

Biographical Sketch for Richard E. Mayer, Ph.D.



Richard E. Mayer is Distinguished Professor of Psychological and Brain Sciences at the University of California, Santa Barbara. His research interests involve applying the science of learning to education. His current research is at the intersection of cognition, instruction, and technology, with a special focus on multimedia learning, game-based learning, learning in virtual reality, and learning with animated pedagogical agents. He served as President of Division 15 (Educational Psychology) of the American Psychological Association and Vice President of the American Educational Research Association for Division C (Learning and Instruction). He has received the E. L. Thorndike Award for career achievement in educational psychology, the Scribner Award for outstanding research in learning and instruction, the Jonassen Award for excellence in research in the field of instructional design and technology, the James McKeen Cattell Award for a lifetime of outstanding contributions to applied psychological research, the American Psychological Association's Distinguished Contribution of Applications of Psychology to Education and Training Award, and the Citizen Psychologist Citation for four decades of service as a local school board member. He has been recognized in Contemporary Educational Psychology as the most productive educational psychologist in the world, by Clarivate's Web of Science as among the top .1% of the world's scientists in terms of citations, and by research.com as among the top 50 research psychologists in the world. He serves on the editorial boards of 12 journals mainly in educational psychology. He is the author or co-author of more than 600 publications including 35 books, such as *Multimedia Learning: Third Edition*, *e-Learning and the Science of Instruction: Fifth Edition* (with R. Clark), *Learning as a Generative Activity* (with L. Fiorella), *The Cambridge Handbook of Multimedia Learning: Third Edition* (co-edited with L. Fiorella), *Applying the Science of Learning*, and *Learning and Instruction: Second Edition*.