



Impact Of Corrective Feedback for Students' Homework on Their Learning Achievement

Tahmina Shahzadi¹, Shafqat Ali², Tariq Mahmood³, Sabir Hussain⁴

ABSTRACT

Impact of homework on learners learning level in the subject of English was the main theme of the study. The motivation behind this research was to examine the actual impact of homework i.e. either students improve or only rely on homework completion. At elementary level normally English subject is considered more difficult than other subjects that's why study was conducted on English subject. This study was of experimental where manipulation was done by assigning homework and giving them feedback. For this study pre-test post-test control group was adopted. 60 students were taken from Govt. High school Chicherwali, district Sialkot randomly from class 8th and further divided into two groups i.e. experimental and control group. An instrument comprised of 40 MCQs was developed and got validated from experts. Pretest was taken from every one of the experimental and control group students. A treatment of 60 days was completed keeping in view the single blind experimental method. After the educating, a post-test was taken from both groups independently. After the posttest, information was tabulated and analyzed by using t-test to investigate the problem. Results depicted that homework affected the achievement level of students very positively.

Keywords: Corrective feedback, Students' homework, Learning achievement

1. Introduction

Homework is depicted as an educator doled out home obligation that students should achieve beyond class time (Minke, 2017). Understudies attempt tasks outside the scholarly day just to help students to grasp. Homework, in response to instructive orders, extends to a great many educator and parental open positions to help students (Haq, Shakil, and Noise, 2020). The effect of home undertakings on students' achievements has been a petulant point for very nearly 100 years. To improve our instructive norm in our instructive organizations, we contrast our current schooling system and different countries with the goal that we can look at it in the worldwide (Valle et al., 2016). Impact of students' scholarly achievement isn't exclusively by the informative techniques utilized by their educators yet additionally by the nature of assessment.

Without assessment coordinated with instructive principles are not good (Gulzar and Mahmood, 2019). Input which is positive is best method for raising understudies' self-adequacy (Panadero and Romero, 2014), taking "understudies' inspiration for task esteem" (Zumbrunn, et al, 2016), and further developing self-guideline, as indicated by research done throughout recent many years (Javed, 2017). To advance their learning through assessment, understudies should approach information of advancement for ongoing place of hole between the genuine and expected state (Ilgen and Davis, 2000). The main role of developmental evaluation is to connect the current condition and the planned objective of understudies. Regardless, not a wide range of surveys are something very similar and not numerous types are comparatively valuable in further developing learning (Hattie and Timperley, 2007). The objective of this exploration is to perceive what input means for achievement.

The reason for this exploration is to perceive what various kinds of 'criticism' mean for achievement. Demeanor or direct, particularly any place way or conduct impacts educating and learning execution. It is basic to perceive that criticism, as well as being the consequence of understudy accomplishment, is a significant part of the most common way of learning. It's likewise essential to recognize "uplifting feedback" and "confidence upgrading" remarks on execution.

Students grumble about how long homework degrades their outside exercises (Coutts, 2004). Most instructors realize homework is the most distressing part of their life (Kouzman and Kennedy, 2002). Up to this point, the review has had a minor impact in forming task strategies and practices. That is likewise inferable from the way that schoolwork impacts are muddled, and there is no single, widespread arrangement that can be applied to all children. Moreover, the review is various enough that few papers can be given to help at all point of view has been needed, while the opposite information is ignored. Subsequently, advocates and adversaries of homework regularly refer to single exploration to demonstrate or question its worth. Schoolwork rules and methodology should be founded on the most exceptional examination. Rules and techniques which are related with a particularly exact examination rundown would be executed (Rosário et al., 2015).

Talented teachers perceive that youngsters range in their availability and scholarly levels and that not all children learn in exactly the same manner; in any case, the home errand is oftentimes only one circumstance, including all students

¹ M.Phil. Minhaj University, Lahore Pakistan

² Associate Professor of Education, Minhaj University, Lahore

³ Corresponding Author, Headmaster, Govt. High School Chicherwali, Sialkot, Email: tariq_903@hotmail.com

⁴ M.Phil. Minhaj University, Lahore Pakistan

getting a similar undertaking for the home undertaking (Erwin, 2003). The current time is for instructors to carry out present day and new directions into their homerooms. In any case, a considerable lot of them are don't know how to involve this way of thinking in their current educating techniques. Albeit the most important phase in execution is extremely hard. "We comprehend how we need to complete when we start and get ready," hence "until we can recognize them, we want to have strong equivalent schooling and bearings in place"(Tomlinson, 1999).

