

## **Processing tasks and analogical transfer**

Angela Brunstein & Josef F. Krems

43rd ANNUAL MEETING of the PSYCHONOMIC SOCIETY, Kansas City

The dissociation between superficial and structural similarity for analogical transfer usually results in orthogonal experimental designs and in relatively simple used base and target representations.

This study investigated superficial and structural transfer for learning complex English grammar concepts. 40 students at intermediate level processed two grammar chapters in varying order for solving tasks. They were either guided by structural orientated instruction or detail orientated instruction.

The number of solved tasks was higher for the second processed chapter independent from instruction and concept order indicating unspecific transfer. Against, the quality of solutions improved only for learners with structural instruction, but not for learners focusing on details. Moreover, there was an asymmetric pattern structural transfer depending on order of concepts.

Results demonstrate that the reported dissociation holds also for complex learning settings. Moreover, transfer of superficial attributes precedes transfer of structural correspondences, but it determines not the direction of transfer.