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Making the most of going over homework.

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Summary: According to two studies of middle school and high school mathematics classrooms, 15 to 20 percent of class time tends to be spent reviewing homework. So how can class time spent going over homework (GOHW) provide students with rich opportunities to learn from their homework? What are some ways that go beyond the opportunities embedded in the assignment itself? An important characteristic of homework is that it provides each individual student with the opportunity to develop skills and to think about important mathematical ideas. In class, GOHW provides the complementary opportunity to discuss those ideas collectively. This article focuses on the discourse – the use of spoken or written language as well as other modes of communication to convey meaning – of GOHW. In this article, the authors describe discourse patterns that seem to be typical of GOHW. They point out some limitations that are inherent in these typical discourse patterns and argue that GOHW can be time well spent, making unique and powerful contributions to students' learning opportunities. However, this will occur only if there is a shift in the discourse patterns in purposeful ways. Specifically, they propose strategies for going over homework that create opportunities for students to engage in the Common Core's Mathematical Practices. (ERIC)

Classification: D43

Keywords: homework; mathematical practice; opportunities to learn

<http://www.nctm.org/Publications/Mathematics-Teaching-in-Middle-School/2015/Vol21/Issue2/Making-the-Most-of-Going-over-Homework/>