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QUESTION NO: 1

Which of the following actions are appropriate when facilitating an online instructor-led class? (Select three)

A. Establish procedures for chat, questions, and participation.

B. Use polls or questions to check learner understanding.

C. Monitor chat and acknowledge relevant learner questions.

D. Require all learners to keep cameras active regardless of circumstances.

ANSWER: A B C

Explanation:

Online instruction requires deliberate facilitation because the instructor has fewer informal opportunities to observe learner engagement. Establishing participation procedures, such as how learners should use chat, audio, reactions, or question-and-answer features, helps create an orderly virtual classroom. Using polls or directed questions provides formative evidence of understanding. Monitoring chat and inviting questions ensures learners have an accessible way to seek clarification during delivery.

Requiring cameras to remain active without regard to organizational policy, bandwidth, accessibility, or learner circumstances is not universally appropriate. Effective online facilitation uses available tools purposefully while maintaining a respectful and inclusive environment. See Cornell University resources for teaching online.

QUESTION NO: 2

An instructor is teaching an e-commerce infrastructure course and during the lengthy final exercise, it is discovered that one of the student's computers has a faulty component needed to complete the exercise. A replacement component is not available.

What action should the instructor take to allow the student to continue the exercise?

A. Quickly replace the faulty component in the student's computer with the working component in the instructor's demonstration system.

B. Ask the student to observe other student

C. Ask the student to complete the exercise another day when the computer is ready to work with.

D. Ask the student to wait for another student to complete the exercise, and then use their computer to complete the exercise.

ANSWER: A

Explanation:

Quickly replace the faulty component in the student's computer with the working component in the instructor's demonstration system is the appropriate action because it restores the learner's ability to perform the required hands-on task immediately. In a practical infrastructure course, the final exercise is intended to validate that each learner can apply the course material in an operational environment. A hardware failure unrelated to the learner's knowledge or performance should be resolved through a prompt instructional contingency rather than allowed to prevent participation. When no spare component is available, temporarily using a compatible working component from the instructor demonstration system is a reasonable, learner-focused recovery measure, provided the instructor can do so safely and without disrupting essential delivery requirements. This preserves equitable access to the exercise, minimizes lost instructional time, and lets the learner complete the same activity and demonstrate the intended skills. The CEI role emphasizes effective delivery of EC-Council training and support for a productive learning environment; see EC-Council Certified Instructor. EC-Council training offerings also emphasize practical, hands-on learning, as reflected in its training and certification programs.

QUESTION NO: 3

It is the third day of the 5 days CEH program and John is taking a session on Session Hijacking.

John resumes the session after lunch break and finds that one of the students "s missing. What is the ideal action that John should take under such circumstances?

A. Enquire about the problem from other students and wait

B. Resume the session

C. Wait until the student arrives

D. Criticize the student about his/her behavior

ANSWER: C

Explanation:

Wait until the student arrives is the appropriate action in this classroom-management scenario. The CEH program is delivered as a structured, instructor-led learning experience in which topics build on prior concepts and students are expected to participate throughout the course. Since the class is resuming after a scheduled lunch break and a learner is unexpectedly absent, John should briefly hold the session rather than immediately moving into new technical material. This gives the learner a reasonable opportunity to return, avoids creating an avoidable learning gap, and helps preserve a consistent instructional experience for the entire class.

An effective EC-Council instructor balances progress against learner engagement and attendance. Waiting in this circumstance demonstrates appropriate care for the student and supports the instructor's responsibility to facilitate the planned training for all enrolled participants. Once the student returns, John can restart the session cleanly and ensure that everyone receives the Session Hijacking instruction from the same point. EC-Council describes its Certified EC-Council Instructor program as preparing instructors to deliver EC-Council training effectively; see EC-Council Certified EC-Council Instructor. The course context and CEH training information are available at EC-Council Certified Ethical Hacker.

QUESTION NO: 4

You are taking over a class that has many problem with the previous instructor, who was terminated for his lack of technical knowledge. Although you are well-qualified to tech the course, you realize that is essential to establish your credibility before will NOT help you establish credibility with the class?

A. Mentioning the reasons the previous instructor was terminated

B. Stating your qualification to tech the course

C. Stating that each student will be graded based on his or her performance of the objectives.

D. Informing the class of you expectations and defining the classroom rules

E. Allowing the class to ask about your background

ANSWER: A

Explanation:

Mentioning the reasons the previous instructor was terminated will not establish credibility with the class. Credibility must be built through the incoming instructor's own demonstrated competence, professionalism, preparation, respectful communication, and consistent conduct. Discussing a former instructor's termination shifts the opening of the class toward speculation and criticism rather than toward the learning objectives and the instructor's ability to support learners. It also risks creating an unprofessional atmosphere and can undermine learners' confidence in the training organization rather than strengthen their confidence in the new instructor.

A sound transition acknowledges the class's need for a reliable learning experience without disclosing or commenting on personnel matters. The instructor should instead establish trust by demonstrating command of the subject, setting a constructive tone, and focusing attention on how learners will be supported in achieving the course outcomes. This approach aligns with the professional expectations associated with EC-Council's instructor program, which emphasizes qualified

instructors and effective delivery of authorized training. See the EC-Council Certified Instructor program and EC-Council's Code of Ethics for related professional standards.

QUESTION NO: 5 - (SIMULATION)

Mrs. Keen ' s accounting students are having difficulty with accounts payable concepts. She develops a package of material that contains contracts, receiving reports, and invoices. She tells her students to make the proper accounting entries using the documents. She is available to provide guidance on how to use the materials. What type of simulation is illustrated in the above case?

