

An **instructional challenge** is a problem or obstacle that hinders students as they attempt to achieve a learning outcome. Identifying instructional challenges that affect a course is the first step toward finding solutions for them.

<p>If the instructional challenge is <b>not applicable to you</b>, please circle <b>NA</b>. For example, if the challenge pertains to online courses, and you don't teach an online course, circle NA.</p> <p>If the instructional challenge does affect one of your courses, then <b>circle a number</b> whatever number corresponds to its severity.</p>	<p>0 = <b>not</b> a problem          1 = a <b>slight</b> problem          2 = a <b>moderate</b> problem          3 = a <b>serious</b> problem          4 = a <b>severe</b> problem</p>
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	Instructional challenge	Severity of the challenge					
		0	1	2	3	4	NA
<b>Motivation</b>	1. My students come to class <b>unprepared</b> (for example, without having finished assigned readings).	0	1	2	3	4	NA
	2. My students seem <b>uninterested</b> in the course content.	0	1	2	3	4	NA
	3. My students <b>don't ask questions</b> during class.	0	1	2	3	4	NA
	4. My students don't participate in <b>class discussions</b>	0	1	2	3	4	NA
	5. My students don't participate in <b>online discussions</b> .	0	1	2	3	4	NA
	6. My students are <b>reluctant to engage in group work</b> when I ask them to do so.	0	1	2	3	4	NA
	7. My students <b>drop out of the course</b> before completing it.	0	1	2	3	4	NA
	8. My students <b>lack confidence</b> in their ability to master the course content.	0	1	2	3	4	NA

<b>Attitudes</b>	9. My students just want to know " <b>the right answer.</b> "	0	1	2	3	4	NA
	10. My students submit <b>plagiarized work or cheat</b> during tests.	0	1	2	3	4	NA
	11. My students think the course content is <b>not relevant</b> to their program, career, or life.	0	1	2	3	4	NA

Learning skills and preparedness	12. My students have <b>pre-existing misconceptions</b> about the course content that interfere with their learning.	0	1	2	3	4	NA
	13. My students have difficulty breaking down their assignments into <b>manageable chunks</b> .	0	1	2	3	4	NA
	14. My students seem to <b>forget one unit</b> of material shortly after we move on to a new one.	0	1	2	3	4	NA
	15. My students underestimate <b>how much time</b> they need to devote to assignments.	0	1	2	3	4	NA
	16. My students lack <b>background knowledge</b> for the course.	0	1	2	3	4	NA

Assessment	17. I find it difficult to assess a student's contribution to <b>in-class discussion</b> .	0	1	2	3	4	NA
	18. I find it difficult to assign grades to individual students who have worked on a <b>group project</b> .	0	1	2	3	4	NA
	19. I have <b>too many students</b> to provide personalized feedback to all of them.	0	1	2	3	4	NA
	20. My students <b>don't read the feedback</b> that I (or my teaching assistants) put on their assignments.	0	1	2	3	4	NA
	21. After I finish giving a lecture, I <b>can't tell</b> whether my students have really understood the material.	0	1	2	3	4	NA

Class size	22. I have too many students to make <b>in-class discussions</b> feasible.	0	1	2	3	4	NA
	23. I have too many students to make <b>in-class group work</b> feasible.	0	1	2	3	4	NA
	24. I have too many students to make <b>online discussions</b> feasible.	0	1	2	3	4	NA

Logistics	25. I spend <b>too much time</b> responding to phone calls or emails from my students.	0	1	2	3	4	NA
	26. The <b>size and setup of the classroom</b> are not good for group work.	0	1	2	3	4	NA