

INSTRUCTIONAL TECHNOLOGY 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. A newspaper article on the digital divide is most likely about which topic?**
 - A. The disparity between those who have Internet access and those who do not
 - B. The difference between morning and afternoon classes
 - C. The gap between textbooks and digital resources
 - D. The schedule of device maintenance

- 2. An instructional technology coordinator planning professional learning for adult learners should keep in mind which of the following about how adults respond to new information?**
 - A. Adults may experience cognitive dissonance when new information conflicts with prior knowledge.
 - B. Adults readily accept new information regardless of prior beliefs.
 - C. Adults prefer passive listening.
 - D. Adults require immediate certification.

- 3. Describe game-based learning and name one potential pitfall to avoid.**
 - A. Games are used solely for entertainment with no instructional goals.
 - B. Game-based learning is always more effective than traditional methods.
 - C. Game-based learning should be used to the exclusion of other methods.
 - D. Using games or game elements to promote learning; pitfall: overemphasis on extrinsic rewards or misalignment with objectives.

- 4. What is SCORM and why is it important for e-learning interoperability?**
 - A. SCORM is a standard for packaging and delivering e-learning content so it can be reused across different LMSs; it ensures interoperability and progress tracking.
 - B. SCORM is a hardware protocol for streaming video.
 - C. SCORM is a programming language for AI.
 - D. SCORM is a framework for classroom management.

- 5. When evaluating a website's credibility, which criterion is most helpful for determining authority?**
 - A. Authority
 - B. Color scheme
 - C. Page length
 - D. Ad presence

- 6. Which resource offers Georgia residents free access to authoritative, subscription-only databases and e-libraries?**
- A. GALILEO
 - B. Google Scholar
 - C. Public library search portal
 - D. Local university library catalog
- 7. Which question is most essential to ask before designing a user survey?**
- A. How large should the sample be?
 - B. What is the data format?
 - C. When will the survey be conducted?
 - D. Why am I doing this?
- 8. A common equity risk associated with BYOD programs is...**
- A. It reduces the digital divide
 - B. It creates unequal access
 - C. It guarantees equal access
 - D. It ensures uniform bandwidth
- 9. List one fair use consideration relevant to higher education when using copyrighted materials online.**
- A. The purpose and character of use is not a factor in determining fair use.
 - B. The purpose and character of use (educational, nonprofit) is a factor; other factors include nature of the work, amount used, and effect on the market.
 - C. Fair use applies automatically to all online content used for teaching.
 - D. The amount used is the only factor that matters in fair use.
- 10. Which Creative Commons license allows others to reuse and adapt the work with attribution?**
- A. CC BY-ND — allows derivatives but requires no attribution.
 - B. CC BY-NC — allows non-commercial use with attribution.
 - C. CC BY — allows others to reuse and adapt the work with attribution.
 - D. Public domain means no attribution is needed.

Answers

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

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Explanations

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1. A newspaper article on the digital divide is most likely about which topic?

- A. The disparity between those who have Internet access and those who do not
- B. The difference between morning and afternoon classes
- C. The gap between textbooks and digital resources
- D. The schedule of device maintenance**

The main idea is unequal access to digital technology and Internet connectivity—the digital divide. A newspaper article on this topic would explore who can get online, who cannot, and why, looking at factors like broadband availability, costs, device access, and digital literacy. It would tie these access gaps to real consequences in education, work, and everyday life, often with data or case examples. That's why the best description is the disparity between those who have Internet access and those who do not. The other options don't fit because they focus on scheduling, adoption of digital resources versus print, or maintenance plans, none of which centers on unequal access to digital tools.

2. An instructional technology coordinator planning professional learning for adult learners should keep in mind which of the following about how adults respond to new information?

- A. Adults may experience cognitive dissonance when new information conflicts with prior knowledge.**
- B. Adults readily accept new information regardless of prior beliefs.
- C. Adults prefer passive listening.
- D. Adults require immediate certification.

