Fundamentals of Instruction

FAA Written Exam Study Guide



SAMPLE ONLY
NOT FOR SALE

The Fundamentals of Instruction test is required before you can obtain your flight and/or ground instructor certificate.

The full FOI test contains 50 questions from a databank of nearly 300 questions.

You are allowed 1 hour 30 minutes for the exam and a score of 70% or better is required to pass. With this study guide, a score of 90% or better while completing the exam within 20-30 minutes is easily achievable.

This study guide is divided into four parts.

Part 1 has the actual test questions with **only** the correct answer shown. It is **highly** recommended you spend the most time on this section. The trick to passing any FAA exam is rote memorization of the questions and answers. You will learn the fundamentals and principles of all the material later during ground school and self-study lessons. For now, your main focus is to score as high as possible on the FOI exam. The best way to prepare for the written exam is by reading the question and then the correct answer, then moving on to the next question and answer, repeating this process until you've read all of the questions and their correct answers. The idea in doing this is to allow your brain/eyes to associate the correct answer to each question. After you've read through this section several times, you will begin to identify certain key words in both the question and answer which starts making the answers easier to determine.

Part 2 has the actual test questions with all three possible answer choices shown. It is recommended you only study this section after you have studied Part 1 enough times to build your memory for identifying the correct answer. You can use this section to give yourself random quizzes to see how well the correct answer "stands out" from the wrong answers.

Part 3 has the actual test questions with all three possible answer choices shown, however the correct answer is highlighted. You can use this section by having a second person read random questions to you along with the answer choices and they will easily be able to see whether or not you were correct.

Part 4 has the images/graphics that accompany the test questions. Some of these graphics may appear to be of low quality, however they are the exact images (resolution and quality) that will be provided to you on the exam.

Table of Contents

Part 1 - Questions with only correct answers

Part 2 - Questions with all possible answers

Part 3 - Questions with all possible answers and the correct answer highlighted

Part 4 - Figures and diagrams

THIS IS A SAMPLE PRODUCT ONLY!

IT DOES NOT INCLUDE ALL THE QUESTIONS AND ANSWERS THAT ARE AVAILABLE IN THE FULL VERSION OF THIS STUDY GUIDE.

THE FULL VERSION CAN BE ORDERED => HERE <=

Part 1

A change in behavior as a result of experience can be defined as
A) learning.

The learning process is multifaceted and may include some types of elements taking place simultaneously such as verbal, conceptual, and
C) emotional.

While learning the subject at hand, students may be learning other things as well. This type of learning is sometimes referred to as
C) incidental.

Insights, as applied to learning, involve a person's
B) grouping of associated perceptions into meaningful wholes.

Individuals make more progress learning if they have a clear objective. This is one feature of the principle of
B) readiness.

Which statement is true concerning motivations?
B) Motivations may be very subtle and difficult to identify.

Which is generally the more effective way for an instructor to properly motivate students?
B) Provide positive motivations by the promise or achievement of rewards.

Which factor affecting perception has the greatest impact on the perceptual process?
B) Self-concept.

A basic need that affects all of a person's perceptions is the need to
A) maintain and enhance the organized self.

What is the basis of all learning?
A) Perception.

Which principle of learning implies that a student will learn more from the real thing than from a substitute?
C) Principle of intensity.

Part 2

A change in behavior as a result of experience can be defined as
A) learning.
B) knowledge.
C) comprehension.

The learning process is multifaceted and may include some types of elements taking place simultaneously such as verbal, conceptual, and
A) intrinsic.
B) experiential.
C) emotional.

While learning the subject at hand, students may be learning other things as well. This type of learning is sometimes referred to as
A) residual.
B) perceptual.
C) incidental.

Insights, as applied to learning, involve a person's
A) association of learning with change.
B) grouping of associated perceptions into meaningful wholes.
C) ability to recognize the reason for learning a procedure.

Individuals make more progress learning if they have a clear objective. This is one feature of the principle of
A) primacy.
B) readiness.
C) willingness.

Which statement is true concerning motivations?
A) Motivations must be tangible to be effective.
B) Motivations may be very subtle and difficult to identify.
C) Negative motivations often are as effective as positive motivations.

Which is generally the more effective way for an instructor to properly motivate students?
A) Use a strategic mix of positive and negative motivation to achieve desired performance.
B) Provide positive motivations by the promise or achievement of rewards.
C) Refrain from requiring tasks that may be beyond their performance ability.

Which factor affecting perception has the greatest impact on the perceptual process?
A) Goals and values.
B) Self-concept.
C) Time and opportunity.

A basic need that affects all of a person's perceptions is the need to
A) maintain and enhance the organized self.
B) accomplish a higher level of satisfaction.
C) avoid areas that pose a threat to success.

What is the basis of all learning?
A) Perception.
B) Motivation.
C) Behavioral change.

Which principle of learning implies that a student will learn more from the real thing than from a substitute?
A) Principle of effect.
B) Principle of primacy.
C) Principle of intensity.

Part 3

A change in behavior as a result of experience can be defined as
A) learning.
B) knowledge.
C) comprehension.

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A) intrinsic.
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Part 4

LESSON Ground reference maneuvers **STUDENT** **DATE** / /

A _____ To develop the student's skill in planning and following a pattern over the ground compensating for wind drift at varying angles.

B _____ Use of ground references to control path
Observation and control of wind effect
Control of airplane attitude, altitude, and heading

C _____

Preflight discussion	:10
Instructor demonstrations	:25
Student practice	:45
Postflight critque	:10

D _____ Chalkboard for preflight discussion
IFR visor for maneuvers reviewed

E _____ Preflight—discuss lesson objective. Diagram "S" turns, eight along a road, and rectangular course on a chalkboard.

Inflight—demonstrate elements.
Demonstrate following a road, "S" turns, eights along a road, and rectangular course, coach student practice.

Postflight—critique student performance and make study assignment.

F _____ Preflight—discuss lesson objective and resolve questions.

Inflight—review previous maneuvers including power-off stalls and flight at minimum controllable airspeed. Perform each new maneuver as directed.

Postflight—ask pertinent questions.

G _____ Student should demonstrate competency in maintaining orientation, airspeed within 10 knots, altitude within 100 feet, and headings within 10 degrees, and in making proper correction for wind drift.

Figure 1. *Lesson plan.*