. This would mean that students can choose to complete the assignment or not. Those who choose to do the work would receive feedback that would help better their understanding of the new material. Those who choose not to do the homework would not be penalized, but chances are they would not perform well on assessments without the added practice. Teachers who suggest this have struggled to get all students to participate in homework, and at this point, with homework being required, that is hurting their grade.

Overall, opinions differ, but not necessarily by grade level, which was the purpose of conducting this survey at various schools/levels. Seven teachers at either level that said they do not feel that homework is an effective tool for student understanding. In each grade level, there were also people who feel that homework is a key component of their curriculum and still believe homework helps students in the long run. While nothing was able to be concluded or inferred after conducting this study, the hope is that it will spark interest in the topic and further information can be discovered regarding the effectiveness of homework.

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Appendix A

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Harlee Garlock's Research Project

Please read the consent information regarding this study below. Once you understand and agree with the terms of the research, proceed to the survey questions in the next section.

Description: You are invited to participate in a research study that dives into the effectiveness and relevance of homework based on teachers' opinions. Studies will be conducted at an elementary and high school level for comparison. Teachers from North Royalton Elementary School and Nordonia High School will be asked to participate in this study. This research will be conducted by principal investigator, Harlee Garlock, through The University of Akron's School of Education. The goal of this study is to determine if teachers feel homework is an effective classroom element that aids a student's knowledge and understanding.

Procedures: The survey itself will appear as a Google Form once you proceed to the next section following this consent form. The survey does not require participant names or any other personal information. Participants will only need to answer a series of questions regarding their assigned grade level/subject and opinions on homework. Once participants have filled out the survey, they will submit it electronically by selecting 'Submit' after the survey questions conclude, and their responses will be collected in Google Forms by the principal investigator.

Inclusion Criteria: Participants must be employed as a teacher or teacher aide from either North Royalton Elementary School or Nordonia High School.

Exclusions: If you are not employed as a teacher or teacher aide from North Royalton Elementary School or Nordonia High School you are not eligible to participate in the study.

Risks: Participants will encounter no physical risks if they choose to take part in the study, as all data will be collected electronically. To avoid a possible breach of confidentiality, all data collection will be anonymous.

Benefits: You may benefit from this research by learning more about how teachers view homework at different levels of a student's education.

Participants can choose to end their participation at any point in the survey without penalty. Data collected will be analyzed and used to construct graphs and tables that visually display the results of the study. These results will help show others the opinions teachers have about the importance, effectiveness and reasonable occurrence of homework as students get older. The final product will be in the form of a written report, used as the principal investigator's honors research project. The paper can be publicly found on The University of Akron's website after submission at the end of the semester.

This study has been reviewed and approved by The University of Akron Institutional Review Board (IRB). For questions regarding participant rights in the study, contact the IRB at (330) 972-7666.

While your principal was responsible for forwarding this message, they have no affiliation with this research study. This means the choice to participate or not and the content of any answers you submit will not effect your position at the school. Supervisors will not receive any information from this survey.

I am aware that participation in this study is completely voluntary. I define myself as an employee of either Royal View Elementary School or Nordonia High School. I understand that my identity will be kept anonymous and that the answers I provide will not be able to be tied back to me. I understand that I will not be compensated for my participation in this research study. I understand that should questions about the survey and accompanying research arise, I can contact the principal investigator though the contact information listed below.

Contact information for questions regarding the study:

Harlee Garlock
hlg30@uakron.edu
(330) 420-8015

Please continue to the survey. By selecting 'Continue' below, you have agreed to consent to the study.

A TEACHER'S PERSPECTIVE ON HOMEWORK

1. This study is being conducted at both elementary and high school levels. Please document the grade and subject you teach below. If you teach more than one grade level or subject, please list them all.

2. Approximately how many hours of homework do you feel your students complete each week?

3. Do you allow students to work on homework during class time?

Mark only one oval.

Yes

No

4. Do you typically assign homework for completion or correctness?

Mark only one oval.

Completion

Correctness

5. Why do you feel the answer you chose in the previous question is normally the more beneficial option?

A TEACHER'S PERSPECTIVE ON HOMEWORK

6. What weight does homework have in your gradebook?

7. Do you personally feel that assigning homework benefits student understanding?

Mark only one oval.

Yes

No

8. Please elaborate on why you answered the previous question the way you did.

9. I've heard a few people express that homework should be voluntary; meaning the student decides whether or not their knowledge would benefit from completing homework. What are your thoughts on this?

10. Imagine homework is no longer assigned at the level you teach. What are some setbacks you foresee? Can you describe any positive outcomes?

A TEACHER'S PERSPECTIVE ON HOMEWORK

11. Everyone recently experienced virtual teaching. Do you feel that you were more lenient regarding homework during these times?

Mark only one oval.

Yes

No

12. Finally, do you have any additional comments regarding the effectiveness and importance of homework?
