

FLORIDA GENERAL INSTRUCTOR TECHNIQUES (CJSTC 1186) PRACTICE TEST (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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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. Which aid would likely capture a student's attention the best during a presentation?**
 - A. Extensive text
 - B. Printed charts
 - C. Dynamic videos
 - D. Long lectures
- 2. What type of barrier removes the advantages of eye-to-eye communication due to geographical separation?**
 - A. Space Barriers
 - B. Noise Barriers
 - C. Time Barriers
 - D. Relationship Barriers
- 3. Which type of instructional aid includes videos and slides?**
 - A. Printed materials
 - B. Visual aids
 - C. Audio/Visual materials
 - D. Interactive tools
- 4. Which of these describes the ultimate goal of the Psychomotor Learning Domain?**
 - A. Understanding concepts
 - B. Physical performance capabilities
 - C. Attitude change
 - D. Knowledge application
- 5. What type of training involves participants being responsible for their own learning process?**
 - A. Experiential Learning
 - B. Facilitation
 - C. Media Selection
 - D. Time Management

- 6. In addition to content, what should an instructor focus on regarding teaching materials?**
- A. Length and complexity
 - B. Method and training aids
 - C. Relevance and novelty
 - D. Cost and accessibility
- 7. What is it called when information available to a person exceeds their processing capacity?**
- A. Information overload
 - B. Communication breakdown
 - C. Message distortion
 - D. Semantic confusion
- 8. What type of learner is described as one who learns by touching and doing?**
- A. Visual Learner
 - B. Auditory Learner
 - C. Kinesthetic Learner
 - D. Cognitive Learner
- 9. What are the intended functions of distractors in multiple choice questions?**
- A. To reinforce learning
 - B. To mislead or test knowledge
 - C. To clarify questions
 - D. To provide examples
- 10. What is jargon?**
- A. Complex language used by the general public
 - B. Simple terminology for general understanding
 - C. Special terminology used by a particular group
 - D. Informal language used in casual settings

Answers

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

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Explanations

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1. Which aid would likely capture a student's attention the best during a presentation?

- A. Extensive text
- B. Printed charts
- C. Dynamic videos**
- D. Long lectures

Dynamic videos are particularly effective in capturing a student's attention during a presentation due to their ability to combine visual and auditory elements. Videos can present information in a more engaging format, utilizing movement, color, sound, and storytelling techniques that can create a more immersive learning experience. This multimedia approach can stimulate interest and aid in retaining information, making complex concepts more understandable. In comparison, extensive text may overwhelm students and lead to disengagement, as it can be hard to process large volumes of information solely through reading. Printed charts offer a visual representation but may lack the dynamic quality and engagement that videos provide. Long lectures, while informative, tend to be less engaging, especially if they do not incorporate interactive elements or multimedia content. Overall, the use of dynamic videos aligns well with modern learning preferences and can enhance educational engagement effectively.

2. What type of barrier removes the advantages of eye-to-eye communication due to geographical separation?

- A. Space Barriers**
- B. Noise Barriers
- C. Time Barriers
- D. Relationship Barriers

The correct answer is the type of barrier that removes the advantages of eye-to-eye communication due to geographical separation. Geographical separation can hinder direct communication by creating a distance that prevents individuals from engaging face-to-face. This distance limits non-verbal cues, which are a significant part of communication, including body language and eye contact. In contrast, noise barriers are concerned with auditory disturbances that interfere with communication, while time barriers refer to issues related to timing or scheduling conflicts. Relationship barriers often pertain to personal or emotional dynamics impacting communication but do not specifically address geographical factors. Therefore, space barriers are the most relevant choice as they explicitly account for the physical distance that obstructs direct communication.

3. Which type of instructional aid includes videos and slides?

- A. Printed materials
- B. Visual aids
- C. Audio/Visual materials**
- D. Interactive tools

The correct choice is based on the understanding that the term "Audio/Visual materials" encompasses both video and slide presentations. This classification highlights the importance of incorporating multiple sensory modalities in teaching and learning environments. Utilizing videos allows instructors to present complex information dynamically, while slides offer a concise way to share key points and data visually. The integration of these formats can enhance learner engagement and retention of information by providing visual context and auditory stimuli, which cater to varied learning preferences. Additionally, Audio/Visual materials are effective for demonstrating practical skills or concepts that may be difficult to convey through text alone, thereby fostering a more comprehensive learning experience.

4. Which of these describes the ultimate goal of the Psychomotor Learning Domain?

- A. Understanding concepts
- B. Physical performance capabilities**
- C. Attitude change
- D. Knowledge application

The ultimate goal of the Psychomotor Learning Domain is to develop physical performance capabilities. This domain focuses on the hands-on skills and physical actions that learners must acquire to perform specific tasks effectively. In an instructional setting, achieving proficiency in psychomotor skills means that learners can effectively translate theoretical knowledge into practical execution, demonstrating their ability through physical actions. This domain encompasses various levels of skill acquisition, from simple actions to complex maneuvers, emphasizing the importance of practice and repetition in mastering these skills. Therefore, the emphasis is on the learner's ability to demonstrate skills through physical activities, such as operating equipment, performing techniques, or executing procedures, which is essential in fields where practical skills are critical, such as law enforcement, healthcare, and trades. The other options, while related to learning and development, pertain to cognitive or affective aspects rather than the core focus of psychomotor skills.

