

COMMON FACULTY DEVELOPMENT – INSTRUCTOR COURSE (CFD-IC) PRACTICE EXAM (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Kolb's experiential learning model consists of four stages. Which sequence is correct?**
 - A. Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation
 - B. Concrete Practice, Reflective Thinking, Abstract Idea, Active Prototyping
 - C. Experiential Learning Model: Prepare, Do, Review, Apply
 - D. Discovery, Assimilation, Integration, Application
- 2. In revised Bloom's taxonomy, which level involves generating new ideas or products?**
 - A. Remembering
 - B. Analyzing
 - C. Creating
 - D. Evaluating
- 3. Which formative assessment technique is suitable for online courses?**
 - A. Quick polls
 - B. High-stakes exams
 - C. Final papers
 - D. Oral presentations
- 4. For training and education, the purpose of assessment is to do what?**
 - A. Improve the quality of student learning
 - B. Learner focused
 - C. It tests the student
 - D. Provide student feedback
- 5. In ADDIE, which phase focuses on analyzing the learners and context?**
 - A. Analyze
 - B. Design
 - C. Develop
 - D. Evaluate

- 6. Which methods support reflective practice in CFD-IC?**
- A. Reflective journals, portfolios, and discussion.
 - B. Standardized exams.
 - C. Only peer feedback.
 - D. Focus on student surveys.
- 7. In Army learning, which types of assessments are commonly used?**
- A. Summative, self, formative
 - B. Diagnostic, norm-referenced, formative
 - C. Summative, formative, performance-based
 - D. Formative, summative, standardized
- 8. Which statement best reflects the use of scenario-based learning in CFD-IC?**
- A. Complex decision-making and professional practice.
 - B. Memorization of isolated facts.
 - C. Passive listening.
 - D. Repetitive computation with no context.
- 9. Collusion is best described as what in educational ethics?**
- A. Ethical issue
 - B. Best practice
 - C. Administrative process
 - D. Assessment method
- 10. Which of the following is a type of learner engagement?**
- A. Affective
 - B. Procedural
 - C. Instrumental
 - D. Metacognitive

Answers

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1. A
2. C
3. A
4. A
5. A
6. A
7. A
8. B
9. A
10. A

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Explanations

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1. Kolb's experiential learning model consists of four stages. Which sequence is correct?

- A. Concrete Experience, Reflective Observation, Abstract Conceptualization, Active Experimentation
- B. Concrete Practice, Reflective Thinking, Abstract Idea, Active Prototyping
- C. Experiential Learning Model: Prepare, Do, Review, Apply
- D. Discovery, Assimilation, Integration, Application

Kolb's learning sequence moves from doing to reflecting to thinking to applying. Start with a concrete experience—actually engaging in an activity. Then you reflect on what happened, noticing patterns and questions that emerge. Next you form abstract concepts or generalizations from those reflections, turning the experience into ideas or theories. Finally you test or apply those ideas in new situations through active experimentation. This order—experience, reflection, conceptualization, experimentation—captures how learning builds from practical doing to thoughtful understanding and then to real-world application. The other phrasings use different terms or disrupt this progression, so they don't align with Kolb's established sequence.

2. In revised Bloom's taxonomy, which level involves generating new ideas or products?

- A. Remembering
- B. Analyzing
- C. Creating
- D. Evaluating

At the top level of the revised Bloom's taxonomy is creating, which focuses on generating new ideas or products. This level requires putting elements together in novel ways, designing or producing something original, such as a plan, a model, a piece of writing, or a prototype. It goes beyond using or analyzing information by expecting you to synthesize knowledge from different areas into something new. This is the best choice because creating centers on originality and production, whereas the other levels are about different cognitive processes: recalling information, understanding meaning, applying knowledge to new situations, breaking down information to see structure, and making judgments about value. Creating uniquely targets the act of generating something new, which matches the prompt's emphasis on new ideas or products.

3. Which formative assessment technique is suitable for online courses?

- A. Quick polls
- B. High-stakes exams
- C. Final papers
- D. Oral presentations

In online courses, the goal of formative assessment is to check understanding frequently and with low pressure so you can adjust teaching quickly. Quick polls fit this aim because they are fast to answer, require little preparation, and can be integrated into a live session or posted in the LMS for asynchronous use. They yield immediate results, letting you see who's grasping the material and who's not, so you can revisit concepts or adjust activities right away. High-stakes exams and final papers are designed primarily to evaluate learning after instruction, not to support ongoing, day-to-day feedback; they tend to be more stressful and time-consuming to grade, which makes them less suitable for formative purposes in online settings. Oral presentations, while valuable in many contexts, can present logistical challenges online—scheduling, participation equity, and slower feedback cycles—so they don't provide the same quick, scalable feedback loop that quick polls do in an online environment.

4. For training and education, the purpose of assessment is to do what?

A. Improve the quality of student learning

B. Learner focused

C. It tests the student

D. Provide student feedback

Assessment in training and education is used to improve the quality of student learning. By gathering evidence of what students know and can do, educators can diagnose gaps, tailor instruction, and choose learning activities and supports that address those needs. Feedback to learners and the act of testing are important parts of the process, but they serve the bigger goal: using evidence to raise learning outcomes. Being learner-centered is valuable, yet the primary purpose is to enhance learning quality through informed teaching and learning decisions.

