

Component Display Theory (Dave Merrill)

Component display theory is one of the [cognitive theories](#) of instructional design introduced by Dave Merrill in the 1980s.

Component display theory analyzes content (in terms of facts, concepts, procedures and principles) and performance (in terms of * Unordered List Item of remember, use and find) as two categories of learning outcomes. The original intention of its creator was to separate content from instructional strategy. Merrill also believed that different learning outcomes require different learning strategies, and that most efficiently designed instruction contains multiple forms of presented information.

Merrill distinguishes between primary and secondary presentation forms. Primary presentation forms are:

- expository presentation of a generality
- expository presentation of instances
- inquisitory generalities
- inquisitory instances.

The term “expository” can here roughly be explained as “talk”, “inquisitory” as “ask”, “generality” as “general concept” and “instance” as “specific example”.

Merrill's secondary presentation forms are prerequisites objectives, helps, mnemonics and feedback.

“component display theory - eLearning snippets.”

<https://sites.google.com/site/elearningsnippets/a-wiki-page/component-display-theory>.

From:

<https://www.learning-theories.org/> - **Learning Theories**

Permanent link:

https://www.learning-theories.org/doku.php?id=component_display_theory&rev=1294928166

Last update: **2023/06/19 15:49**

