

National Center for Competency Testing®

on course with NCCT



Certified Postsecondary Instructor® Practice Test

The National Center for Competency Testing

7007 College Blvd., Ste. 705

Overland Park, KS 66211

Phone 1.800.875.4404

Fax 1.913.498.1243

www.ncctinc.com

Hours M-F 8:30 AM – 5:00 PM CST

Table of Contents

Chapter	Content	Page
1	Important Information <ul style="list-style-type: none">• For Directors of Education• For Teachers and Instructors	3 4
2	Exam Content Outline <ul style="list-style-type: none">• What will be on the CPI® Exam?• Role Delineation	5 6
3	Education Theory <ul style="list-style-type: none">• Practice Questions	9
4	Planning & Strategies <ul style="list-style-type: none">• Practice Questions	17
5	Classroom Skills <ul style="list-style-type: none">• Practice Questions	23
6	Assessment <ul style="list-style-type: none">• Practice Questions	29
7	How Did You Do? <ul style="list-style-type: none">• Self-Assessment; Role Delineation• Resources & References• Taking the Exam• Answer Keys	35 38 48 49

Chapter 1

Important Information

Dear Directors of Education:

Many of us can remember having teachers who were not only experts in their fields, but who could make even the most difficult concepts simple to understand. Unfortunately, many of us can also remember teachers who were undoubtedly subject matter experts, but who were clueless when it came to teaching anyone else what they knew. The question is—what does one group have that the other does not?

For the last few years, academic institutions from across the United States have asked NCCT to produce an examination that would help them to separate these two groups. They wanted a test that assessed the basic knowledge, skills, and abilities needed to teach any subject at the postsecondary level, regardless of the discipline being taught. In answer to those requests, NCCT produced the Certified Postsecondary Instructor® examination. The CPI exam was designed to insure that instructors understand basic concepts of adult education, and have the specific skills needed to plan, implement, and evaluate learning in a post-secondary environment.

NCCT has produced a 350 page Review Book that is available for purchase. For colleges who wish to use the CPI Review Book as a formal faculty development tool, there is a free *Faculty Development Guide* available for download at the NCCT website (www.ncctinc.com under Forms/Documents). Schools can use it to facilitate weekly or monthly discussion sessions around review book topics that are assigned reading. Records of these learning sessions would provide evidence of faculty development for accrediting agencies and the CPI exam itself would serve as an outcome measure attesting to the success of the faculty development plan.

This booklet contains NCCT's newest product—the CPI Practice Test. At this time, we are providing this at no charge to our customers. After reviewing, it can be useful to instructors who want to determine where they need additional preparation before taking the actual exam. It should give them a better idea about whether they are ready!

When teachers can teach, students can learn. When students learn, schools are successful. NCCT has listened to its customers and wants these products to add to those success stories.

Sincerely,

Testing Department

National Center for Competency Testing

Dear Teachers and Instructors:

Becoming a Certified Postsecondary Instructor® makes two strong statements about you to the academic world:

- (1) That you are a recognized subject matter expert in your career field and
- (2) That you can demonstrate by examination that you also have the knowledge, skills, and abilities needed to *successfully* teach others what you know.

The word
successfully
is the key.

Many postsecondary instructors are hired by virtue of their expertise alone, and certainly, it is crucial that instructors be knowledgeable about the subjects they teach. That is why NCCT asks exam candidates to include proof of certification, licensure, degrees or diplomas in their chosen disciplines when they apply for the Certified Postsecondary Instructor® examination. NCCT does not re-test instructor subject matter knowledge; applicants provide that verification for the record.

Since postsecondary instructors are hired to teach adults in a wide variety of settings, many of which do not require them to bring formal academic preparation as a teacher, most of these instructors must learn how to teach *on the job*. Some may learn how to teach through participation in a formal faculty development program. Others may learn how to teach by taking online courses or reading and applying what they've read on their own. It doesn't matter how instructors learn the "basics" of teaching, as long as they learn them.

So how does the world know that a subject expert has learned enough to be a good teacher? The CPI test is designed to assess that, no matter how you learned it. NCCT asked working instructors from across the United States to identify the minimal knowledge, skills, and abilities necessary to be effective as an instructor at the postsecondary level. They set the standards and we divided them into four major categories. This CPI Practice test asks questions in each category to help predict whether further review is required in any single one.

It is simple to assess your own readiness to take the actual CPI exam.

- (1) Read through the Exam Content Outline & Role Delineation
- (2) Work through the questions, one category at a time.
- (3) Grade your performance in each category.
- (4) Refer to the pages in the CPI Review Book that cover each category if you need more review and/or find additional courses, texts, or references to prepare you! MaxKnowledge has some excellent online Education courses that are mapped to our exam, too, at www.maxknowledge.com.

Best of Luck,

Testing Department

National Center for Competency Testing

Chapter 2

Exam Content Outline

What will be on the CPI Exam?

This chart gives the percentage of test questions that will be asked in each category and at each level. Using the chart, an average of 22% of all the test questions will be questions about basic knowledge of instructional methods, 23% will be about strategies for planning, 28% will be about actual classroom teaching skills, and 27% of the test questions will be about evaluation. In addition, it is easy to see that the test is almost evenly divided with questions at levels 1, 2, and 3. Note that all counts are subject to vary plus or minus 2%.

CPI Exam Content Grid* Categories	Level 1 Recall Awareness Familiarity	Level 2 Understanding Interpretation Application	Level 3 Analysis Synthesis Evaluation	Mean % of test questions per category
Education Theory	8 ± 2%	8 ± 2%	6 ± 2%	22%
Planning & Strategies	7 ± 2%	9 ± 2%	7 ± 2%	23%
Classroom Skills	8 ± 2%	10 ± 2%	10 ± 2%	28%
Assessment	8 ± 2%	8 ± 2%	11 ± 2%	27%
Mean % of test questions by level	31%	35%	34%	Total = 100%

*Content Grid Key

Education Theory

The CPI candidate must know basics of instructional methods.

Planning & Strategies

The CPI candidate must know how to plan and design instruction.

Classroom Skills

The CPI candidate must know how to deliver instruction in the classroom; that is, the instructor needs to know how to create and maintain a learning climate that supports the learners' abilities to achieve the intended learning outcomes.

Assessment

The CPI candidate must know how to evaluate, monitor, and improve all aspects of learning.

Role Delineation

Education Theory

The Certified Post-Secondary Instructor will:

1. Display knowledge of principles of adult education.
2. Incorporate pedagogical principles as needed into post-secondary instruction.
3. Display knowledge of group dynamics and facilitation skills.
4. Demonstrate knowledge of fair practices in education.
5. Display knowledge of appropriate use of technology in teaching endeavors.

Planning & Strategies

The Certified Post-Secondary Instructor will:

1. Design measures to insure that all learning objectives are achievable.
2. Design methods for assessing the entering skills, needs, and preferences of learners.
3. Select or modify instructional strategies and tools based upon assessment of learner needs and preferences.
4. Design or select learning activities that actively engage, motivate, and challenge diverse learners.
5. Design or select learning activities that build self-confidence.
6. Incorporate into design opportunities for adult learners to use personal experience as a foundation for application of new knowledge.
7. Design training logistics to optimize learning environment
8. Design training logistics to maximize comfort and safety.
9. Design learning activities to facilitate individual and group participation.
10. Design curricular features in collaboration with administrators, peers, students or other stakeholders.
11. Design curricula to incorporate resources from the community, the Internet, professional organizations, publications, instructional software, instructional units, and audio-visual aids.
12. Design classroom delivery to achieve effective time utilization and maximize results.
13. Design methods for the assessment of the planning, implementation, and evaluation processes.