5. In ADDIE, which phase focuses on analyzing the learners and context?

A. Analyze

B. Design

C. Develop

D. Evaluate

In ADDIE, the Analyze phase centers on analyzing learners and the context. This first step is about gathering and making sense of information about who the learners are, what they already know, their prior skills and needs, the learning environment, available technology, and any performance gaps or constraints. The goal is to understand the actual problem to be solved and the conditions under which learning will occur, so you can tailor objectives, methods, and assessments to fit those realities. From this analysis, you identify what learners must achieve, what barriers might exist, and what success looks like, which then guides all subsequent decisions in design, development, and evaluation. The other phases use the insights gathered here: design translates the analysis into concrete objectives, activities, and assessments; development creates the instructional materials; evaluation checks whether the instruction meets the desired outcomes and informs improvements.

6. Which methods support reflective practice in CFD-IC?

A. Reflective journals, portfolios, and discussion.

B. Standardized exams.

C. Only peer feedback.

D. Focus on student surveys.

Reflective practice hinges on actively thinking about what happened, why it happened, and how to improve next time. Reflective journals invite you to record experiences, thoughts, and feelings over time, creating a narrative you can analyze again later. This ongoing writing builds metacognition, helping you notice patterns in your teaching, student learning, and outcomes. Portfolios extend journals by collecting diverse artifacts—lesson plans, recordings, student work, feedback, and reflections themselves. That combination requires you to synthesize across multiple experiences, which deepens insight and provides concrete evidence of growth. Discussion, especially with peers or mentors, brings in alternate viewpoints and constructive critique, challenging assumptions and sharpening planning for future practice. Together, these tools create a loop of reflection, planning, action, and re-reflection—a cycle that drives professional development in CFD-IC. They move you from simply experiencing teaching to deliberately examining and improving it. Standardized exams focus on performance at a single point in time and don't cultivate ongoing reflective processes or documented growth. Relying only on peer feedback can be helpful, but without personal reflection and documentation, the opportunity to learn from past practice remains limited. Student surveys provide perceptions data but don't require you to analyze experiences and plan improvements.

7. In Army learning, which types of assessments are commonly used?

- A. Summative, self, formative
- B. Diagnostic, norm-referenced, formative
- C. Summative, formative, performance-based
- D. Formative, summative, standardized

In Army learning, assessments are most effective when they cover ongoing progress, final mastery, and learner reflection. Formative assessments happen during instruction and give timely feedback to both instructors and students, so teaching can be adjusted and learning strategies improved right away. Summative assessments occur at the end of a training block to judge whether the learning objectives were met and to document readiness. Self-assessment engages learners in evaluating their own performance, identifying gaps, and planning improvements, which builds ownership of the learning process. Together, these three types create a continuous feedback loop: you monitor progress, confirm achievement, and empower learners to take charge of their development. Other assessment types like diagnostic, norm-referenced, or standardized exams can appear in various contexts, but the combination of formative, summative, and self-assessment is the most commonly used set in Army learning because it supports both instruction and learner accountability.

8. Which statement best reflects the use of scenario-based learning in CFD-IC?

- A. Complex decision-making and professional practice.
- B. Memorization of isolated facts.
- C. Passive listening.
- D. Repetitive computation with no context.

Scenario-based learning focuses on applying knowledge in realistic, professional situations to develop decision-making and practice skills. In CFD-IC, learners work with authentic teaching scenarios—classroom challenges, assessment design, feedback conversations, and program decisions—that require analyzing options, choosing an approach, and reflecting on outcomes. This active, context-rich engagement helps build transferable skills for real teaching practice, not just knowing facts. Memorization of isolated facts lacks concrete application; passive listening provides no opportunity to practice decisions; and repetitive computation with no context trains routine steps without connecting them to teaching goals. So, the statement that best reflects scenario-based learning is the one that emphasizes complex decision-making and professional practice.

9. Collusion is best described as what in educational ethics?

- A. Ethical issue
- B. Best practice
- C. Administrative process
- D. Assessment method

Collusion falls under academic integrity issues. It challenges the values of honesty, trust, and fairness that underpin assessment. When students work together to produce work that should be done alone, or when they exploit collaboration in ways that violate policy, it compromises the reliability of grades and the learning environment. That ethical dimension is what makes collusion an ethical issue. It is not about best practice, which would describe proper conduct; not an administrative process, which is about how schools run things; and not an assessment method, which is about how we measure learning. Policies and consequences address collusion, while clear guidelines on allowed collaboration and prevention strategies uphold integrity.

10. Which of the following is a type of learner engagement?

A. Affective

B. Procedural

C. Instrumental

D. Metacognitive

Learner engagement has different dimensions, and the affective dimension focuses on the emotional side—motivation, interest, and attitudes toward the learning experience. When students are affectively engaged, they're more likely to participate, invest effort, and persist through challenges. The other terms describe ways of doing or thinking, not engagement in the emotional sense: procedural relates to the steps of a task; instrumental refers to using tools or means; metacognitive involves planning, monitoring, and evaluating one's own learning, a self-regulation process that supports learning but isn't itself an engagement type.

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Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://cfdic.examzify.com>

We wish you the very best on your exam journey. You've got this!

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