FOI - Fundamentals of Instructing

The following sample questions for Fundamentals of Instructing (FOI) are suitable study material for all the Fundamentals of Instructing tests. The applicant must realize that these questions are to be used as a study guide, and are not necessarily actual test questions. The full FOI test contains 50 questions. The Application Identification, Information Verification, and Authorization Requirements Matrix lists all FAA exams. It is available at

www.faa.gov/training_testing/testing/media/testing_matrix.pdf

The FAA testing system is supported by a series of supplement publications. These publications include the graphics, legends, and maps that are needed to successfully respond to certain test questions. FAA-CT-8080-5H, Airman Knowledge Testing Supplement for Flight Instructor, Ground Instructor, Remote Pilot and Sport Pilot Instructor is available at

www.faa.gov/training_testing/testing/supplements/media/flight_ground_instructor_akts.pdf

The Learning Statement Reference Guide for Airman Knowledge Testing contains listings of learning statements with their associated codes. Matching the learning statement codes with the codes listed on your Airman Knowledge Test Report assists in the evaluation of knowledge areas missed on your exam. It is available at

www.faa.gov/training_testing/testing/media/LearningStatementReferenceGuide.pdf

The online Fundamentals of Instructing (FOI) practice test is available on the PSI website at

https://faa.psiexams.com/FAA/login

1. **In order to maintain learner motivation and progress, the instructor should**

   A. make each lesson a pleasant experience.
   B. make each lesson easy for learner achievement.
   C. repeat each lesson until the learner is confident.

   Metadata: LSCCode : PLT230

2. **Professional aviation instructors need to commit themselves to**

   A. maintaining minimal qualifications and standards.
   B. continuous professional development.
   C. sharing responsibility for phases of training.

   Metadata: LSCCode : PLT229

3. **When a dual cross-country flight cannot be conducted as planned due to weather, an instructor should**

   A. cancel the lesson to prevent the learner from becoming frustrated.
   B. begin the next lesson in the training syllabus.
   C. consider the current block of learning and select an appropriate alternate lesson.

   Metadata: LSCCode : PLT228

4. **In a syllabus with the objective leading to the first solo flight, a block of learning that contains cross-country procedures**

   A. is a required part of the objective.
   B. would detract from the completion of the objective.
   C. would assist in the attainment of the objective.

   Metadata: LSCCode : PLT295

5. **What is a characteristic of a learner-centered assessment?**

   A. It is conducted jointly between the learner and the instructor.
   B. The learner is not directly involved in the assessment until reaching a specific level.
   C. The instructor provides the assessment directly to the learner.

   Metadata: LSCCode : PLT482

6. **What is the most appropriate statement regarding the teaching lecture?**

   A. The instructor cannot offer learners with varied backgrounds a common understanding.
   B. The instructor receives direct feedback from students which is obvious and easily interpreted.
   C. The instructor must develop a keen perception for subtle responses from the class.

   Metadata: LSCCode : PLT488

7. **When taking a written test, what selection-type test items reduces the probability of guessing correct responses?**

   A. Multiple Choice.
   B. Matching.
   C. True-false.

   Metadata: LSCCode : PLT482

8. **How should an instructor critique a learner?**

   A. The critique should be conducted in public to promote peer feedback and a group learning experience.
   B. The critique should vary in content as necessary to accommodate the performance being evaluated.
   C. The critique should be delivered verbally with a focus on exemplary performance.

   Metadata: LSCCode : PLT482

9. **Which law of learning is being employed when an instructor communicates a clear set of objectives to the learner and relates each new topic to those objectives?**

   A. Primacy.
   B. Readiness.
   C. Intensity.

   Metadata: LSCCode : PLT308

10. Which term is used to describe why a person pushes a memory out of reach because that person does not want to remember the feelings associated with it?

    A. Compensation.
    B. Regression.
    C. Repression.

    Metadata: LSCCode : PLT307

11. What should you use in order to remove barriers to effective communication?

    A. Abstract terminology since concepts described in this way are universal and common to most learners.
    B. Language emphasizing that the learner should make an appropriate response for each situation.
    C. Concrete terms that refer to objects or concepts related to the learner's own experiences.

    Metadata: LSCCode : PLT204

12. Which statement is true regarding flight instructor responsibilities?

    A. The flight instructor should motivate learners by using harsh criticism if a learner needs a behavioral change.
    B. The flight instructor should prepare the learner to become a safe pilot who takes a professional approach to flying.
    C. The flight instructor should avoid admitting personal errors, so learner confidence in the instructor is not undermined.

    Metadata: LSCCode : PLT230

13. Which defense mechanism is displayed when a learner performs poorly on a test and justifies the poor grade by claiming there was not enough time to learn the required information but did not take advantage of a computerized pre-test offered by the instructor?

    A. Displacement.
    B. Reaction formation.
    C. Rationalization.

    Metadata: LSCCode : PLT233

14. **What is the difference between acute and chronic fatigue?**
    A. **Chronic fatigue results from apathy, but acute fatigue does not.**
    B. **Chronic fatigue results from repeated episodes of acute fatigue when there is not enough recovery time between episodes.**
    C. **Acute fatigue results from repeated episodes of chronic fatigue when there is not enough recovery time between episodes.**

    Metadata: LSCCode : PLT295

15. **What are the four steps in the teaching process?**
    A. **Research, presentation, grading, and review.**
    B. **Preparation, presentation, application, and assessment.**
    C. **Presentation, explanation, review, and critique.**

    Metadata: LSCCode : PLT491

16. **How can errors be reduced?**
    A. **Through learning and practice.**
    B. **Hurrying to achieve faster results.**
    C. **Waiting for the learner to detect them.**

    Metadata: LSCCode : PLT218

17. **How might understanding learning styles help in the design of lesson plans?**
    A. **It may predict the learner's performance during training.**
    B. **It can help instructors make adjustments in how material is presented.**
    C. **It may identify ways to motivate groups of learners to work as a unit.**

    Metadata: LSCCode : PLT306

18. **When teaching adult learners, instructors should**
    A. **recognize the adult learner's need to control pace and start/stop time.**
    B. **provide a uniform, specific, and predictable pace for all instructional activities.**
    C. **ensure that new ideas are separate from an already established body of knowledge.**

    Metadata: LSCCode : PLT270

19. **When conducting an oral assessment, which of the following is an example of a type of question to avoid?**
    A. **What is the first step in conducting a pre-flight?**
    B. **What do you do before beginning a flight?**
    C. **How do you check for correct tire pressure?**

    Metadata: LSCCode : PLT482

20. **What is a use of instructional aids?**

   A.   **Demonstrating simple concepts, but not complicated ideas.**

   B.   **Using instructional aids as a substitute for verbal instruction.**

   C.   **Clarifying relationships between material objects and concepts.**

Metadata: LSCCode : PLT504