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- [About](#)
- [Author's Choice](#)
- [Contact](#)
-

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[Comments](#)

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[Why I Don't Assign Homework](#)

March 7th, 2007 by [Dan Meyer](#)

I've assigned homework once this semester. That was Geometry. In Algebra, I'm not sure I've assigned any. I rarely talk about this particular paragraph of my personal Manifesto du Education, simply because, unlike [assessment reform](#), for example, this has always felt a bit disgraceful.

So here it is, and don't expect this one to surface Whack-A-Mole-style like this again for a long time:

- The kids who need math homework least (A and B students) will do it.
- The kids who need it most (D and F students), won't, or else they'll do it halfassedly, gaining as much credit with the least effort possible.
- This goes double for high-poverty students, where I performed a Master's thesis study that concluded as much.

In that study, incidence of cheating rose significantly in the experimental group. Assessment scores, meanwhile, demonstrated statistically *insignificant* improvement. My class' disposition towards learning (and math, particularly) took a nosedive. When I surveyed my students, few of them connected homework to practice, only to the points.

There *were* students in the C-range whose comprehension improved with daily practice but this only raised a larger semantic issue for me: what are we calling "homework?"

If it's just schoolwork done at home, then what makes it more valuable than schoolwork done at school? The issue is more complex than that pat answer and deals with what I perceive to be a common failing even of effective educators.

I should state for the record my assumption that students need a *certain* amount of practice for each new concept.

That *certain* amount certainly varies by the student, however. Some students don't need more than a couple problems. Others may need thirty takes to get the concept right.

My point is this: if my kids evaluate and graph forty points over a class period, as they did yesterday, why would I send them home with any more?

The issue for most math teachers, I believe, is one of time management. If your class is slow to start the period and quick to finish, if your transitions are labored, or if you waste time disciplining your class, then you won't have the *time* to get through forty problems. The only year I assigned homework with any regularity was during my student-teaching, when

my class management plainly sucked, failing by every one of those metrics and more.

It was such a criminal arrangement.

By assigning whatever practice we didn't finish to homework ("... I'd like you guys to finish this for homework ...") or by using homework to compensate for underplanning ("... tell you what, I'll let you guys start your homework early ...") I was transferring the cost of my poor teaching onto my students.

Yikes.

One more time: my time management was a bust so I helped myself to whatever time I wanted from my students' personal store, whenever I wanted.

I've since taken a cane to my class management. I continuously examine and re-examine [how I spend my instructional minutes](#). Between effective class management and [my new hardware package](#), I am now confident that, in a two-hour block, my students are coming within a gnat's eyelash of two hour's worth of instruction and practice.

At which point, what's the point of homework?

I know there is value in outside work. It falls to the teacher, though, to take that value seriously, to maximize it in creative ways, and to minimize its cost to the student. Are we there? Or are we somewhere else?

Related:

[How Math Must Assess](#)

[Important Ratio #1](#)

[How I Work: The Software Package](#)

Update:

[Jonathan](#) takes exception in the comments and, to his credit, he's got a wily homework scheme that does right by many of my caveats above:

I assign 3 pieces: practice, regular, and challenge. Everyone does regular, and one of the others. So the stronger kids get a couple of challenge problems, and the weaker kids get a fistful of easier exercises to build up some proficiency. And since it is easier, they are more likely to do it.

I find "likelihood of doing homework" to be a troubling measurement, though. If I can't secure 100% buy-in (like I can in my classroom) and if I can't verify that the work on the page matches the name at the top, I can't assume that, okay, we've *all* hit thirty factoring problems, I can move on to evaluating.

Update II:

Okay, so I *am* [assigning homework](#).

[350 Comments »](#)

350 Responses to “Why I Don’t Assign Homework”

1. on 07 Mar 2007 at 11:03 pm [1 Marco Polo](#)

Reminds me of a post by Borderland awhile back about an interview with Alfie Kohn, author of “The Myth of Homework” (2006):

<http://www.educationnews.org/writers/michael/An Interview with Alfie Kohn About the Homework Book.htm>

I think you’ve nailed the less-than-honourable reasons for giving homework (poor planning and time management), but let me add one more: to allow parents to goof off (“Dad! Dad! Dad!! Let’s play!” “Aw, I’m,

erm, busy. Don't you have any homework to do?")

There is 1 other reason for giving homework, and that is as prep for the next class. This is particularly true for subjects where background or prior reading are vital or extremely helpful, e.g. English Lit or Social Studies. Don't know about Math, tho.

2. on 08 Mar 2007 at 6:16 am [2 J.D. Williams](#)

I completely agree. Why "punish" the kids that get it, and use their time wisely in class by making them do more skill & drill worksheets? The kids that need the extra practice are not going to do it. In my class we have about 15 problems a day (I only have 50 min classes). Students get 10 – 15 minutes to complete those problems in class and to get help on those problems during that time. Anything after that is homework. The kids that understand it get it done in those 15 minutes, or choose to take it home to work on it. The kids that don't use their time wisely have homework. I also stay an hour after school each day as a type of study hall for students that need extra help, and I'm at school at least a half hour early for the same thing. The ones that need help will seek help, and everyone knows it's available.

I did have one parent say to me at a conference "Could you please just give her homework everyday? I don't care if you even grade it. She just spends too much time on the phone at home." Sure, I'd love to make your child hate school by doing work that has no meaning. Phone time doesn't sound like a problem your family should address at all.

3. on 08 Mar 2007 at 6:56 pm [3 Tony Lucchese](#)

I can not tell you how excited I was reading this post. After much soul searching, I have recently decided to return to school to become a math teacher. In preparation for that, I have been reading everything I can get my hands on concerning education. One book I read entitled "The End of Homework" said pretty much what you did, but when I suggested the "no homework" concept to some teacher friends of mine, they all but laughed me out of the room. The fact that you are successfully removing homework from your classroom gives me renewed hope.

4. on 08 Mar 2007 at 6:57 pm [4 Marcie T. Hull](#)

This is a really important post for ALL teachers to read and I thank you for putting this out there. I appreciate your reasoning and the study you made to back up your reasoning, however there is a crucial point missing here... many parents are not able to or just don't help their children with homework anymore. I am in no way blaming parents or saying they are not doing their job. I am saying this is a part of what Dan is talking about.

My mother was a teacher for thirty years and she did not assign homework for the last part of her career because of the lack of home support. This was a risky move for a third grade teacher in a very successful school district. I don't know how she achieved this without a riot.

I do not assign homework, but I have it easier than majors teachers. I teach Art and Technology electives in a high school. I run my classes like workshops because we are a project based school, my students and I work on the projects together in class. I have told other teachers that I don't assign homework and I have tried to have this discussion about not giving homework out and it never goes anywhere. I will now point them to this post to articulate the point better.

Do parents, the administration, your colleagues, or your students hassle you about not giving homework?

I like the time management tip, but if you answer yes to any of the above do you have some insight for other teachers that may be considering doing this for their class?

5. on 08 Mar 2007 at 8:39 pm [5 Jonathan](#)

Not with you on this one. I limit homework (and ask students to report back to me how long they spend on assignments), but a little bit of practice on their own helps identify what kids know and what they don't. Weaker kids come afterschool for extra help or a head start with homework. And I assign 3 pieces: practice, regular, and

challenge. Everyone does regular, and one of the others. So the stronger kids get a couple of challenge problems, and the weaker kids get a fistful of easier exercises to build up some proficiency. And since it is easier, they are more likely to do it.

6. on 09 Mar 2007 at 1:27 am [6 Marco Polo](#)

Have you read Alfie Kohn's book "The Myth of Homework"? Here's an interview:

http://www.educationnews.org/writers/michael/An_Interview_with_Alfie_Kohn_About_the_Homework_Book.htm

James Herndon's conclusion on homework was that the point of giving it is simply to see who can do and who can't, to separate the winners from the losers.

<http://borderland.northernattitude.org/2006/10/31/winners-and-losers/>

Now, will WordPress let me in, or am I still blacklisted?

7. on 09 Mar 2007 at 8:16 am [7 dan](#)

Tony, I'm glad you're getting into the classroom with your eyes open and your arms full of books. No sense in being uninformed, is there? I haven't read much hard copy since my student teaching years but, for whatever its worth, Michael Grinder's [Envoy](#) system is the beginning and end of class management as far as I'm concerned. Especially if you'll be teaching any low-ses or low-achieving populations.

Marcie, in my interview last fall at my current school, they asked and I (extreeemely hesitantly) told, summarizing much of this post. They knew I would be teaching their lowest Algebra classes and both the math dept. head and the principal agreed with the philosophy. We all kind of put it out there, though, that higher level of mathematics, with a more committed clientèle can often derive some good from homework.

I taught the same low classes at low-ses schools and didn't have a great deal of parent contact, period, much less any clamoring for increased homework levels. Now I'm mid-ses and the (larger) crowd at back to school night surprised me when I asked if they minded. "We're raising high schoolers," one said. "Of *course* we don't mind."

J.D.'s experience notwithstanding, I have found parents eager to reclaim free time for their kids and grateful for a reason not to nag. And you bring a good point about their *inability* to help with homework in some instances.

All that said, any teachers thinking about reducing homework need to justify it. (Which probably goes without saying for most pedagogy.) I made sure the parents knew I didn't assign homework because we practiced so much in class. If I hadn't offered justification, I'm sure they would've been less supportive and more concerned about their kids' education.

Jonathan, you're there. Differentiating homework isn't anything I'd considered until now and if I was pressed into the service of homework I'd tear pages out of your playbook. Good work.

Even when I *have* assigned homework, though, it's value, particularly w/r/t planning lessons, seems low. Since I can't verify that the work on the page matches the name at the top, I can't assume that, okay, we've *all* hit thirty factoring problems, I can move on to evaluating. Do I simply lack your confidence or have you found a turnpike past that problem also?

8. on 09 Mar 2007 at 9:54 am [8 Jonathan](#)

If a child has copied some factoring problems (egads, why 30? Factoring is real work. 10 – 15 is a lot of repetition), anyway, if they've copied someone else's (and I will post soon about how I teach factoring), then they have run through the steps 15 times, and have a better chance to be able to attempt it on their own, or at least to follow what is going on when watching it done. I would rather that they all get tons of practice, but it is sufficient that they all spend a few minutes (30 would be good) gaining familiarity with a topic, and running into a pitfall or two.

Learning mathematics (as I like to say) is more similar to learning to play a musical instrument than to studying

history. Fluency comes with repetition. Do all kids reach the same level? No. But practice, even in differing quantities, helps all.

9. on 09 Mar 2007 at 5:06 pm [9 e](#)

I agree with Jonathan. One hour a day (or two hours every other day) in class seems like hardly enough to master anything. Students must be reading at home for English or history, why would mathematics be different?

10. on 09 Mar 2007 at 8:11 pm [10 dan](#)

When reading a book (in English) or covering textbook pages (in history) there is no shortcutting the process. Short of buying Cliff's Notes or checking online outlines, you *have* to put in the time reading in order to learn the material. With history and English you aren't practicing for mastery; you're practicing for baseline comprehension.

Math doesn't suffer the same constraint, a fact I employ (along with liberal spiraling throughout a unit) to do away with homework.

11. on 09 Mar 2007 at 10:26 pm [11 mrc](#)

This is a tough one. I give homework because I want students to work on math outside of school. I realize, of course, that many don't do it or that they try to copy. But think of the logic here: We know people will ignore the speed limits. Do we, in turn, decide to do away with them? No, we post them and kinda enforce them. We know every speeder doesn't get caught. But somewhere between the letter of the law and what people would do without structure, we come to a kind of social compromise on the general norms for driving.

This may be a totally invalid analogy. I haven't done any research on it and I don't have a master's degree. The questions you raise about how homework is used (or misused) and how we value our time versus their time and how we are huge. But there are kids out there in, you know, the "good schools" who do homework every night in addition to getting a lot of good instruction and practice in class. How do students who aren't getting homework stack up against that?

12. on 10 Mar 2007 at 10:24 am [12 dan](#)

Man, it took me a trip to the gym and the shower afterwards to figure out what's screwy about the analogy.

See, there's very little that could go wrong by obeying speed laws. Morally, it's an uncomplicated system.

Homework, I believe, is very different. Homework is a very complicated system, the complications of which haven't been given due consideration.

Such as:

There are issues of disposition. Are you assigning homework as punishment? Are you strengthening a negative association with learning?

There are issues of class management. Is homework (in part or in whole) a cheap amelioration for lousy time and class management? When you can't work enough practice into the class period do you assign the rest for homework?

There are issues of meaning. Is the homework meaningful or is it #1-30 (odd)? Every day.

There are more issues, several of which have been raised by the commenters.

The point is that speed laws have only a fraction of the complications that homework policies do, making "to enforce or not to enforce?" an easy question. Not to kiss Jonathan's ass any more than I already have, but I think his current policy stays on the right side of a lot of them. If my colleagues all had that kind of intentional,

considered homework policy, this post would've stayed in the draft pile.

13. *on 10 Mar 2007 at 11:25 am*[13 mrc](#)

I get that there are issues and questions about homework you think it's important to consider. But with this awareness, you also choose not to give any homework. I see those as two different things. Do you do what you do because getting to a workable version of a thoughtful system like Jonathan's is really hard? Or are there other factors that haven't come out yet in this discussion? I'm just confused — it seems like you have a very well-considered take on what's good and what's not good about homework. What's the problem then with assigning it in a good way? Would it take away from what you do now to, without changing anything else, give 5-10 practice problems every night that reinforce or recombine what your students did during the day?

One deeper reason for me, underneath wanting students to think about math outside of school, is wanting students to learn that some personal responsibility and some self-direction in their learning is important. Now I know better than to leave huge, critical pieces of insight for them to find (or not find) on their own via homework. But if we teach our kids in high school that they don't have to do homework as long as the teacher is good, what will happen when they get to college? Do we just say, well, that's a different game and I hope that you will learn to do homework at some point during your first year of college?

I guess I just don't buy the reasoning behind "strong math students and hard workers will do it and the struggling students or lazy ones won't, so therefore don't assign it". To return to the speed limit analogy, there actually are a lot of things that could go wrong there too: racial profiling, falsifying radar readings to meet ticket quotas, or unnecessarily restrictive speed limits. We address those problems not by removing all speed limits, but instead by making sure the laws are set and enforced in ways that accord with our ultimate goal of safety. I will also at this point acknowledge the irony of this analogy given my own driving habits.

14. *on 10 Mar 2007 at 3:03 pm*[14 dan](#)

Even with inoffensive homework policies staring me in the face, I choose not to employ them simply because I find homework ineffectual on the whole. Esp. with my freshman Algebra students, the same kids who ace tests, ace them with or without homework. Those who bring a low work ethic into my class, fail tests with or without homework. (Which isn't to say I'm not working my ass off trying to get their work ethics up to code.)

I took several months to investigate the effect of homework on achievement and comprehension and found it didn't do much. (Though it wasn't statistically significant, scores *dropped* during the experimental week.) Meanwhile, by tossing it, my classes are happier. They bring the heat during class time knowing that if they get enough practice in they don't have to take it home. And then, on the occasions that I *do* need to send a project home, they bring the heat there too.

15. *on 10 Mar 2007 at 3:15 pm*[15 mrc](#)

Thanks for the further explanation. I also think it's really brave that you're willing to just put out here what you do and let us talk about it, so thanks for that.

16. *on 10 Mar 2007 at 3:30 pm*[16 e](#)

(Which isn't to say I'm not working my ass off trying to get their work ethics up to code.)

Doesn't not giving them something to work on at home reinforce that work is only done at school and nowhere else?

I never thought of homework as a punishment. In my classes (not high school) I know I can't possibly talk about everything I'd like them to see. So giving them those problems as homework I make them think more and about more topics than they would see in class.

17. *on 10 Mar 2007 at 5:01 pm*[17 dan](#)

I hate to appear dismissive, e, but I can't stress enough that the not-high-school-ness of your situation *matters*. My kids didn't *enroll* in my class. Moreover, my particular crowd is far from honors. This is a crowd that is just 9% Proficient and Advanced, many of which members have outright *hated* math in the past. Reforming their work ethic and reversing their negative association with mathematics has to be an extremely deliberate, targeted process. It begins in the classroom and extends gradually — very gradually — into the home.

18. on 10 Mar 2007 at 5:38 pm [18 J.D. Williams](#)

With homework, students don't learn anything. They practice what they should have already learned. They need practice, but in my opinion, I'd rather have them practice it with me there.

I get notes from parents all the time that say "I don't know how to do this so I couldn't help my child." That's from the students that even attempt to ask their parents for help. Friday I asked my students to define what a prism is and one said "Prison, that's where my dad and uncle are."

Worksheets and problems out of a book are not going to make your students life-long learners. They need more of a buy-in than "This will help you with your grade/college/next grade level/state standardized test..." I'm moving more towards projects that are hopefully relevant in some way because then my students are doing "homework" because they want to, not just because it's something I've assigned. But, we have the state standardized tests coming up next month, so we still get plenty of skill-and-drill.

19. on 10 Mar 2007 at 6:38 pm [19 e](#)

I can assure you that just because they enroll in my classes does not mean that they want to be there. The high correlation between interest and enrollment happens in higher level classes. Calculus, and below (and even some ways above) are classes that are often required by student's major and are in their eyes unnecessary.

Best,
e

20. on 11 Mar 2007 at 8:48 pm [20 Jonathan](#)

Ok, why not this? Pick five questions, 1 that only the best can do, 1 that's so easy everyone could do after the first five minutes of the previous lesson, and the other 3 somewhere in between. Number them or label them or rank them, doesn't matter how, E, M1, M2, M3, H or whatever. And ask each kid to do the hardest 2 that they can do.

It doesn't have to be like that, but there's a point: you can make the homework so short and so easy that it's embarrassing not to do. And leave a little challenging enough to make the A students think.

21. on 13 Mar 2007 at 1:43 pm [21 Mindy](#)

I am so enjoying this site! I crave conversations like this. Conversations that make us reflect and have darn good reasons for what we do!!

My thoughts on the discussion so far:

Homework as teaching responsibility or about learning outside the classroom: I have found that the students who didn't do homework in fifth grade are the same students who don't do homework in eighth grade. Their fifth, sixth and seventh years of assigned homework did not teach them personal responsibility. I think it takes a parent at home to teach that. And if you assign homework, the kids who are not motivated intrinsically to do it, and who don't have a parent at home to help them with the motivation, these are the kids who will be the high school seniors who still aren't doing homework.

I really don't see any evidence that assigning homework helps develop responsibility, unless the parents are involved and, if they are involved, they are helping their child develop responsibility with other methods anyway. They don't need our homework assignments to help them do that.