Classroom Skills

The Certified Postsecondary Instructor will:

1. Communicate course plans and performance objectives to learners.
2. Present course information in a logical manner.
3. Implement a positive instructional climate conducive to adult learning.
4. Motivate learners, celebrate learner successes, and share subject matter enthusiasm.
5. Use effective classroom management skills.
6. Engage diverse learners through multiple delivery techniques.
7. Create an environment comfortable for adults.
8. Establish rapport with learners.
9. Handle questions and criticism appropriately.
10. Develop a climate of mutual respect in the classroom.
11. Establish class and individual student expectations.
12. Model the skills, concepts, attributes, or thought processes to be learned.
13. Use appropriate problem solving and conflict resolution skills.
14. Use situational learning to provide immediate applicability of learned skills.
15. Support confidentiality, honesty, integrity, and professional ethics.
16. Encourage self-control and self-direction.
17. Maintain instructor credibility in the classroom.
18. Exhibit tolerance and flexibility in dealing with students.
19. Respond with sincerity to student needs and concerns.
20. Use a sense of humor to make learning fun.
21. Link learning to prior knowledge, experience and background.
22. Encourage critical thinking.
23. Provide opportunities for students to practice what they learn.
24. Reach learners with diverse needs, styles, preferences, and backgrounds, demonstrating multicultural sensitivity.
25. Display oral, written, and electronic communication skills.

Assessment

The Certified Postsecondary Instructor will:

1. Assess learning.
2. Assess the instructional planning and design, and improve if indicated.
3. Assess all instructional implementation and delivery, and improve if indicated.
4. Determine whether assessments provide value-added feedback.
5. Determine new personal and course improvement plans based upon feedback.

Chapter 3

Education Theory

Practice Test Questions

Directions:

Select the response that best completes each sentence or answers each question. Use your performance on this practice section to guide any additional preparation you might need.

1. Andragogy is the term coined by Malcolm Knowles that distinguishes _____ from pedagogy.
 - a. adult education
 - b. taxonomy
 - c. the education of children
 - d. learning domains

2. According to Knowles, which of these is **not** a characteristic of the majority of adult learners?
 - a. They appreciate a comfortable learning environment.
 - b. They are usually self-directed learners.
 - c. They dislike sharing their life experiences in class.
 - d. They want learning to solve real life issues for them.

3. Which of these classroom practices would be of particular value to adult learners?
 - a. Everyone is assigned to a specified seat.
 - b. Class generally starts and ends on time.
 - c. Learners are asked to raise a hand to speak.
 - d. Lecture is the predominate learning activity.

4. Adult instructors can help fearful adult learners see the value of testing and reduce test anxiety at the same time by _____.
 - a. giving as many tests as possible throughout the course
 - b. giving unannounced examinations to desensitize students
 - c. using ungraded quizzes to determine learning progress
 - d. making the first test the most difficult of the semester

5. Why would an adult educator go to the trouble of asking a group of learners for their preferences about lunch or break times during an all day workshop, rather than setting those times on the schedule in advance?
- To pretend that the students are important in the class
 - To make the students believe that the teacher cares
 - To make sure no one will be embarrassed by asking later
 - To give adults a voice and help them to be comfortable
6. Adult Education materials commonly refer to adults in the classroom as “learners” rather than “students” because _____.
- the word “student” implies too much “study”
 - it is considered a sign of respect for adults
 - adults are helped to learn, rather than taught
 - educators just wanted to coin a separate term
7. To help adults learn, it is crucial that an instructor determine the pertinent course content background of class members in order to _____.
- know the best starting point
 - provide psychological insight
 - be open to cultural diversity
 - establish rapport
8. Planning and designing an adult learning program involves all of these tasks **except which one?**
- Needs assessment
 - Setting objectives
 - Selecting learning activities
 - Assessing learning
9. All of these characteristics **except** _____ are significantly valuable in a postsecondary instructor.
- content mastery
 - conformity
 - responsiveness
 - flexibility

10. Which of these would **not** be a consideration in designing an adult cooking class?

- a. Whether there is time for food preparation
- b. Whether there are enough cook tops for preparation
- c. Whether all the participants will get along
- d. Whether participants have any background in cooking

11. Adult attrition is most apt to occur_____.

- a. in early class sessions
- b. immediately before an exam
- c. midway through a course
- d. just before graduation

12. According to Bloom, which of these is **not** a learning domain?

- a. Cognitive
- b. Affective
- c. Emotional
- d. Psychomotor

13. Classify this learning objective in the correct domain:

Objective: *Upon completion of this course, the learner will be able to plan a menu that meets the American Diabetes Association guidelines.*

- a. Cognitive
- b. Affective
- c. Emotional
- d. Psychomotor

14. Which of these behaviors involves the highest level of learning according to Bloom's taxonomy?

- a. Interpreting data
- b. Applying a formula
- c. Explaining a concept
- d. Troubleshooting a problem

15. Which of the following is **least** likely to create a climate conducive for adult learning?
- a. One that allows adult-to-adult rapport
 - b. One that creates a participatory environment
 - c. One that facilitates independent adult learning
 - d. One that reinforces dependence upon an instructor
16. Which of these is **least** likely to be an assumption underlying Malcolm Knowles' andragogical model?
- a. Adults bring a rich reservoir of experience to learning
 - b. Adult learning tends to be life, task, or problem centered
 - c. Adults are generally externally motivated to learn
 - d. Adults tend to be self-directed as learners
17. Learners who engage in _____ learning are said to reflect critically upon their own assumptions about something they once learned, and then reassess it and use new learning to form new assumptions.
- a. transformational
 - b. participatory
 - c. active
 - d. passive
18. To create an inclusive learning environment in a postsecondary classroom, an instructor would _____.
- a. acknowledge the perspectives that diverse learners bring
 - b. separate the class with respect to age, gender, or ethnicity
 - c. group class members by developmental abilities
 - d. select small groups based upon socio-economic similarities
19. Skilled facilitators of group learning will possess all of these qualifications **except** which one?
- a. They can clarify the group's purpose.
 - b. They listen attentively to all members.
 - c. They ignore non-verbal communication cues.
 - d. They eliminate roadblocks to learning.

20. It is crucial for good communicators to be skilled in all of these areas **except** which one?
- a. Listening
 - b. Elaborating
 - c. Summarizing
 - d. Researching
21. In discussing the stages of group dynamics, the “forming” stage is defined as the time when group members _____.
- a. slowly come together
 - b. begin to disagree
 - c. work together easily
 - d. complete the assigned tasks
22. In discussing the stages of group dynamics, the “storming” stage is defined as the time when group members _____.
- a. slowly come together
 - b. begin to disagree
 - c. work together easily
 - d. complete the assigned tasks
23. The Code of Fair Practices in Education suggests that test developers strive to make exams as fair as possible for test takers of all backgrounds by _____.
- a. avoiding potentially insensitive content or language
 - b. creating multiple test forms to match each background
 - c. gearing specific test questions to specific ethnic groups
 - d. warning test takers of possible bias or prejudice
24. It is acceptable to copy part of a copyrighted Review Book for one’s own students, provided that _____.
- a. the author is given full credit for the work
 - b. permission to copy is sought and granted in writing
 - c. the students are not charged extra money for it
 - d. more than 10 copies are not made at a time