Our prosperity like educators to assist their students with seeing themselves as wonderful in their subjects our showing will influence their lives (Tomlinson, 2005). Understudies' instructive accomplishment works on in broadened classes, as confirmed by pre and post-tests along with commonplace state sanctioned tests across monetary lines. Valuable remarks could assist understudies with seeing all the more rapidly. Students might get investigation about how their headway looks at to a long time before targets and make changes on a case by case basis. Lesser students can profit from remarks by accessing greater guidance. Criticism has a huge impact in the progress of many ventures, as per a ton of studies (Guskey, 2019).

In the event that mentors don't check the task finished by understudies, every one of these task characteristics allocated by educators should be in vain. There has been evidence that maybe the amount of homework performed is well associated with educator task remarks as revealed by rudimentary and auxiliary students (Smyth, Mavor, Platow, Beauty, and Reynolds, 2015). The review, which is the most dependable, portrayed the impact of home undertakings on understudy instructive greatness. The absolute first element is the teacher's disposition, which keeps up with the understudies took part in the home occupation emphatically. The educator's methodology toward home tasks is associated with the quality and amount of home tasks proposed to understudies, that have recently been shrouded in class, as well as the educator's technique for evaluating or allotting marks (Epstein and Van Voorhis, 2001).

The task is a progression of instructive errands given to understudies by their coaches to achieve past the class time. Homework is a progression of instructive tasks given to understudies by their educators to achieve past the homeroom time (Cooper, 2006). Kids, family, as well as educators all, have a significant impact in the homework methodology. Understudies, family, and educators all play fundamental parts in all of the three key cycles. The impact of home errand culmination, as well as students' instructive execution, are affected by every one of the three jobs. The review upholds those educators who had doled out the home undertakings to students for training to further develop abilities and ideas previously instructed during the meeting. The results of homework and instructive results are affected by this element. Concentrates on help that teachers appoint class work to instructors for training to upgrade ideas showed in class.

At the point when children turn in their tasks, educators assume they appreciate the thought. They additionally assume that on the off chance that children don't finish tasks as expected, they will require further practice or backing. On the off chance that understudies don't complete their schoolwork appropriately, such convictions may not be useful. Such theories may not generally be right in light of the fact that each kid's case is special, and teachers can't necessarily comprehend the reason why homework is done or not. Teachers ought to answer the comments as quickly as time permits and make specific informative upgrades for new generations (Miller et al., 1993).

According to the perspectives of rudimentary and center school instructors, homework remarks (e.g., tracking down scholastic accomplishment, checking homework only one board, recorded comments) enjoys such countless benefits for understudies that need to utilize the remarks made: great feelings including such delight and joy, expanded confidence, concentrate on abilities, class contribution, and information and comprehension of subject given are instances of positive sentiments (Cunha et al., 2018).

The quantitative period of this undertaking serves to homework information in various ways. This will be the principal exploration to take a gander at the associations between various types of task input and the three qualities of scholastic accomplishment simultaneously. As three components of the idea organizer, it's to be sure basic to quantify them together in light of the fact that concentrating on youngster school cooperation. While only one viewpoint has been thought of, the discoveries might have become slanted inferable from the disregard of the other variables' impact (Sinatra, Heddy, and Lombardi, 2015).

There is a valuable commitment to the particular benefits of the five sorts of home undertaking survey inspected, which can help guides in settling on informed conclusions about their schoolwork criticism rehearses. As far as procedure, various sorts of schoolwork input were accumulated from understudy and educator reports. Instructors' evaluations might have been a significant asset for experts trying to figure out which parts of supportive guidance (e.g., appraisal) energize understudy interest. students are a solid wellspring of data in regards to showing quality-related factors, yet educators' discoveries should have been visible as an important expansion for experts to figure out what particular attributes of caring learning (e.g., evaluations) support student motivation.

