

ABSTRACT

This qualitative research study documents the observed and reported experiences of eighth grade English students and their teacher when strategies to improve homework quality and increase homework completion are introduced and implemented. In this study, the teacher researcher explored the process of designing homework, established a classroom atmosphere where homework is understood and considered important, and motivated students to complete homework.

With the design of the study, the author focused on having a clear purpose, writing clear directions, incorporating student interest, and providing choices. In order to maintain a classroom where students comprehended assignments, the teacher established a routine, assisted student in understanding the purpose of each assignment, and invited students to assist in the development of homework. Along with these strategies, the teacher provided immediate feedback, after school help, and incentives with the aim of motivating students to complete their work.

The author found that many of these strategies worked for her students. However, being diverse in their learning abilities and motivators, each student worked better with different strategies and circumstances.