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Homework has traditionally been linked to schooling and has been seen as the child's responsibility. Homework strengthens the subject matter one has learned during lessons and helps one memorize the most important topics. Children are obligated to do homework in their spare time; studies have shown that children expect receiving homework from the start of the school. However, educators should be aware that homework can also be a negative experience for children. If a child is already struggling with tasks in school, how can he or she be expected to manage them alone at home? Nevertheless, I consider homework very important and positive for all schoolchildren.

With current busy lifestyles, children spend a lot of their time away from their parents. Therefore, parents' commitment to their children's homework increases high quality family time, when homework is seen as a shared goal. Studies have shown that a child's motivation for schooling increases when their parents' interest in schooling is apparent. When doing homework together, parents and children also share their daily experiences, so homework is done in interaction and offers parents the possibility to improve their child's learning.

Learning is considered favorable in the child's zone of proximal development (ZPD) (Vygotsky, 1978). In the ZPD, the child is able to perform the most demanding tasks with the support of adults and reach the most difficult performance and new potential learning levels. Little by little, the child is encouraged to undertake demanding efforts independently. In order to find out the child's ZPD, parents must actively monitor the child's learning processes. This is possible when doing homework together.

Parents need support from their child's teacher as well. In fact, doing homework entails seamless cooperation between teacher, parents, and student. The regular discussions between parents and teachers are necessary to help parents become aware of their child's strengths, learning processes, needs for support, and social skills at school. In terms of homework, parents can find out their child's learning strategies and inform the teacher, so that the teacher can open the child's learning nodes at school. In addition, the child can describe the teacher's teaching style, which could be of benefit at home when doing homework. So, the teacher is seen as both a pedagogue and a supervisor of parents.

The amount of homework is a critical issue. Every child is entitled to have the right to rest, play, recreation, and leisure activities daily. In addition, the teacher should pay attention not only to the amount of homework but also to the level. The purpose of homework is to reinforce learned things, but its execution does not require learning new things. Homework is based on prior learning and repetition. Homework should also not be pen-and-paper assignments only; teachers should consider a variety of creative methods for implementing homework through students' personal and intrinsic interests. Also, parents can get excited about new ways of learning, such as technology. In this way, children will be able to teach their parents.

Self-concept has a significant role in schooling. Interaction allows self-concept to evolve. The best message supervisors can give a child is: "You can, you will manage, and you are valuable just the way you are." Even minor progress should be made visible. Doing homework regularly with parents is valuable, supports the child's development, facilitates preparation for exams, and provides a basis for lifelong learning.