25. Any school that receives federal dollars (whether public or private) is covered by the regulations of Section 504 of the Rehabilitation Act which requires that programs be _____.
- a. free of charge to students being rehabilitated
 - b. accredited by an approved organization
 - c. accessible to qualified students with disabilities
 - d. accommodating to any student who seeks help
26. A student is asked to write an original paper about a topic that his best friend had to write about in a previous course. His best friend shares his old paper with him. The student makes some changes to it, retypes it, and hands it in to complete the assignment while explaining that he “made it his own” to make sure it was original. Was it plagiarized?
- a. No, as long as he made at least one change
 - b. No, provided that he credited the other student
 - c. No, provided that he changed the title
 - d. The instructor would have to compare the two
27. The 5th and 14th Amendments to the U.S. Constitution require that the federal and state governments provide citizens with substantive fairness and certain procedures before depriving them of life, liberty or property (including education); this is known also as _____.
- a. due process
 - b. fair treatment
 - c. copyright protection
 - d. the right to privacy
28. According to Ginsburg in 1998, technology can be integrated into adult learning as _____.
- a. curriculum
 - b. a delivery mechanism
 - c. an instructional tool
 - d. all of the above

29. Informing learners in advance about the manner in which their learning will be assessed in a course (i.e. how grading will occur) is an example of a behavior demonstrating _____.
- a. due process
 - b. fair treatment
 - c. confidentiality
 - d. privacy
30. If an instructor is unwilling to correct an error that he made in grading a student's exam, which dimension of justice does this violate?
- a. Interactional
 - b. Informational
 - c. Procedural
 - d. Outcome or Distributive

Chapter 4

Planning & Strategies

Practice Test Questions

Directions:

Select the response that best completes each sentence or answers each question. Use your performance on this practice section to guide any additional preparation you might need.

1. Which of these sets the stage for initial development of the intended learning outcomes of the course?
 - a. Learning goals
 - b. Learning experiences
 - c. Learning activities
 - d. Methods of evaluation

2. When designing instruction, a(n) _____ describes the specific intended learning outcomes of the course.
 - a. goal
 - b. objective
 - c. learning activity
 - d. test

3. If course objectives are preset and a course instructor is asked only to determine how to help students learn those objectives in the classroom, the instructor's role will be to _____.
 - a. develop course goals
 - b. create an entire curriculum
 - c. plan learning activities
 - d. assess skill development

4. According to Bloom's taxonomy of learning in the cognitive domain, which of these behaviors would indicate learning at the highest level?
- a. Making a judgment about something
 - b. Figuring out the answer to a problem
 - c. Remembering a very trivial fact
 - d. Being able to interpret a graph
5. When an instructor helps adult learners to appreciate the importance of doing a skill correctly, as opposed to teaching the actual steps in performing the skill itself, the instructor is helping those students to learn in the _____ domain.
- a. cognitive
 - b. affective
 - c. psychosomatic
 - d. psychomotor
6. The main purpose of a course examination is to _____.
- a. help the students learn to cope with pressure in life
 - b. provide grades for the GPA calculations and awards
 - c. evaluate mastery of the intended learning outcomes
 - d. provide the accrediting agency with information about the school
7. _____ can enhance adult learning because it has the potential to increase flexibility, provide access to expertise, facilitate discussion among learners who cannot meet face to face, increase learner autonomy, and promote collaborative learning even at a distance.
- a. Classroom discussion
 - b. Group facilitation
 - c. Computer technology
 - d. Critical thinking
8. Which of these would be most helpful to a purely visual learner?
- a. Hearing audiotapes of lecture
 - b. Performing lab experiments
 - c. Having pleasant fragrance in the room
 - d. Watching a slide presentation

9. When a student in a medical course truly understands the importance of keeping medical information confidential, such that an instructor would *guarantee* (in a reference to a prospective employer) that this student would not divulge anything inappropriately under any circumstances, this student can be said to have learned at level 5 in the _____ domain.
- a. cognitive
 - b. affective
 - c. emotional
 - d. psychomotor
10. Which of these is an example of a Learning Style indicator or model?
- a. Myers-Briggs
 - b. Iowa Basics Skills Tests
 - c. ACT
 - d. SAT
11. A student's preference for _____ in the classroom would be categorized as a sociological learning preference.
- a. auditory and visual presentation
 - b. a global, generalized presentation style
 - c. a brightly lit and clean work area
 - d. working with others as a team
12. Which of these would be the best technique to increase student engagement in the classroom?
- a. Having students take pop quizzes daily
 - b. Asking students to make oral presentations
 - c. Having students role play job situations
 - d. Giving students nightly reading assignments
13. The ARCS Model (Keller) identifies essential strategies for motivational design that include all except which of these?
- a. Attention
 - b. Relevance
 - c. Confidence
 - d. Collaboration

14. Kinesthetic learners prefer learning by _____ activities.
- listening
 - reading
 - hands on
 - colorful
15. The main purpose of a practical student assessment is to _____.
- determine the level of psychomotor learning
 - assign a number score to practical skills
 - prepare students for the real world
 - provide a way of testing cognitive learning
16. In constructing a learning objective, it is important that the objective possess all of these characteristics **except** which one?
- Be measurable
 - Define a specific behavior
 - Be clearly written
 - Be philosophical
17. According to Lepper and other adult theorists, what generalization can be made about adult motivation to learn?
- In mature adults, motivation to learn is generally intrinsic.
 - In mature adults, motivation to learn is generally extrinsic.
 - Extrinsically motivated adults put forth more effort.
 - Intrinsically motivated adults prefer less challenging tasks.
18. Which of these is *least* apt to be listed as a quality that adult learners appreciate in adult educators, according to the literature?
- Knowledge of subject matter
 - Enthusiasm about subject matter
 - Creativity in learning activities
 - Tendencies toward perfectionism
19. Collaborative group learning can be used to foster an appreciation of cultural diversity because it emphasizes **all of these except** _____?
- listening and respecting others
 - understanding alternative views
 - holding personal beliefs above all others
 - sharing and negotiating new group ideas

20. All of these classroom strategies will help adults build self-confidence **except** which one?
- a. Setting students up for success as early as possible
 - b. Having those who need confidence routinely go first
 - c. Openly encouraging and answering student questions
 - d. Acknowledging a student's right to disagree fairly
21. All of these **except** which one are *environmental* considerations inside an adult classroom?
- a. Arranging seating to allow for discussion
 - b. Ensuring adequate lighting for reading
 - c. Making sure the seats are comfortable
 - d. Establishing a climate of mutual respect
22. Which of these would **not** be a consideration in designing an adult classroom to maximize physical comfort and safety?
- a. Seat height, tilt, depth, shape, stability, weight load limits
 - b. Computer ergonomics in using the keyboard, monitor, and mouse
 - c. The use of name tags to insure that people are called by name
 - d. Climate controls like heat, cold, air cleanliness, humidity,

Chapter 5

Classroom Skills

Practice Test Questions

Directions:

Select the response that *best* completes each sentence or answers each question. Use your performance on this practice section to guide any additional preparation you might need.

1. An instructor is asked a question that he cannot answer. He tells the student that the question was excellent, but also admits that it is something he has not learned in his 23 years of practice. He then directs the class to the internet, and asks them to help find the answer to the question, print their results, and be prepared to discuss. Is this an effective classroom teaching practice, presuming that everyone has individual computer and internet access?
 - a. No, as the instructor now has little credibility as an expert.
 - b. Not really, as the instructor is making the students do all the work.
 - c. Not really, as the instructor should have looked up the answer.
 - d. Yes, as the students will know how to use this skill in real life.