State sanctioned testing is by all accounts a technique for gathering information from students to work on their insight. Developmental evaluation incorporates two unique qualities: practice and student independence (Dixson and Worrell, 2016). Process evaluation depends vigorously on informative (valuable) input (Reddy, 2019). Criticism builds students' tirelessness and fulfillment. As understudies take on profoundly viable informative ways (Reddy, 2019).

All through different degrees of tutoring, the sum and kinds of home assignments shift. It might make a noteworthy difference. As per the investigations, the effects of a home undertaking contrast contingent on the age. The motivation behind a center school home action is to ask understudies to further develop using time effectively, independent imaginative reasoning, and information scientific capacities. Understudies' perspectives about instructive accomplishment and study abilities, for example, the value of work and the capacity to manage blunders and inadequacies, are molded by home assignments (Bempechat, 2004).

Homework, then again, affects understudies when they show up at secondary school. On normalized assessments, a typical youngster who follows through with home responsibilities beats understudies who don't finish home jobs by 69%. We find from this review that placing in an additional 30 minutes of consideration might have a huge effect in an understudy's grade and checks. Students that neglect to play out a schoolwork task lose 1.2 long periods of review and procure 19% not exactly their cohorts. Individuals that work 15 hours or more each week acquire generally 1.5 long periods of training and procure 16% more than the run of the mill understudy (Rosenbaum, 2004). Timetables are not stringently upheld and change from one grade to another. Students ought to achieve 10 minutes of schoolwork each grade level as a typical necessity.

Elementary school teachers' contemplations on homework in their study halls, from first to fourth levels. Educators' critical inspirations for giving tasks, as indicated by their outcomes, are to build up understudy learning and work on students' feeling of responsibility. Grade teachers said they consider numerous perspectives while producing worksheets: the amount of measure of time it takes to get done with the jobs, whether the errand is proper for youngsters, whether the undertaking can be finished separately, and whether the assignment is connected to working on scholastic talks (Buyukalan and Altinay, 2018).

A couple of teachers expressed that they contemplate whether the worksheets are pleasant and motivating for students to achieve. While the teachers all through this review had a by and large ideal disposition with respect to the task, they referenced specific negative perspectives that influence homework, for example, the conviction that kids had more ominous feelings toward homework than good sentiments. Parent contribution is something else to consider. Albeit a few families are exceptionally intrigued by their youngsters' scholastics, some may not be inferable from work responsibilities or individual school exercises. At last, educators demonstrated that information classwork might be excessively hard for understudies to get done, which may likewise result in uncompleted tasks and bothersome results (Buyukalan and Altinay, 2018).

With regards to composing, center teachers and grade school educators have a comparable insight. Using narrating and functionalist gathering information, center teachers' impression of this adequacy and impetus of schoolwork in Grades 6-8 were evoked. The investigation discovered that center school teachers give homework to the objectives of the training and fortifying of capacities. Students spend a sum of 46-93 minutes every week on tasks, as indicated by center school teachers, and homework scores were considered into understudies' general grades for the semester. The further homework had been esteemed in a member's general rating, the more helpful an educator knew it (Snead and Burris, 2016). Students are supposed to know the reason and rationale of the home assignment. Most of children knew about the motivation behind the schoolwork. As recently said, there are various kinds of schoolwork.

While practicing past illustrations and planning new ones, the understudies have been very involved and ready to answer home assignments. Assuming students get it and concur upon this justification for the home errand necessity, they will show up. Most students are more probable for different purposes. Large numbers of them are naturally enlivened; a couple are aggressive; by and by, others are motivated by a teacher or a family, and others might be propelled by a tomfoolery home errand. Laying out schoolwork obligations that give kids a choice and support by they way they get information could assist them with turning out to be more taken part in exercises. This can be begun as a training and to develop as an individual (McQuarrie and McRae, 2010).

