

Resume

M. David Merrill, PhD

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- Instructional Effectiveness Consultant
- Emeritus Professor, *Utah State University*

Education:

- B.A., Brigham Young University 1961
- M.A., University of Illinois 1964
- Ph.D., University of Illinois 1964

Professional Experience:

- George Peabody College for Teachers, 1964 -1966
- Brigham Young University, 1966-1967, 1968-1979
- Courseware, Inc. (Vice Pres, Director), 1972 -1980
- University of Southern California, 1979 -1988
- Microteacher, Inc. (President), 1981-1985
- Utah State University, 1987-2004
- Brigham Young University Hawaii, 2004 – 2009
- Florida State University, 2007 -- 2009

Other Teaching Assignments:

- Bucknell University, Summer 1970
- Univ. of Indonesia, TKPK, Summers 1980, 82
- University of Maine, Summer 1975
- Twente Univ., The Netherlands, Summer 1988
- Anchorage Alaska, March 1980
- Twente Univ., The Netherlands, Spring 1999

Administrative Experience:

- Founder and director of the Instructional Science Department at Brigham Young University.
- Founder and director of the Division of Instructional Research, Development and Evaluation at Brigham Young University.
- A founder, director and Vice President for Research, Courseware Inc., San Diego, California (From 1972 until 1980). Anderson Consulting- Courseware Inc. was a major instructional development firm. This firm is no longer active.
- Founder, director and President of Microteacher, Inc., San Diego, California (From 1981 until 1985). This company developed educational courseware for schools. The firm is no longer active.

- Founder, member, and General Manager of River Park Instructional Technologies L.L.C., Logan, Utah (1996-1997). This firm is no longer active.
- Director, ID2 Research Group, Utah State University, Logan, Utah (1987 -1998).

Publications:

M. David Merrill was listed among the most productive Educational Psychologists (Gordon, et al, Educational Researcher , Aug/Sep1984), among the most frequently cited authors in the computer-based instruction literature (Wedman, Journal of Computer-Based Instruction, Summer 1987), ranked among the most influential people in the field of Instructional Technology (Moore & Braden, Performance & Instruction, March 1988.).

Publications include (List available on request):

- 12 books
- 16 chapters in edited books
- More than 65 journal articles
- 18 instructional computer products
- 5 expert system prototypes
- 3 other instructional products
- More than 123 Technical reports
- 2 book reviews, 2 columns

Selected Recent Publications:

- Mendenhall, A., Buhanan, C.W., Suhaka, M., Mills, G., Gibson, G.V., & Merrill, M.D. (2006). "A task-centered approach to entrepreneurship." *TechTrends* **50**(4): 84-89.
- Merrill, M. D. (2001). Toward a theoretical tool for instructional design. *Instructional Science*, 29(4-5), 291-310.
- Merrill, M. D. (2002). A pebble-in-the-pond model for instructional design. *Performance Improvement*, 41(7), 39-44.
- Merrill, M. D. (2002). First principles of instruction. *Educational Technology Research and Development*, 50(3), 43-59.
- Merrill, M. D. (2006). "Levels of instructional strategy." *Educational Technology* **46**(4): 5-10.
- Merrill, M. D. (2006). Hypothesized performance on complex tasks as a function of scaled instructional strategies. *Handling Complexity in Learning Environments: Theory and Research*. J. Enen and R. E. Clark. Amsterdam, Elsevier: 265-281.
- Merrill, M. D. (2007). A task-centered instructional strategy. *Journal of Research on Technology in Education*, 40(1), 33-50
- Merrill, M. D. (2007). First principles of instruction: a synthesis. *Trends and Issues in Instructional Design and Technology, 2nd Edition*. R. A. Reiser and J. V. Dempsey. Upper Saddle River, NJ, Merrill/Prentice Hall. **2**: 62-71.

