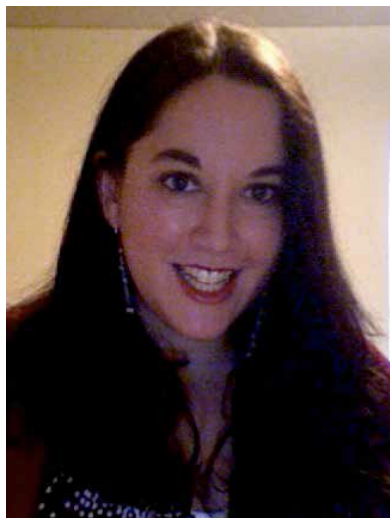


Renegotiating Homework: Making Explicit our Goals and Expectations

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Abstract

Despite ongoing debates in everyday and academic contexts, homework remains a valued part of mathematics education. However, students can misinterpret some common teaching practices, leading them to unproductive homework behaviors. This article discusses the idea of *homework messages*, or the ideas about homework teachers intentionally and unintentionally give to students. The article also describes a set of homework-related teaching practices collaboratively designed by developmental mathematics faculty. These practices aim to both support students in engaging with homework as a learning opportunity and send them the message that the goal of homework is learning. The concept of a *homework contract* is used to bring together the ideas of homework messages and teaching practices. It is important for instructors to be explicit with students about what they value in their students' work, what is expected of them to do and how, and what they can expect from instructors in return.



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