2. An instructor knows that the majority of his students are primarily visual learners, yet most of his learning experiences are lecture. He has a great deal of information to help them learn, and feels that he needs to keep lecture as the primary teaching format. To better accommodate his visual learners, he should _____.
 - a. assign the students more pages to read in the textbook
 - b. double the number of lectures and increase the class length
 - c. add visual aids to lecture and written outlines for note taking
 - d. replace most of the lectures with hands-on laboratories

3. In a classroom of adult learners ages 18 to 42, a few of the younger students often choose seats in the same small groups and carry on separate conversations during group discussion periods. To make classroom discussion and learning more effective in the future, an instructor might consider _____.
 - a. asking the students to change groups in full view of the class
 - b. providing the class with rotating small group seat assignments
 - c. giving these two students the "floor" to share their comments
 - d. sending them to the Dean of Students for being disorderly

4. An instructor should communicate the learning objectives to the students in the course because it helps them to understand _____.
- what is important and intended for them to learn
 - how much preparation goes into each course
 - the mechanism by which their learning will be evaluated
 - how they will learn the intended learning outcomes
5. Which of the following is the **least** appropriate classroom management skill for a postsecondary classroom?
- Developing a climate of mutual respect
 - Establishing rapport with the learners
 - Using discipline to control troublemakers
 - Encouraging self-control and self-direction
6. Since adults are experiential learners, whenever possible it is helpful for a postsecondary instructor to _____.
- respond with sincerity to student needs and concerns
 - link learning to prior knowledge and experience
 - use a sense of humor to make learning fun
 - encourage critical and higher order thinking
7. If a postsecondary student (Mr. Jones) suddenly announces to the entire class that he believes that the course he is taking is “ridiculous” and that he is “wasting his money”, which of these responses would be most appropriate from the instructor?
- “Well, you are free to walk away whenever you wish.”
 - “I know. I know. The tuition here is outlandish.”
 - “I’m sorry you feel that way. Let’s talk later about it.”
 - “Please keep your comments to yourself, Mr. Jones.”
8. There is a student in your course who will fail if he does poorly on one more examination. In desperation, he asks you (the instructor) to help him do better just this one time by telling him what will be on the test, which response would be best?
- “I’m sorry, if I did that I’d have to help everyone else too.”
 - “If I did that, how would that help you in the long term?”
 - “You can’t ask me to do that. It’s unethical.”
 - “Just this once—but I need to see you study more.”

9. Sometimes instructors have problems finding the patience to allow students to perform classroom skills while the instructor observes because the students are much slower. (Example: A nursing instructor might take over doing vital signs during practicum because it takes the students so long to get them done.) Why is this an issue in teaching?
- Students need practice to learn psychomotor skills.
 - It can make the students feel incompetent.
 - Students with tactile learning preferences lose out.
 - All of the above
10. Research often lists a sense of humor as an important characteristic of a postsecondary instructor. Why?
- Teachers and students need to be able to laugh at themselves.
 - Adults enjoy learning when it's comfortable and fun.
 - Humor often helps teachers to establish rapport with students.
 - All of the above
11. Why should an instructor make sure that he adheres to the same classroom rules or guidelines that are in place for his students whenever possible?
- Because the instructor is a role model and mentor for them
 - Because it's the right thing to do morally and ethically
 - Because they must be treated equally by Fair Practice laws
 - Because the students will be upset if the instructor pulls rank
12. If an instructor _____, it might be a non-verbal cue to the student that the instructor is unapproachable.
- faces the student, smiling
 - remains behind the desk
 - uses direct eye contact
 - seems to be very relaxed
13. A "feedback" lecture, which consists of two small lecture periods separated by a small guided group discussion, is a mechanism designed primarily to _____.
- elicit feedback for evaluation purposes
 - provide a summative assessment of learning
 - engage students in active learning
 - help students appreciate individual diversity

14. Why would an adult educator ask students to keep weekly logs during practicum experiences and ask them to return to talk about applying what they've learned, problems they've solved, and additional subject matter they might need to learn?
- a. To encourage recall of material
 - b. To facilitate active discussion
 - c. To make the students feel important
 - d. To increase higher order learning
15. According to recent research, when an instructor asks questions in class, and makes sure that the amount of "undisturbed wait time" (i.e. the pause after asking) is at least 3 seconds, which of these things tend to happen?
- a. Students are more likely to say "I don't know" if called upon.
 - b. Scores of students on achievement tests will decrease.
 - c. The number of voluntary, appropriate answers will increase.
 - d. The responses will get shorter and are less apt to be correct.
16. Which of these statements is **false** about multicultural education?
- a. Bilingualism should be treated as an asset, not a liability.
 - b. It should focus on similarities among cultures, not just differences.
 - c. It's only relevant in classes with students in the groups studied.
 - d. Multicultural education should be integrated throughout curricula.
17. Which of the following would be a classroom management skill for minimizing classroom disruption or idle discussion among adult learners?
- a. Minimizing transition times between learning activities
 - b. Making sure that small groups are held accountable for tasks
 - c. Letting the class know the need to stay on schedule in advance
 - d. All of the above
18. To establish a classroom environment where dishonesty is viewed as unacceptable and where any possible benefits to students are outweighed by risks of being caught and having peer disapproval, colleges are recommended to _____.
- a. refrain from discussing dishonesty with students at all
 - b. establish permissive exam environments to build trust
 - c. apply consequences for cheating in a timely, consistent manner
 - d. keep academic conduct policies quiet to avoid drawing attention

19. According to the HEATH Resource Center studies (1989) adults with learning disabilities have recognizable characteristics that include **all but which one** of the following?
- a. Lower than average intelligence quotients
 - b. Difficulty listening and taking lecture notes
 - c. Difficulty with reading, writing, and spelling
 - d. Confusion about up, down, right, and left
20. Intervention strategies for adults with learning disabilities would include **all but which one** of the following?
- a. Basic skills remediation, especially in ABE
 - b. Subject-area tutoring, specific to the class
 - c. Showing them the full exams in advance
 - d. Cognitive or learning strategies training
21. Which of these learning strategies would be appropriate for adults with learning disabilities?
- a. Memory techniques (e.g. mnemonic devices)
 - b. Methods to improve note taking in class
 - c. Listening and paraphrasing skills
 - d. All of the above
22. Which of the following is **not** a good reason for a postsecondary instructor to ask questions in the classroom?
- a. To help everyone hear different explanations of material
 - b. To allow adults an opportunity to openly express ideas
 - c. To embarrass any troublemakers and run damage control
 - d. To help teachers evaluate whether the class has learned

Chapter 6

Assessment

Practice Test Questions

Directions:

Select the response that *best* completes each sentence or answers each question. Use your performance on this practice section to guide any additional preparation you might need.

