

Schieche - AOW 2.pdf

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Oh What a Dream it could be

In recent discussions of homework, a controversial issue has been whether or not homework's benefits truly outweigh its negatives. Denise Pope draws attention to this issue in their article "*Does Homework Work When Kids Are Learning All Day at Home?*". On the one hand, some argue that certain types of homework lead to decreased interest in completing the homework. From this perspective, sometimes homework can be seen as busywork to students and not actually a tool to develop their skills. On the other hand, however, others argue that homework can influence academic performance. According to this view homework depending on the grade level can have no impact at all or very important impact. In sum then, the issue is whether to give only certain types of homework or to eliminate homework completely. My own view is that homework should be adapted to fit the student's needs and to help students excel in academic subjects, not something to keep students busy.

Homework effectiveness depends on age and grade level. Recent research has shown that "In middle and high school, there is a slight positive relationship between time spent on homework and grades and test scores"(Pope). According to this, we should adapt to levels and to an amount of homework that is based on the student's age and grade level. We shouldn't be overworking students to a point where they will likely fail but to a point where homework helps the students understand the curriculum and have better academic achievements.

The type of homework students can greatly affect the student's engagement with the homework. Denise Pope writes that if "students perceive homework to be boring or repetitive, or if they feel it is too advanced or confusing, they are likely to be stressed, regardless of the amount of assigned work"(Pope). Homework should be adaptable. If the assignment is to understand *The Football war* by reading a section in a book, then student A could completely understand the war but student B could have no idea what it's about. This is why students should have multiple resources to understand the material that is supposed to be learned, making learning adaptive and fresh.

Homework should be a learning tool, not something that should decide a student's grade. Teachers should "return graded assignments prior to an upcoming assessment so students can learn from their mistakes, and make sure your comments are specific enough for students to make corrections" (Pope). Homework shouldn't be a part of a student's grade if the student hadn't actually learned the topic yet.

The amount of homework should be limited. In a survey that more than 50,000 high schoolers took part in, around 56% of students had "an average of 2.7 hours of homework per weeknight and 3.0 hours on weekends"(Pope). Excessive homework amounts can lead to unnecessary stress in teens which could lead to a decrease in cognitive ability and physical health because of a result of less sleep. Homework shouldn't be put above the health of students.

Overall, homework needs to be adapted to fit the student's needs. From adjusting homework based on a student's age and grade to switching what types of homework students are assigned to as well limiting the amount of homework students receive to prioritize their physical and mental health over silly homework assignments that students are likely to disengage with anyways.

Work Cited

Pope, Denise. *"Does Homework Work When Kids Are Learning All Day at Home?"* *Washington Post*, Washington Post, 1 September 2020,
<https://www.washingtonpost.com/education/2020/09/01/does-homework-work-when-kids-are-learning-all-day-home/>.