Adults bring rich prior knowledge and experiences to learning, so when new information clashes with what they already believe or do, they often feel cognitive dissonance. That tension isn't a barrier to learning; it signals that a shift in thinking is possible. Effective professional learning for adults acknowledges this and creates space to connect new ideas to real practice, invites learners to reflect on and test assumptions, and gradually helps them reconcile new concepts with what they know. By presenting information as relevant solutions to real work problems and allowing time for discussion and hands-on application, instructors help adults integrate the new material without feeling overwhelmed or defensive. It's not accurate to say adults will simply accept new information regardless of beliefs, nor that they prefer passive listening, nor that they universally require immediate certification. Adults are typically skeptical and seek relevance, active engagement, and opportunities to relate concepts to their work, rather than passively receive content or pursue certification as the primary motivation.

3. Describe game-based learning and name one potential pitfall to avoid.

- A. Games are used solely for entertainment with no instructional goals.
- B. Game-based learning is always more effective than traditional methods.
- C. Game-based learning should be used to the exclusion of other methods.
- D. Using games or game elements to promote learning; pitfall: overemphasis on extrinsic rewards or misalignment with objectives.**

Game-based learning uses games or game-design elements to promote learning, tapping into engagement, feedback, and practice in meaningful contexts. This approach can make it easier for students to encounter and apply concepts, while still tying activities to clear learning goals and assessments. A key pitfall to avoid is overreliance on extrinsic rewards or misalignment with objectives. When the focus becomes chasing points, badges, or leaderboard status, motivation can shift from mastering the content to obtaining rewards, which can undermine deeper learning. Similarly, if the game activities don't map to the intended outcomes, students may practice the wrong skills or memorize surface details instead of building understanding. The best practice is to design game experiences where the mechanics, challenges, and feedback directly support the target objectives, and to pair the game with explicit rubrics and formative assessment. For example, a science game should require applying core scientific reasoning that your curriculum aims to develop, with rewards that reinforce demonstrating that reasoning rather than simply finishing levels.

4. What is SCORM and why is it important for e-learning interoperability?

- A. SCORM is a standard for packaging and delivering e-learning content so it can be reused across different LMSs; it ensures interoperability and progress tracking.**
- B. SCORM is a hardware protocol for streaming video.
- C. SCORM is a programming language for AI.
- D. SCORM is a framework for classroom management.

Interoperability of e-learning content across learning management systems is what SCORM addresses. SCORM is a standard for packaging and delivering e-learning content so it can be reused across different LMS environments. It defines how content is packed (typically a ZIP package with a manifest file) and how that content talks to the LMS while it runs, so the LMS can consistently track learner progress, completion status, scores, and other data. Because content created with SCORM can be imported into any SCORM-compliant LMS, instructors and organizations can reuse and share courses without rebuilding them for each platform. When a learner starts the course, the LMS launches the content, and the SCORM runtime enables the content to report back to the LMS about what the learner did, allowing accurate progress and reporting across systems. This isn't about hardware streaming, a programming language for AI, or a framework for classroom management. Its value lies in packaging and a shared communication model that supports reuse across LMSs and reliable progress tracking.

5. When evaluating a website's credibility, which criterion is most helpful for determining authority?

A. Authority

B. Color scheme

C. Page length

D. Ad presence

When evaluating credibility online, the main factor to consider is authority—the source's expertise and trustworthiness in the subject area. Authority shows that the author or organization has the knowledge and credentials to speak on the topic, and that the information is backed by legitimate support. You can gauge authority by looking for clear indicators: the author's credentials and affiliations (degrees, professional titles, responsible organizations), the site's publisher or sponsor (for example, a university, government agency, or established journal), and whether the content includes citations or references to credible sources. An About page, transparent author bios, and contact information often signal that the site stands behind its claims, and up-to-date content or evidence-based arguments further reinforce credibility. Why this matters more than other surface features: color schemes, page length, or whether ads appear do not tell you much about who is qualified to write the material or how well the information is supported. They reflect design choices, volume, or potential commercial influence, but not the author's expertise. Use authority alongside accuracy and fairness to judge trustworthiness, but authority is the most direct indicator of who is qualified to provide the information.

6. Which resource offers Georgia residents free access to authoritative, subscription-only databases and e-libraries?

A. GALILEO

B. Google Scholar

C. Public library search portal

D. Local university library catalog

Georgia residents access licensed databases and e-libraries through a single, statewide gateway. GALILEO is that gateway for Georgia, linking many reputable databases, journals, and e-books into one free platform that you can reach via public or school libraries with your library card. It provides authenticated, subscription-based resources across subjects, which is why it's the go-to option you'd use instead of general search engines or library catalogs that don't offer the full suite of licensed databases. A public library search portal and a university library catalog are valuable for locating materials within a specific library, but they don't deliver the broad, statewide access to subscription content that GALILEO provides.