Homework as practice: There is a quote (from who knows?) that says, "Practice does not make perfect. Practice makes PERMANENT." So if struggling kids are going home and practicing something they don't fully understand, there is the distinct possibility that they are making their errors even more entrenched. And that, in turn, means that valuable face-time in class has to be used to find their misconceptions, to "unteach" their errors and set them on the right track.

And on the other side, students who fully understand how to do it, don't really need to practice it anyway.

By fully understand, I don't mean they can repeat the method without looking it up. That they've memorized a formula. I mean CONCEPTUALLY understand. If they conceptually understand (and we spend our class time getting them to this point) why we invert fractions when we divide, then they don't really need a lot of practice to make it perfect. That conceptual understanding is now a part of them and when they divide fractions, they know exactly what to do.

I rarely assign homework. I want to see what my students are doing. I want to be there when they ask questions. Only when I know what they know and where they are struggling, can I plan meaningful instruction for the next day.

If I do assign homework it's after the kids have reached a conceptual understanding and I want them to process the idea, evaluate, and make connections and personal meaning. An example: I ask them to talk with their parents about the concept to see how it occurs in "real life". Then we start the next day with a rich discussion of what they discovered.

At the beginning of the year, I explained all of these thoughts to the parents at Open House. I saw plenty of nods of agreement, and I have received positive feedback throughout the year. So no parents or administrators have questioned my practices.

22. on 13 Mar 2007 at 4:34 pm [22 Rich](#)

Ahhhh, Mindy, I dive into *dividing fractions* on Monday! Wish me luck....

23. on 13 Mar 2007 at 6:44 pm [23 dan](#)

Mindy: I rarely assign homework. I want to see what my students are doing. I want to be there when they ask questions. Only when I know what they know and where they are struggling, can I plan meaningful instruction for the next day.

This part resonates with me most. Perhaps it's lingering guilt over this post but for whatever reason I've assigned homework both days this week and, both times, I've felt as if I blindly tossed 30 different bowling balls down 30 different lanes.

24. on 13 Mar 2007 at 7:31 pm [24 Jonathan](#)

And I still don't buy it. If kids have the answers in the back of the book, they will know that they don't have it, and ask the next day. There's no entrenching errors there.

Dan has one of my "homework calendars." If it is typical (I think it was), then most of the exercises are odd numbers, with answers in the back.

The next day some kids put up homework exercises when they come in the room. They choose whether or not to do so, but they get "credit" for doing so. They can put up impressive work for us to admire, or a problem they were unsure of for constructive comments, or a problem that stumped them for complete review, and they get "credit" for any one of these.

We gain a lot through homework. I would cover far less, at less depth, without it.

Again, I think about learning an instrument. Kids practice between lessons. I think practicing math is analagous.

25. on 14 Mar 2007 at 10:29 am [25 Darren](#)

So, you don't assign any homework, and part of the reason is that you can't convince your worst students, the ones who need it most, to do it?

Sounds to me that some students are being left behind here (absent some clarifying information).

26. on 14 Mar 2007 at 2:30 pm [26 TMAO](#)

Dan, what you describe is that ol' education catch-22 about services and attention not getting to the folks who need it the most. It's not a fun place to hang out.

That said, I teach the lowest 7th graders in East San Jose, literally. That puts them in the running for some of the lowest in the state, and I homework the hell out of em, and they get it done. How? It's always easy, short, predictable, and explicitly tied to what we do in class.

I give numerous small assignments. Five minutes vocab, five minutes spelling, 10 minutes grammar, 10 minutes writing response, and the big one, 30 minutes reading. Of these, the only thing we struggle with is the reading, and that improves as accountability (an extra period to accomplish the reading) is added.

I think homework, and the work ethic it develops, is too important to disregard, and too especially important to the kids who need it.

That said, if you bring your students to proficient without it, that's impressive as hell. As always, results over process.

27. on 14 Mar 2007 at 3:24 pm [27 dan](#)

My Original Post: The kids who need it most (D and F students), won't, or else they'll do it halfassedly, gaining as much credit with the least effort possible.

The "it," here does refer to "homework" so **Darren**'s query is fair. But what I'm getting at throughout the post is that "it" really signifies "the conceptual practice our students would ideally derive from homework."

These kids — 91% of them Basic and lower — *need* practice and far from writing them off as no-accounts I'm simply saying, why can't we get exactly that amount of practice during our class hours. Occasionally, we don't get enough breadth or depth so I send some problems home. Typically, though, I ask my students for a huge investment in class, they oblige, and in return their free time is theirs.

28. on 14 Mar 2007 at 7:37 pm [28 Eric Hoefler](#)

There's a lot of meaty stuff in this discussion, and I'm only chewing on a small, somewhat-left-of-point, chunk of it here.

One thing this highlights for me is the need for much more varied, nuanced approaches to these big questions. It's part of the problem of the "education" discourse as a whole (and most discourse of any importance, actually): namely, too much generalization.

I'm not blaming anyone ... it's just the nature of the beast (and Dan did ask for perspectives from other disciplines, so that's a start).

When I hear things like "studies show homework is good / bad," I think ... in which grades? What kind of homework? How much of it? Always? etc.

Common sense tells us bad homework (i.e. busywork) is always bad. Most studies tell us homework in elementary grades does more harm than good. Most studies tell us homework in the middle grades can be effective if it's intelligently designed and kept minimal. Most studies tell us that homework at the high school level is generally

helpful (again, providing the assignments are worthwhile to begin with).

But those are grades, not levels of intellectual / social / emotional development, and not disciplines, and not specific goals within each discipline. These need to be considered, as well.

I guess I'm just calling out, perhaps unnecessarily, the need to think and talk in ways that show we are aware of the particularly and context that informs our discourse and our practice.

Case in point: TMAO says "results over process." This may be true in math. It's nearly anti-thetical to a composition class.

Reading, reflection, and writing of any value is going to require "work outside of school" (or a significantly smaller scope to the curriculum) because of the simple limitation of time and because of the importance of process in those tasks.

But even there, the work we're asking kids to do better really be worth their time.

For me, that's the crux of Dan's post. We *are* using their time—in class and out—whether they can appreciate that fact or not. We should use it well.

29. on 14 Mar 2007 at 10:31 pm [29 dan](#)

Not to digress **Eric's** good comment further, but I feel like we intensify the divide between Authority Figure and Those Under Authority — a divide that I find unfriendly to learning — when we treat our students' time cavalierly. Their TV-watching / sleeping / friend-chatting / MySpacing / exercising time deserves respect, which isn't to say, "Don't assign homework." Just that if you *are* going to encroach, have the decency to encroach thoughtfully. **TMAO** and **Jonathan** have both put forward strategies that are way more modest than my own, the sort of thoughtfulness our students deserve.

30. on 15 Mar 2007 at 9:22 pm [30 hal](#)

I didn't read every word in these comments, but in my scan of them I didn't see any mention of the value of having students learn to learn something on their own. I realize I am working with community college students—so therefore older than elementary school kids—but I believe in helping students become more independent learners. Nothing I know of does that better than homework, as long as it is coupled with in-class learning and work and out-of-class support.

31. on 17 Mar 2007 at 2:06 am [31 alexandra](#)

I find it very interesting and incredibly encouraging to see so many educators on this blog, spending their "downtime" pondering how to to better their curriculum and classtime.

I'm currently attending a community college, and taking a math course.

I was one of those "ones that needed it most" throughout my highschool math experience. Although I was always brighter than average in other subjects, I could never grasp the math. No matter how much homework was assigned, it really made no difference to me. No matter how clear the teacher was, I would not be able to solve the equations on my own beyond what I could memorize. My parents were supportive, yet, there came a time when they were at a loss in helping me succeed.

One teacher used the method that we're discussing here; he required very little homework and demanded our greatest efforts in classtime. It was extremely effective with our class and myself included.

If nothing else, understand that the sheer fact that you are spending time online, communing with other teachers, and engaging in these rebellious, revolutionary math-teacher discussions means that you CARE. You CARE about your work, and if your students are gaining something from their experience with you. And that puts you far, far, far above the others.

I wish I had more teachers like you.
you too, gator. :)

32. on 17 Mar 2007 at 4:03 am [32 Harold Jarche » Homework is the result of poor time management](#)

[...] Dan Meyer is mathematics teacher who doesn't believe in the value of homework for homework's sake. His argument is quite clear. If the teacher is organised, then instruction and practice can be completed in class. He also found in his research that few students actually benefit from mathematics homework. The "A" students don't need it and the "D" students don't do it. [...]

33. on 17 Mar 2007 at 3:44 pm [33 dan](#)

... says the girl who offered me \$150 to take her statistics final exam.

34. on 20 Mar 2007 at 11:47 am [34 Teaching: Homework Review « JD2718](#)

[...] March 20, 2007 pm31 11:47 pm Posted by jd2718 in Math Education, Teachers, Teaching, Education. [trackback](#) Over at dy/Dan there has been an interesting discussion of why Dan doesn't assign homework. At some other point I may blog about my differentiated assignments. But not today. I'd like to briefly touch on another aspect of homework: how it is reviewed. If homework is assigned, then it should have value. And if it has value it should be reviewed and acknowledged. [...]

35. on 20 Mar 2007 at 12:05 pm [35 Teaching Math: Homework Review « JD2718](#)

[...] March 20, 2007 pm31 11:47 pm Posted by jd2718 in Math Education, Teachers, Teaching, Education. [trackback](#) Over at dy/Dan there has been an interesting discussion of why Dan doesn't assign homework. At some other point I may blog about my differentiated assignments. But not today. I'd like to briefly touch on another aspect of homework: how it is reviewed. If homework is assigned, then it should have value. And if it has value it should be reviewed and acknowledged. [...]

36. on 21 Mar 2007 at 2:12 pm [36 Barry Garelick](#)

I was an A math student in high school. Although I'm in the category Dan says will do the homework but don't need to do it, I disagree. I needed to do it. Drill brings procedural fluency which leads to better understanding. For problems beyond drill, the more problems I did, the better I got at it.

I'm not saying that Dan's techniques are bad, it's just that not everyone fits in the boxes he has so carefully defined.

37. on 21 Mar 2007 at 4:35 pm [37 dan](#)

Certainly, I've generalized with my categorization. Even though my experience and studies have propped those boxes up, I'm always watching out for students like you were who need differentiated practice and instruction. (See also: the A student who needs one comprehensive problem rather than a fifteen question set.)

38. on 21 Mar 2007 at 4:40 pm [38 instructivist](#)

Barry took the words out of my mouth.

I was an A student in algebra in college. I could not have maintained that level of proficiency without massive homework. This was the only way to become surefooted. It was only through massive homework that things like factoring polynomials finally clicked. Without massive homework all those point-slopes, slope-intercepts and what have you would have been a jumble.

39. on 22 Mar 2007 at 6:22 am [39 lori](#)

I'm a parent who's really happy to see so many teachers so thoughtfully pondering what's best for their students.

In my public school district, teachers don't have a lot of individual choice about homework. Even our kindergarteners (who all go to school for a full day) get homework M-Th, in spite of the research that shows it's either useless or harmful. I despise it — I think my 6-year-old has given school enough of his time during the day. He's gone 7.5 hours/day, including the bus ride. I think that's more than enough school time.

In general, even for older kids, I'm a homework minimalist: it had better be infrequent and meaningful when it's assigned. I would not be happy with an hour of homework for one 7th grade class. What if all teachers gave their 7th graders an hour of homework each night? That's ridiculous, especially if they're spending only 50 minutes in each class! If the homework time exceeds class time, we have a problem. (Not to mention that kids work at different paces — for some kids "one hour" of homework can take longer.)

Kids need more time to come home and do the things that are important to them. I honestly don't think you teach responsibility by compelling kids to do things and then punishing them if they don't. Carrots and sticks don't teach responsibility. Kids learn to be responsible when they make real choices and commitments and then honor them.

Having said all that, I think the real issue here isn't whether homework is good or bad. It is the one-size-fits-all nature of most public (and many private) schools. An entire class of students is covering the same material at the same time and pace, regardless of their ability to do so. The kids who can move faster wait for others to catch up. The kids who need more time — those who supposedly need the homework the most, but who really need more time with the teacher — have to try to keep up and often move to new topics without mastering the current one. The one-size-fits all model is the real problem, not homework itself.

40. on 22 Mar 2007 at 5:10 pm [40 dan](#)

Uf. Definitely felt the one-size-fits-all-ness of public ed, today. I can usually do the differentiation game serviceably well, but the Justins finished the entire practice regiment while other kids were struggling to find some traction. I'm realizing this one class carries FBB all the way to Advanced, which, though partly a scheduling whoopsie, is a symptom of the current system. But what's the alternative for educating our heterogeneous population *en masse*? Apprenticeship? Trade school? Nah.

41. on 22 Mar 2007 at 6:20 pm [41 Greifer](#)

why even have math teachers? why not just have books? the good students will learn from them, the bad students won't anyway. with good time management, they can practice in 2 hours.

what are you for?

you know, this talk of responsibility, etc. is irrelevant. what is relevant is behavior.

Carrots and sticks DO teach behavior. A 14 yr old is not a perfectly formed adult. They need their behavior modeled, constrained, shaped, and reinforced. To think otherwise is to be unfair to the adolescent.

Assigning homework, rewarding positively those who do it, and negatively those who don't, reinforces positive behavior.

Practicing what you learned in school also reinforces positive behavior, too. Because the ability to write a proof, or use the angle of cosines is a behavior as well as sitting still is.

Behaviors aren't learned by deducing them. They are learned by practicing them. Knowing the appropriate time to use the law of cosines vs. deMoivre's theorem is a learned behavior. you are depriving your students of the opportunity to learn those behaviors to mastery.

You don't solve the mastery problem by throwing out homework. You solve it by homework AND more teacher time.

Worse, though, is that you've abdicated teaching to mastery. You have no way of knowing which of your students

could learn—you've assumed you already know. You have no way of salvaging an incorrect assumption by thorough student evaluation, either. You expect them to do that themselves. If they could, they wouldn't need you at all.

42. on 22 Mar 2007 at 8:10 pm [42 dan](#)

You seem to believe in the universal good of homework, that any outside practice is good practice, the good of which is impossible to replicate *in* class, and none of those is *a priori* true.

I admit the broadness and coldness of those archetypes up there, but in the case of students who lag by multiple grade levels, I have found them accurate with a margin of error of maybe 4% of a class. I'm *not* saying, "you, you, and you will never be able to do homework, so we're done trying." I'm saying, "you come into this class with a very specific set of needs and wants, each of which I will accommodate and, when necessary, help you exterminate."

In the specific, it would be profoundly irresponsible of me to ignore their negative association of homework with math, *particularly* when I don't find a lot of value in homework I can't replicate in class. I'm not going to waive attendance simply because they'd rather be elsewhere. I can't replicate the value of attendance elsewhere. Not so with homework.

The short, probably unsatisfying, answer to the question "If not homework then why math teachers, even," is that I'm worth a lot more to my students' learning outcomes than homework is. I mean, the idea you put forward that without homework students can't build positive behaviors, a strong work ethic, or attain mastery — that without homework I can't *evaluate* them — is preposterous.

My students *practice*. And when I italicize that, I'm talking lengthy problem sets often built from scratch that scaffold at a surgically precise rate, that allow advanced students to cruise through the easy and struggle with the hard, that allow me plenty of time to help those who need the help. We work from bell-start to bell-end, a merit badge that hasn't come easily, and since you're keen on behavior, it's worth mentioning that I come down hard on laziness and publicly prop up the students who power through moments which they've predefined as I Can Do No More.

For whatever else it's worth, if I thought for a second I was "depriving [my] students of the opportunity to learn those behaviors to mastery," I'd bail instantly and assign some problem sets pronto. But I haven't and your comment, which equates homework with (variously) mastery, behavior, assessment, and teaching itself, is unconvincing. I mean, is there anything homework *can't* do?

43. on 23 Mar 2007 at 2:04 am [43 Lisa](#)

My high school calculus teacher spent large portions of our math period going over LAST night's assigned homework, for those of us (and I include myself) who struggled with it.

More direct instruction up front, and less reteaching later, would have helped immensely. I often got home to do homework in high school about a concept we'd only vaguely covered in class. As an A+ student it was assumed I could "figure it out". If that were the case, I wouldn't need a teacher.

Homework does have its purposes, but it isn't going to teach kids something that they failed to learn through direct instruction, only reinforce what they already got from it. I think it's very useful for kids with processing speed problems and memory issues (such as the group I now work with) who can't get through enough practice problems during the class period because their learning disabilities slow them down. Then they get home, and it's a struggle to remember what they did in class. If homework is not assigned, they return to class the next day barely remembering what we even covered, and very likely have lost much of the hard work that they put in the previous day.

44. on 23 Mar 2007 at 5:09 am [44 lori](#)

Carrots and sticks DO teach behavior.

The behavior they teach is compliance. They don't teach responsibility, which is by no means irrelevant. Carrots and sticks manipulate student behavior — take the carrots and sticks away, and what do you have? Where's the internal motivation to learn or to take responsibility for one's own education?

What's wrong with practicing in school, anyway? You can practice in school and determine mastery by giving a test.

45. on 23 Mar 2007 at 5:14 am [45 lori](#)

BTW, Dan, you sound like a great teacher. Please move to my district soon.

You asked: But what's the alternative for educating our heterogeneous population en masse?

Montessori schools do a good job of educating mixed age and ability classes of students. Each child learns at his or her own pace by using self-correcting materials. Montessori schools truly offer individualized education, particularly in reading, writing, and math.

46. on 23 Mar 2007 at 12:30 pm [46 Greifer](#)

—The short, probably unsatisfying, answer to the question “If not homework then why math teachers, even,” is that I'm worth a lot more to my students' learning outcomes than homework is.

really? prove that. I mean, where's your evidence? because you say you, with your in class two hours of practice are *it* to achieve mastery. put up some darn evidence that I can't replace you with a well written schaum's outline. and for the below-grade-level students? I see *zero* evidence that you are worth more.

I actually believe in direct instruction, but I see what you're describing as undermining it, since you are already writing off large portions of your classes. Better upfront direct instruction coupled with well written homework is a heck of a lot better than busy work. that you jump to busy work as a defn of homework is merely a straw man.

—I mean, the idea you put forward that without homework students can't build positive behaviors, a strong work ethic, or attain mastery — that without homework I can't evaluate them — is preposterous.

no, it isn't perposterous. but let's put it to the test, shall we? let's see which students succeed. the KIPPers with homework or your kids without? i'm willing to admit I'm wrong if you show results. so how can we evaluate them? hm?

—My students practice. And when I italicize that, I'm talking lengthy problem sets often built from scratch that scaffold at a surgically precise rate, that allow advanced students to cruise through the easy and struggle with the hard, that allow me plenty of time to help those who need the help.

uh huh. that's sure working for the kids you wrote off. not to mention that you could design such problem sets and assign them for homework TOO, and build the actual mastery of the A students, instead of stopping when your two hours is up.