1. When an instructor evaluates the progress of students on an ongoing basis throughout a course, this is a(n) _____ evaluation.
 - a. summative
 - b. reflective
 - c. formative
 - d. anecdotal

2. Which of the following is **not** a typical evaluation method for individual student learning?
 - a. Written cognitive tests
 - b. Practical examinations
 - c. Behavior rating sheets
 - d. Group projects

3. Which of these types of test items is **most** subjective to score?
 - a. Multiple choice
 - b. Essay
 - b. True / False
 - c. Matching

4. Which of these types of test items is the easiest to construct?
 - a. Multiple choice
 - b. Essay
 - b. True / False
 - c. Matching

5. Which of these is **not** a typical rule for writing good multiple choice test items?
- Make sure the stem asks a full question
 - Make the choices longer than the stem
 - Edit test items for brevity and clarity
 - Avoid absolutes like “always” or “never”
6. Why are numerical rating forms better than anecdotal records alone for making non-examination assessments of student performance?
- They allow more flexibility.
 - They take up less space.
 - They are more objective.
 - They are easier to make.
7. What is the best reason for having students evaluate their instructors?
- Because accrediting agencies often require it
 - To meet the regulations of Fair Practices in Education
 - To give students a voice in response to their grade
 - Because instructors need student input to improve
8. Which part(s) of the curriculum should be evaluated by an instructor after teaching a course one or more times?
- Objectives
 - Learning activities
 - Tests and rating forms
 - All of the above
9. When an instructor receives constructive criticism from students, what is the best course of action?
- Make the change(s) immediately
 - Honestly take a look inside oneself
 - Consider the source(s) before reacting
 - Ignore it unless it happens again

10. If an adult student is stressed about getting a grade of 86% on an exam because he usually scores above 95%, what course of action should an instructor take when he comes to complain?
 - a. Tell him that 86% is a great grade and not to worry
 - b. Tell him that he is too much of a perfectionist
 - c. Listen; then ask him why he thinks this is a bad grade
 - d. Listen; then tell him why she is wrong

11. How would an instructor best assess whether a medical assistant student has learned to take a patient temperature correctly?
 - a. Have the student demonstrate the skill
 - b. Give the student a written quiz
 - c. Have the student tell you how to do it
 - d. Have a patient evaluate the student's performance

12. How would an instructor help an adult student who has test anxiety cope with the fact that the course is designed to include pop quizzes?
 - a. Explain why pop quizzes are important
 - b. Tell the student that it is important to get over it before taking a job
 - c. Take the student that you will make an exception this time
 - d. Do practice quizzes so the student can learn a coping mechanism

13. If the top performers in a class miss more test items on an exam than the bottom performers do, what can be said about the test?
 - a. The questions must be difficult.
 - b. It is probably asking trivia.
 - c. It does not discriminate well.
 - d. It needs to have more items added.

14. Why should an exam be evaluated?
 - a. To assess whether it is reliable from class to class
 - b. To assess whether it accurately assesses learning
 - c. To assess whether it validly measures competence
 - d. All answers are correct

15. Is a passing score always 70%?
- Generally
 - No: sometimes people use 60%.
 - Yes
 - No: it depends upon the test.
16. How does a score on a certification or licensure examination translate into a letter grade?
- 90%, 80%, 70% are A, B, C
 - Any score above passing is equivalent to an A
 - These scores are not defined as grades
 - Any score above the mean is equivalent to an A
17. If a student fails a course, how does an instructor know what happened?
- By asking the student for input
 - By evaluating all aspects of the course
 - By tracking the student's grades
 - By asking the class why he failed
18. If a student scores a 27% on a four-choice multiple choice examination, what would be the instructor's next course of action?
- Ask the student if he needs a tutor
 - Ask the student what happened
 - Determine if the student can read in the language of the exam
 - Do tests to see if the student needs a more basic level course
19. In grading an essay question on an exam, an instructor should _____.
- determine criteria for an acceptable response in advance
 - grade all the questions first, and then assign points
 - keep in mind how the student normally performs on tests
 - give a little if you know the student has trouble with essays
20. When writing test questions, why should the use of multiple negatives (e.g. not, never, nothing) be avoided?
- It makes the items too discriminating.
 - It makes the items too difficult.
 - It makes the items too confusing.
 - It makes the items too long.

21. Evaluate item #20 on this exam. How could it be improved?
- a. Change stem to avoid repeating "It makes the item too..."
 - b. Don't give the examples in parenthesis using e.g.
 - c. Make the stem more grammatically correct
 - d. Fix the error(s) in tense and/or number
22. If the class scores an average of 55% on the course exams in a given semester, which of these can most logically be inferred?
- a. The students weren't as intelligent as in previous semesters
 - b. The tests must have been really hard or at a very high level
 - c. The teacher must have been terrible during that semester
 - d. The students knew barely more than half the material tested
23. Regarding item #22 on this exam: What should be done about the course and the performance of the students?
- a. Most of the students should probably earn a failing grade
 - b. Every part of the course should be evaluated for validity
 - c. The instructor should grade the students on a curve
 - d. The instructor should probably be fired
24. Evaluate test item #22 on this exam. How could it be improved?
- a. Make it less difficult
 - b. Make the choices shorter
 - c. Rewrite the stem
 - d. Improve the grammar

Chapter 7

How did you do?

- *Performing Self-Assessment*

If you had difficulty with any of the practice test sections, you can refer to the NCCT CPI Review Book (see pages below) for a refresher or use any textbook of your own choosing!

IMPORTANT: When reviewing, do remember that some of these practice questions are more subjective than the actual certification examination questions will be, as they are designed solely for practice and to help predict deficits for study. Certification exam questions will have one clearly best answer, and are reviewed by multiple educators for test item validity.

Test Sections	Refer to the NCCT CPI Review Book
Chapter 3: Education Theory	pp. 10-121
Chapter 4: Planning & Strategies	pp. 122-212
Chapter 5: Classroom Skills	pp. 213-292
Chapter 6: Assessment	pp. 293-346

- *Reviewing the Role Delineation*

Education Theory

The Certified Post-Secondary Instructor will:

1. Display knowledge of principles of adult education.
2. Incorporate pedagogical principles as needed into post-secondary instruction.
3. Display knowledge of group dynamics and facilitation skills.
4. Demonstrate knowledge of fair practices in education.
5. Display knowledge of appropriate use of technology in teaching endeavors.

Planning & Strategies

The Certified Post-Secondary Instructor will:

1. Design measures to insure that all learning objectives are achievable.
2. Design methods for assessing the entering skills, needs, and preferences of learners.
3. Select or modify instructional strategies and tools based upon assessment of learner needs and preferences.
4. Design or select learning activities that actively engage, motivate, and challenge diverse learners.
5. Design or select learning activities that build self-confidence.
6. Incorporate into design opportunities for adult learners to use personal experience as a foundation for application of new knowledge.
7. Design training logistics to optimize learning environment
8. Design training logistics to maximize comfort and safety.
9. Design learning activities to facilitate individual and group participation.
10. Design curricular features in collaboration with administrators, peers, students or other stakeholders.
11. Design curricula to incorporate resources from the community, the Internet, professional organizations, publications, instructional software, If-instructional units, and audio-visual aids.
12. Design classroom delivery to achieve effective time utilization and maximize results.
13. Design methods for the assessment of the planning, implementation, and evaluation processes.

Classroom Skills

The Certified Postsecondary Instructor will:

1. Communicate course plans and performance objectives to learners.
2. Present course information in a logical manner.
3. Implement a positive instructional climate conducive to adult learning.
4. Motivate learners, celebrate learner successes, and share subject matter enthusiasm.
5. Use effective classroom management skills.
6. Engage diverse learners through multiple delivery techniques.
7. Create an environment comfortable for adults.
8. Establish rapport with learners.
9. Handle questions and criticism appropriately.

10. Develop a climate of mutual respect in the classroom.
11. Establish class and individual student expectations.
12. Model the skills, concepts, attributes, or thought processes to be learned.
13. Use appropriate problem solving and conflict resolution skills.
14. Use situational learning to provide immediate applicability of learned skills.
15. Support confidentiality, honesty, integrity, and professional ethics.
16. Encourage self-control and self-direction.
17. Maintain instructor credibility in the classroom.
18. Exhibit tolerance and flexibility in dealing with students.
19. Respond with sincerity to student needs and concerns.
20. Use a sense of humor to make learning fun.
21. Link learning to prior knowledge, experience and background.
22. Encourage critical thinking.
23. Provide opportunities for students to practice what they learn.
24. Reach learners with diverse needs, styles, preferences, and backgrounds, demonstrating multicultural sensitivity.
25. Display oral, written, and electronic communication skills.

