

Homework Assignments – useful or useless?

Considerations:	Possible solutions:
<ul style="list-style-type: none"> • Graded/ungraded – if you have a large class, grading homework regularly may not be possible. • Are grades effort based – encourage the attempt even if they don't get the answer correct – or based on results? • If graded, expectations must be clear and concise (same as other assessments) • Scheduled or random? 	<ul style="list-style-type: none"> • Check for completion only, not content • Students swap with a friend and mark each other's • See online homework below • Due at the beginning of class, must be present to hand in.
<ul style="list-style-type: none"> • How much class time will you allot to homework? 	<ul style="list-style-type: none"> • Take up in detail • Discuss in class • Post solutions – check copyright – usually safe if it is posted on a password protected site. LMS qualifies.
<ul style="list-style-type: none"> • Timing – assign material prior to teaching the topic or after covering the topic? 	<ul style="list-style-type: none"> • Reading list should be provided at the beginning of the course, post on LMS • If assigned before the teaching, build on the material they were expected to cover and address difficulties.
<ul style="list-style-type: none"> • Online homework – may be connected to a textbook or LMS. • These systems do the grading for you. • Provides immediate feedback to students. • Look for algorithmically generated problems with detailed feedback. • System can be set to give students multiple attempts and various levels of detailed feedback. • If students are paying extra (part of the textbook cost) this could be a problem. There is currently a case before the courts on this issue. 	<ul style="list-style-type: none"> • Provide clear registration/login instructions • Have lab due dates published at the beginning of the course.
<ul style="list-style-type: none"> • How much extra time can you realistically expect students to spend on homework? What if your classes are scheduled on consecutive days? 	<ul style="list-style-type: none"> • If grading homework, best 5/6 or 10/12. Students are not penalized if they miss one because they are working/busy with other tasks.

“If you have something you believe is good for your students – mandate it!”

Homework & Textbooks @ The Learning Café

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Use of Textbooks – do you need one?

Considerations:	Comments:
<ul style="list-style-type: none"> • <u>Content</u> <ul style="list-style-type: none"> ○ Topics – does it meet the needs of your course/students or is it the only thing available? ○ Level – does it have the appropriate level of detail? Is the writing accessible for your students (ELS considerations) ○ Canadian edition – is that important for your course? ○ Current – when was the book last updated? 	<ul style="list-style-type: none"> • Consider a custom publication where you pick the material needed. Combine content from more than one textbook • Explore various options. Publisher reps are more than willing to present the options to you and your team. • Explore professional publications that may not be through traditional textbook publishers (see caution re: instructor resources)
<ul style="list-style-type: none"> • <u>Cost</u> <ul style="list-style-type: none"> ○ Some textbooks are very expensive and some students may not be able to afford to purchase one. Is the cost of the textbook reasonable given the amount students will use it? 	<ul style="list-style-type: none"> • Is an ebook available? Often this is cheaper • Can the textbook be used for a second course?
<ul style="list-style-type: none"> • <u>E Book</u> <ul style="list-style-type: none"> ○ Do your students have laptops? ○ How interactive is the ebook? ○ Large cost saving? ○ How long do students have access to the ebook? What if students fail the course? ○ Is the ebook a download or accessible on the internet only? 	<ul style="list-style-type: none"> • Adoption of ebooks is exploding. Textbook reps will come into your classroom to demo ebooks and help get everyone comfortable with the technology.
<ul style="list-style-type: none"> • <u>Instructor resources</u> <ul style="list-style-type: none"> ○ Powerpoint slides, test banks, clicker questions, solution manuals for cases, discussion questions, practice questions. ○ How accurate are the solutions? ○ Are the powerpoint slides up-to-date, well laid out etc.? 	<ul style="list-style-type: none"> • Many professional publications have few if any instructor resources.
<ul style="list-style-type: none"> • <u>Online resources for students</u> <ul style="list-style-type: none"> ○ May include: ebook, practice quizzes, videos, demonstration problems, study guide etc. etc. 	<ul style="list-style-type: none"> • Assumes students have internet access • Many students now use the online resources more than the actual textbook
<ul style="list-style-type: none"> • <u>Online evaluation</u> <ul style="list-style-type: none"> ○ See online homework on reverse 	<ul style="list-style-type: none"> • This is now our top consideration when selecting introductory accounting textbooks.