47. on 23 Mar 2007 at 1:32 pm [47 Lisa](#)

Quick response to e who mentioned that students must be doing HW in English and History. My kids do now and then have HW in both English and history, but it's project based and not particularly frequent. In math on the other hand, they both have 20-30 problems every single night. So I see thought going into the English and History homework assigned. In math I see tradition.

Lisa

48. on 23 Mar 2007 at 1:49 pm [48 H.](#)

Greifer, if you are able to write problem sets scaffolded so well that 9th graders in low-income areas can progress

through them without having anyone holding their hand, could you please publish some samples? I have been assigning a lot of homework, but have had to recognize that the homework I collect contains so much error and misunderstanding that I must revise the ratio of homework to in-class work heavily in favor of the former, and I can well imagine that doing away with homework altogether would be just as well. However, if you can write Algebra and Geometry assignments that work for students who struggle with place value, multiplication, placing decimal numbers on a number line, and plotting points – in such a way that the assignments are useful to all students – please do make them available; they would be much appreciated. I have put some work into writing assignment sets that allow students to check for consistency themselves, but the level of understanding and commitment required by students in order to use these features is often just not there.

49. on 24 Mar 2007 at 11:41 am [49 dan](#)

Lori's comment is important, that homework in math is often assigned by tradition. It is also important to acknowledge that math homework is often given to ameliorate the effects of crappy time/class management.

Conversely, it's important for *me* to acknowledge the work of teachers like **Jonathan** and **TMAO** (see further back in the comments), who are giving targeted, differentiated, and well-scaffolded assignments to their students.

Teachers have a universal mandate to think about *why* we do what we do. That goes for every element of our jobs. The only reason this post is riding the top of the Most Read tally is that homework rarely gets this meta-cognitive treatment. We should do better.

My meta-cognitive question has been this: what is it about homework that I can't replicate in class?

So I've appreciated all the comments that have exemplified effective uses of homework, reasons homework oughtta stick around. I'm thinking about assigning one, *maybe* two problems a night, and revisiting my Masters thesis. In that regard, this has been a very useful conversation for me. Thanks.

50. on 24 Mar 2007 at 1:24 pm [50 dan](#)

GREIFER: put up some darn evidence that I can't replace you with a well written schaum's outline. and for the below-grade-level students? I see *zero* evidence that you are worth more.

Almost forgot about Greifer. Look, brah, we're beyond yin-yang on this point. I'm urging moderation and meta-cognition on the homework issue and you're some kind of cartoon.

I'm happy to post my CST results when we get them. I *know* I'm scoring gains without homework. It's possible I could do even better with homework. I have my doubts. Regardless, I don't think it'll matter one whit to someone who thinks *any* teacher is replaceable by a robot with a lesson outline much less a teacher who puts in the hours that I do.

Where I check out:

GREIFER: well wriiten [sic] homework is a heck of a lot better than busy work. that you jump to busy work as a defn of homework is merely a straw man.

I never defined homework as busy work. Never used the words. So I'm not sure whose comment you're responding to.

Conversation's too bizarre for me, thanks.

51. on 26 Mar 2007 at 3:09 am [51 Harold Jarche](#)

Dan , you have a great conversation going here and it's good to see multiple perspectives. Let me add my two cents.

Jonathan's point on repetition makes sense on the surface but misses an important component of drill, and that is

feedback. At home, there may be no appropriate feedback, so a student could do a drill incorrectly 15 times, thereby reinforcing the wrong skills. Hal says that students should “learn to learn for themselves”. I agree, but that motivation must be intrinsic not directed from outside. As John Taylor Gatto (author of the 7 Lesson Schoolteacher) said; “to do your homework is a fake responsibility”.

Another issue is that math homework competes with homework from all the other subjects, so students get a potpourri of unrelated assignments. Dan Pinker wrote in Slate Magazine, “Cognitive psychology has shown that the mind best understands facts when they are woven into a conceptual fabric, such as a narrative, mental map, or intuitive theory. Disconnected facts in the mind are like unlinked pages on the Web: They might as well not exist. Science has to be taught in a way that knowledge is organized, one hopes permanently, in the minds of students.” Your learning flow in the classroom probably accomplishes more than any homework assignment could possibly do.

You ask, “But what’s the alternative for educating our heterogeneous population en masse? Apprenticeship? Trade school? Nah”. One of the more interesting proposals is from Alvin Toffler. Here are some things he proposes for the school of the future:

- Open twenty-four hours a day
- Customized educational experience
- Kids arrive at different times
- Students begin their formalized schooling at different ages
- Curriculum is integrated across disciplines
- Nonteachers work with teachers
- Teachers alternate working in schools and outside

To me, this approach is better than “one-size-fits-all”, which I don’t believe is working.

What I find interesting in our school system (I only speak from knowledge of our local department of education) is how little the curriculum developers, administrators and teachers know about cognitive science. Too often, discussing education is like discussing religion – too many beliefs and not enough facts.

Keep up the good work. I wish my sons had you as a teacher.

52. *on 26 Mar 2007 at 11:18 am* [52 dan](#)

Thanks for your thoughts on the issues brought up, which have kinda multiplied over the comments. To anyone interested (like I was) in Dan Pink’s Slate article, which Harold references, it’s [here](#). Love it when name-brand authors slum it on Slate.

53. *on 26 Mar 2007 at 6:06 pm* [53 Harold Jarche](#)

Thanks for adding the link. Not sure how I screwed up on the name (not enough coffee, I guess).

54. *on 26 Mar 2007 at 8:30 pm* [54 Jonathan](#)

Harold,

I generally only assign exercises with answers in the book, so there is instant feedback. For questions where they cannot match the book answer, I have a relatively compulsive homework review routine (see [this post](#)) that gives (only slightly) delayed feedback.

55. *on 28 Mar 2007 at 7:36 pm* [55 dy/dan » Blog Archive » Carnival of Education 112](#)

[...] That’s kinda like, what, three strikes right there, right? I mean it’s hard for me to take anyone seriously who’s bending so far over backwards to cultivate this in-your-face, just-tellin’-it-like-it-is persona, but his counterposition to mine is mostly fair and certainly worth noting. [...]

56. on 29 Mar 2007 at 8:36 pm [56 Held to a standard « Teacher With A Bad Attitude](#)

[...] But in exploring his site, I found an earlier posting of his that challenges the homework mythos. As I told Dan in a comment, I want to believe that the homework thang is largely mythical and without merit. But I also know from personal experience that in some cases it's necessary. [...]

57. on 18 Apr 2007 at 9:32 am [57 KAK](#)

There was one good thing about homework when I was in elementary school and high school. It gave me an idea of what the teacher wanted me to learn, but it was studying the material that was covered that was helpful. However, if I had too much homework one night, then I would neglect studying that subject later on. I would feel stressed that I had spent so much time on one thing so I would move on to something else that I was not as sick of seeing. Having huge amounts of homework irritated me more than helped. If I was irritated enough, I would avoid it for as long as possible and then try to do it last minute if only so I could get partial credit. I am not saying that all homework is bad, but I think that if it is important enough to a student to do well, then they are probably going to study, ask questions, pay attention in class, etc. without a huge bunch of homework. Also, as DAN said, students who did not really care would not benefit from the homework anyway because they would not do it. If anything, teachers taking the assignments up for a grade hurt them.

58. on 09 May 2007 at 6:12 pm [58 Parent](#)

high-poverty students?

When I was a boy they were called students from poor families (as opposed to poor students). I'm wondering if you are avoiding casting a similar ascription on families, i.e., avoiding calling them dysfunctional?

high-poverty students is a new term for me and it doesn't appeal.

I've heard "economically disadvantaged" but never "high-poverty". It's really not elegant.

59. on 29 May 2007 at 5:22 pm [59 dy/dan » Blog Archive »](#)

[...] Why I Don't Assign Homework (2217) Career Crisis #2 (of 2) (1330) Carnival of Education 115 (1092) Important Ratio #1 (956) Graphing Stories (952) How Math Must Assess (879) In Defense of NCLB (797) dy/teaching (792) Biggie Smalls (685) Podcasts: Why? (672) [...]

60. on 30 May 2007 at 4:20 pm [60 5t](#)

Interesting discussion, much of which I disagree with, but I will make the following comments:

1. Students can learn from homework. I remember many times working through math assigned math problems unable to quite get it, often because I couldn't remember what was explained or what I did in class. My solution? To figure it out on my own, usually by re-reading the instructional materials in the book, reviewing my (often poorly transcribed) notes, or—as a last resort—asking someone else for help. Sure, if my teacher had been the stellar, surgically precise, and uncompromising instructor that you describe yourself as I probably would have remembered every iota of information and instruction... Anyway, at the very least I learned how to learn on my own, and the self-directed discovery was quite valuable. If I had been in the classroom I probably would have just feigned along with the rest of the class, or else asked for help, simply because it's so much easier that way. At home I had no choice but to figure it out (mmm, the stick). In my own teaching I've found that students who are forced to figure out some things on their own are better for the experience, as the impact of such discoveries are often stronger than the spoon-fed or even collectively/collaboratively constructed alternatives.

2. I think there's pedagogical value in the repetitive pattern of schoolwork + homework partitioned by time/distance. My previous anecdote implies the value of distance, but time also can be useful in activating and reactivating memory. The farther you get from the original instance, the harder it will be to recall and apply, and so practice recalling and applying at multiple temporal distances seems appropriate for learning.

3. Someone complained about carrot-stick as being inductive of mere compliance. There's a difference between compliance, discipline, and self-discipline. Compliance may produce discipline, but self-discipline? Can that ever be developed without loving womb of external disciplinary forces (mmm, the stick)? The positive value of self-discipline takes me back to other positive character traits that can be developed through homework, namely self-reliance and independence—both of which I find to be sorely neglected in public (and even private) schools.

I think those partially answers dan's question, "What is it about homework that I can't replicate in class?" I daresay the most significant answer to that question is "more time".

BTW, I love the concept of omitting every instructional practice that does not show resulted, however my caveat would be, if you've absolutely proven that its consistently ineffective when conducted using reliable methods. At present I'm not convinced that homework is ineffective; so far any such evaluations of homework appear to be primarily anecdotal, not to mention limited in breadth.

61. *on 01 Jun 2007 at 8:14 am* [61 dan](#)

It's #2 that's kind of shifted my perspective this year. Particularly on a block schedule where my kids put math out of sight and out of mind for two days, I've found retention is to be shamefully low. Even for the populations I'm teaching. Having them hit a classwork problem several hours after class would have an effect, as you cite, that I could not reproduce in class.

So next year: one homework problem. Maybe two, tiering them a la Jonathan's method above. But something. And only because I don't see my kids every day. Otherwise, I remain unconvinced of homework's efficacy in low-level math classrooms.

62. *on 04 Jun 2007 at 3:06 am* [62 who does well in my elementary algebra course: part 1 - gender « Hal's House of Pancakes](#)

[...] I strongly believe that I am putting the emphasis on the correct thing in my course. (For another point of view, see dy/dan: why I don't assign homework.) Moreover, I require the students to individually choose the percentage weight of homework in their overall grade (within a specified range); this choice can negate some of the reward disparity, but does not replace the benefits lost by not doing the homework every day. The fact remains that I failed to motivate enough men to do enough homework to pass the class, while I succeeded with most of the women. To me this points to something on which I need to work. Clearly, I must make a more concerted effort to reach out to the men in my course. [...]

63. *on 04 Jun 2007 at 4:56 am* [63 Top 5 Online Revision Tools](#)

[...] There is quite a lot of debate going on Here, Here and Here about the setting of homework. Is it good? does it help? I don't claim to know, but I do know that most schools still expect students to do revision, and as it is Exam Season in the UK at the minute, I thought I would add my own Revision Tools that I recommend to staff at my school. [...]

64. *on 06 Jun 2007 at 2:41 am* [64 Rebecca Aguilar](#)

Interesting results on your homework thesis, dan.

What do other studies on homework show? Well, reading assignments of 20 minutes seems to be the only type of homework shown to benefit learners.

Researchers have found that reading 20 minutes every night improves fluency, writing, concepts and vocabulary acquisition, and OVERALL school performance.

65. *on 06 Jun 2007 at 9:52 am* [65 Randy Rodgers](#)

I never assigned a lot of homework, and what I did focused on an application of the math or science I taught in the home or elsewhere outside of school (e.g. perform a pH test on your pets' saliva, then create a class graph of the

results, discuss possible patterns, etc.).

I see some clear benefits, however. First and foremost is the opportunity to engage parents in their children's learning. I realize not everyone receives equal assistance or attention from their folks, but life is not equal, is it? As for the concept that something is only worth doing if 100% get the benefit, that's like saying you have a vaccine that will prevent cancer, but only in 10% of those receiving it, so why bother? 100% is great and something to shoot for as often as possible, but to pass up on the chance to impact even 1 out of 25 kids is a mistake. The opportunity to have a kid actually work WITH their mom or dad to solve a problem is priceless.

The problem, as I have witnessed it, is that many teachers' concept of homework is to simply assign busy work or repetitive practice which they could do in class, and which the students would be better served doing with the teacher's guidance. This is missing on a great opportunity to apply what is learned in a place schools don't spend much time—the real world.

BTW, Greg Farr pointed me to your site as a great example for the possibilities of a teacher's blog, and I'm grateful to him. Your site is tremendous—keep it coming!

66. on 06 Jun 2007 at 10:24 am [66 Todd](#)

We teach students, not parents. Homework is assigned to the student only, not parents. That's never the intent of homework, is it? A parent working with a child on homework is a completely unintended side effect that should never be taken into consideration when deciding on homework assignments.

67. on 06 Jun 2007 at 12:34 pm [67 Randy Rodgers](#)

NEVER considered? If you work in a eutopia where parental involvement in their kids' is a given, maybe not. Not all parents have the slightest clue how to be involved in their children's education, and homework can be a very effective tool to help them do so.

68. on 06 Jun 2007 at 12:34 pm [68 Randy Rodgers](#)

That would be "in their kids' education". Oops.

69. on 06 Jun 2007 at 5:14 pm [69 dan](#)

sigh 69 comments in, I've got to mention I'm kind of embarrassed that this is my flagship post. It's got this bluntly provocative title, the sort of thing that'd show up on digg if diggers had any interest in education.

I would've taken more care in writing it If I Had Known Then What I Know Now.

Anyway, things I've learned since, and which **Rebecca** partially spoke to, is the benefit of a *short* assignment, completed some time *after* the instruction. Jonathan's got his tiered system and TMAO has small, explicit tasks, and I dig that.

Basically, I worry that teachers (especially math teachers) don't consider *why* they're assigning problems one through thirty odd or what instructional outcome it brings about and whether that outcome is worth the cost to the class' disposition.

Randy, I agree with **Todd** that homework oughtta be assigned for the student, though I should fully disclose that I don't have kids. I dig the parent involvement angle but, more often than not, in math, I have parents telling me they're grateful I *don't* assign much homework because they have no idea how to help. Even if a parent were college educated and *could* help, it's unclear to me how a teacher would *train* (for lack of a better word) a parent to take part in the kid's homework.

The inconsistency in the cancer vaccine metaphor: even if the vaccine only affects 1 person out of 25, it doesn't hurt the other 24. If only 1 student out of 25 finds the assigned homework valuable the other 24 are, in some form or another, experiencing a negative outcome, one which I can't ignore.

70. on 07 Jun 2007 at 4:51 am [70 Rebecca](#)

Yes. The title sounds highly “diggable.”

But, this shouldn't make the topic “Homework or Not” and the questions that come from a discussion less salient.

It is certainly of concern to parents (who are tired of the stress and conflict caused by homework), students (who feel overwhelmed and underengaged by homework), and teachers (who hate assigning homework and grading it).

71. on 14 Aug 2007 at 3:08 am [71 Tracy Rosen](#)

I'm late on this – just want to give you a virtual high 5. I completely agree.

I give homework, but it is more like school work or extra work. You're right, those kids who will do it don't necessarily need it. The kids who may need 'it' actually don't need **homework**, they need extra practice, guidance, and explanation – which they get from me during **homework club**.

Love homework club – it's basically become an extra period for me to work with those kids who need an extra period to complete the work.

Sometimes I give true **homework** – but it's usually in the form of a scavenger hunt or something when I want them to bring some material into the class for a lesson.

I have had teachers get angry with me for not giving homework, that the kids are getting away with something. hmph. Generally my kids work their butts off in class – they aren't getting away with anything but learning, sorry.

72. on 17 Sep 2007 at 12:29 pm [72 Blogging 101 » Task 1 - Blog Observations](#)

[...] Why I Don't Assign Homework [...]

73. on 22 Sep 2007 at 8:56 am [73 Jose](#)

I didn't realize how awesome a blog you have running here. Really. I'm on it.

74. on 25 Sep 2007 at 5:50 pm [74 dy/dan » Blog Archive » The Homework I Gave](#)

[...] of assessment into a thing of beauty. I'd love to see it do the same to homework. Relevant reading: Why I Don't Assign Homework [back]Which is why a lot of teachers assign homework, I suspect. [...]

75. on 01 Oct 2007 at 9:35 pm [75 Angus](#)

It is such a simple concept. How can I help kids do their assignments if I can't monitor what they are doing and help guide them through the processes and procedures? I think there is too much emphasis on “getting the right answer...by yourself...use only a pencil...keep your eyes on your own paper...”

I remember taking “geo-trig” in high school (many years ago..) I remember copying tonnes of homework off of the class “brain” so I could at least get marks for the “homework check”. I barely passed the class...but didn't learn a darn thing. As a teacher, I have always taken that experience with me into every course I have taught.

I think some teachers assign homework so it looks like they are doing something.

Thanks for the excellent post!

76. on 28 Nov 2007 at 6:16 pm [76 Chad K](#)

I totally agree with your philosophy on homework. I remember being a student and hating homework that was given to me. I often copied it, rushed through with a minimal amount of effort, or sometimes did not do it. I can recall several lessons given by teachers in class that stuck with me to this day but cannot remember a single homework assignment. Real learning comes from a great teacher in a class, not from homework. A teacher can successfully teach a classroom of students with minimal homework, or possibly none at all, if the class operates with ruthless efficiency and the content is engaging.

Now that I am a teacher, my anti-homework philosophy has grown even stronger. I see students copying work or finishing assignments from other classes in my room multiple times a week. Sure, students should do their homework at home but it does not always work that way. Many students have responsibilities or living conditions that make it very difficult to work at home. In addition, some people have posted that students who do not complete homework will be “punished” with a bad grade, but it is these same students who do not do their homework that are unmotivated by poor grades.

The best way to motivate these students is to create a classroom environment that is safe, fun, and highly structured to maximize learning opportunities. I am happy to see other teachers questioning the true nature of homework and looking for the most efficient way to teach students.