Student's commitment isn't just significant for constant motivation, however it additionally makes understudies stay took part in tedious exercises. Different home undertakings permit you to single out which home errands to finish that seem straightforward and figure out. Teachers can acquaint understudies with different informative methodologies and philosophies during their school lives. The schoolwork task is not any more probable than the personnel's and teachers' basic constants. The review could be urged to change by dragging out the procedure of variety in schoolwork tasks in the capacity to start to advance interest and, maybe, some accomplishment. Different data as "arranging heading to satisfy individual requirements". It is truly important to remember in light of the fact that expanded educating is likewise not a homeroom approach, yet rather a perspective about the educating system (Cooper and Valentine, 2001).

The home errand has a situation in associations like the dinner, despite the fact that it has been being talked about for a long time and keeps on being a way of questioning. As confirmed by the writing, individuals' perspectives are all around as different as the local area. One inquiry is that few out of every odd family obligation is fundamental. However, as a general rule, in cultural assessment, the home undertaking won't go down at any point in the near future. Educators

devote it to their understudies to explore different avenues regarding different ways to deal with address their understudies' issues.

The best use schoolwork is made. A reasonable volume can help and advance learning, give reactions to guides in regards to learning, permit understudies to rehearse abilities and extend their insight, and make trust in understudies when they accomplish great execution exercises all alone." Considering that home errands are a norm in schooling, understudies who invest energy questioning might address not simply whether home components are fundamental. Teachers are bound to code shortcomings in the encoded audit to bring up the specific place of the issue and the kind of blunder, yet in uncoded survey, they only imprint the misstep without uncovering the mistake type or suggestions for revision. With uncoded input, understudies would be liable for diagnosing and amending mistakes. With uncoded criticism, students would be liable for revising their flaws.

Remedial criticism further develops showing instructive prerequisites and results in impressive learning results as evaluated by test results. These assertions, yet then again, should be viewed as untimely and requires more assessment. "Input capably affected learning results". Besides, broad data upon the perspectives of primary school teachers on their practices, as well as the causes that educators pick and utilize explicit types of task input in class, is without a doubt uncommon. Investigating teachers' view of homework audits, particularly in primary school, can at times yield one of a kind information into homework review (e.g., by aiding the further clarification of prior information gathered; improving homework survey measures), as well as instructive practices (e.g., educators getting preparing on schoolwork criticism rehearses) (Rosário et al., 2018).

At the point when schoolwork has a characterized point and interfaces every understudy's gifts with current subjects, the understudy's learning gets to the next level. Criticism further develops task execution, especially on the off chance that it is given on time (in 24 hours or less). Powerful criticism further develops advancing by amending disarray, affirming strategies, and eliminating perplexity. These investigations are principally worried about portraying the connection between home undertakings, students, and institutional achievement. There are a few exploration concentrates on schoolwork, including understudies' and guardians' contemplations of the home undertaking, time spent on everyday schedule students' achievement, schoolwork discernment and practice, and the effect of schoolwork assessment on students' inspiration and achievement.

Since school participation was not mandatory until the extended period of 14, yet most children required obligations at home, simply a small piece of them took an interest. They didn't consider schoolwork to be a reason for pressure, and that was definitely not an immense issue at that point (Gill and Schlossman, 2004). In the nineteenth hundred years, the US of America's cross country against schoolwork crusade ejected. Edward Bok, Ladies' House Magazine's creator, started a few enemy of schoolwork publications in 1901. He proposed taking out schoolwork for all children younger than 15 and restricting homework for senior students to one hour out of every evening.

During the 1930s, this pattern got consideration, and guideline had been laid out in the US to kill homework. Homework regulation turned out to be much more forceful and was recuperated as tool for understudy accomplishment (Gill and Schlossman, 2004). Soon after the post-cold Conflict Time in the last part of the 1950s, homework turned out to be more significant, as well as the consideration changed from activities to give tasks. The contention about whether homework is useful to kids' general school execution proceeded right up to the present day.

In this specific circumstance, a few studies have been directed at both the public and private levels. A few examinations show that homework well affects learners' scholarly presentation. It has been found by other explorations that homework inconveniently affects students' presentation and character improvement. These investigates started with particular terms, for example, review, and contextual analysis. In any case, the ongoing examination will start with experimentation. The reason for this study is to show what English homework means for students' scholastic presentation. On this specific kind of study, there is very few literature. Accordingly, our exploration will contribute fundamentally to the current situation for betterment of teaching learning process.

