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Australian classroom teacher homework practices in designing homework learning resources

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Abstract

There has been considerable research into the design and development of teaching and learning resources for classroom instruction. However, far less research emphasis exists concerning the design and development of learning resources for homework and out-of-school learning. In Australia the approach tends to be a classroom-up approach to the design, development and implementation of learning resources. In this approach, the classroom teachers' role is of critical importance in designing, developing and implementing learning resources that support homework. In this respect, Horsley and Walker (2012) have found that a relationship exists between classroom teachers' homework practices and the teaching and learning resource base of these practices.

This paper presents preliminary results from a research investigation concerning the approach taken by two primary classroom teachers in the design, development and use of homework teaching and learning resources. The research explored teacher perspectives on homework practices using focus groups, and examined actual teacher homework practices using a stimulated recall method.

Keywords: Homework, Homework design, Homework learning resources, Primary school classrooms