ANSWER: Check the explanation for the answer

Explanation:

Answer: Paper-and-pencil (document-based) simulation.

Mrs. Keen provides realistic business documents—contracts, receiving reports, and invoices—and asks students to perform the accounting actions they would perform in an actual accounts-payable process. Because the activity uses printed materials rather than a live workplace, role play, or computer model, it is a **paper-and-pencil simulation**.

Her availability to guide students is facilitation during the simulation, not a different simulation type.

QUESTION NO: 6

The following three elements make up Professional Credibility:

A. Content Credibility Personal Credibility

B. Social Credibility

C. Technical Credibility

D. Field Experience Credibility

ANSWER: A D

Explanation:

Professional credibility in an instructor context is built from the combined presence of content credibility, personal credibility, and field experience credibility. "Content Credibility Personal Credibility" correctly supplies two of these interdependent elements: the instructor must demonstrate reliable, current command of the subject matter while also establishing trust through professional conduct, communication, and presentation. "Field Experience Credibility" supplies the third element by grounding instruction in practical, real-world experience that helps learners connect concepts to applicable professional situations. Together, these elements support learner confidence that the instructor both understands the material and can teach it responsibly from authentic practice. This aligns with the EC-Council instructor role, which emphasizes qualified delivery of authorized training and maintaining professional instructional standards. EC-Council's Certified Instructor program describes the expectations associated with delivering EC-Council training: EC-Council Certified Instructor. Additional information on EC-Council's education and training ecosystem is available at EC-Council Academia.

QUESTION NO: 7

Which of the following are TRUE concerning instructor credibility? (Select two)

A. Adult learners automatically grant credibility to individuals in position of authority or responsibility.

B. Adult learners may not perceive value in learning without instructor credibility.

C. Instructor credibility is only important at the beginning of a course.

D. Instructor credibility can be gamed or lost through words or actions.

ANSWER: B D

Explanation:

“Adult learners may not perceive value in learning without instructor credibility” is correct because adult learners are strongly motivated by relevant, useful learning. An instructor’s demonstrated expertise, preparedness, honesty, and ability to connect content to practical outcomes help establish that the training is worth the learner’s time and effort. Credibility therefore supports learner engagement, trust in the instructional process, and acceptance of feedback.

“Instructor credibility can be gained or lost through words or actions” is also correct. Credibility is not merely assigned by a job title; it is continually shaped by observable instructor behavior. Clear and accurate explanations, respectful communication, reliable follow-through, appropriate handling of questions, and professional conduct strengthen confidence. Conversely, learners may reassess an instructor’s credibility whenever communication or conduct conflicts with the competence and professionalism expected in the learning environment. This makes credibility an ongoing instructional responsibility throughout a course, rather than a one-time condition established at the opening session.

These principles align with adult-learning practice, which emphasizes the value of relevant experiences, mutual respect, and a supportive learning climate. See InstructionalDesign.org’s overview of Knowles’ adult-learning theory and the CDC guidance on adult learning principles.

QUESTION NO: 8

Content Credibility is best accomplished by which of the following?

A. Feedback regarding the instructor performance is invited and positively accepted.

B. Learner's questions are answered thoroughly, confidently, and accurately.

C. Modeling group norms of behavior.

D. Respect a given equally to all learners.

ANSWER: B

Explanation:

Learner's questions are answered thoroughly, confidently, and accurately. Content credibility depends on an instructor demonstrating reliable command of the subject matter in real instructional interactions. Learner questions often test how well a concept can be clarified, applied to a scenario, connected to related topics, or qualified with appropriate technical detail. Thorough answers show that the instructor can supply the context needed for understanding; accurate answers protect the integrity of the course material; and confident delivery helps learners recognize that the explanation is authoritative and dependable. Together, these qualities establish trust in both the instructor and the content being taught. In the CEI context, instructors are expected to communicate their expertise effectively while supporting learner understanding and engagement. Answering questions in this manner is a direct, observable way to demonstrate that expertise during a class, rather than merely presenting prepared material. This supports EC-Council's emphasis on qualified instructors delivering training that reflects current, dependable cybersecurity knowledge. See EC-Council's Certified EC-Council Instructor program overview and its training and certification information.

QUESTION NO: 9

Which e-Business certifications does EC-Council offer? (Select three)

A. Certified Computer Operator

B. Certified E++Technical Consultant

C. Certified e-Business Consultant

D. Certified e-Business Associate

E. Certified Project Manager

F. Certified e-Business Professional

ANSWER: C D F

Explanation:

The applicable e-Business certification titles are **Certified e-Business Associate**, **Certified e-Business Professional**, and **Certified e-Business Consultant**. These titles represent the e-Business certification track historically associated with EC-Council and are structured as progressive role and competency levels. The associate credential identifies foundational e-Business knowledge, including concepts needed to participate in e-Business initiatives. The professional credential represents more developed practical knowledge for personnel who work with e-Business systems, processes, and implementations. The consultant credential is the advanced designation, intended for individuals who can advise organizations and help plan, evaluate, or guide e-Business solutions. Therefore, the three certifications share the distinctive "e-Business" naming and align as a coherent EC-Council e-Business pathway. EC-Council maintains its certification and training portfolio through its official site; certification offerings can change over time, so candidates should use the current catalog and official materials when planning a certification path. See EC-Council's official website and its training and certification information for current program details.