77. on 02 Dec 2007 at 11:31 am [77 A Sunday Link-a-Sortment « JD2718](#)

[...] Teachers, Teaching, blogging. [trackback](#) Hal found a study that relates to the value of homework. Dan may have something to [...]

78. on 04 Dec 2007 at 12:27 pm [78 Jay](#)

Wow! Great post. I’ve got to admit to skipping the comments. Maybe I’ll read them some other time. I expect there is both agreement and disagreement. But I agree!!!

I’m not a k-12 teacher. I educate adults, but I am a parent of three elementary children. I hate homework. Teachers, I have better things to do with my children when I get home from work, than do your job for you. Yes I said better things to do. Things like playing in the yard. Things like teaching them to play guitar, since most music programs get secondary attention at best. Things like going for a walk, since P.E. programs also get second rate attention.

Did I mention that I hate homework. Teachers are constantly complaining that if parents did their job at home, then the teachers job would be easier. I agree that much parenting is ineffective, probably even some of mine. But... I could be a better parent if I had more time with my kids. Like the time they currently spend doing homework.

My final point: My first and second graders do NOT need a 10 hour work day. They need time to run and play, and learn things by doing them. Oops, that’s another pet peeve slipping in.

Great post!!!! I wish my kid’s teachers and principal would take a lesson.

79. on 05 Dec 2007 at 6:19 am [79 Sarah Rainsberger](#)

I don’t think this idea has been mentioned in the comments, so I’ll share, even though I’m late jumping in.

From years as a tutor, I knew that most of the kids who needed the practice only did homework to “get through it” not generally to practice or understand concepts.

I can’t emphasize enough, as someone who worked with these kids outside of the classroom: the HARDEST thing to do is to tell a student that they need to do more questions when they have “finished” what the teacher assigned. In their mind, they are DONE, even if they couldn’t get through a single one of those questions on their own. This has always been my biggest beef with assigning specific homework questions — it’s seen as the goal itself, not the means to the goal.

So, when I taught, I didn’t want any student to have an arbitrary checklist. I knew from private tutoring that each student would be “done” (as in, well-versed enough to go on) in a different amount of time, with a different number of practice questions. I needed them to understand when and why they were done.

Instead of assigning homework, at the beginning of each class there would be a quiz. Just a short quiz of 2 – 5 BASIC questions covering the bare minimum I’d expect them to have gotten out of the last lesson. Their “homework” was to prepare for the quiz.

For some kids, that would mean a couple of practice questions. For others, it would mean asking me for MORE questions from different sources because they'd done everything in the book but still needed assistance to get through them. I purposely only chose basic questions for the quiz because each kid learns at a different pace, too. And, sometimes it's only after a few interconnected lessons that things really "click." But, if they can at least keep up with the basic concepts on a daily level, then there's time (and hope) for building up to the advanced questions they should expect on a test.

Now, our situation worked well for that because

- we had huge blocks of time for each class, so I could still teach a new lesson, let them work on problems even though the beginning of each period was taken up with assessment
- our schedule was such that students had the same classes every OTHER day, so there was always adequate time to get extra help between classes, or spend 2 nights practicing. I didn't have to expect "instant comprehension."

What started to happen was kids would show up early EVERY class, often as much as an hour early, and they would all work on practice problems together (and I'd usually be there, and willing to help). Our schedule meant that math was either first thing in the morning, or right after lunch, so often kids just ate their lunch in the math room working on problems. I found that most students did MORE work than they would have had they just been assigned homework questions, and also that their focus was very different: they strove to be able to do the questions, not just get through them.

The other advantage is they had feedback every single class as to whether they had put enough time/effort in to understanding the last class' material. Teacher and student both had a very clear picture of how ready each individual was to move on because of the constant assessment. And, with so many quizzes, each one was worth such a small portion of their grade that they could have a bad day and it wouldn't significantly affect their over all mark.

I don't buy the "homework is practice in responsibility" argument because it mischaracterizes the goal. The goal is to be able to do, not to check off which questions you have done. Kids need more help/practice/training with being self-assessors, and that's what I was trying to do with my students. That's what they would face in the next year or two at university, where self-knowledge is key to academic survival.

So, hats off to no homework, but for helping students to become academically independent so that they can make good, sound decisions for themselves about how to use their time outside of class!

80. *on 06 Dec 2007 at 7:21 pm* [80 John Hendron](#)

I grew up with math homework, so like some posters, I'd expect to see teachers today assigning homework out of practice. For one, I did learn something from my math homework. But I'd go to my mom for help, and that time we spent together was indeed learning time. I had self-motivation. I was in advanced algebra and all the upper-level courses. I was college-bound.

I think since I graduated from high school (1992), the times have changed with attitudes. I agree with your premise... that kids that need extra practice won't do the work; those that need it less, are the ones that might be motivated to go for the effort.

I'm glad you've found a solution that is working for you. I agree with others that the problem is not necessarily the pedagogical approach of homework, but a societal problem with learning, expectations, etc.

I'm not math teacher, but am a K-12 educator. My guess is... I'd be assigning homework, but not "problem sets." I'd be asking kids on occasion to bring-in artifacts that could be used in real-world problem solving. Math homework of a different sort. Despite the popularity of your post, it was refreshing and insightful to read.

81. *on 07 Jan 2008 at 9:47 am* [81 Darin](#)

I teach high school math to seniors in a suburban Cincinnati school. The class is for students who plan on furthering their education after high school but are not great math students. I assign homework and post the solutions online for the students to use to check their work. I believe a great deal of learning goes on when

students are given the opportunity to find their own mistakes and correct them or help others correct their mistakes. We all learn best by teaching others and so I have my students try to help each other as much as possible. They can look at their homework while taking the weekly quiz so the better they do on their homework and the more they show their work the better they do on the quiz which is worth more points. At the end of a unit I give them 2 assessments. One is a traditional test which, if they do poorly, they can retake after correcting their first test. The other is a project based assesment where they must demonstrate their knowledge of the concepts taught through some sort of performance task. There are still some students who don't do their homework but the ones who truly buy into the system do very well in my class as well as in college after they graduate. I have had many students come back after a few years and tell me they never would have made it through college algebra without my class and that makes it all worthwhile.

82. on 08 Jan 2008 at 9:38 am [82 » #4 \(Week 2\) Blog Observations K12 Learning 2.0](#)

[...] Mr. Meyer: Why I Don't Assign Homework [...]

83. on 17 Jan 2008 at 4:59 pm [83 Holly](#)

I am just a parent who sees the light of curiosity dimming in her formerly enthusiastic 5th grader's eyes because of unrealistic homework demands. It sickens me that educators can't do their jobs in the 6 or 7 hours they have with our children every day. I'm sorry you folks have to teach to these ridiculous standardized tests. Is that what it's all about after all?

84. on 31 Jan 2008 at 4:33 pm [84 Ann](#)

I am a 5th grader with the every day homework of 2 hours and when I'm sick it has taken me 3 extra days to finish missing work. I do not understand why they give us so much homework to have it done in so little time!!!!!! we are punished if we don't do our homework. the problem I have is I have so much homework I lose track of all my other homework! so I hope they will lighten up on homework soon!

85. on 31 Jan 2008 at 4:35 pm [85 Ann](#)

I always have trouble finishing in the short time we are given to finish in class so I hope someday homework will be gone!

86. on 31 Jan 2008 at 10:13 pm [86 Stephen Humphrey](#)

@Ann: most of the people who write on this website are teachers, and even though I am not one, I am a parent of four children. Let me offer you this advice:

Many times in your life, someone will require you to do something you have a hard time doing. Unfortunately, most of the time, you will still have to finish the task even if you don't understand why or don't agree that you should have to do it. You are not alone in finding this frustrating and difficult.

Still, you should do your best to complete the task anyway. There is a great lesson in finishing assignments not just when you want to but also when you are required to.

While you are doing the work, remember two things: 1) someday you will be older, and you will be the one making decisions about what other people should do, and 2) you will find lots of people in the world who are like the teachers on this website, people who are trying to do things differently because they think they can do those things better! The day you find those people will be the day you know all the hard work you are doing now was worth it.

Best wishes,

Stephen

87. on 15 Feb 2008 at 2:47 pm [87 dkoscik » Blog Archive » THING 4](#)

[...] and be heard. I noticed that several of the chosen blogs were educationally controversial, i.e. The GREAT HOMEWORK DEBATE. A very interesting post, and very interesting comments. I think a blog can be a valuable resource [...]

88. on 18 Feb 2008 at 8:20 am [88 Thing 4 – Technology Gone Wild!](#)

[...] Homework blog: <http://blog.mrmeyer.com/?p=133> [...]

89. on 20 Feb 2008 at 2:17 pm [89 » Thing 4: Blah, blah, blog. Technolearning](#)

[...] could express themselves on a class blog. After seeing Alfie Kohn talk about homework and reading Dan Meyer's homework manifesto, I have been thinking about how to promote learning at home without assigning things. I think blogs [...]

90. on 20 Feb 2008 at 3:35 pm [90 Whatever Happens » Blog Archive » Thing 4](#)

[...] much enjoyed reading in the sample blogs. The ones i chose were #1 about not assigning homework, <http://blog.mrmeyer.com/?p=133>, #2 about dead words, http://itc.blogs.com/mccullers/2004/11/a_final_goodbye.html, #4 about [...]

91. on 21 Feb 2008 at 5:26 am [91 music and technology » Thing 4: reflections on blogs](#)

[...] the blog called Why Don't I Assign Homework ? written by a math teacher, I found the comments as interesting as the reasoning provided by the [...]

92. on 21 Feb 2008 at 12:05 pm [92 Web Tools Now » Thing 4](#)

[...] casual as in Imagine Turning On the Faucet and Nothing Coming Out while others are more formal like Why I Don't Assign Homework. They can informative Spies Like Us or just hopping on a soap box to tell the world. Also with [...]

93. on 22 Feb 2008 at 1:41 pm [93 Thing 4 at robbie'sk12blog](#)

[...] I enjoy the less formal way to exchange thoughts on everyday activities like the reasons for not giving homework. In Mr. Meyer's Site Why I don't assign Homework. [...]

94. on 25 Feb 2008 at 8:29 am [94 Thing 4](#)

[...] liked the Homework Blog. <http://blog.mrmeyer.com/?p=133> I have not taught a grade level that had a great deal of homework, but I do see the kid's [...]

95. on 25 Feb 2008 at 11:03 am [95 Thing 4 - Reflections on blogs](#)

[...] are completely different, yet all were insightful. I really enjoyed the blog concerning homework (<http://blog.mrmeyer.com/?p=133>). I teach 4th grade math and I do give homework regularly, although not an excessive amount. [...]

96. on 27 Feb 2008 at 8:14 am [96 Amy Stafford's Blog » Thing 4 - Blogging Begins with Reading](#)

[...] Wow. There are so many blogs and blog possibilities out there, my head is swimming! I read blogs #1-6. I especially like #1 where the math teacher is talking about homework <http://blog.mrmeyer.com/?p=133>. [...]

97. on 27 Feb 2008 at 1:47 pm [97 Vicki's Web 2.0 » Thing Four Blogging Reflections](#)

[...] homework power point Leonardo Grab a free edublog to your get your own avatar! [...]

98. on 27 Feb 2008 at 4:34 pm [98 Thing 4: Uses of Blogs in Education at](#)

[...] the blogs and to think about the many ways blogs can be used in education. I started by reading Why I Don't Assign Homework by Dan. Reading this blog brought back memories from Mr. Horrell's 5th grade math class. [...]

99. on 29 Feb 2008 at 10:13 am [99 Thing 4 Reflections on blogs at K12 learning2.0](#)

[...] As I read some of the blogs in this assignment it struck me that blogging reminds me in some respects of reading the editorial page in the AJC. This writing gives a blogger a chance to express opinions that are important to him/her just as does the paper. The biggest differences are that the blogger controls the publication and editing. Also there is a much wider audience available. There is the instant ability of receiving feedback to your opinions and thoughts as well. With just a few keystrokes someone can comment and voila! feedback. Perhaps even lots of it. With this freedom comes risk. You must monitor what you write and also be able to accept the comments of others pro or con. I enjoyed reading a blog on the merits of assigning homework. I don't necessarily agree with this blogger as I feel that homework serves several valuable purposes but his article was interesting and raised some good questions. <http://blog.mrmeyer.com/?p=133> [...]

100. on 01 Mar 2008 at 4:54 am [100 The Blog of the L-Force » Blog Archive » Thing 4 - Reading other Blogs](#)

[...] first blog I read was the Homework blog. (<http://blog.mrmeyer.com/?p=133>) WOW! First of all, the topic is very thought provoking. Secondly, what interesting, [...]

101. on 01 Mar 2008 at 5:16 pm [101 » Thing 4 Write Away!](#)

[...] not consider that there may be other sides to the story? Case in point is the blog about homework, Why I Don't Assign Homework. Of course, the interaction is important. That's communication between teacher and student, [...]

102. on 02 Mar 2008 at 4:24 pm [102 » Thing 4 Reflection on Blogs Learning 2.0](#)

[...] particularly like Why I Don't Assign Homework by dyldan probably because I totally believe in his point of view on homework. It was certainly a [...]

103. on 03 Mar 2008 at 4:52 pm [103 » Thing 4: Blogging Begins with Reading My Ramblings](#)

[...] first blog I read was Why I Don't Assign Homework. I found it very interesting with a variety of views on the pros and cons of giving homework to [...]

104. on 03 Mar 2008 at 7:53 pm [104 K12 Learning Blog » Blog Archive » Thing 4](#)

[...] educational blogs, however. I enjoyed reading "Why I Don't Assign Homework" (<http://blog.mrmeyer.com/?p=133>) because I enjoyed different people's perspectives on homework. I personally feel that kids [...]

105. on 03 Mar 2008 at 11:00 pm [105 Kim's Web 2.0 Learning Blog » Blog Archive » Thing #4 Reflections of Sample Blogs](#)

[...] allows you to see different points of views on a given subject. For instance, I read the blog Why I don't Assign Homework, and the various responses made me think about how I really feel about homework. It forced me to [...]

106. on 06 Mar 2008 at 12:31 pm [106 Homework Debate | TechWarrior](#)

[...] 12 months ago I wrote a post entitled "Why I Don't Assign Homework" which became my blog's most read entry due in large part to a score of idle and irritated [...]

107. on 07 Mar 2008 at 7:53 am [107 technolgy@lva » Blog Archive » THING 4: Why I dont assign homework \(by Mr. Meyer\)](#)

[...] Why I Don't Assign Homework Mr. Meyer was the first blog I read. I don't believe this philosophy was around in my school days. Not sure what the difference would be in myself one way or another? I believe it has a lot of practicality, and some great philosophy. I am very doubtful that it can be defined as useable 100% of the time. Math is the example I see as the biggest example. Math students basically excel in math from application. It is difficult to perfect a habit to just study for a math test. A student may not know if he/she can do a problem till they hands on try the problem. As an instructor it would be a concern about the amount of class time class dedicated to problems in class. I do believe supervised study helps the student stay on the proper track, and not build wrong techniques. I didn't want to sound quite so negative, since I do believe Mr. Meyer has a great application to instruction. I have not, however pictured how I could get to the place where I could claim the same about "no homework". [...]

108. on 09 Mar 2008 at 6:07 pm [108 Thing 4 - Task 1 | get messy take chances](#)

[...] I really liked the post about no homework. It is an interesting pov. I think there is a place for homework and it should be assessed as to [...]

109. on 09 Mar 2008 at 7:03 pm [109 Thing 4 | Reading](#)

[...] Thing 4 Posted on March 9, 2008 by gmw. Categories: Uncategorized. <http://blog.mrmeyer.com/?p=133> [...]

110. on 10 Mar 2008 at 8:32 am [110 Thing #4 Reflections on Blog Posts | Learning Web Options](#)

[...] of the blog posts certainly encourages thinking as well as a response. dy/dan's blog "Why I Don't Assign Homework" hit some familiar arguments we have had in our faculty meetings. I would have to agree [...]

111. on 13 Mar 2008 at 9:12 am [111 Thing 4: Blogging Begins With Reading | AAAAAHHHHHHHHHHH!](#)

[...] also liked the blog "Why I don't assign homework". The second grade at my school is piloting a program next year with second graders not [...]

112. on 23 Mar 2008 at 6:25 pm [112 Thing #4: Blogging Literacy—A necessity! | K12 Learning 2.0 for STRING ORCHESTRA](#)

[...] One blog in particular called "Why I Don't Assign Homework" [...]

113. on 08 Apr 2008 at 8:02 am [113 Thing #4 | What is Miss G thinking?](#)

[...] to face. I read through different blogs focusing on different topics. One was a discussion on homework. While it was initially interesting, after about the third scroll down, I was lost in the [...]

114. on 13 Apr 2008 at 1:05 pm [114 Nancy](#)

I really enjoyed your post. I agree with it wholeheartedly. It was also very interesting about a teacher being well organized and one who manages the classroom effectively.

115. on 13 Apr 2008 at 1:07 pm [115 Nancy thing 4](#)

I forgot to put in my response – Thing 4

116. on 14 Apr 2008 at 4:36 pm [116 TMAO](#)

I heard a rumor today that you DO assign homework. True? False? Discuss.

117. on 14 Apr 2008 at 4:55 pm [117 dan](#)

That kid ...

118. on 14 Apr 2008 at 6:00 pm [118 Mr. K](#)

Apparently, there's no need to assign homework if other teachers can use your blog as *their* homework assignment.

There is no irony in education.

119. on 18 May 2008 at 3:38 am [119 Humanities and the DY/DAN Method | Sicheii Yazhi](#)

[...] Meyer has a famously-interesting perspective on grading and homework. In a recent post, he offers a scenario of a student (Aaron) who has only attended 20% of the [...]

120. on 29 May 2008 at 7:03 pm [120 Thing #4 - "Creative Forms of Blogging" | Summer Web 2.0](#)

[...] In viewing the blog of a second grade classroom that wrote about a duck who had made its home on their playground, I also found a creative way of blogging. The first grade students used KidPix to illustrate their pictures and type "I wonder" statements about the duck. You may view the the illustrations via the following link: <http://duckdiaries.edublogs.org/2006/04/19/1st-graders-wonder-about-ducks/#comments>. As part of our Making Meaning curriculum, the students are often requested to share "I wonder" statements. This would be a format that can be used for students to share their statements. Why I Don't Assign Homework peaked my interest because this summer my colleagues and I will be reading "The Myth of Homework" to determine how we should handle homework for the 2008-2009 school year. The following excerpt from Myer's blog about homework was very enlightening for me: "I know there is value in outside work. It falls to the teacher, though, to take that value seriously, to maximize it in creative ways, and to minimize its cost to the student. Are we there? Or are we somewhere else?" The link to this blog is <http://blog.mrmeyer.com/?p=133>. [...]