2. Results and Interpretation

This section reports the results of experiment and their interpretation

Table 1: t-Test Results Between Pre and Post Test of Control Group Students

| Results | N | M. | S. D. | t-value | Sig |
|-----------------|----|-------|-------|---------|-------|
| Pre-test score | 30 | 5.218 | 2.310 | -2.935 | 0.011 |
| Post-test score | 30 | 6.718 | 1.231 | | |

The table 1 reveals that the gatherings varied information for the impact of homework criticism on understudies' achievement in the subject English. Pre-test score and post-test score results reflected elevated degree of execution of learners toward homework. The contrast between the gatherings' mean scores were huge with an alpha level of 0.011. Subsequently, there was a measurably not huge impact of homework corrective feedback on understudies' achievement between pre-test score and post-test score in the control group.

Table 2: t-Test Results Between Pre and Post Test of Experimental Group Students

| Results | N | M. | S. D. | Df | t-value | Sig |
|------------------|----|--------|-------|----|---------|------|
| Pre-test scores | 30 | 5.529 | 1.981 | 38 | -10.391 | 0.00 |
| Post-test scores | 30 | 13.917 | 2.351 | 38 | | |

The table 2 unveils that the gatherings varied information for the impact of homework criticism on understudies' scholarly execution in the subject English. Pre-test score and post-test scores reflected high degree of execution of students towards homework. The contrast between the gatherings' mean scores was significant with p value 0.000. Consequently, there was a genuinely massive impact of homework feedback on learners' advancing between pre-test score and post-test score in the experimental group.

Table 3: t-Test Results by Comparing Control with Experimental Group Students in Pre-Test

| Group | N | M. | S. D. | Df | t-value | Sig |
|--------------|----|-------|-------|----|---------|------|
| Control | 30 | 5.109 | 2.192 | 38 | .713 | .388 |
| Experimental | 30 | 4.985 | 1.879 | 38 | | |

The table 3 unveils that the gatherings varied information for the impact of homework feedback on understudies' scholarly execution in the subject English. Control group mean values and experimental group mean values reflected almost same degree of execution of understudies toward homework. The contrast between the gatherings' mean scores was not huge with alpha 0.389. Consequently, there was not a measurably huge impact of homework feedback on understudies' advancing between the students of control and experimental group in pre-test scores.

Table 4: t-Test Results by Comparing Control with Experimental Group Students in Post-Test

| Group | N | M. | S. D. | df | t-value | Sig |
|--------------|----|--------|-------|----|---------|------|
| Control | 30 | 6.818 | 1.340 | 38 | -9.981 | .000 |
| Experimental | 30 | 14.139 | 2.431 | 38 | | |

The table 4 reveals the impact of homework feedback on understudies' scholastic execution in the subject English. Value of control group and of experimental group reflected elevated degree of execution of understudies toward homework. The contrast between the mean scores was significant with alpha 0.000. In this manner, there was a genuinely massive impact of homework feedback on understudies' advancing between the control group and experimental group in the post-test scores.

3. Discussion and Conclusion

Homework feedback decidedly affects understudies' scholarly exhibition in subject English. The mean score of the control group and experimental group mean scores shows that feedback on homework impact understudies' scholastic achievement. According to Marzano, (2001) homework can improve understudies' CGPA by one-half point for an additional 30 minutes of homework each evening. Also, the Greathouse, (1998) discussed the similar results in his study. The findings of both of their reviews were that a large portion of the educators mentioned that a significant number of their understudies don't finish their homework input which shows the unfortunate amount of input. This study demonstrated how understudies, guardians, and educators see the worth of homework feedback which connects with understudies' scholastic accomplishment.

The consequences of the current review show that there is a connection between homework feedback and understudies' learning accomplishment. It was brought up that there is a positive and connection interface that occurs between homework feedback and understudies' learning accomplishment which implies homework input has expanded understudies' learning and scholastic accomplishment.

It is suggested that students ought to be given homework tasks day to day and the educators ought to be urged to administer, mark, score, grade, and provide proper feedback on learners' tasks.

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