A TASK-CENTERED INSTRUCTIONAL STRATEGY

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Abstract

The author has previously described first principles of instruction which describe a cycle of instruction consisting of activation, demonstration, application, and integration. Each of these instructional phases is best implemented in the context of real-world tasks. This presentation describes knowledge analysis for a complex task and an instructional strategy for teaching subject matter content in the context of whole tasks. This presentation brings together the instructional strategy components of Component Display Theory with the knowledge components of knowledge objects. A knowledge object for a whole task is an integrated combination of the knowledge components. The strategy for teaching within the context of a whole task consists of applying strategy components to these various knowledge components in a way that enables learners to see their interrelationships and their relationship to the whole. The application of this task-centered instructional strategy is illustrated along with performance data demonstrating the effectiveness of this approach.