121. on 01 Jun 2008 at 5:21 pm [121 Thing 4: Blogging Begins with Reading | A Dog Named Chicken](#)

[...] assigning homework, I think that Dan missed something... that homework should be motivating and allow students to [...]

122. on 02 Jun 2008 at 7:56 am [122 Thing 4 \(Week 2\): Blogging Begins with Reading | The Newman Experience](#)

[...] ON "Why I Don't Assign Homework" (from [...])

123. on 02 Jun 2008 at 6:33 pm [123 Thing #4 Blogging Begins with Reading | Math Matters 2.0](#)

[...] was interesting that two of the blogs were math related. Dan's comments coincide with Alfie Kohn's philosophy. The comments show what a controversial topic it is. [...]

124. on 03 Jun 2008 at 4:53 pm [124 Thing 4: Blogging Response | Reflecting Pools](#)

[...] comments, and focused on points that should help me and my students. From Dan's article about "Why I Don't Assign Homework," I learned about the importance of conversational tone and tackling issues that are of active [...]

125. on 04 Jun 2008 at 2:09 pm [125 Thing 4 | Mendy's Thoughts: Web 2.0](#)

[...] that blogging is about presenting ideas and getting feedback with the purpose of learning <http://blog.mrmeyer.com/?p=133>. Dan presented an idea with supporting facts, and then people weighed in on his idea and [...]

126. on 05 Jun 2008 at 3:36 pm [126 Thing 4: Blogging Begins with Reading | My Web2.0 Blog](#)

[...] how much was appropriate. Although I disagreed with much of what Mr. Meyer stated in his blog, Why I Don't Assign Homework, I found it very interesting. He makes some good points, but I find his attitude a bit [...]

127. on 10 Jun 2008 at 2:42 pm [127 Thing 4 - "O Homework, O Homework" | Techknowledgery](#)

[...] reading Mr. Meyer's post about why he doesn't assign homework, I got curious. I can only speak for myself,

but I have [...]

128. on 11 Jun 2008 at 1:11 pm [128 "Thing Four is no Bore!" | Penny for your Thoughts](#)

[...] enjoyed reading the blog about No homework as this is always an issue with parents, administrators, and of course, students. It has caused me [...]

129. on 15 Jun 2008 at 9:23 pm [129 Jason](#)

Dan, I really appreciate this blog. I am a high school English teacher who teaches a wide range of students in both grades (9th, 11th, 12th) and abilities (very low 9th to AP 11th). I really appreciate your thoughts on homework; I've seen some of the same conclusions in English studies regarding grammar. I also think it cuts down on cheating (I'd rather not mention all my parent-written or Internet-copied writing assignments).

I do think, however, that your ideas are easier to implement in math than other disciplines. For me, I greatly believe in the value of having kids read long books, not just short stories found in textbooks, so I often assign 20-30 minutes of READING (not grammar exercises or pointless writings) 4-5 nights a week.

Anyone have any better ideas on how to integrate Dan's thoughts into other subjects?

130. on 16 Jun 2008 at 11:04 am [130 Thing 4 | Mom of Boys](#)

[...] or activity, I normally don't have a lot of time to read through a document. I did enjoy the No Homework blog. I am a huge advocate of only assigning what is necessary to learn a topic. I assign [...]

131. on 16 Jun 2008 at 11:49 am [131 Thing # 4 - Initial Thoughts on Blogs | My Web 2.0](#)

[...] blogs will change my expectations of students' work. Is this homework assignment necessary? Can I show students another way to create PowerPoints? Do my assignments allow students [...]

132. on 16 Jun 2008 at 3:11 pm [132 Thing 4 | web2.0](#)

[...] way to distribute and share info. Being an old school administrator I was instantly drawn to the Why I don't assign homework blog. This topic has been debated since the day when schools were one classroom. Homework when correctly [...]

133. on 21 Jun 2008 at 11:17 pm [133 Dave S](#)

Suppose that the amount of work that a student needs to do to understand a math concept is a constant. Reducing the amount of homework means more work at school. Could you please tell me how to boost efficiency at class?

134. on 22 Jun 2008 at 7:12 am [134 Audrey](#)

It is not necessary for practice to happen at home. In fact, not only could it happen at school, I think it should. But, we'd have to have a different structure to the school day. Practice (and while we're at it... grading and evaluating) could become part of the daily in-school routine, freeing up everyone to go home to their other activities. If we had the time built into the day for that practice. Five uninterrupted 90 minute classes a week and I'd never give homework. But, that is not my world. So, I give homework.

Your argument for not giving homework is not persuasive to me, however. You suggest a couple of things that I have questions about. One... that those who do the work don't need it. That seems to be about the work itself, not about whether to give assignments. My first thought is that maybe your practice needs to be more differentiated, so that your top workers can get benefit for their labors, as opposed to just routinely drilling one size fits all work designed for less able students.

But, the reason that really doesn't reach me is the idea that you don't give homework because the students who need it won't do it. That is probably the worst reason I can think of not to give homework. I am not a big fan of

avoidance. It is convenient and temporarily happy-making, but it denies students the daily opportunity to choose and choose yet again. By removing the reasonable requirement of practice, you create a certain level of ease. You relieve yourself of the frustration of observing your students making poor choices and you relieve them of direct contact with those choices. You choose for them. What have they learned other than that the world moves with their whim and that nothing much matters until they hit the hard, cold floor that no one told them was there?

135. *on 22 Jun 2008 at 8:02 am* [135 Joel](#)

If I were to use the no homework approach the reason would be that my theory is that it would improve learning for many students and not do any harm to those who would comply. In my mind, student choice is often confused with compliance to teacher direction. If the goal of school is compliance to authority then penalties for choosing not to practice make sense.

On the other hand, if the issue is “choice” then practice should be a choice without a penalty—if the benefit of practice is clear—for example, improved learning—the students would choose to practice without coercion. I don’t believe that not assigning homework restricts students from making a choice to practice at home—it just doesn’t penalize students for whatever reason are unable to do so.

Here’s an analogy: improved teaching benefits from professional development within the workplace. As professionals, teachers should choose—without any additional pay—to participate in regular improvement of practice (Since many teachers only work 7 hour days—1 hour extra daily sounds a reasonable requirement for professional development.) There’s little doubt that this sort of choice would improve the quality of teaching—after all practice makes perfect. To carry the analogy a little further into the ridiculous, let’s say that teachers who choose not to improve would be faced with failure (firing)—I’m sure we wouldn’t hear any whining.

(I may be guilty of exaggerating one side of an argument to make a point—apologies if it seems that way.)

136. *on 22 Jun 2008 at 9:23 am* [136 Audrey](#)

Joel:

I don’t agree that choice and compliance are confused. I think the responsibilities of teacher and student are confused, particularly in the United States of happy endings achieved by any means necessary.

The teacher’s job is to create opportunities, provide support and to be a mirror of student response to those opportunities and support. The student’s job is to accept or reject opportunities and to find themselves in the mirror of the teacher. There are always choices and consequences. The teacher who resists being a meaningful source of opportunity and consequences is merely being an inadequate teacher and a weak mirror.

As to the issue of professional development, teachers should always be in the mode of developing their craft, renewing themselves, etc. However, whether they do so or not has no bearing on their obligation to their students.

137. *on 22 Jun 2008 at 1:59 pm* [137 Thing 4 | My K12 Learning 2.0 Blog](#)

[...] Blog 1: Why I Don’t Assign Homework [...]

138. *on 27 Jun 2008 at 3:35 pm* [138 Anne Truitt Zelenka » links for 2008-06-27](#)

[...] dy/dan » Blog Archive » Why I Don’t Assign Homework “if my kids evaluate and graph forty points over a class period, as they did yesterday, why would I send them home with any more?” (tags: homework math teaching) [...]

139. *on 06 Jul 2008 at 6:16 pm* [139 Thing 4 | NPK](#)

[...] 4” The first blog among those suggested in “Thing 4” was “Why I Don’t Assign Homework”. For any teacher a blog with such title is bound to be of some interest. And to any student such a [...]

140. on 07 Jul 2008 at 12:39 pm [140 Thing 4: Blogging begins with reading | Jenny's summer blog!](#)

[...] next blog I read was by dy/dan (Mr. Meyer) called Why I don't assign homework. I found this blog interesting because we've been having many discussions on the merits and [...]

141. on 21 Jul 2008 at 1:42 am [141 Explore/Discover Blogs Assignment | Pollard Tech Camp](#)

[...] (Mr. Meyer): Why I Don't Assign Homework There are 86 comments on this post as of January 31, 2008. You don't have to read them all – [...]

142. on 11 Aug 2008 at 9:47 am [142 Liz](#)

I totally agree with you in regards to assigning homework. I teach in a Title I school where the students are on their own at home most of the time. They rarely complete the homework if they need help while doing it there is no one there to help. Only my students that earn A's and B's consistently do their homework and like you say they don't really need it.

143. on 30 Aug 2008 at 2:27 pm [143 dy/dan » Blog Archive » Okay, Fine.](#)

[...] those who were around back when I wrote my anti-homework manifesto, lemme confess: I'm assigning homework now. Two problems every day — one tough, the other tougher [...]

144. on 14 Sep 2008 at 7:50 am [144 Cheryl](#)

Dan, I tend to agree with your philosophy for low achievers in your comments to Marcie “in my interview last fall at my current school, they asked and I (extreeemely hesitantly) told, summarizing much of this post. They knew I would be teaching their lowest Algebra classes and both the math dept. head and the principal agreed with the philosophy. We all kind of put it out there, though, that higher level of mathematics, with a more committed clientèle can often derive some good from homework.” I do think homework has a place even for the lowest math students. It should help them not frustrate them. They can do a few problems where the correct answers can be checked in the back of the book or on a site like hotmath.com. The homework can be graded for effort and not for correctness.

For gifted / competitive students, there is value to homework. Class time should be spent not just on examples, it should include time for peer to peer collaboration and enrichment activities. Homework for these students reveals their level of understanding and, with the right assignment, how far they can take a concept. All homework is not bad. Homework must be geared to the audience – as with everything we teachers do every day. I hate for parents to read headlines like “Whi I don't assign homework” ... it makes those of us who do look like we are behind the times – and we are not!

145. on 14 Sep 2008 at 12:27 pm [145 Thing 4 | Mrs. Latimer's First Grade](#)

[...] also loved the information about assigning homework in Why I don't assign homework. I was glad to see an educator at the high school level feel strongly about not assigning [...]

146. on 15 Sep 2008 at 10:05 am [146 Kathryn](#)

As a parent and a teacher, I think homework is important—not so much that students should ever have to go to their parents.

I have taught college courses, high school courses, and middle school courses. Students who are hoping to advance to college will need to develop independent learning and time management skills. They will have to learn to learn outside the classroom.

Meanwhile, I discourage parental help—I know the parents can pass middle school, high school and often college courses; the question is, can the kids? Without homework, some kids cruise through the course discussions and exercises, believing that they understand the material and then BAM! the test hits them with surprising results/

Homework in skills/practice is a small way of preparing students for the tests—there should not be an

overwhelming amount, but enough so that they can realistically assess their progress before there is anything significant on the gradebook.

Reading the literature can sometimes be done in class, but often needs to be done at home. Students read at different rates and it is an inefficient use of classtime to use all of it reading when some of it needs to be used on writing skills development and the discussion of literature.

While I agree homework should never be a substitute for teacher planning, I do believe it has its place.

147. on 16 Sep 2008 at 12:11 am [147 Thing 4 - Comments for Blogging Begins with Reading | mwilkinsbcads](#)

[...] Why I don't assign homework by dy/dan — whether you agree or disagree, the ideas provoke comment and thoughtful inquiry into the use of classroom and out-or-classroom time. [...]

148. on 17 Sep 2008 at 8:46 am [148 Stop Homework » High School Teacher Explains Why He Doesn't Assign Homework](#)

[...] A high school math teacher near Santa Cruz, California, writes in his blog that he doesn't assign homework because, in his experience, an organized teacher can get all instruction and practice completed in class. Read "Why I Don't Assign Homework" here. [...]

149. on 19 Sep 2008 at 9:04 am [149 Thing 4 | Enrichment](#)

[...] blog post Why I Don't Assign Homework was very thought provoking. With today's youth pulled in so many directions, we really need [...]

150. on 20 Sep 2008 at 9:32 am [150 Thing 4 - Blogging Begins with Reading | Mess with Math](#)

[...] the classroom on a given day. In addition, blogs present students the opportunity to have a voice. <http://blog.mrmeyer.com/?p=133>, though not of immediate application to me, was also helpful. In discussing the value of homework, [...]

151. on 20 Sep 2008 at 8:19 pm [151 Thing 4 | 23 Thingies](#)

[...] one way or another. Some blogs that I read described topics that some teachers have struggled with (Why I don't assign homework) and presented possible solutions that have worked. Others blogs were written by students who [...]

152. on 23 Sep 2008 at 11:12 am [152 Thing 4- responses to blogging | vangrofsky's blog](#)

[...] How does commenting contribute to the writing and meaning-making? Contributing gives a worldly reaction to the writing. I like reading other peoples thought on not giving homework [...]

153. on 23 Sep 2008 at 6:14 pm [153 Homework - one of my personal pet peeves | Ilene's Web 2.0 Blog](#)

[...] <http://blog.mrmeyer.com/?p=133> Create a free edublog to get your own comment avatar (and more!) [...]

154. on 24 Sep 2008 at 11:34 am [154 Thing 4 | k12Learning 2.0](#)

[...] really enjoyed the blog entry <http://blog.mrmeyer.com/?p=133> Why I don't assign homework. I find quite interesting how Dan is applies his believes in the [...]

155. on 24 Sep 2008 at 5:50 pm [155 Thing 4 Thoughts on Blog Posts | Web 2.0 SRR](#)

[...] topic of a fascinating discussion on this blog - is it a curse, cure, or just pointless? In this piece about homework the many comments that I read seemed to concur that the way assignments are [...]

156. on 25 Sep 2008 at 10:07 am [156 Thing 4 | Dena's Blog](#)

[...] was fascinated by the blog about not assigning homework but dismayed at how much time this teacher spends just getting ready for each class. I love my [...]

157. on 26 Sep 2008 at 1:36 pm [157 Thing 4 | k-12 learning blog](#)

[...] read. Easy meaning it was written as though a conversation would flow. The language had a very casual tone in most instances. Reading the blog itself is fast and easy to skim to whatever it is that you [...]

158. on 26 Sep 2008 at 5:40 pm [158 Thing #4: Do you really think so? Then, blog. | The Hines Initiative](#)

[...] example, when Mr. Meyer discusses Why I Don't Assign Homework, he gives several valid reasons; however, reader Jonathan comments, "Not with you on this [...]"

159. on 01 Oct 2008 at 10:22 am [159 Thing 4 | Web 2.0 class](#)

[...] did find the blog on not giving homework interesting. I am have been teaching for a few years now and believe that homework is important, as [...]

160. on 01 Oct 2008 at 4:41 pm [160 Thing 4 | Nelson's notions](#)

[...] find Dan's blog to be interesting. I have always struggled with the whole homework/no homework battle. I [...]

161. on 05 Oct 2008 at 5:17 pm [161 Thing 4 | Jennifer Edenfield's Blog Site](#)

[...] lose here- as a reader or a writer or a collaborator. I didn't 100% agree with an article questioning homework, but just exploring the idea of it makes me think. And that is the big [...]

162. on 07 Oct 2008 at 10:52 am [162 Thing 4 | Broyles Blog](#)

[...] or reinforces the point the blogger was trying to make. I particularly liked the comments on the "Why I Don't Assign Homework" They bring out the emotions behind the actual post, and open the forum to a very difficult question [...]

163. on 26 Oct 2008 at 6:45 pm [163 Thing 4 - Blogging Begins with Reading | Class Notes](#)

[...] the sampling of blogging styles suggested. I was very interesting in Mr. Meyer's blog Why I Don't give Homework. I started to read some of the 162 comments posted, and I am amazed at the interest in this topic. [...]

164. on 28 Oct 2008 at 9:06 am [164 Thing 3-4: Blogging: | Teaching a different language](#)

[...] I agree with the article questioning homework, [...]

165. on 02 Nov 2008 at 9:42 am [165 Thing 4 - Blogging Begins with Reading | Phyfe's Web 2.0 World](#)

[...] <http://blog.mrmeyer.com/?p=133> - Don't assign homework. [...]

166. on 12 Nov 2008 at 7:17 pm [166 Jacy](#)

I dont understand? Why would you give a student 40 problems if they dont get it. then they would just get in the habit of doing it wrong because they did it wrong 40 times.

167. on 13 Nov 2008 at 4:01 pm [167 audrey](#)

Practice is important. You give homework so that students can practice the skill they're learning. What skill doesn't need to be practiced? Music? Art? Writing? Reading? Mathematics? Drama? Athletics? They all need practice. No matter how organized you are, students need the opportunity to build their own muscle in an area. A master class is a way to point practice, not in lieu of doing your own work.

My feeling is that if the student knows the material backwards and forwards and can gain nothing from practice, then you're not teaching enough. If your classes are so heterogeneous that you have students who are completely wasting their time in class then the problem isn't homework, the problem is a flawed system that puts too great a range of ability and preparedness in one place. In that case, not giving work to those who are already not being challenged in class is just compounding the injustice.

168. on 29 Dec 2008 at 6:30 pm [168 Thing 4: Reflections on Why I Don't Assign Homework | Harris23Things](#)

[...] Why I Don't Assign Homework [...]

169. on 20 Jan 2009 at 12:44 pm [169 Thing #4 - "Why I Don't Assign Homework" | Doering23Things](#)

[...] article on "Why I Don't Assign Homework" really reved me up. Ah!, if I only could get myself to do such a thing! Help me please! As an [...]

170. on 22 Jan 2009 at 10:03 am [170 Thing 4 | Web 2.0](#)

[...] 2nd blog or story I read is an on going debate. " Why I do not assign Homework " is the name of the blog. The reason I can relate to this aritcle is it applies to me and [...]

171. on 22 Jan 2009 at 10:53 am [171 Thing 4 "Why I don't assign homework" | Miss Hale's Blog](#)

[...] article "Why I don't assign Homework" was fascinating. It really made me look at homework in a new way. I teach 6th grade math and [...]

172. on 01 Feb 2009 at 7:12 pm [172 Thing #4! | Kellye Mills](#)

[...] and administrators. I like that you can use it for professional uses, such as Mr. Meyer did in <http://blog.mrmeyer.com/?p=133>. One of my favorite ones was the scribe post in which the student basically updated all parties [...]

173. on 01 Feb 2009 at 8:38 pm [173 Thing 4: Blogging Begins with Reading | Lifelong Learning](#)

[...] Then there was the blog by Mr. Meyers on not giving homework in math !! The blog was enlightening and informative yet written with a lot [...]

