

The Role of Homework on Learning Outcomes in the Classroom: Evidence from a Field Experiment

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Abstract

This paper examines the impact of homework assignments on both test and course grades using evidence from a field experiment. Students are randomly assigned to either homework required or homework not required treatments. We find that students who submit homework have significantly better test performance (more likely to earn A's or B's and less likely to fail). We find higher student retention rates for those who are required to submit homework. Finally, there is a positive effect of higher homework submission rate on test grades for those students whose homework average is in the top half of the class. In sum, this paper finds that both requiring homework and doing homework are both important indicators of student learning outcomes in the classroom. Of these, doing homework is more relevant than requiring homework.