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Poster Presentation ES

WHAT IS THE MOST APPROPRIATE LATE WORK POLICY?

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High school teachers employ a variety of late work policies which stress either content knowledge or responsibility—rarely both. As a result I came up with my own hybrid policy, which allowed my students to turn in late work by working on it after school during the week in which it was due. This study was completed using a qualitative self-study approach and included varying data collection methods, such as student work and feedback, interviews, and the policy's sign in sheet. As a result I learned not only how my students felt about and made use of the policy, but how the quality of their homework was affected by it, as well as the logistics of organizing such a policy. Further research opportunities left unresolved could investigate how homework policies could differ by grade level and/or ability level, by employing re-do's, and what type of homework is given.