

Andrade, J. (2010) What does doodling do? Practice Exam (Sample)

Study Guide



Everything you need from our exam experts!

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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. How did Andrade operationalize doodling in her study?**
 - A. By asking participants to write extensively**
 - B. By asking participants to draw complex images**
 - C. By asking participants to draw simple shapes or patterns**
 - D. By asking participants to doodle freely without instruction**

- 2. How many participants were in the doodle group on average?**
 - A. 36.3**
 - B. 7.8**
 - C. 8.0**
 - D. 5.0**

- 3. What characteristic of doodling might make it a useful tool in enhancing learning?**
 - A. It requires extensive planning**
 - B. It often leads to distraction**
 - C. It allows for creative expression**
 - D. It eliminates the need for multi-tasking**

- 4. Which concept describes a shift in attention towards memories or fantasies rather than the immediate situation?**
 - A. Mind-wandering**
 - B. Daydreaming**
 - C. Task-focused attention**
 - D. Conscious processing**

- 5. What describes a momentary sensory memory of visual stimuli, lasting no more than a few tenths of a second?**
 - A. Iconic Memory**
 - B. Echoic Memory**
 - C. Long-term Memory**
 - D. Procedural Memory**

6. What are the potential cognitive benefits of doodling identified in the study?

- A. Doodling improves artistic skills significantly**
- B. Doodling may facilitate memory retention and improve focus**
- C. Doodling decreases overall learning outcomes**
- D. Doodling has no cognitive benefits**

7. What potential neural basis for doodling's effectiveness is mentioned in Andrade's study?

- A. Activation of visual areas in the brain**
- B. Inhibition of cognitive functions**
- C. Activation of different areas of the brain**
- D. Reduction of brain activity during tasks**

8. What role does doodling play in developing personal expression during learning?

- A. It limits personal expression**
- B. It enhances personal expression**
- C. It is irrelevant to personal expression**
- D. It strictly focuses on academic performance**

9. What type of audio message was used in the study?

- A. A podcast recording**
- B. A mock telephone message**
- C. A music track**
- D. A lecture**

10. What term describes individual differences that may affect how participants engage during a study?

- A. Personality traits**
- B. Experience variability**
- C. Individual differences**
- D. Psychological factors**

Answers

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

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Explanations

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1. How did Andrade operationalize doodling in her study?

- A. By asking participants to write extensively**
- B. By asking participants to draw complex images**
- C. By asking participants to draw simple shapes or patterns**
- D. By asking participants to doodle freely without instruction**

Andrade operationalized doodling in her study by asking participants to draw simple shapes or patterns. This approach was effective because it provided a structured yet flexible framework that allowed participants to engage with the act of doodling without the pressure of creativity that comes with drawing complex images. By focusing on simple shapes or patterns, Andrade ensured that participants could doodle in a way that facilitated concentration and memory retention, which aligned with the study's goals. This operationalization is particularly important as it balanced the need for simplicity with the cognitive benefits associated with doodling, making it a purposeful tool in her research on attention and memory while minimizing potential distractions from more intricate drawing tasks.

2. How many participants were in the doodle group on average?

- A. 36.3**
- B. 7.8**
- C. 8.0**
- D. 5.0**

The average number of participants in the doodle group is 36.3. This number reflects the size of the sample that was utilized in the study to analyze the effects of doodling on memory retention and information recall. A larger sample size, such as 36.3, often contributes to more reliable data and helps in drawing general conclusions about the population being studied. In this context, having a diverse and adequately sized doodle group enhances the robustness of the findings regarding doodling's impact on cognitive processes. Other response options, such as 7.8, 8.0, and 5.0, suggest much smaller group sizes, which may not provide the statistical power needed to effectively study the nuances of doodling behaviors and their psychological implications. Consequently, these options would not accurately reflect the scope of the research conducted.

3. What characteristic of doodling might make it a useful tool in enhancing learning?

- A. It requires extensive planning**
- B. It often leads to distraction**
- C. It allows for creative expression**
- D. It eliminates the need for multi-tasking**

The characteristic of doodling that makes it a useful tool in enhancing learning is its ability to allow for creative expression. When individuals engage in doodling, they are not only processing information but also expressing their thoughts and feelings visually. This can enhance engagement with the material, facilitating a deeper understanding and retention of information. The act of creating art, even in a simple form, can stimulate the brain, triggering different cognitive pathways that may not be activated through traditional modes of learning. Creativity in learning environments can also foster a more relaxed atmosphere, helping to reduce anxiety and promote a positive mindset towards learning. By combining visual imagery with information, doodling aids in forming strong mental associations, making it easier for learners to recall material later. The other options, while they may have their own aspects, do not contribute to the purpose or effectiveness of doodling in learning in the same way that creative expression does. For instance, extensive planning is not typically a part of doodling; rather, doodling is spontaneous and free-flowing. Similarly, while distraction is often linked with doodling, it generally refers to a negative impact rather than a benefit. Lastly, doodling does not eliminate the need for multi-tasking; instead, it can serve as a complementary activity.

4. Which concept describes a shift in attention towards memories or fantasies rather than the immediate situation?

- A. Mind-wandering**
- B. Daydreaming**
- C. Task-focused attention**
- D. Conscious processing**

The concept that accurately describes a shift in attention towards memories or fantasies rather than the immediate situation is mind-wandering. Mind-wandering refers to a state where an individual's thoughts drift away from the task at hand, often leading to a focus on personal memories, future plans, or imaginative scenarios. This phenomenon can occur during monotonous tasks or when one's mind is allowed to roam freely, making it more about the internal thoughts than the external environment. Daydreaming can be seen as a form of mind-wandering that specifically involves envisioning pleasant or fantastical scenarios. However, it does not fully encompass the broader range of mind-wandering experiences that include both positive and negative thoughts. Task-focused attention is the opposite of mind-wandering, as it denotes a concentrated focus on the current task rather than drifting off into memories or fantasies. Conscious processing refers to being actively aware of and manipulating thoughts, which also contrasts with the involuntary aspect of mind-wandering. Thus, the term mind-wandering more accurately encompasses a general tendency for thoughts to stray from current realities toward internal musings.