Assessment

The Certified Postsecondary Instructor will:

1. Assess learning.
2. Assess the instructional planning and design, and improve if indicated.
3. Assess all instructional implementation and delivery, and improve if indicated.
4. Determine whether assessments provide value-added feedback.
5. Determine new personal and course improvement plans based upon feedback.

- ***Resources and References***

Airasian, P.W. (1991). Classroom assessment. New York: McGraw-Hill.

Ames, Carole A. "Motivation: What Teachers Need to Know." TEACHERS COLLEGE RECORD 91, 3 (Spring 1990): 409-21.

Anderson, S. E. (1998). Integrating multimedia multicultural methods into an educational psychology course. Journal of Technology and Teacher Education, 6(2-3), 169-182.

Arends, R. (1994). Learning to teach. New York, NY: McGraw-Hill, Inc.

Aslanian, C. B., & Brickell, H. M. (1980). Americans in transition: Life changes as reasons for adult learning. New York: College Entrance Examination Board.

Barr, R. B. & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. Change, 27(6), 12-25. (EJ 516 385)

Bauer, D., & Mott, D. (1990). Life themes and motivations of re-entry students. Journal of Counseling and Development, 68, 555-560.

Beane, A. L. (1997). A teaching model that promotes commitment, accountability, and responsibility. Educational Horizons, 76(1), 45-52.

Beder, H. W., and Darkenwald, G. G. "Differences between Teaching Adults and Pre-Adults: Some Propositions and Findings." ADULT EDUCATION 32, no. 2 (Spring 1982): 142-155. (ERIC No. EJ 262 809).

Benshoff, J. M. (1991). Nontraditional college students: A developmental look at the needs of women and men returning to school. Journal of Young Adulthood and Middle Age, 3, 47-61.

Beugre, CD & Baron, RA. Perceptions of systemic justice: The effects of distributive, procedural, and interactional justice (2001). Journal of Applied Social Psychology, 31, 324-339.

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan, 80(2), 139--148.

Bloom, BS. Taxonomy of Educational Objectives. The classification of education goals: Handbook I, cognitive domain (1956). New York, Toronto. Longmans, Green.

Bloom, Mesia, Krathwohl. *Taxonomy of Educational Objectives* (1964). New York. David McKay.

Brazziel, W. F. (1989). Older students. In A. Levine & Associates, *Shaping higher education's future: Demographic realities and opportunities 1990-2000* (pp. 116-132). San Francisco: Jossey-Bass.

Brookfield, SD. *The skillful teacher: On technique, trust, and responsiveness in the classroom* (1990); Jossey-Bass. San Francisco.

Brookfield, S. *UNDERSTANDING AND FACILITATING ADULT LEARNING*. San Francisco: Jossey-Bass, 1986.

Brookfield, S. D. (1999). What is college really like for adult students? *About Campus*, 3(6), 10-15. (EJ 596 770)

Chaffee, E. and L. Sherr. 1992. *Quality: Transforming Postsecondary Education*, ASHE/ERIC Higher Education Report 3. Washington DC: School of Education and Human Development, The George Washington University.

Chuska, K. (1995). *Improving classroom questions: A teacher's guide to increasing student motivation, participation, and higher level thinking*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Clayton, D. E., & Smith, M. M. (1987). Motivational typology of reentry women. *Adult Education Quarterly*, 37, 90-104.

Clearinghouse on Adult Education and Literacy. "Instructional Strategies for Adults with Learning Disabilities." Washington, DC: Division of Adult Education and Literacy, U.S. Department of Education, 1989.

Code of fair testing practices in education (1988). Washington, DC: Joint Committee on Testing Practices (American Psychological Association). Available: <http://ericae.net/code.htm>

Code of professional responsibilities in educational measurement (1995). Washington, DC: National Council on Measurement in Education. Available:<http://www.unl.edu/buros/article2.html>

Cross, K. P. (1980, May). Our changing students and their impact on colleges: Prospects for a true learning society. *Phi Delta Kappan*, May, 630-632.

Daloz, L. (1986). *Effective Teaching and Mentoring: Realizing the Transformational Power of Adult Learning Experiences*. San Francisco: Jossey-Bass.

Duffy, T. M. & Cunningham, D. J. (1996). Constructivism: Implications for the design and delivery of instruction. In D. J. Jonassen (Ed.), Handbook of Research for Educational Communications and Technology (pp. 170-198). New York: Macmillan Library Reference.

Elias, J., and Merriam, S. Philosophical Foundations of Adult Education. Malabar, FL: Krieger, 1980.

Evers, R. B., and Elksnin, N. WORKING WITH STUDENTS WITH DISABILITIES IN VOCATIONAL-TECHNICAL SETTINGS. Austin, TX: PRO-ED, 1998.

Feuer, D., and Geber, B. "Second Thoughts about Adult Learning Theory." TRAINING 25, no. 12 (December 1988): 31-39. (ERIC No. EJ 381 416).

Gall, M. (1970). The use of questions in teaching. Review of Educational Research, 40, 707-721.

Gall, M. (1984). Synthesis of research on teachers' questioning. Educational Leadership, 42, p. 40-47.

Gehring, Donald D. and Gary Pavela. 1994. "Issues and Perspectives on Academic Integrity." 2nd ed. Washington, DC: National Association of Student Personnel Administrators.

Ginsburg, L. "Integrating Technology into Adult Learning." In TECHNOLOGY, BASIC SKILLS, AND ADULT EDUCATION: GETTING READY AND MOVING FORWARD, INFORMATION SERIES no. 372, edited by C. Hopey, pp. 37-45. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, College of Education, The Ohio State University, 1998.

Gorham, J. "A Current Look at 'Modern Practice': Perceived and Observable Similarities and Differences on the Same Teachers in Adult and Pre-Adult Classrooms." In PROCEEDINGS OF THE ANNUAL ADULT EDUCATION RESEARCH CONFERENCE (25th, RALEIGH, NORTH CAROLINA, APRIL 5-7, 1984). Raleigh: Department of Adult and Community College Education, North Carolina State University, 1984. (ERIC Document Reproduction Service No. ED 269 554).

Gorham, J. "Differences between Teaching Adults and Pre-Adults: A Closer Look." ADULT EDUCATION QUARTERLY 35, no. 4 (Summer 1985): 194-209. (ERIC No. EJ 317 833).

Griggs, S. A. (1991). Learning styles counseling. Ann Arbor, MI: ERIC Counseling and Personnel Services Clearinghouse, The University of Michigan.

Grow, Gerald. (1991). "Teaching Learners to be Self-Directed." Originally published in *Adult Education Quarterly*.

Grunlund, N.E. (1993) How to make achievement tests and assessments. Needham Heights, MA: Allyn and Bacon.

Haynes, T. B., and Schroeder, C. "Activities to Stimulate Critical Thinking." VOCATIONAL EDUCATION JOURNAL 64, no. 5 (August 1989): 30-31. (EJ 394 612)

HEATH Resource Center. "Resources for Adults with Learning Disabilities. Washington, DC: American Council on Education, 1989. (ERIC No. ED 311 671).

HEATH Resource Center. The George Washington University, 2121 K Street, NW Suite 220, Washington, DC. 20037. <http://www.heath.gwu.edu>

Heimlich, J. E., and Norland, E. DEVELOPING TEACHING STYLE IN ADULT EDUCATION. San Francisco: Jossey-Bass, 1994.