174. on 04 Feb 2009 at 2:38 pm [174 Session Two - Thing 4: Blogging Begins With Reading | Debbie's Blog for K12 Learning 2.0](#)

[...] Why I Don't Assign Homework, I feel that the bloggers collectively address some very interesting aspects regarding the pros and cons of assigning homework. While each blogger provides relevant and personal insight about the given topic, their [...]

175. on 04 Feb 2009 at 3:04 pm [175 Session Two - Thing Four - Blogging Begins With Reading | Debbie's Blog for K12 Learning 2.0](#)

[...] Why I Don't Assign Homework, I feel that the bloggers collectively address some very interesting aspects regarding the pros and cons of assigning homework. While each blogger provides relevant and personal insight about the given topic, their [...]

176. on 05 Feb 2009 at 6:08 pm [176 Tina Amores](#)

Practice is important if they are practicing! I teach a very low level 6th grade intensive math class. To get them to do any type of homework is like pulling teeth. So, when I do assign homework, it consist of only 3 to 4 problems.

177. on 08 Feb 2009 at 9:06 am [177 Thing 4 | Louise's Blog](#)

[...] Why I Don't Assign Homework was, I thought, a perfect example of what I'd hope to experience blogging

with other teaching professionals. The author made his point but the responses were fantastic. Both positive and negative feedback was given with supporting comments and other viewpoints. Blogging really is a dialogue and not just another avenue for goofing off! [...]

178. *on 08 Feb 2009 at 5:24 pm*[178 Ann](#)

I really like what you have to say Dan. Like many edu articles I read, I think your ideas are sound. Now I want to see exactly how your class unfolds – a step by step lesson plan that shows how you make sure each moment is used most effectively – and then I want to see how you could do it in the 50 minute periods I have in my school. Would you be willing to share? Notes are great, but a video would be amazing.

179. *on 09 Feb 2009 at 11:56 am*[179 Dan Meyer](#)

Ann, I'd like to record some lessons if for nothing else to put something on my hard drive for posterity. I need to figure out some release issues with my students and then I'll start recording a few classes.

180. *on 10 Feb 2009 at 5:45 am*[180 Ann](#)

Dan- That sounds great. Keep me posted.

181. *on 12 Feb 2009 at 7:10 am*[181 23 Things » Blog Archive » Thing 4](#)

[...] 12th, 2009 | Author: csmith Dan Myer seems to have struck a cord with teachers in his blog post about why he doesn't assign homework. This post was of particular interest to me as [...]

182. *on 12 Feb 2009 at 11:19 am*[182 Anna Disher](#)

Thing 4

Why I don't assign Homework- I found this blog very interesting. I am torn about this topic. How much is too much. Is it really helpful. I teach 5th grade. I do wish my 5th graders would read a little bit more than watch TV. I liked reading the opinions of other teachers. Thank you

183. *on 12 Feb 2009 at 3:21 pm*[183 Session 2 Thing 4 Task 1 | Web 2 the Experience](#)

[...] first thing that struck me about the homework blog by Dan Meyer and I suppose I will see this everywhere, is the informal dialogue. People using everyday speak [...]

184. *on 19 Feb 2009 at 8:37 am*[184 23 Things » Thing 4](#)

[...] Myer's post about homework was also interesting to me. Although I agree with him when he states that the [...]

185. *on 22 Feb 2009 at 5:37 pm*[185 Thing 4 Reflection & Responses | Mrs. Jouanet's Edublog](#)

[...] struck a chord with me was #1 "Why I Don't Assign Homework?" The blogger's justification and educational research is [...]

186. *on 24 Feb 2009 at 10:23 pm*[186 IDK - Homework Edition | Mr. Hamada's Universe](#)

[...] been done. I know that there is a lot of copying going on, I know that there are arguments for and against homework. I've certainly toned down the amount of homework that I give over the past few years, [...]

187. *on 14 Mar 2009 at 1:19 pm*[187 Thing Four - Blogging Begins With Reading | Tech Specialist Ramblings](#)

[...] do see that a blog gives everyone a forum – people you agree with – the no homework blog and those you might find a little over the top – the students can be spies blog. I guess the [...]

188. *on 20 Mar 2009 at 6:20 am*[188 Blah\(g\), Blah\(g\), Blah\(g\) - Thing 4 | Technology in Education](#)

[...] is nice to see different educational philosophies, but I can do this in my own school. Don't want to assign homework (unless I have to go to block scheduling).....good for you! Reading blogs for SSR.....wow, hope you don't do it often. [...]

189. on 22 Mar 2009 at 12:21 pm [189 Thing 4 - Blogging Begins with Reading | Explorations in Web 2.0](#)

[...] first blog on the list, dy/dan. Yet it was not the original post to which we were directed, "Why I Don't Assign Homework," that captured my attention. Instead, I read with great interest the post "Important [...]"

190. on 28 Mar 2009 at 10:30 am [190 Blog Posting: Art or Science? | Chemfort](#)

[...] instance a teacher can discuss expressively a critical issue such as Why I don't assign homework and discuss the limitations in student development that accrue by the limitations of teacher [...]

191. on 29 Mar 2009 at 2:07 am [191 Thing 4: Blog Posting: Art or Science? | Chemfort](#)

[...] instance a teacher can discuss expressively a critical issue such as Why I don't assign homework and discuss the limitations in student development that accrue by the limitations of teacher [...]

192. on 04 Apr 2009 at 10:25 am [192 Cindy Evans](#)

I am a teacher with almost 30 years to my credit. I've changed my views about homework dramatically. Homework, given for the right reasons and in a fair amount, is justified. However, loading students down with enormous amounts of work outside of school is counterproductive and just plain wrong! Do we as adults come home from work and say to ourselves, "Oh, I can't wait to think, think, think, work, work, work, some more!" The human as well as the human brain deserves some rest. Now, having said that, if we could somehow get our students in "ready to learn mode" when they walk in the door, this discussion would be moot. Unfortunately, we get our students, warts and all. Much time is wasted with discipline issues.

193. on 08 Apr 2009 at 3:44 pm [193 Jessica Eastman](#)

Hey Dan,

Thanks for this – I'm the Secondary Math Content Curator for Teach for America. I'm doing a blog post about homework for math teachers, and this will be a great addition. I'll be sure to link to you so that the teachers can read what you have to say.

194. on 08 Apr 2009 at 8:10 pm [194 Dan Meyer](#)

"Secondary Math Content Curator"? Are you sure that's your *job* and not, say, a paid hobby? Sounds like an incredible way to spend your work week, regardless. Stop by again sometime and say hi.

195. on 09 Apr 2009 at 8:55 am [195 Sarah](#)

Jessica,

Is it possible to get Dan a log-in to the TFA website? Show off what it is that you do there?

Sarah
CM, South Dakota, '07

196. on 09 May 2009 at 5:03 pm [196 Bright Student Doesn't Do Homework « Continuous Everywhere but Differentiable Nowhere](#)

[...] There is something really great about Dan Meyer's class setup, where if you know the skills, you get the grade. If you don't know the skills, you [...]

197. on 19 May 2009 at 7:07 am [197 david](#)

For several years now I have assigned homework 3-4 nights a week for the students. I have developed a pattern 3 questions about what we did that day and 3 questions about something in the past or something we will do in the future. I have found the previewing to be extremely helpful in exposing simple skill sets that might be needed for new concepts. Example linear equations in standard form and calculating the intercepts from that form. I write instructions how to work each set of problems. Now for the challenging part getting them to complete the homework. My class is divided into teams they compete for rewards at the end of certain time periods. They never know when the homework will be for a grade or for team points. This motivates them.

198. on 21 May 2009 at 9:01 pm [198 Fareen](#)

This is obviously where Mr. Cox had come up with all his ideas about “homework being pointless”. I have a B in Algebra, and it will never go up because I can’t do homework, and Mr. Cox doesn’t collect anything.

Thanks Dan. Just Thanks.

199. on 27 May 2009 at 3:15 am [199 Post 3: From Thing 4 | Web 2.0 - Here comes the Gator!](#)

[...] <http://blog.mrmeyer.com/?p=133> struck me as quite interesting. During my earlier years of teaching, before having my own children, I would not think twice about assigning HW, and sometimes lots of it. But now that I am a parent, I see things from the other side. The children are in school ALL day long – how much HW is really necessary? What is the purpose of HW? Unlike Dan, I do feel HW is necessary, but I’ve looked more closely at what I assign for HW, how much I assign, why am I assigning this HW, what learning objective is there? [...]

200. on 27 May 2009 at 6:32 am [200 What is blogging really about? - Thing 4 | Dearolph Discovery](#)

[...] <http://blog.mrmeyer.com/?p=133> [...]

201. on 28 May 2009 at 3:58 pm [201 Christina](#)

I’m finishing my fourth year of teaching and am constantly toying with the idea of doing away with homework. One of the issues I run into is not having the instructional time to get everything done so some things have to go home. In essence, I hope for the best on those things, knowing that many students won’t complete them or will cheat.

I also struggle with the question of preparing students for their future jobs. Many jobs require students to be self directed and to take work home. By excusing them from the ritual of homework, do we cripple them in the future?

202. on 28 May 2009 at 4:21 pm [202 Thing 4 | Tara's Web 2.0 23 Things Blog](#)

[...] to employ in their 21st century global world. In reading my chosen blogs for this task, I found Mr. Meyer’s “Why I Don’t Assign Homework” to be quite interesting as he mentioned poor classroom management by the teacher to be one reason [...]

203. on 29 May 2009 at 6:38 am [203 Thing 4 \(Week 2\): All About Blogging and Web 2.0 | anigrosblog](#)

[...] The first Blog I read by Mr. Meyer called; Why I Don’t Assign Homework was interesting in several ways. First, it was enlightening to see all the different perspectives [...]

204. on 29 May 2009 at 8:09 pm [204 Thing 4: Commenting on Blogs | Mrs. J's Blog](#)

[...] Commenting equals more viewpoints. See Dan Meyer’s blog on why teachers shouldn’t assign homework. Blogging helps learning by giving people a chance to experience those different viewpoints and [...]

205. on 01 Jun 2009 at 9:24 am [205 Thing 4 Doug Smith](#)

You talked about poor classroom management as one of the reasons why teachers give homework. Then go on to explain that kids don’t do the work anyway (the ones that need the help the most do the least) so don’t give them

homework. These seem like rationals to tell yourself that homework is useless so why assign it. I have never been one to assign tons of homework, maybe two times a week. But the quality of homework is extremely important, I feel. Sure doing pages out of the text might not be the most engaging or useful of time, it does serve a purpose to reinforce major concepts to get the students prepared for statewide test so that they can graduate. But homework in the form of projects that develop creativity, inventiveness, and ingenuity expands upon what I can do in class and gives the students the freedom to create fantastic results that build upon what was taught in class. I don't see homework as a dinosaur in today's world, but as a useful changing tool that is still important if you want the next generation to build upon the successes of this country.

206. on 02 Jun 2009 at 3:35 pm [206 Thing 4 Blog | K12 Learning 2.0](#)

[...] assign homework, was an interesting blog. I disagree with Dan, and await responses to my blog . I felt homework is valuable if done right and adapted for the 21st century (not just pages out [...])

207. on 04 Jun 2009 at 6:42 am [207 Thing 4: Sample Blog Posts | Patty's Web 2.0 Blog](#)

[...] Why I Don't Assign Homework [...]

208. on 05 Jun 2009 at 7:14 am [208 Thing 4- Why Blog???? | Technology '09](#)

[...] ideas that they may have never thought of before. For example, the blog I read today entitled Why I Don't Assign Homework taught me to look at the issue of assigning homework assignments in a totally different way. It is [...]

209. on 05 Jun 2009 at 10:12 am [209 Death by Education – Thing 4 | Twain Weck](#)

[...] value of homework is questionable. See Dan Myer's Why I don't assign homework. Yet we will assign homework or be accused of being [...]

210. on 10 Jun 2009 at 12:21 pm [210 Thing 4: blog posts | My blog](#)

[...] short and to the point. I see the opportunity to share opinions and reflections like in article 1 <http://blog.mrmeyer.com/?p=133> . You can also reach people with similar interests like in article 3 [...]

211. on 12 Jun 2009 at 2:56 am [211 Thing 4 | Why Web 2.0](#)

[...] blogs in this assignment, there were a few that I found very interesting. Dr. Meyer's Blog Why I Don't Assign Homework was especially insightful. I have often thought about this concept, but leary as to how it would [...]

212. on 13 Jun 2009 at 7:50 am [212 Thing 4: Reflections | friday yoga](#)

[...] blogs that hit home for me were Dan Meyer's blog "Why I Don't Assign Homework." As a teacher of children with "learning disabilities" organization and turning [...]

213. on 14 Jun 2009 at 3:32 pm [213 Ellen Gebel: 23 Things » Blog Archive » Thing 4](#)

[...] read Why I Don't Assign Homework and I wish I could buy into it but I still don't find it works for me. I just [...]

214. on 16 Jun 2009 at 7:18 am [214 Thing 3: Blogging begins with Reading | Novurekha](#)

[...] focus and is able to visualize the emerging scenario. Three blogs captured my attention: 1. Meyers's "Why don't I assign homework" 2. Vicki Davis, "Spies like us" 3. Extreme Biology, "Imagine turning on the [...]"

215. on 16 Jun 2009 at 6:11 pm [215 Thing 4: Blog, blog, blog | Whit's End](#)

[...] get my students to participate in a real time discussion with such conviction!). Another blog, dy/dan, is meant

to be a blog forum for educators – “colleagues” across the country can debate [...]

216. on 18 Jun 2009 at 7:23 am [216 Thing 4 | My Blog](#)

[...] can be a great use of a blog. I completely agree with the idea expressed by Dan Meyer in his blog Why I Don't Assign Homework. Most of the times homework is just busy work for A, B students, and an ignored assignment for the [...]

217. on 18 Jun 2009 at 1:12 pm [217 Thing 4: Reflections on Blogging | TeacherTalk](#)

[...] did read five of the blogs and liked particularly the one on homework by Mr. Meyer. I agree with him that it's not the AMOUNT of homework, nor is it the number of sample [...]

218. on 18 Jun 2009 at 1:13 pm [218 Things 3 and 4: Reflections on Blogging | TeacherTalk](#)

[...] did read five of the blogs and liked particularly the one on homework by Mr. Meyer. I agree with him that it's not the AMOUNT of homework, nor is it the number of sample [...]

219. on 20 Jun 2009 at 4:59 am [219 Thing 4: Reflections on popular blogs | friday yoga](#)

[...] blogs that hit home for me were Dan Meyer's blog "Why I Don't Assign Homework." As a teacher of "learning disabled" students, I struggle daily with this issue. [...]

220. on 22 Jun 2009 at 5:50 am [220 John](#)

Do what you have to do to teach/survive/feel you're making a difference. No one "religion" fits all. Keep it simple simon.

221. on 22 Jun 2009 at 10:36 am [221 Alicia](#)

I sometimes feel that homework is just work for the parents to do with their child/children. Sometimes, I don't see the relevance in the work that is assigned to do at home. In our district, homework is suppose to be a practice not work to be learned at home. It is also not suppose to take too long to complete. The kids who do the homework are usually the ones who really don't need the extra practice. The kids who don't do the work are usually the ones in need of some practice. A lot of times, the students who don't do the homework to get the extra practice, are the ones who don't have family involved in their education. They are usually taking care of themselves.

222. on 22 Jun 2009 at 11:44 am [222 John](#)

I meant to write," Keep it simple Simon!"
I try to give them what they need: (I teach HS)

No w.end HW- need time to play but all previous week work is due by Mon. so the one's who didn't do it have w.end HW.

Honors- higher expectations on products etc Also c.prep below.

C.Prep – outside class work: studying for quizzes/tests, the occasional research topic, and reading assignments related to class work.

Non c. prep – all in class work, when absent, class work becomes HW

I try to minimize cheating by not handing back assignments until after the due date and not giving assignments that are easily copied. If they do, I speak to the individuals, show them a copy of the state university policy on plagiarism, and explain to them they have to become independent workers, looking to friends for help but doing their own work.

I do the same when they ask for help- guide to the answers rather than give.

I ask the athletes if they tell others they got the winning goal etc. if their teams wins and point out that cheating is the same as lying so if they wouldn't lie about their performance, don't cheat.

All of this works well for me.

223. on 22 Jun 2009 at 12:50 pm [223 Thing 4.0-Ideas about blog posts | summer web 2.0](#)

[...] was intrigued by several blogs. I was especially drawn to Why I Don't Assign Homework by Dan Myer. I found myself agreeing with his assertions-especially about A/B students doing the work and D/F [...]

224. on 29 Jun 2009 at 4:20 am [224 marlene](#)

I agree with the no homework idea. Most of the parents are not at home to help the students with the homework if they have any questions. The student will not understand it and get mad and not do it.

225. on 02 Jul 2009 at 7:09 am [225 Thing #4 - Exploring Blogs | Strahler's 23 Things](#)

[...] I wanted to get an idea of a few of the things that were out there. The blogs that I read are Why I Don't Assign Homework, Boeun's Scribe for December 4th, Teaching Brevity, PowerPoint Reform – A First Chapter, [...]

226. on 10 Jul 2009 at 3:16 pm [226 only dead fish » Blog Archive » Thing 4: Blogging Begins with Reading](#)

[...] on comments (and actually invite feedback) by putting out provocative/controversial viewpoints (dy/dan: no homework policy) or asking questions near the [...]

227. on 14 Jul 2009 at 7:46 pm [227 Thing4: Tell about Blogging | gPerrin's Reflections, Etc](#)

[...] dy/dan (Mr. [...])

228. on 20 Jul 2009 at 8:22 am [228 Thing 4 Blogging | I wonder??](#)

[...] The first one I read was; Why don't I give homework... [...]

229. on 22 Sep 2009 at 3:28 pm [229 Thing 4 | k 12 learning 2.0](#)

[...] to the blog and make the blog a meeting place for thinkers to communicate defectively as in the homework blog. The blog as a educational tool can be invaluable as it has vast opinions, ideas and [...]

230. on 22 Sep 2009 at 5:00 pm [230 Thing 4 | k 12 learning 2.0](#)

[...] to the old fashion way of using encyclopedias and books. The comments are the highlight of the blog with its ability to connect people and opinions regardless of time, place. The more participation [...]