5. What describes a momentary sensory memory of visual stimuli, lasting no more than a few tenths of a second?

- A. Iconic Memory**
- B. Echoic Memory**
- C. Long-term Memory**
- D. Procedural Memory**

The correct answer is iconic memory, which refers to the brief sensory memory associated with visual stimuli. This type of memory allows individuals to retain an image of what they have just seen for a very short period—typically lasting no more than a few tenths of a second. Iconic memory serves as a kind of buffer for visual information, enabling the brain to process and interpret that information before it either fades or is encoded into more permanent forms of memory. In the context of the other memory types listed, echoic memory pertains to auditory stimuli and can last slightly longer than iconic memory, often up to several seconds. Long-term memory involves the more permanent storage of information that can last from minutes to a lifetime. Procedural memory is a type of long-term memory related specifically to the performance of tasks and skills, such as riding a bike or playing an instrument, and is not directly related to the fleeting capture of visual information. Thus, the key aspect of iconic memory is its rapid and transient nature, specifically pertaining to visual input, making it the appropriate choice for the question.

6. What are the potential cognitive benefits of doodling identified in the study?

- A. Doodling improves artistic skills significantly**
- B. Doodling may facilitate memory retention and improve focus**
- C. Doodling decreases overall learning outcomes**
- D. Doodling has no cognitive benefits**

The study identifies that doodling may facilitate memory retention and improve focus, which aligns with the notion that engaging in light, non-disruptive activities can enhance cognitive processing. When a person doodles during a lecture or while listening to information, the act of doodling can keep the individual engaged at a baseline level, preventing daydreaming or distractions. This activity helps maintain a level of attention, thus potentially leading to improved recall of the information presented. By allowing the mind to wander while still channeling some attention into the doodle, individuals can create associations with the material they are learning. This dual engagement aids in memory encoding, making it easier to retrieve that information later. The research demonstrates that rather than hindering cognitive function, doodling might serve as a tool to bolster focus and retention, tapping into the brain's natural inclinations for visual representation and memory.

7. What potential neural basis for doodling's effectiveness is mentioned in Andrade's study?

- A. Activation of visual areas in the brain**
- B. Inhibition of cognitive functions**
- C. Activation of different areas of the brain**
- D. Reduction of brain activity during tasks**

The effectiveness of doodling, as indicated in Andrade's study, is associated with the activation of different areas of the brain. This is pertinent because doodling involves various cognitive processes, such as visual and motor coordination, which engage different neural pathways. By activating these diverse areas, doodling may enhance focus and retention, providing a more conducive environment for processing information. This multi-area engagement can help facilitate memory and attention by allowing individuals to maintain a level of engagement with the material, which is especially beneficial in situations where attention may wane. Understanding the neural basis of doodling highlights its potential role as a tool for improving cognitive functions during tasks that require sustained concentration.

8. What role does doodling play in developing personal expression during learning?

- A. It limits personal expression**
- B. It enhances personal expression**
- C. It is irrelevant to personal expression**
- D. It strictly focuses on academic performance**

Doodling plays a significant role in enhancing personal expression during learning by allowing individuals to visually represent their thoughts and emotions in a non-linear and creative manner. This form of expression can act as a medium for processing information, facilitating the organization of ideas, and reflecting personal insights. When learners engage in doodling, they can combine visual elements with their cognitive processes, thereby making abstract concepts more tangible and relatable. This creative outlet not only fosters a connection between the learner's internal thoughts and external expression but also provides a unique channel for individuality to shine through in academic settings. Such flexibility in expression can lead to a deeper engagement with the content being learned, as individuals might illustrate their understanding or feelings towards particular subjects. Therefore, doodling is not just an act of mindless marking; it is a thoughtful integration of art and cognition that promotes a richer learning experience and supports the development of personal voice and creativity.

9. What type of audio message was used in the study?

- A. A podcast recording**
- B. A mock telephone message**
- C. A music track**
- D. A lecture**

The study utilized a mock telephone message as the type of audio message. This choice is significant because a mock telephone message provides a context that mimics everyday distractions people might encounter, making it a relatable element for participants. By using a telephone message, the researchers were able to create a scenario that participants could easily imagine themselves in, allowing for more natural reactions and behaviors in response to the doodling task. This approach is instrumental in examining the impact of doodling on memory retention and tasks requiring attention, as it reflects a typical auditory interruption one might experience in real life.

10. What term describes individual differences that may affect how participants engage during a study?

- A. Personality traits**
- B. Experience variability**
- C. Individual differences**
- D. Psychological factors**

The term "individual differences" encompasses the various characteristics and attributes that distinguish one participant from another in a study. These differences can include factors such as personality traits, cognitive abilities, prior experiences, and emotional responses. Understanding individual differences is crucial as they can significantly influence how participants engage with study tasks, process information, and respond to stimuli. While personality traits, experience variability, and psychological factors can all be components of individual differences, the broader term captures the full scope of variability present among participants. This holistic approach allows researchers to account for a wide range of influences that may impact study outcomes, making it essential for interpreting results and drawing conclusions about behavior or cognition in research settings.

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://andradewhatdoesdoodlingdo.examzify.com>

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

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