

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

## Study Guide



**Everything you need from our exam experts!**

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# Table of Contents

<b>Copyright</b> .....	<b>1</b>
<b>Table of Contents</b> .....	<b>2</b>
<b>Introduction</b> .....	<b>3</b>
<b>How to Use This Guide</b> .....	<b>4</b>
<b>Questions</b> .....	<b>5</b>
<b>Answers</b> .....	<b>8</b>
<b>Explanations</b> .....	<b>10</b>
<b>Next Steps</b> .....	<b>16</b>

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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. What is a potential benefit of doodling during lectures or meetings?**
  - A. Doodling makes it difficult to absorb information**
  - B. Doodling may serve as a creative outlet only**
  - C. Doodling can aid in memory retention**
  - D. Doodling leads to less engagement with the content**
  
- 2. What cognitive function does doodling help enhance, according to Andrade's findings?**
  - A. Memorization of facts**
  - B. Comprehension of complex concepts**
  - C. Physical coordination**
  - D. Speed reading abilities**
  
- 3. Which theoretical framework is referenced by Andrade in relation to doodling?**
  - A. Information Processing Theory**
  - B. Behaviorist Theory**
  - C. The Theory of Dual Coding**
  - D. Cognitive Load Theory**
  
- 4. How many participants were in the doodle group on average?**
  - A. 36.3**
  - B. 7.8**
  - C. 8.0**
  - D. 5.0**
  
- 5. How did the control group differ from the doodle group?**
  - A. They did not engage in any task**
  - B. They drew on a blank sheet**
  - C. They colored in alternating shapes and squares**
  - D. They wrote down the names of people**

- 6. What aspect of participant placement was utilized in the study design?**
- A. Random assignment**
  - B. Counterbalancing**
  - C. Stratified sampling**
  - D. Systematic bias**
- 7. Which type of studies does Andrade reference to support her findings?**
- A. Studies about auditory learning**
  - B. Studies on visual note-taking and graphics in learning**
  - C. Studies focusing solely on text-based learning**
  - D. Studies examining physical education**
- 8. What was the primary research question addressed by Andrade in the study?**
- A. To determine the physical effects of doodling**
  - B. To investigate the effects of doodling on memory retention**
  - C. To analyze the history of doodling in education**
  - D. To evaluate the artistic abilities of participants**
- 9. How did the study's findings relate to the educational setting according to Andrade?**
- A. Doodling may hinder learning in educational environments**
  - B. Doodling can be detrimental in a classroom setting**
  - C. Doodling may enhance learning and retention**
  - D. Doodling has no relevance to education**
- 10. In what way might doodling be seen as a form of note-taking?**
- A. It is entirely separate from note-taking**
  - B. It includes only written notes**
  - C. It integrates imagery with information**
  - D. It is less effective than traditional methods**

## Answers

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

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## **Explanations**

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**1. What is a potential benefit of doodling during lectures or meetings?**

- A. Doodling makes it difficult to absorb information**
- B. Doodling may serve as a creative outlet only**
- C. Doodling can aid in memory retention**
- D. Doodling leads to less engagement with the content**

Doodling can indeed enhance memory retention by keeping the mind engaged in a way that helps process and organize information. When individuals doodle during lectures or meetings, they may find that their minds remain focused on the material being presented, which can help prevent daydreaming and distractions. This engagement allows for better information encoding, as the act of doodling can help reinforce connections to the spoken content. Furthermore, doodling may aid in recalling the information discussed, as it often creates visual associations that can trigger memory. Research has shown that activities like doodling can lead to improved retention of details compared to simply sitting passively, as the motor skills involved in drawing can stimulate cognitive processes. This underscores the idea that doodling is not just a mindless activity but can play a meaningful role in enhancing learning and comprehension during otherwise passive activities such as listening to lectures.

**2. What cognitive function does doodling help enhance, according to Andrade's findings?**

- A. Memorization of facts**
- B. Comprehension of complex concepts**
- C. Physical coordination**
- D. Speed reading abilities**

Doodling helps enhance the comprehension of complex concepts as found in Andrade's research. This enhancement occurs because doodling can facilitate engagement with the material being processed, thereby improving understanding. When individuals doodle while listening or learning, they remain mentally active, which aids in retaining information and making connections between different ideas. This act of doodling allows for a more in-depth cognitive processing of complex concepts, leading to better overall comprehension. Memorization of facts is certainly an important cognitive function, but Andrade's work emphasizes that doodling's primary benefit lies in facilitating comprehension, rather than merely rote memorization. Physical coordination and speed reading abilities are unrelated to the cognitive benefits of doodling as identified in this research, which focuses more on mental engagement and understanding rather than physical skills or reading pace.

**3. Which theoretical framework is referenced by Andrade in relation to doodling?**

- A. Information Processing Theory**
- B. Behaviorist Theory**
- C. The Theory of Dual Coding**
- D. Cognitive Load Theory**

The correct choice refers to the Theory of Dual Coding, which is relevant in the context of how doodling can enhance the retention of information. This theory posits that both verbal and visual information can be processed and stored in the brain, and that combining these two modes of processing can lead to deeper understanding and recall. Doodling can serve as a form of visual representation that complements the verbal information being learned, thus providing a dual-channel approach to encoding information. Research by Andrade indicates that engaging in doodling while listening to instructions or lectures can facilitate a more effective cognitive processing of the material, as the visual component helps to create mental images that enhance memory. This aligns with the principles of the Dual Coding Theory, where the interplay of imagery and verbal processing allows for better learning outcomes. In contrast, the other theoretical frameworks do not directly address the specific relationship between doodling and cognitive processing. While Information Processing Theory deals with how information is received, processed, and stored, it doesn't explicitly capture the unique benefits of visual representation through doodling. Behaviorist Theory focuses primarily on observable behaviors rather than internal cognitive processes, which does not encompass the complexities of how doodling aids learning. Cognitive Load Theory pertains to the capacity of working memory and the management of cognitive