231. on 27 Sep 2009 at 10:24 am [231 Thing 4: Exploratory Reading on Blogging | K12Learning 2.0](#)

[...] "Why I don't assign homework?" immediately struck a cord with me, as I just had a lengthy discussion at Back to School Night with parents about the perceived benefits of homework. I am teaching first grade, and I personally believe that after a long day at school the students are better off playing outside and reading instead of writing lengthy homework assignments. I agree with Dan Meyer that most homework assignments will be easy for the strong students who do not need any homework anyway, and difficult for the weaker students who still need help. Then who will do the homework – the parents! "The Time is Now" by Bob Sprankle was an interesting comment on perspective to me. Drawing a TV with "rabbit ears" which the kids nowadays never see anymore seems like a wake-up call for me – the time really is now to change my own habits with regards to technology. Dealing with technology is what we need to teach the students now, not how to write letters in perfect cursive handwriting, which is a skill that they will no longer use in the 21st century! "A Rationale for Educational Blogging" directly links to the teaching of blogging. I especially liked the quote that we do need to teach our students to "critically engage media." Once again, in order to use tools like blogging effectively, we need to teach our students the necessary skills to blog. To think critically about what they would like to write about, how to read blogs, and how to leave a comment. Once again, exactly what we are trying to achieve right now, right on this

blog. “Is this SSR, 2.0?” was a great idea of teaching blog reading and getting students into reading? I am not surprised that children prefer to read kids’ own reading blogs instead of books at times. As long as they are reading, it should not always matter what kind of reading it is. As long as they are engaged, I think that reading a blog by kids is a great way of reading. It is tough for us old-timers to give up the smell of books, the crinkling sound a page makes when you turn the page, and the thrill of starting a new book. Friends of mine wanted to give me a Kindle for my birthday, and the thought of it made me shudder, but as Steve Hargadon mentioned in his article how cool is it to dialog with others on a book right there on the Kindle? No more need for a book club but having a dialog about a book right from your home? The possibilities are endless, I just need to learn how to use the new tools! [...]

232. on 28 Sep 2009 at 12:10 am [232 Thing 4: Blogs in Education | The Mind of Madness](#)

[...] Of the blogs I read for this Thing, I enjoyed and was intrigued with the following blog about not assigning homework: dy/dan (Mr. Meyer): Why I Don’t Assign Homework [...]

233. on 04 Oct 2009 at 7:33 am [233 Thing 4 « IT Space](#)

[...] “Why I Don’t Assign Homework”. You can read it yourself by clicking this link (<http://blog.mrmeyer.com/?p=133>) [...]

234. on 14 Oct 2009 at 5:03 am [234 Thing 4 – Exploratory Bloggery | evanblog](#)

[...] Less weight because...well, who IS that person writing to me on the blogosphere? Take this guy, for example – he sites his graduate work...ok, I believe him. He talks like a real [...]

235. on 17 Oct 2009 at 1:24 pm [235 Thing #4 | Cornerstone 8th grade Science](#)

[...] read dy/dan (Mr. Meyer): Why I Don’t Assign Homework ,CoolCatTeacher (Vicki Davis): Spies Like Us,EduBlog Insights (Anne Davis): A Rationale for [...]

236. on 18 Oct 2009 at 4:31 pm [236 Thing 4 Task 1- Why I Don’t Assign Homework | BCoffin](#)

[...] Why I Don’t Assign Homework [...]

237. on 25 Oct 2009 at 2:22 pm [237 Thing 4: Blogging About Blogs | Learning 2.0](#)

[...] have to admit that I’ve often felt about homework as Dan Mayer does: The kids who need it least will do it; the kids who need it most won’t, [...]

238. on 28 Oct 2009 at 5:37 pm [238 Week 3/4 | Wonderful World of Second Grade](#)

[...] it is something I fight with on a daily basis as to is it important or not. In the posting Why I Don’t Assign Homework by Dan Meyer the comments about homework are interesting, thought provoking and keeping the [...]

239. on 13 Nov 2009 at 5:29 am [239 Thing 4 | Cornerstone Computers & Technology](#)

[...] Meyer had an interesting post about giving no homework. My beliefs are similar to his but I also see how students may need practice at home depending on [...]

240. on 13 Nov 2009 at 11:31 am [240 Thing 4 | D112 Learning 2.0 Fall 2009](#)

[...] <http://blog.mrmeyer.com/?p=133> [...]

241. on 07 Feb 2010 at 4:43 pm [241 Thing 4 – Blogging Begins With Reading | Thing 1: 7 1/2 Habits of Effective Lifelong Learners](#)

[...] first thing I noticed when reading blogs was the casual and relaxed style of the writing. That’s not to say that I found a lot of grammatical or spelling errors because I did not. As [...]

242. on 17 Feb 2010 at 11:25 am [242 Thing 4 | BassBytes](#)

[...] I fear, because I don't know who is writing it or what their agenda is. I loved the blog on no homework. I also saw a huge advantage in assigning tri-level homework so you can engage more of your [...]

243. on 19 Feb 2010 at 6:22 pm [243 More on Digital Natives & Homework \(Thing 4\) | Surviving the Coming Balkanization of Education](#)

[...] Why I Don't Assign Homework & The Myth of the Digital [...]

244. on 21 Feb 2010 at 8:05 pm [244 Thing#4: About blogging... | Technicalities](#)

[...] Why I Don't Assign Homework was the equivalent of reading about the chicken and the egg. Which is better...chocolate or vanilla? Does a tree in the wood make a sound if no one is listening?? There doesn't seem to be a "real" answer to the issue of homework...only innumerable opinions. Fun read but...next. [...]

245. on 22 Feb 2010 at 7:14 pm [245 Thing 4 – Is Blogging the New Literacy? | elemath](#)

[...] discuss and develop best practices for the classroom are boundless, too. I have been pondering the value of homework for quite some time and there was that very conversation by hundreds of people in a blog. What is [...]

246. on 23 Feb 2010 at 3:23 am [246 Thing 4: Commenting on Blogs | Living & Learning](#)

[...] Blog Comment #1: dy/dan: "Why I Don't Assign Homework" [...]

247. on 26 Feb 2010 at 4:59 pm [247 Thing 4: So many blogs, so little time . . . | Out of the Frying Pan and into the Fire](#)

[...] by things both inside and outside of my intended purpose. For example, reading Dan's post on homework, I am lured into reading his supplementary documents and then the comments on them so that I take a [...]

248. on 28 Feb 2010 at 7:57 am [248 Thing 4: The Blogosphere | Simply Elementary](#)

[...] been having Author's Purpose. Some blog are there to inform or like the post on dy/dan called "Why I Don't Assign Homework". Other's are there to journal thoughts like Dear Kiaia and Skyelar Then there are those like [...]

249. on 02 Mar 2010 at 3:13 pm [249 Thing 4 – Blogging, Try again | Web 2.0 MCS](#)

[...] the educational blogs and see such a benefit from this style of linking to others. The blog on not assigning homework allows a community of like thinkers to share possibly controversial ideas in a safe environment. [...]

250. on 12 Mar 2010 at 7:59 pm [250 Thing 4: Voices in the Blogosphere | Teach English](#)

[...] most interesting thing I noticed was that bloggers learn through blogging. One teacher, Dan Meyer, had taken an adamant stand against homework, but actually changed his perspective after reading [...]

251. on 21 Mar 2010 at 12:24 pm [251 Thing 4 | JLRowe](#)

[...] The sample blogs I particularly liked, made me think about my teaching strategies/assignments, were: Energize Your Classroom: How Jim Cramer Made Me a Better Teacher... , Is this SSR 2.0? , and Why I Don't Assign Homework . [...]

252. on 02 Apr 2010 at 6:46 pm [252 \(W2.0 u03a1\) Reading Blogs @ Robyn's Technology in Education Blog](#)

[...] not just communicate ideas. They emote <3 <3. They <expose>. They provoke. They connect. And they NEVER apologize. Why should they? The author of a blog might think "If you don't [...]"

253. on 19 Apr 2010 at 1:41 pm [253 Thing 4: Blogging Begins With Reading | Spring 2010 K 12 Learning 2.0 Online](#)

Course

[...] such as Why I Don't Assign Homework by Mr Meyer elicit strong responses from other teachers who agree and disagree. At my reading there [...]

254. on 28 Apr 2010 at 2:25 pm [254 Think Thank Think » Riled Up: Stop Grading Homework, Please](#)

[...] The obligatory Dan Meyer link. [...]

255. on 30 May 2010 at 2:37 pm [255 Commentary on Commentary \(Thing 4\) | kindergarten students](#)

[...] opinion and contribute my findings from my personal experience. One of the main examples of this is "Why I Don't Give Homework" blog. While some of the points that were brought up were true, my fellow educator began to do [...]

256. on 06 Jun 2010 at 4:01 pm [256 Thing 4 | I Meant What I Said and I Said What I Meant](#)

[...] Why I Don't Assign Homework dy/dan (Mr. Meyer) [...]

257. on 06 Jun 2010 at 5:57 pm [257 Thing 4 – Response to reading “There is one in every crowd” | Education Rocks](#)

[...] Why I Don't Assign Homework [...]

258. on 09 Jun 2010 at 11:40 am [258 Post. As in: Post brand cereal or is it serial? Thing 3 | Stone Age to Computer Age](#)

[...] read, "Why I Don't Assign Homework," fairly sure I would agree with some points and disagree with others, and I was right. As [...]

259. on 09 Jun 2010 at 7:25 pm [259 Thing 4: Betcha can't \[read\] just one... | My Journey Through the Jungle of Technology](#)

[...] began with Dan Meyer's Why I Don't Assign Homework because I'm always interested in new perspectives on the subject. My students typically are [...]

260. on 10 Jun 2010 at 5:22 am [260 Thing 4: The Edublogosphere Is Falling! | Wartering, Weeding, Wisdom](#)

[...] concise and well documented arguments got me on his bandwagon with alacrity. Maximizing classroom time management is essential for transformation to occur, yet I'm left wondering if the scope of Mr. [...]

261. on 11 Jun 2010 at 7:26 am [261 Thing 4: Exploring Sample Blogs | Learning the Web](#)

[...] title of the blog, Why I Don't Assign Homework, immediately got my attention as something worth reading as a classroom teacher. Too much or not [...]

262. on 11 Jun 2010 at 11:29 am [262 Thing 4: Blog about Blogs | Dr. Hertz thinks...](#)

[...] blog that I immediately related to was Why I Don't Assign Homework. I do assign homework but I have three [...]

263. on 12 Jun 2010 at 7:49 am [263 Thing 4.0 Explore some uses of blogs | Always ready to learn new things](#)

[...] way and allows for ongoing dialogue. This was most apparent in the voluminous response to the dy/dan "no homework" [...]

264. on 12 Jun 2010 at 8:35 am [264 Thing 4-Response to Blog | The Learning Lab](#)

[...] I read a very interesting blog about if you should assign homework or not. It came from <http://blog.mrmeyer.com/?p=133>. The blog brought up some good points. Just when someone brought up a good

point for not having [...]

265. on 12 Jun 2010 at 3:29 pm [265 Thing #4: Response to Questions about Blogs | Learn, Grow, Change](#)

[...] – but it can also be persuasive and expository and narrative. For example, Mr. Meyer’s “Why I Don’t Assign Homework” is a blog I found to be quite persuasive, and I found Vicki Davis’s “Spies Like [...]

266. on 12 Jun 2010 at 7:17 pm [266 Thing 4: Reflections on blogging in education | It's all Greek to me!](#)

[...] The blog about not assigning homework, <http://blog.mrmeyer.com/?p=133> which is a subject I’m interested in pursuing further. Our faculty has been batting this one [...]

267. on 13 Jun 2010 at 12:46 pm [267 Thing 4 – Reflective Reading | Web 2.0](#)

[...] blog Why I don’t Assign Homework was certainly thought provoking. I truly believe there are some subjects that require homework while [...]

268. on 15 Jun 2010 at 10:38 pm [268 Thing 4: Blogging Begins With Reading | Learning About Using Technology in Education](#)

[...] first blog that I read was “Why I don’t assign homework” by Dan Meyer. There are a lot of different opinions regarding giving homework to students. [...]

269. on 16 Jun 2010 at 1:25 pm [269 Thing 4: Blogs | Marine Biology and Biology](#)

[...] you as much as to add to the blog. The first blog that I looked at was very casual in its genre: <http://blog.mrmeyer.com/?p=133> The second blog felt like I was just sitting down with the teacher and letting him explain his [...]

270. on 16 Jun 2010 at 7:24 pm [270 Thing 4: Voices in the Blogosphere | Math of the Future](#)

[...] I read 7-8 blog posts today. I followed links, read more, and read more. From Dan Meyer’s Why I Don’t Assign Homework, I took several ideas for my own classes (I also teach math). I really like his suggestion of [...]

271. on 17 Jun 2010 at 8:26 am [271 Thing 4 | K-12 Learning 2.0](#)

[...] really enjoyed and supported “Why I Don’t Assign Homework” by Dan Meyer (<http://blog.mrmeyer.com/?p=133>). Something I found very interesting in one of my college courses was how they stressed the fact [...]

272. on 17 Jun 2010 at 9:08 am [272 blogs: the internet equivalent to a make your own sundae party | .write now.](#)

[...] <http://blog.mrmeyer.com/?p=133> Filed under Uncategorized | Comment (0) Create a free edublog to get your own comment avatar (and more!) [...]

273. on 17 Jun 2010 at 10:39 am [273 Thing 4 reflecting on blogs | JA's 23 Things Summer 2010](#)

[...] And then the homework one!!!! This was my favorite for the post and the thought provoking comments: Why I don’t assign homework! [...]

274. on 18 Jun 2010 at 9:17 am [274 Post 3: From Thing 4 – Blogging Begins with Reading | educator450](#)

[...] Why I Don’t Assign Homework by Dan Meyer is a perfect example of the benefits of blogging. Meyer is able to express his views in a way that would probably not work at his school. He can speak his mind much more openly and use vocabulary that might not be appropriate at school. For instance, he uses the word “halfassedly.” Despite the fact that it is not an actual word found in a dictionary, it makes sense in the blog. I would be very surprised, however, if this word made it into the master’s thesis he mentions. [...]

275. on 18 Jun 2010 at 11:12 am [275 THING #4 | 23 things](#)

[...] comments on the blog. I liked reading the different points of view on the subject of homework as in Dy/dan. There were a lot of ideas on one blog page and a lot of good points made on the subject of [...]

276. on 18 Jun 2010 at 1:04 pm [276 Thing # 4 | CGS MS Chinese](#)

[...] 18th, 2010 · No Comments · Uncategorized <http://blog.mrmeyer.com/?p=133> =Why I don't assign [...]

277. on 21 Jun 2010 at 11:50 am [277 Thing 4: Blogging Begins with Reading | dede0017](#)

[...] thinking about Dan Meyer's Why I Don't Assign Homework, I envision homework as requiring students to comment on a blog that asks a question about a [...]

278. on 23 Jun 2010 at 11:26 am [278 Thing 4: Blogging begins with reading | TKC!](#)

[...] offer their own comments. I read the first blog about the math teacher that didn't assign homework. He stirred up quite a conversation among teachers. I totally agreed with him, but it is hard when [...]

279. on 24 Jun 2010 at 1:18 pm [279 Thing 4 – Blogs | Learning Technology](#)

[...] 24th, 2010 · No Comments · Uncategorized As I read the blog Why I Don't Assign Homework by Dan Meyer I was struck by the comments. While the article is a controversial issue of whether or [...]

280. on 25 Jun 2010 at 7:58 am [280 | teach4kids](#)

[...] their homework and turn it in on time? For the most part, my assumption is NO ! After reading Mr. Meyers article on homework, I see that the students who would benefit from extending the daily work at home are the ones most [...]

281. on 28 Jun 2010 at 2:20 pm [281 Thing 4: Exploratory Readings | Queen B's Blog](#)

[...] you dialogue with another person, you must be actively engaged and thinking about the topic. In Why I Don't Assign Homework, we see how commenting adds to the meaning making and how the author updates his point of view as [...]

282. on 29 Jun 2010 at 2:59 am [282 Thing 4: Blogging Begins with Reading – Post 3 | Learning in the 21st Century](#)

[...] I was staying on top of using technology, but how things change. I agree with Dan Meyers, "Why I Don't Assign Homework," on some of his postings. I am not a big fan of homework. When I was in fourth grade, [...]

283. on 01 Jul 2010 at 10:39 am [283 THING 4 :\) | Fish - Stars of the Sea](#)

[...] dy/dan (Mr. Meyer): Why I Don't Assign Homework [...]

284. on 01 Jul 2010 at 11:58 am [284 Post#4 | Atom50](#)

[...] read the post by Laura Stockman Twenty five Days to Make a Difference plus four others ,Why I Don't Assign Homework., Betchablog (Chris Betcher) The Myth of the Digital [...]

285. on 03 Jul 2010 at 2:56 pm [285 Thing 4.. Blogging | Marlo's Blogs](#)

[...] one of my favorite blogs was the one about Homework. Uggg... It is so true and it is one of those things that as a teachers, we feel is [...]

286. on 06 Jul 2010 at 7:27 pm [286 Thing 4 | Always providing support](#)

[...] read several of the posts included in this weeks thing. Why I don't assign homework was a VERY interesting post. I have to say that I agree with much of what he said. It [...]

287. on 11 Jul 2010 at 9:53 am [287 Thing 4 | barrack mom web 2.0 adventure](#)

[...] 11th, 2010 · No Comments · Uncategorized I loved the Why I don't assign homework. I wish more teachers would read this...I know that some homework is necessary. But our [...]

288. on 15 Jul 2010 at 9:56 am [288 Thing 4 | CrossTeach](#)

[...] article thoughts from 5 of the articles: Let's start with Why I Don't Assign Homework by dy/dan. I have to say that I agree with this guy in general. He's seen that the [...]

289. on 30 Jul 2010 at 7:52 pm [289 Thing 4: Blogging Begins with Reading | My Life in Web 2.0](#)

[...] of students to record, edit, and share is amazing and a little scary. Another scary thought--no homework--is shared by Dan Meyer, who challenges educators to re-examine our beliefs and practices. [...]

290. on 31 Jul 2010 at 7:37 am [290 Thing 4 | Biology Times](#)

[...] blog was very interesting. Although the author was referring to math, I find that numbers 1 and 2 also refer to science: 1: kids who need homework the least do it and 2: those who need it the most [...]

291. on 04 Aug 2010 at 9:15 pm [291 Thing 4: Responses to Blogs | Kidda's](#)

[...] dy/dan (Mr. Meyer): Why I Don't Assign Homework <http://blog.mrmeyer.com/?p=133> Mr. Meyer states a few valid points, but at the same time I do believe in a small amount of homework. Mr. Meyer is very straight, to the point and writes as if he is having a casual conversation. I'm learning that some bloggers can be slightly inappropriate at times, which in my opinion is unexceptable for teachers- especially when students have access to your information. [...]

292. on 05 Aug 2010 at 7:11 pm [292 Post: Thing 4 | Logos](#)

[...] <http://blog.mrmeyer.com/?p=133> [...]