7. Which question is most essential to ask before designing a user survey?

- A. How large should the sample be?
- B. What is the data format?
- C. When will the survey be conducted?
- D. Why am I doing this?**

Clarifying the purpose of the survey is essential because the objective determines everything you will do next. Knowing why you're surveying—what decisions you need to inform, what problem you're solving, and what success looks like—sets the direction for what information you must gather, which questions will elicit that information, who should participate, and how you'll interpret the results. Without a clear purpose, you risk designing questions that don't align with real goals, collecting data that won't drive action, and wasting time and resources. Other considerations flow from that purpose. The size of the sample matters for reliability, but you decide it based on the required precision and the goals you've identified. How you format data is a logistical detail tied to how you'll analyze the results, not the reason for the survey. When you should run the survey affects response quality and relevance, yet again it's determined by what you're trying to learn and when that information will be most useful.

8. A common equity risk associated with BYOD programs is...

- A. It reduces the digital divide
- B. It creates unequal access**
- C. It guarantees equal access
- D. It ensures uniform bandwidth

The key idea is that equity of access to technology is a major concern with BYOD programs. When students bring their own devices, the quality and capabilities of those devices—and the internet connections they rely on—vary widely. Some students may have up-to-date laptops or tablets with fast home internet, while others may use older devices or rely on data-limited connections. This leads to uneven opportunities to participate in lessons, complete assignments, or use the same software and resources, creating a gap in learning experiences among students. Because BYOD shifts device costs and connectivity onto students and families, unequal access is a real risk that can widen the digital divide rather than close it. In contrast, the alternative ideas—that BYOD reduces the digital divide, guarantees equal access, or ensures uniform bandwidth—overlook how much variance there is in real-world access and performance, making them less accurate descriptions of what BYOD typically produces.

9. List one fair use consideration relevant to higher education when using copyrighted materials online.

- A. The purpose and character of use is not a factor in determining fair use.
- B. The purpose and character of use (educational, nonprofit) is a factor; other factors include nature of the work, amount used, and effect on the market.**
- C. Fair use applies automatically to all online content used for teaching.
- D. The amount used is the only factor that matters in fair use.

The main concept being tested is that fair use in higher education is assessed using multiple factors, not a single rule. The idea that the purpose and character of use matters—especially when the use is educational or nonprofit—drives part of the fair-use analysis. But that factor is just one piece of a four-factor framework: the nature of the work, the amount used and its substantiality, and the effect of the use on the market for the work. In academic settings, educational purposes often support fair use, yet it still requires weighing all factors to determine permissibility, not assuming automatic permission. So this option is best because it correctly identifies that the purpose and character of use is a factor relevant to education, while also acknowledging that other factors are part of the evaluation. The other statements are inaccurate because fair use is not automatic for teaching, the purpose and character of use is indeed a factor, and the amount used is only one of several factors rather than the sole consideration.

10. Which Creative Commons license allows others to reuse and adapt the work with attribution?

- A. CC BY-ND — allows derivatives but requires no attribution.
- B. CC BY-NC — allows non-commercial use with attribution.
- C. CC BY — allows others to reuse and adapt the work with attribution.**
- D. Public domain means no attribution is needed.

The main idea here is whether a license lets others reuse and adapt a work while requiring that the creator be credited. The Creative Commons Attribution license (CC BY) fits this exactly: it lets people copy, remix, transform, and distribute the work in any context (even commercially) as long as proper credit is given, a link to the license is provided, and any changes are noted. That combination—reuse and adaptation with attribution—is what CC BY is designed to enforce. The other descriptions don't align with that requirement. A description that says derivatives are allowed but attribution isn't required contradicts how CC licenses work; in fact, CC BY-ND, which restricts derivatives, still requires attribution, so the idea of allowing derivatives without attribution isn't consistent with CC licenses. A description that mentions non-commercial use with attribution points to CC BY-NC, which does permit reuse and adaptation but only for non-commercial purposes, so it doesn't cover broad reuse with attribution. Finally, the public domain option suggests no attribution is needed, which isn't suitable when the goal is to require attribution. So, CC BY is the license that allows reuse and adaptation with attribution.

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://instructionaltech.examzify.com>

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

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