**4. 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.

**5. How did the control group differ from the doodle group?**

- A. They did not engage in any task**
- B. They drew on a blank sheet**
- C. They colored in alternating shapes and squares**
- D. They wrote down the names of people**

The control group differed from the doodle group by engaging in an alternate task that required them to color in alternating shapes and squares. This activity served to occupy their attention and create a level of cognitive engagement without providing the same benefits as doodling. Doodling allows for a form of open-ended, creative expression that can enhance memory retention and focus during a monotonous task, as evidenced in Andrade's research. In contrast, the control group's task, while still demanding a degree of focus, did not facilitate the same cognitive processes associated with the freeing, neural engagement that doodling promotes. This differentiation is crucial for understanding the effects of doodling on memory and attentiveness in the context of the study.

**6. What aspect of participant placement was utilized in the study design?**

- A. Random assignment**
- B. Counterbalancing**
- C. Stratified sampling**
- D. Systematic bias**

The study design highlighted the use of counterbalancing, which is a method aimed at controlling for order effects in experimental research. In this context, counterbalancing ensures that every participant experiences different conditions in varying orders, which helps to eliminate or reduce any potential influence that the order of conditions might have on the results. Counterbalancing is particularly useful in studies where participants might show a preference or an alternative performance effect simply due to the sequence in which they are exposed to different tasks or stimuli. By incorporating counterbalancing in participant placement, the researcher can draw more reliable conclusions about the effects of the variables being tested, rather than the confounding effects of the sequence order itself. This technique enhances the internal validity of the study by ensuring that the results are more attributable to the experimental manipulation rather than to artifacts of the design.

**7. Which type of studies does Andrade reference to support her findings?**

**A. Studies about auditory learning**

**B. Studies on visual note-taking and graphics in learning**

**C. Studies focusing solely on text-based learning**

**D. Studies examining physical education**

Andrade references studies on visual note-taking and graphics in learning to support her findings because these studies illustrate how visual representations can enhance memory retention and comprehension. Visual learning is integral to understanding the potential benefits of doodling, as it involves translating information into drawings or graphics, which can help embed information more deeply into memory. By using visual elements, learners can engage with material in a way that is often more effective than verbal or text-only methods, aligning with Andrade's argument regarding the cognitive benefits of doodling. This connection to visual learning forms a key part of her research, demonstrating the practical and educational implications of incorporating doodling into learning processes.

**8. What was the primary research question addressed by Andrade in the study?**

**A. To determine the physical effects of doodling**

**B. To investigate the effects of doodling on memory retention**

**C. To analyze the history of doodling in education**

**D. To evaluate the artistic abilities of participants**

The primary research question addressed by Andrade in the study was focused on investigating the effects of doodling on memory retention. Andrade's research explored how doodling can affect cognitive processes, particularly in relation to how well people remember information. This line of inquiry is significant in understanding the potential benefits of doodling as a tool for enhancing focus and recall during tasks such as listening to a lecture or attending a meeting. By examining the relationship between doodling and memory retention, Andrade aimed to contribute insights into how seemingly simple, creative activities can play a role in cognitive performance, thus offering a nuanced understanding of the intersection between art, learning, and memory. The other options, while related to aspects of doodling, do not align with the central focus of Andrade's research on memory and cognitive functioning.

**9. How did the study's findings relate to the educational setting according to Andrade?**

- A. Doodling may hinder learning in educational environments**
- B. Doodling can be detrimental in a classroom setting**
- C. Doodling may enhance learning and retention**
- D. Doodling has no relevance to education**

The study's findings indicate that doodling can enhance learning and retention, particularly in educational environments. This is significant because doodling appears to engage the brain in a way that helps maintain focus during activities like listening to lectures or taking in information. Andrade's research suggests that by allowing the mind to wander slightly through doodling, students are better able to process and remember the content being delivered, which encourages deeper cognitive engagement. This enhanced retention is likely due to the fact that doodling provides a mild distraction that prevents daydreaming or wandering thoughts that could otherwise interfere with attention to the material. As a consequence, students who doodle while engaging with educational content may actually absorb more information and recall it better later. This perspective presents a more nuanced understanding of the role of doodling in educational contexts, framing it not as a distraction, but rather as a tool that can support learning processes.

**10. In what way might doodling be seen as a form of note-taking?**

- A. It is entirely separate from note-taking**
- B. It includes only written notes**
- C. It integrates imagery with information**
- D. It is less effective than traditional methods**

Doodling can be seen as a form of note-taking because it integrates imagery with information. This combination allows individuals to create visual representations of concepts, making it easier to process, retain, and recall information. When doodling, a person is often engaging with the material in a more creative and less rigid manner, which can enhance understanding and memory retention. The use of images in conjunction with words can stimulate different cognitive pathways, further supporting learning. This multi-faceted approach can help in organizing thoughts and connecting ideas, ultimately making the learning experience more dynamic and effective. By blending visual elements with textual content, doodling serves as an innovative means of capturing and processing information, similar to traditional note-taking methods that also aim to summarize and clarify key points.

## 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](mailto: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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