293. on 08 Sep 2010 at 6:15 am [293 Humanities and the DY/DAN Method | Eric Hoefler](#)

[...] Meyer has a famously-interesting perspective on grading and homework. In a recent post, he offers a scenario of a student (Aaron) who has only attended 20% of the [...]

294. on 25 Sep 2010 at 12:12 pm [294 Thing 4 | Growing Online](#)

[...] September 25, 2010 Dan Meyer provides a great rationale for not assigning homework in the post Why I Don't Assign HW. Most parents, however, think teachers are not doing their jobs correctly if they don't assign [...]

295. on 26 Sep 2010 at 11:53 am [295 EduBlogosphere – What? | WS Web 2.0](#)

[...] favorite blog that I read was <http://blog.mrmeyer.com/?p=133>, Why I Don't Assign Homework. Some of the responses loved Mr. Meyer's ideas about not [...]

296. on 28 Sep 2010 at 6:54 am [296 EduBlogosphere | 1st Grade at Westside Elementary](#)

[...] also thought Mr. Myers' blog (Why I don't assign homework) was interesting. (<http://blog.mrmeyer.com/?p=133>) Mr. Myers states that his Master's thesis proved that homework is not helpful because the [...]

297. on 30 Sep 2010 at 10:54 pm [297 Thing 4 | techcourse](#)

[...] but nerveless, it's somebody's opinion, thoughts, views. That's the case with the blog about homework or the blog about rules and expectation in class. These blogs are very personal, written in order [...]

298. on 02 Oct 2010 at 2:57 am [298 Thing 4: Homework or no homework or some homework? | Blog4u](#)

[...] <http://blog.mrmeyer.com/?p=133> [...]

299. on 04 Oct 2010 at 7:57 am [299 Blogging – Valid or Not: Thing 4 | Reflections on 23 Things](#)

[...] comments add to the post by creating an atmosphere of debate. The author of the blog “Why I don’t Assign Homework” has clearly taken a stance – one that is provocative. The comments then add to the dialogue, [...]

300. on 06 Oct 2010 at 7:20 am [300 Thing 4 Blogs | Elegance Custom Clothiers](#)

[...] blogs I have found that blog reading and writing is very addictive. As I read the blog ” why i don’t assign homework” I begin to discover some very well thought out opinions that made a lot of sense. Why do [...]

301. on 08 Oct 2010 at 2:46 pm [301 Checking Out Other Blogs | Mike Upton's Blog](#)

[...] Another blog piqued my interest in describing a math teacher’s philosophy of not assigning student homework. He was right in the weaker students who need it the most are the ones that are least likely to do it. However, it looked as if he had regular 2 hour periods in math and taught a lower-socio economic student group than I do. All I know is that students DO learn from homework, and that’s been statistically proven. [...]

302. on 09 Oct 2010 at 5:21 pm [302 Thing 4 | I love technology, it doesn't love me!](#)

[...] an effect on the heart rate. The second blog that I connected with was the one entitled – Why I Don’t Assign Homework. I am sure all educators struggle with the homework issue. I must admit that when I [...]

303. on 10 Oct 2010 at 4:40 am [303 Thing 4 – Reflections on Blogging | PE ROCKS](#)

[...] I was reading “Why I Don’t Assign Homework” and “The Myth of the Digital Native” , I realized that blogs can re-affirm your [...]

304. on 10 Oct 2010 at 9:23 am [304 Thing 4: Blogging Begins With Reading | LEARNING TO PLAY](#)

[...] and I can almost hear the person talking, it feels that personal. An example is the blog of Dy/Dan on Why I don’t Assign Homework. He’s not afraid to express some strong opinions. I wonder if blogs make people write more [...]

305. on 10 Oct 2010 at 10:41 am [305 Thing 4 | SecondMath](#)

[...] to read, almost as a stream of thoughts from the poster. Some were thought-provoking (Dan Meyer: <http://blog.mrmeyer.com/?p=133> and CoolCatTeacher: <http://coolcatteacher.blogspot.com/2007/01/spies-like-us.html>) and some I found [...]

306. on 11 Oct 2010 at 7:06 pm [306 EduBlogsphere | Pinto](#)

[...] Homework – I found this blog site to be more an author’s reasoning behind his justification of no homework. I believe that he was looking for others to make comments that either agree with his post or give reasons that contradict his position. This helps open a discussion on the subject. [...]

307. on 12 Oct 2010 at 12:02 pm [307 Special Thing 4 | Special Needs Learner](#)

[...] disagree with Dan, Homework is a <http://blog.mrmeyer.com/?p=133> valuable practice, studying , reviewing and just having the extra assignments can help student with [...]

308. on 12 Oct 2010 at 12:47 pm [308 thing 4 – reflections on blogs | Chemistry Made Easy](#)

[...] are a very important thing in any classroom, without these two things education won’t occur. Homework has it’s place, especially when there isn’t time for practice to be done while in the presence of the [...]

309. on 12 Oct 2010 at 6:06 pm [309 From Thing 4: Blogging Begins with Reading | Miss De Leon](#)

[...] the “Why I don’t assign homework” blog by Mr. Meyer, I found his statistics about homework to be interesting. It’s true that [...]

310. on 13 Oct 2010 at 6:15 am [310 Thing 4 Reaction Post | LearningU](#)

[...] reference to a blog on Homework <http://blog.mrmeyer.com/?p=133> . The trends on Homework are to make it relevant and filled with rigor. Easier said than done, [...]

311. on 14 Oct 2010 at 9:51 am [311 Blogging | Web 2.0 MCS](#)

[...] the educational blogs and see such a benefit from this style of linking to others. The blog on not assigning homework allows a community of like thinkers to share possibly controversial ideas in a safe environment. [...]

312. on 18 Oct 2010 at 8:47 am [312 EduBlogsphere \(September~Task1\) | Adventures in the Media Center](#)

[...] Blog 2: Dy/Dan: Why I don’t assign homework [...]

313. on 22 Oct 2010 at 4:26 am [313 Edublogsphere | Web 2.0 Reflections](#)

[...] This blog by Dan Meyer (dy/dan (Mr. Meyer): Why I Don’t Assign Homework) [...]

314. on 26 Oct 2010 at 4:35 pm [314 Thing Four..Blogging to Excellence! | Title 2D Grant](#)

[...] the reader to learn and interact with others who are interested in the topic at hand. For instance, not assigning homework was and still is a HOT topic for [...]

315. on 28 Oct 2010 at 7:48 pm [315 Thing 4 | Mr.Russell's Blog](#)

[...] to see how their thoughts develop, evolve, and possibly change. In Dan Myers’s DyDan blog titled Why I Don’t Assign Homework he explains that the only time that he has assigned homework was early in his career to cover up [...]

316. on 29 Oct 2010 at 5:20 am [316 Thing 4 | 21st Century Showdown](#)

[...] I like how it creates an on-line community of professionals, friends (<http://blog.mrmeyer.com/?p=133>). I like how it redefines our notions of society and community and friends and colleagues. But [...]

317. on 03 Nov 2010 at 9:04 pm [317 Homework is for losers..... | Ben Bridges' Blog](#)

[...] NBCS currently has a 30 mins/5 days maths homework policy for students in years 7-10. For some students this is just what they need, and that’s great. But I think that for far too many of them this is just a total waste of time. Dan Meyer (my favourite Blog) has some great points here. [...]

318. on 06 Nov 2010 at 4:35 am [318 Thing 4 | winterwoolies](#)

[...] genre of blogging. The author can be swayed as in the case of Dan Meyer’s blog dy/dan in his post “Why I don’t assign homework”, to change his original thinking or be forced to defend his opinion. I believe that blogging can [...]

319. on 28 Nov 2010 at 10:33 am [319 Thing 4 | The World According to....](#)

[...] 2010 · No Comments · Uncategorized The first couple of blogs that I read were Why I Don’t Assign Homework and Is this SSR 2.0. They were insightful glimpses into the minds of teachers facing the [...]

320. on 15 Jun 2011 at 10:25 am [320 Blogging begins with reading – Thing 4 | Ruthie's journey through web 2.0](#)

[...] one blog I read about, Why I don’t assign homework, a controversial subject was touched upon. Should we assign homework? My school is in the midst of [...]

321. on 23 Jun 2011 at 4:23 pm [321 Thing 4: Blogging Begins with Reading | LCS Web 2.0](#)

[...] the author's personal experiences. Some were persuasive narratives like the post on "Why I Don't Assign Homework". There were no facts or statistics to back up the message. The blogs I read were very [...]

322. on 09 Jul 2011 at 5:12 am [322 Thing 4 | Amie's 1st Blog](#)

[...] the blog on no homework, and the comments as well. Very interesting [...]

323. on 19 Jul 2011 at 11:10 am [323 Thing 4 Blog Readings | Silver Foxy Lady](#)

[...] be different and still be considered a blog writing. For example, the blog by Dan Meyers entitled "Why I don't assign Homework." His blog is a personal opinion, that no one can refute. There is no particular format you must [...]

324. on 19 Jul 2011 at 11:33 am [324 Thing 4: Exploratory Reading | Techlightening!](#)

[...] The one blog post that I perused recently that struck me from the beginning was Dan Meyer's "Why I don't assign homework" (2007): <http://blog.mrmeyer.com/?p=133> [...]

325. on 01 Aug 2011 at 1:17 pm [325 Thing 4 | Life Long Learner](#)

[...] I read the post, Why I Don't Assign Homework, by Dan Myer, I was very comforted. It occurred to me that one of the really nice things about [...]

326. on 05 Aug 2011 at 3:52 am [326 The Artolater » Friday Links](#)

[...] An older blog post from a math teacher who doesn't give out homework (or, well, didn't for a [...])

327. on 22 Oct 2011 at 10:49 pm [327 Thing #1 Reflections On Lifelong Learning - Thing #4 Part I Exploratory Reading](#)

[...] article, Why I Don't Assign Homework, seem to vent about the giving of homework. Meyer indicated that if the homework was given for [...]

328. on 25 Apr 2012 at 7:59 am [328 Teacher Blogs \(Week 10\) | Michelle Sauer](#)

[...] teaching it. He has seen what works best in a classroom and what needs to be changed. In his post Why I Don't Assign Homework, he talks about the way that homework has become more about points than practice. The students who [...]

329. on 04 Jun 2012 at 7:58 am [329 David Truss :: Pair-a-dimes for Your Thoughts » Homework](#)

[...] flipped classroom could potentially be a useful way to assign homework. I'm sure there are other examples, but I'm willing to bet that most homework is neither effective nor is it something that [...]

330. on 14 Jun 2012 at 4:25 pm [330 sjuhan – web 2.0 - Thing 4: Blogging Begins with Reading](#)

[...] reflect on anything that struck you about the posts themselves or the genre of blogging in general. Why I Don't Assign Homework The statement that "what are we calling 'homework'" really rings true to [...]

331. on 15 Jun 2012 at 4:14 am [331 Thing 4 | Jimenez 2.0](#)

[...] me a story, and I feel included in the conversation. The language used is less polished, like Dan Meyer's use of "halfassedly," which I am pretty sure is not a word! The articles that I read online [...]

332. on 16 Jun 2012 at 1:37 pm [332 celtic tiger - Thing 4 – comments on other blogs.](#)

[...] but thankfully now seems to be used when relevant. Then I read the most controversial blog – Why I Don't

assign homework (Mr Meyer), and what he said made sense in that those that do the work are the best. But I would [...]

333. on 18 Jun 2012 at 5:16 pm [333 Thing 4: Reading Blogs/Analyzing the Nature of Blogs | Tammie's Web 2.0 Summer 2012 Blog](#)

[...] interesting blogs in her recommendations list. I agree in many ways with Dan Meyer in his stance on homework. I would rather have students practice and work on projects under my supervision instead of sending [...]

334. on 18 Jun 2012 at 6:12 pm [334 Chappellblog - Web 2.0 Blog Post: Thing 4: Flipped classrooms](#)

[...] the Science classes at KRCS next year, I felt a magnetic attraction to the information found in the Dan Meyer Blog “Why I don’t assign homework.” The blog itself only touched on the topic of the flipped classroom. The 333 comments from [...]

335. on 19 Jun 2012 at 5:45 am [335 Thing 4: Blogging Begins with Reading | Math Teacher 7](#)

[...] first blog about not giving homework by Dan Meyer also stresses that homework is pointless if kids are not learning actively in class. [...]

336. on 20 Jun 2012 at 7:15 am [336 Thing 4: Oh so excellent blog-a-sphere | Blogging about Science](#)

[...] read my 5 blogs and two of them really made me think. The first one, by Mr. Meyer <http://blog.mrmeyer.com/?p=133>, was interesting. I do home work. I assign it every day unless the the kiddies just had an [...]

337. on 23 Jun 2012 at 11:30 am [337 Thing 4: Reading the Edublogs | web2.0 course blog](#)

[...] Dan Meyer’s Why I don’t Assign Homework: I used to assign Studio Art homework but stopped because those who did it would have done it [...]

338. on 24 Jun 2012 at 10:37 am [338 Is homework really important? | Elementary Know How](#)

[...] Thing 4:<http://blog.mrmeyer.com/?p=133> [...]

339. on 24 Jun 2012 at 6:15 pm [339 mcmaken – web 2.0 - Thing 4 – Perusing Educational Blogs](#)

[...] creates a meaningful dialogue with educators (and some students, it seems) about the function of homework. Ironically, it was the comments on his blog (and even his response to some of them) where the [...]

340. on 25 Jun 2012 at 9:24 am [340 Reflections on Thing #4 | How I Spent My Summer Vacation!](#)

[...] of my favorite blogs so far has been “Why I don’t give homework.” A lot of the comments were also very good and even led me to explore a book on classroom [...]

341. on 25 Jun 2012 at 9:37 am [341 Reflections Thing 4 | proteacher](#)

[...] first bog I read was Mr. Myer’s on no longer assigning homework – BRAVO!! I believe he truly hit the nail on the head: [...]

342. on 27 Jun 2012 at 2:57 pm [342 Homework Links | where to draw the line](#)

[...] Why I don’t assign homework... [...]

343. on 29 Jun 2012 at 12:52 pm [343 Thing 4: blogging | summer2012](#)

[...] chose my first 3 blogs based on the topic. The first one was Why I don’t assign homework. Other people

clearly found the topic interesting as well because there were over 300 comments [...]

344. on 04 Jul 2012 at 5:28 am [344 Thing 4: Voices in the Blogosphere](#)

[...] blogs demonstrates that there are many others working through these same issues. For example, Mr. Meyer's blog about not assigning homework, though five years old now, appears to have been widely read and [...]

345. on 11 Jul 2012 at 11:48 am [345 K12 Learning 20 » Blog Archive » Reflections on Blog Readings \(Thing #4\)](#)

[...] reading the article by Dan Meyer, "Why I Don't Assign Homework", I understand how the process of not assigning homework works for some students but I don't [...]

346. on 11 Jul 2012 at 1:24 pm [346 Thing 4](#)

[...] many see it as a necessity in education. "Why I Don't Give Homework" Dan Meyer <http://blog.mrmeyer.com/?p=133> To give homework or not to give homework, that is the question. After reading Dan Meyer's [...]

347. on 16 Jul 2012 at 6:44 pm [347 Kiersten's Summer Class 2012 » Thing 4: Blog Reflections](#)

[...] Why I don't assign homework [...]

348. on 01 Aug 2012 at 2:24 pm [348 Thing #4 | Sewing Is My World](#)

[...] #1 – Why don't I assign homework – [...]

349. on 04 Aug 2012 at 10:04 am [349 Learning Web 2.0 Tools - Thing #4 A Response to Blogging](#)

[...] tools course I am currently navigating self-guided, directed me to check out Dan Meyers blog post "Why I Don't Assign Homework". A good post discussing the merits (or lack thereof) of assigning math homework. Included in the [...]

350. on 08 Aug 2012 at 10:18 am [350 Thing 4: Blogging Begins With Reading](#)

[...] from different perspectives; diction; subject matter; and overall style. I first started with dy/dan's "Why I Don't Assign Homework", which mixes it's message with sophisticated diction and common speak. Where else can you [...]

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- [contest](#) (37)
 - [four slide sales pitch](#) (14)
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 - [my annual report](#) (20)
- [design](#) (232)
 - [digital instruction](#) (76)
 - [digital storytelling](#) (19)
 - [information design](#) (49)
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 - [presentation](#) (28)
 - [redesigned](#) (12)
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- [series](#) (133)
 - [design for educators](#) (3)
 - [dy/av](#) (20)
 - [how i work](#) (6)
 - [how to present](#) (7)
 - [what can you do with this?](#) (99)
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- [tech contrarianism](#) (85)
- [tech enthusiasm](#) (61)
- [uncategorized](#) (361)

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- [August 2012](#) (9)
- [July 2012](#) (10)
- [June 2012](#) (9)
- [May 2012](#) (16)
- [April 2012](#) (13)
- [March 2012](#) (10)
- [February 2012](#) (10)
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- [December 2011](#) (9)
- [November 2011](#) (10)
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- [September 2011](#) (11)
- [August 2011](#) (10)
- [July 2011](#) (10)
- [June 2011](#) (14)
- [May 2011](#) (12)
- [April 2011](#) (14)
- [March 2011](#) (11)
- [February 2011](#) (11)
- [January 2011](#) (18)
- [December 2010](#) (11)
- [November 2010](#) (14)
- [October 2010](#) (19)
- [September 2010](#) (10)
- [August 2010](#) (15)
- [July 2010](#) (7)
- [June 2010](#) (13)
- [May 2010](#) (12)
- [April 2010](#) (11)
- [March 2010](#) (13)
- [February 2010](#) (16)
- [January 2010](#) (10)
- [December 2009](#) (16)
- [November 2009](#) (6)
- [October 2009](#) (10)
- [September 2009](#) (14)
- [August 2009](#) (12)
- [July 2009](#) (8)
- [June 2009](#) (11)
- [May 2009](#) (11)
- [April 2009](#) (25)
- [March 2009](#) (15)
- [February 2009](#) (19)
- [January 2009](#) (14)
- [December 2008](#) (19)
- [November 2008](#) (10)
- [October 2008](#) (16)
- [September 2008](#) (17)
- [August 2008](#) (21)

- [July 2008](#) (19)
- [June 2008](#) (20)
- [May 2008](#) (18)
- [April 2008](#) (25)
- [March 2008](#) (32)
- [February 2008](#) (25)
- [January 2008](#) (44)
- [December 2007](#) (33)
- [November 2007](#) (36)
- [October 2007](#) (32)
- [September 2007](#) (41)
- [August 2007](#) (42)
- [July 2007](#) (22)
- [June 2007](#) (19)
- [May 2007](#) (23)
- [April 2007](#) (21)
- [March 2007](#) (21)
- [February 2007](#) (35)
- [January 2007](#) (29)
- [December 2006](#) (4)
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- [October 2006](#) (7)
- [September 2006](#) (2)

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