- Merrill, M. D. (2008). Converting e₂ learning to e³ learning: an alternative instructional design method. In S. Carliner & P. Shank (Eds.), *The E-Learning Handbook: Past Promises, Present Challenges* (pp. 359-400). San Francisco: Pfeiffer.
- Merrill, M. D. (2008). Reflections on a four-decade search for effective, efficient and engaging instruction. In M. W. Allen (Ed.), *Michael Allen's e-Learning Annual – Volume 1 (2008)* (pp. 141-167). San Francisco: Wiley/Pfeiffer.
- Merrill, M. D. (2008). Why basic principles of instruction must be present in the learning landscape, whatever form it takes, for learning to be effective, efficient and engaging. In J. Visser & M. Visser-Valfrey (Eds.), *Learners in a Changing Learning Landscape: Reflections from a Dialogue on New Roles and Expectations* (pp. 267-275): Springer.
- Merrill, M. D. (2009). Finding e³ (effective, efficient and engaging) Instruction. *Educational Technology*, 49(3), 15-26.
- Merrill, M. D. (2009). First Principles of Instruction. In C. M. Reigeluth & A. Carr-Chellman (Eds.), *Instructional Design Theories and Models III*. Mahwah: Lawrence Erlbaum Associates Inc.
- Merrill, M. D., & Gilbert, C. G. (2008). Effective peer interaction in a problem-centered instructional strategy. *Distance Education*, 29(2), 199-207.
- Merrill, M. D., Barclay, M., & Van Schaack, A. (2008). Chapter 14 Prescriptive principles for instructional design. In J. M. Spector, M. D. Merrill, J. J. G. van Merriënboer & M. P. Driscoll (Eds.), *Handbook of Research on Educational Communications and Technology* (3rd ed., pp. 173-184). New York: Lawrence Erlbaum Associates: Taylor and Francis Group.

Presentations at Professional Associations:

More than 100 presentations at meetings of professional associations in which he holds membership: American Educational Research Association (AERA), Association for Educational Communications and Technology (AECT), American Psychological Association (APA), Association for the Development of Computer-Based Instructional Systems (ADCIS), and National Society for Performance and Instruction (NSPI). More than 30 key note addresses at the national meetings of other professional associations.

Workshops and Seminars:

More than 75 workshops and seminars primarily on instructional design, authoring systems and the use of computers in instruction. Including seminars in Italy, England (several occasions), Belgium, Indonesia (2 occasions), The Netherlands (several occasions), The People's Republic of China (2 occasions), Spain, Germany (several occasions) , Finland, Brazil (2 occasions), Norway, Singapore, Japan, and Korea.

Honors:

- Cited as Outstanding Educator 1973
- Received the LDS Church Education Commissioner's Fellowship for 1977
- Fellow American Psychological Association

- Fellow Association for the Development of Computer-Based Instructional Systems
- Commended for chapter in AECT/DID 1985 book of the year.
- Commended for chapter in AECT/DID 1988 book of the year.
- Selected as Person of the year in Educational Technology for 1989 by Educational Technology Magazine.
- AECT/DID 1991 award for outstanding journal article.
- Al Avner Award for Scholarship and Research by the Association for the Development of Computer-Based Instructional Systems 1992
- Instructional Technology Ronald H. Anderson Memorial Award by the American Society for Training and Development 1992.
- Utah State University College of Education Outstanding College Scholar/Researcher of the Year 1992-1993.
- AECT Lifetime Achievement Award for contributions to the field of Instructional Technology

Major Professional Contributions:

- **TICCIT CAI SYSTEM.** Led the team which developed the authoring system for TICCIT. TICCIT is marketed by Ford Aerospace. It features an authoring system which has built-in instructional design based on learner control. A review article stated, "It appears likely that this system [TICCIT] represents the most advanced interactive video [authoring] system presently available." (Hannafin, Journal of Computer Based Instruction , Summer 1984).
- **COMPONENT DISPLAY THEORY** is an instructional design theory. Cited as a major contribution to Instructional Psychology (Gagne and Dick, Annual Review of Psychology , 1984).
- **ELABORATION THEORY** developed in collaboration with Charles M. Reigeluth is an instructional design theory which extends Component Display Theory to content structure and sequence. Cited as a major contribution to Instructional Psychology (Gagne and Dick, Annual Review of Psychology , 1984).
- **INSTRUCTIONAL TRANSACTION THEORY** developed in collaboration with the ID2 Research Group at USU is an instructional design theory designed to enable the development of intelligent computer-based instructional design tools.
- **FIRST PRINCIPLES OF INSTRUCTION** a distillation of fundamental principles of instructional design as represented in current theories of instruction and instructional research.

Major Consulting Contracts Include:

- Bell and Howell Schools
- Arthur Anderson & Company
- Data Design Laboratories
- Hazeltine Corporation
- Perceptronics Inc.
- United Airlines Services Corporation
- IBM
- US Air Force Human Resources Lab with MEI Associates Inc.

- GlobalSim

Major Research Contracts Include:

- National Science Foundation
- Navy Personnel Research and Development Center
- Army Research Institute with Office of Personnel Management & Human Technology Inc.
- Training Development Institute
- IBM
- Department of Defense with Office of Personnel Management and Human Technology Inc.
- Digital Equipment of Canada
- US Air Force Academy with Office of Personnel Management and Human Technology Inc.
- MediaShare, Inc.
- Bodan Software, GmbH (Germany)
- USAF Armstrong Laboratory with Mei Technologies
- USAF Wright Patterson AFB with Southwest Research Institute
- US Department of Defense
- Apple Computer Corporation