

**Testing the Analogical Transfer
Of Consumer Behavior-Based Retrieval
Cues on Advertising: A Study of Student Learning Enhancement (FULL PAPER)**

By

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Abstract

This work addresses analogical transfer through the use of retrieval cues. The idea is to create a bridge so students can relate an exemplar to another exemplar thus facilitating knowledge transfer. The study reveals the inability of students to transfer knowledge to a structurally similar problem in the absence of retrieval cues or bridges. These cues make salient the common relational structure, which allow for the transfer.

The usage of analogical transfer serves to reinforce concepts and can be used to deepen learning in lecture contexts thus slowing memory decay. The latter is a vexing problem in that acquired knowledge may become obsolete in a relatively short time span.

The study assesses these issues by asking students to relate the advertising implications of the consumer decision process to the message and media tools found in the communication process, or from one exemplar to another. The results of this assessment were dismal, yet when students were presented with the following retrieval cues: consumer search versus no search, a formative bridge was created. The use of these cues in a graduate setting were superior to those found among undergraduates. Reasons for the results are ventured and the general efficacy of analogical transfer was confirmed. Such transfers are thus viewed as deepening learning in contexts not as capable of experiential learning via their potential for reinforcement.