Herr, E. L. "Education as Preparation for Work: Contributions of Career Education and Vocational Education." JOURNAL OF CAREER DEVELOPMENT 13, no. 3 (Spring 1987): 16-30. (EJ 353 450)

Heyman, G. A., and Daly, E. R. "Teaching Critical Thinking in Vocational-Technical and Occupational Classes." NEW DIRECTIONS FOR COMMUNITY COLLEGES no. 77 (Spring 1992): 103-108. (ED 342 453)

Hiemstra, R. "Aspects of Effective Learning Environments." In CREATING ENVIRONMENTS FOR EFFECTIVE ADULT LEARNING, edited by R. Hiemstra, pp. 5-12. NEW DIRECTIONS FOR ADULT AND CONTINUING EDUCATION, NO. 50. San Francisco: Jossey-Bass, Summer 1991.

Hooper, J. O. (1979). Returning women students and their families: Support and conflict. *Journal of College Student Personnel*, 20, 145-152.

Horn, L. J. and Carroll, D. C. (1996). Nontraditional undergraduates: Trends in enrollment from 1986 to 1992 and persistence and attainment among 1989-90 beginning postsecondary students. Washington, DC: National Center for Education Statistics, U.S. Department of Education. (ED 402 857)

Imel, S. GUIDELINES FOR WORKING WITH ADULT LEARNERS. ERIC FACT SHEET NO. 25. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, [1982]. (ERIC Document Reproduction Service No. ED 237 811).

Johnson, D. W., & Johnson, R. (1992). Implementing cooperative learning. *Contemporary Education*, 63 (3), 173-180. [EJ 455 132].

Joint Committee on Testing Practices: *Code of Fair Testing Practices in Education*. (1988) Washington, D.C. (Mailing Address: Joint Committee on Testing Practices, American Psychological Association, 750 First Street, NE, Washington, DC, 20002-4242.)

Keefe, J. W. (1979). Learning style: An overview. In NASSP's Student learning styles: Diagnosing and prescribing programs (pp. 1-17). Reston, VA: National Association of Secondary School Principals.

Keller, J.M. (1983). "Motivational design of instruction. In C.M. Reigeluth (Ed.). *Instructional design theories and models: An overview of their current status.*" Hillsdale, NJ: Erlbaum.

Keller, J.M. (1987a, Oct.). Strategies for stimulating the motivation to learn. "Performance and Instruction," 26(8), 1-7. (EJ 362 632)

Keller, J.M. (1987b). "IMMS: Instructional materials motivation survey." Florida State University.

Keller, J.M. & Keller, B.H. (1989). "Motivational Knox, AB. *Helping Adults Learn* (1987). San Francisco. Jossey-Bass.

Knowles, M. (1984). *Andragogy in action*. San Francisco: Jossey-Bass.

Knowles, MS and H. *Introduction to Group Dynamics*. (Year) New York. Cambridge

Knowles, M. S. "Introduction: The Art and Science of Helping Adults Learn." In *ANDRAGOGY IN ACTION: APPLYING MODERN PRINCIPLES OF ADULT LEARNING*, by M. S. Knowles and others. San Francisco: Jossey-Bass, 1984.

Knowles, MS. *The Modern Practice of Adult Education: Andragogy Versus Pedagogy* (1972). New York. Association Press.

Knowles, MS. *The Modern Practice of Adult Education: From Pedagogy to Andragogy* (1980). New York. Cambridge, the Adult Education Company.

LaJoie, S. P. (Ed.). (2000). *Computers as cognitive tools, Vol. II*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lawler, P. A. (1991). *The challenges of the future: Ethical issues in a changing student population*. Philadelphia, PA: Research for Better Schools. (ED 340 305)

Liang, A., and McQueen, R. J. "Computer Assisted Adult Interactive Learning in a Multi-Cultural Environment." *ADULT LEARNING* 11, no. 1 (Fall 1999): 26-29

Lind, E. A., Maccoun, R. J., Ebener, P. A., Felstiner, W., Hensler, D., Resnik, J., & Tyler, T. (1990). In the eye of the beholder: Tort litigants' evaluations of their courtroom experiences in the civil justice system. *Law and Society Review*, 24, 953-996.

Luft, J. *Group Processes: An Introduction to Group Dynamics* (1984). 3rd Edition. San Francisco State University. Mayfield Publishing.

MacGregor, J. "Collaborative Learning: Shared Inquiry as a Process of Reform." *New Directions for Teaching and Learning* no. 42 (Summer 1990): 19-30.

Mager RF. *Preparing Instructional Objectives* (1962). California. Fearon.

McCabe, D. L., & Trevino, L. K. (1996). What we know about cheating in college: Longitudinal trends and recent developments. *Change*, 28(1), 28-33. (EJ 520 088)

McCabe, D. L., & Trevino, L. K. (1997). Individual and contextual influences on academic dishonesty: A multi-campus investigation. *Research in Higher Education*, 38(3), 379-396. (EJ 547 655)

Merriam, S. & Caffarella, R. (1999). *Learning in Adulthood*.

Merriam, S. B. "Multiculturalism and Adult Education: Questions to Guide Our Research." *PAACE JOURNAL OF LIFELONG LEARNING* 2 (1993): 57-60.

Messick S. (1989). Validity. In Linn R. (Ed.), *Educational Measurement*, New York: Macmillan Publishing Company, p.221-262.

Mezirow, Jack, Gordon G. Darkenwald, and Alan B. Knox. *LAST GAMBLE ON EDUCATION: DYNAMICS OF ADULT BASIC EDUCATION*. Washington, DC: Adult Education Association of the USA, 1975. ED 112 119.

Mezirow, Jack. (1991). *Transformative Dimensions of Adult Learning*.

Miglietti, C. & Strange, C. C. (1998). Learning styles, classroom preferences, teaching styles, and remedial course outcomes for under prepared adults at a two-year college. *Community College Review*, 26(1), 1-19. (EJ 569 066)

Miller, C. "Higher-Order Thinking: An Integrated Approach for Your Classroom." *VOCATIONAL EDUCATION JOURNAL* 65, no. 6 (October 1990): 26-27, 69. (EJ 414 533)

Muench, K. E. (1987, October). A comparative study of the psychosocial needs of adult men and women students in an adult degree program. Paper presented at the annual meeting of the American Association for Adult and Continuing Education, Washington, DC.

Myers, I. (1978). *Myers-Briggs Type Indicator*. Palo Alto, CA: Consulting Psychologists Press.

Nah, Y. "Can a Self-directed Learner Be Independent, Autonomous and Interdependent?: Implications for Practice." *ADULT LEARNING* 11, no. 1 (Fall 1999): 18-25.

National Research Council. (2000). *How people learn*. Washington, D.C.: National Academy Press.

Naylor, M. *ADULT DEVELOPMENT: IMPLICATIONS FOR ADULT EDUCATION*. ERIC DIGEST NO. 41. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, [1985]. (ERIC Document Reproduction Service No. ED 259 211).

Ordovery, E. L., and Annexstein, L. T. *ENSURING ACCESS, EQUITY, AND QUALITY FOR STUDENTS WITH DISABILITIES IN SCHOOL-TO-WORK SYSTEMS: A GUIDE TO FEDERAL LAW AND POLICIES*. Washington, DC: Center for Law and Education; Minneapolis: Institute on Community Integration, University of Minnesota, 1999. (ED 434 422) <http://ici2.umn.edu/ntn/pub/fedlaw/cle.pdf>

Pavela, Gary. 1996. "Judicial Affairs and the Future." "Critical Trends in Practice," edited by Wanda L. Mercer. *New Directions for Student Services* No. 73. San Francisco: Jossey-Bass.