5. What type of training involves participants being responsible for their own learning process?

- A. Experiential Learning
- B. Facilitation**
- C. Media Selection
- D. Time Management

The type of training that involves participants being responsible for their own learning process is facilitation. In a facilitative training environment, the trainer acts as a guide or mentor, encouraging learners to take ownership of their educational journey. Facilitation emphasizes active participation, self-directed learning, and collaboration among participants, allowing them to explore topics, ask questions, and discuss ideas in a supportive environment. This approach fosters accountability and encourages learners to engage with the material in a meaningful way, leading to deeper understanding and retention of knowledge. The other options do not specifically emphasize the learners' responsibility for their own learning process. Experiential learning focuses on gaining knowledge through experience but may not necessarily include the same level of self-directed responsibility that facilitation promotes. Media selection pertains to the tools and resources used in training rather than the learning process itself. Time management involves organizing and managing one's schedule and tasks effectively but does not directly relate to the ownership of the learning process.

6. In addition to content, what should an instructor focus on regarding teaching materials?

- A. Length and complexity
- B. Method and training aids**
- C. Relevance and novelty
- D. Cost and accessibility

Focusing on method and training aids is crucial for an instructor because these elements directly influence how effectively the material is delivered and received by the learners. The method refers to the instructional strategies used, which can include lectures, discussions, hands-on activities, and demonstrations. A well-chosen method engages students and enhances their understanding of the content. Training aids, such as presentations, videos, models, or interactive tools, serve as visual or tactile supports that can enhance learning. They can make abstract concepts more concrete, stimulate interest, and cater to various learning styles, ultimately leading to a deeper comprehension of the subject matter. By prioritizing method and training aids, an instructor can create an effective learning environment that fosters engagement, retention, and application of the material. This focus ensures that learners are not only absorbing information but are also able to apply it effectively in relevant contexts.

7. What is it called when information available to a person exceeds their processing capacity?

- A. Information overload**
- B. Communication breakdown
- C. Message distortion
- D. Semantic confusion

The correct answer is information overload, which refers to a situation where an individual is exposed to more information than they can effectively process. When the amount of information available exceeds a person's capacity to analyze or make sense of it, it can lead to confusion, difficulty in decision-making, and a decrease in overall understanding. This phenomenon is particularly relevant in educational settings, where instructors need to be mindful of how much information they present to learners at once. Effective teaching techniques often involve breaking down complex information into manageable pieces to avoid overwhelming students. The other terms relate to specific issues in communication and understanding but do not specifically describe the situation of being overwhelmed by information inputs. Communication breakdown pertains to failure in exchanging information effectively, message distortion deals with misinterpretation of content, and semantic confusion refers to misunderstanding due to language or terminology differences. None of these accurately capture the essence of dealing with excessive information beyond processing capacity like information overload does.

8. What type of learner is described as one who learns by touching and doing?

- A. Visual Learner
- B. Auditory Learner
- C. Kinesthetic Learner**
- D. Cognitive Learner

The type of learner who is described as one who learns by touching and doing is known as a Kinesthetic Learner. Kinesthetic learners engage best with hands-on experiences, which allows them to physically participate in the learning process. This learning style involves an active approach, where the learner interacts with materials and environments to grasp new concepts. Kinesthetic learners retain information more effectively when they can move, manipulate, and engage in physical activities related to the subject matter. This learning style is often associated with traits such as being energetic and having a preference for learning through actions, experiments, and practice, rather than through passive methods like listening or watching. Understanding this learner type is essential for educators when developing lesson plans and classroom activities, ensuring they incorporate opportunities for movement and hands-on practice to meet the needs of all learners.

9. What are the intended functions of distractors in multiple choice questions?

- A. To reinforce learning
- B. To mislead or test knowledge**
- C. To clarify questions
- D. To provide examples

Distractors in multiple-choice questions serve a crucial role in assessing the test-taker's understanding of the material. The primary function of distractors is to mislead or test knowledge, thereby providing a challenge to the individual answering the question. Distractors are designed to be plausible enough that they require the test-taker to engage with the content critically, distinguishing the correct answer from those that may seem correct at a glance but are ultimately incorrect. This helps gauge the depth of knowledge and comprehension of the subject matter. By including well-crafted distractors, instructors can assess whether students have truly understood the concepts being evaluated or if they merely recognize some of the terms and ideas presented. This method encourages deeper cognitive processing, as students must analyze each option rather than simply guessing or relying on surface-level knowledge. It enhances the effectiveness of the assessment in identifying both learning gaps and mastery of the content.

10. What is jargon?

- A. Complex language used by the general public
- B. Simple terminology for general understanding
- C. Special terminology used by a particular group**
- D. Informal language used in casual settings

Jargon refers to the specialized terminology used by a specific group, often within a particular profession or field of study, that may not be easily understood by those outside that group. This type of language can include technical terms, acronyms, and unique expressions that facilitate communication among members of the same profession or interest. For instance, in the medical field, terms like "hypertension" and "myocardial infarction" are examples of jargon that healthcare professionals use to communicate accurately and efficiently. However, these terms may be confusing to someone without a medical background. Understanding jargon is critical for instructors, especially in training environments, as they must ensure that their audience comprehends the material being presented. An effective instructor should balance the use of jargon with plain language to accommodate diverse learners and promote understanding.

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://flgeninstructortechniques.examzify.com>

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

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