Perrin, J. (1981). Primary version: Learning style inventory. Jamaica, NY: Learning Style Network, St. John's University.

Phillippe, K. A. (ed.). (2000). *National profile of community colleges: Trends and statistics 3rd edition*. Washington, D.C.: American Association of Community Colleges. (ED 440 671)

Popham, W. J. (1995). Classroom assessment: What teachers need to know. Needham Heights, MA: Allyn and Bacon.

Reid, J., Forrestal, P., & Cook, J. (1989). Small group learning in the classroom. Portsmouth, NH: Heinemann.

Richter-Antion, D. (1986). Qualitative differences between adult and younger students. NASPA Journal, 23, 58-62.

Ross-Gordon, Jovita M. "Adults with Learning Disabilities: an Overview for the Adult Educator." Information Series no. 337. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, The Ohio State University, 1989. (ERIC No. ED 315 664).

Schmeck, R. R. (1983). Learning styles of college students. In R. Dillon & R. Schmeck (Eds.), Individual differences in cognition (pp. 233-279). New York: Academic Press.

Sharan, Y. & Sharan S. (1992). Expanding cooperative learning through group investigation. New York: Teachers College Press. [ED 367 509].

Shermis, S. S. (1992). Critical thinking: Helping students learn reflectively. Bloomington, Indiana: ERIC Clearinghouse on Reading and Communication Skills. [ED 341 954]

Simpson, A. (1996). Critical questions: Whose questions? The Reading Teacher, 50, 118-126. [EJ 540 595]

Simpson, E.J. The classification of education objectives in the psychomotor domain. The Psychomotor Domain (1972). Washington, DC. Gryphon House.

Soloman, B.A. and Felder, R.M. (n.d.) The index of learning styles questionnaire. Retrieved February 18, 2004 from North Carolina State University web site: <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>

Stahl, R. J. (1994). The essential elements of cooperative learning in the classroom. Bloomington, IN: Clearinghouse for Social Studies/Social Science Education. [ED 370 881].

Standards for educational and psychological testing (1999). Washington, DC: American Educational Research Association, American Psychological Association, National Council on Measurement in Education.

Standards for teacher competence in educational assessment of students. (1990). American Federation of Teachers, National Council on Measurement in Education, National Education Association. Available: <http://www.unl.edu/buros/article3.html>

Stephen F. Austin State University. The principles of good practice for newly developed electronically-delivered courses.

<http://www.aahbulletin.com/public/archinve/may2.asp>.

Retrieved July 2003.

Terrell, P. S. (1990). Adapting institutions of higher ed to serve adult students' needs. *NASPA Journal*, 27, 241-247.

Thatcher, D. C. (1990). "Promoting learning through games and simulations." *Simulations & Gaming*, 24, 262-273.

Thon, A. J. (1984). Responding to the non-academic needs of adult students. *NASPA Journal*, 21, 28-34.

Tisdell, E. "Feminism and Adult Learning: Power, Pedagogy and Praxis." In *AN UPDATE ON ADULT LEARNING THEORY*, edited by S. B. Merriam, pp. 91-103. *NEW DIRECTIONS FOR ADULT AND CONTINUING EDUCATION*, NO. 57. San Francisco: Jossey-Bass, 1993a.

Tisdell, E. "Interlocking Systems of Power, Privilege, and Oppression in Adult Higher Education Classes." *ADULT EDUCATION QUARTERLY* 43, no. 4 (Summer 1993b): 203-226.

Tisdell, E. *CREATING INCLUSIVE ADULT LEARNING ENVIRONMENTS: INSIGHTS FROM MULTICULTURAL EDUCATION AND FEMINIST PEDAGOGY*. INFORMATION SERIES NO. 361. Columbus: ERIC Clearinghouse

Valadez, J. (1993). Cultural capital and its impact on the aspirations of nontraditional community college students. *Community College Review*, 21(3), 30-44. (EJ 485 348)

Weatherly, G and McDonald, R. Where Technology and Course Development Meet. *The Technology Source* (online). November/December 2003. Cited on April 18, 2004. <http://ts.mivu.org/default.asp?show=article&id=951>

Whitley, B.E., Jr. (1998). Factors associated with cheating among college students: A review. *Research in Higher Education*, 39(3), 235-274. (EJ 567 552)

Whitley, B; Perkins, D; Balogh, DW; Keith-Spiegel, P; Wittig, A. Fairness in the Classroom (Ball State Univesity). http://www.psychologicalscience.org/teaching/tips/tips_0700.html. Cited 4/15/2004.

Wiggins, G. (1989). A true test: Toward more authentic and equitable assessment. *Phi Delta Kappan*, May, 703-713.

Wiggins, G. (1993). Assessment, authenticity, context, and validity. Phi Delta Kappan, November, 200-214.

Wiggins, G. (1998). Educative assessment: designing assessments to inform and improve student performance San Francisco, Calif.: Jossey-Bass.

Wilen, William W., ed. QUESTIONS, QUESTIONING TECHNIQUES, AND EFFECTIVE TEACHING. Washington, DC: National Education Association, 1987. ED 310 102.

Wlodkowski, R. ENHANCING ADULT MOTIVATION TO LEARN. San Francisco: Jossey-Bass, 1985.

Wolf, L.E. (2001). College students with ADHD and other hidden disabilities. Annals of the New York Academy of Sciences, 931, 385-395.

- *Taking the Exam*

Requirements	
Minimum Education	H.S. diploma or equivalent
Minimum Experience	6 months full time post-secondary teaching experience or equivalent
Completion of CPI Application & Documentation	<p>See the CPI Application for details.</p> <p>You can download it at www.ncctinc.com; select Forms/Documents from the homepage.</p> <p>The CPI application is a paper application that must be completed and approved BY NCCT prior to testing.</p>

The CPI examination will be offered as an **online** exam only at approved NCCT proctor sites throughout the United States. The CPI exam must be proctored by an approved NCCT proctor, who is either already certified as a CPI or does not intend to take the exam (i.e. an administrator). Call NCCT for nearby sites if you are a teacher and a proctor at a site in which there would be no other qualified proctor for your own CPI test.

There will be **200 questions** on this examination, and candidates will have 4 hours to complete it, although most do not require that length of time.

For more information: www.ncctinc.com

• **Answer Keys**

Chapter 3	Chapter 4	Chapter 5	Chapter 6
1. a	1. a	1. d	1. c
2. c	2. b	2. c	2. d
3. b	3. c	3. b	3. b
4. c	4. a	4. a	4. b
5. d	5. b	5. c	5. b
6. c	6. c	6. b	6. c
7. a	7. c	7. c	7. d
8. d	8. d	8. b	8. d
9. b	9. b	9. d	9. b
10. c	10. a	10. d	10. c
11. a	11. d	11. a	11. a
12. c	12. c	12. b	12. d
13. a	13. d	13. c	13. c
14. d	14. c	14. d	14. d
15. d	15. a	15. c	15. d
16. c	16. d	16. c	16. c
17. a	17. a	17. d	17. b
18. a	18. d	18. c	18. c
19. c	19. c	19. a	19. a
20. d	20. b	20. c	20. c
21. a	21. d	21. d	21. a
22. b	22. c	22. c	22. d
23. a			23. b
24. b			24. b
25. c			
26. d			
27. a			
28. d			
29. b			
30. c			
Need help? Refer to CPI Review Book pp. 10-121	Need help? Refer to CPI Review Book pp. 122-212	Need help? Refer to CPI Review Book pp.213-292	Need help? Refer to CPI Review Book pp. 293-346

