

CURRICULUM VITAE

村山 航 (Kou Murayama)

2017年10月

現ポジション

Associate Professor

現所属

Department of Psychology, School of Psychology and Clinical Language Sciences, Faculty of Life Sciences, University of Reading

連絡先

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経歴

1993年	私立甲陽学院中学校卒業
1996年	私立甲陽学院高等学校卒業
2000年	東京大学教育学部卒業
2002年	東京大学大学院教育学研究科修士課程修了 (教育学)
2004年	日本学術振興会特別研究員 (DC2)
2006年	東京大学大学院教育学研究科博士課程修了 (教育学)
2006年 - 2008年	Visiting Research Fellow, University of Rochester
2006年 - 2009年	日本学術振興会特別研究員 (PD)・東京工業大学
2009年 - 2012年	Postdoctoral Research Fellow, University of Munich
2010年 - 2012年	Alexander von Humboldt Research Fellow
2012年 - 2013年	日本学術振興会海外特別研究員・University of California, Los Angeles

その他職歴

2000 - 2006年度	品川区立荏原第三中学校学習指導助手
2002年度	東京大学大学院教育学研究科教育心理学コースリサーチアシスタント
2003年度	東京大学大学院教育学研究科教育心理学コースティーチングアシスタント
2004 - 2005年度	東京大学大学院教育学研究科 基礎学力研究開発センター拠点形成アシスタント
2008年度	社団法人医療系大学間共用試験実施評価機構事後評価解析委員会・ 試験信頼性向上専門部会委員

担当科目

2014年度 - Metacognition (University of Reading)

- 2013 年度 - Human Motivation (University of Reading)
 2011 年度 Structural Equation Modeling (University of Munich, Germany, 短期)
 2008 年度 Structural Equation Modeling (Simon Fraser University, Canada, 短期)
 2008 年度 心理学アセスメント II (立正大学, 短期)
 2004 - 2006 年度 パソコン応用 (東京家政大学)

受賞歴

- 2016 Transforming Education Through Neuroscience Award (Learning & the Brain)
 2015 日本学術振興会賞
 2014 優秀論文賞 (日本教育心理学会)
 2013 The Richard E. Snow Awards for Early Contributions (American Psychological Association)
 2013 国際賞奨励賞 (日本心理学会)
 2008 優秀発表賞 (新規性評価部門, 日本認知心理学会)
 2006 優秀論文賞 (日本教育心理学会)
 2004 城戸奨励賞 (日本教育心理学会)

学術論文 (査読付投稿論文)

- Fastrich, G. M., Tyson, K., Castel, A. D., & Murayama, K. (in press). The role of interest in memory for trivia questions: An investigation with a large-scale database. *Motivation Science*.
- Weinstein, N., Przybylski, A. K., & Murayama, K. (in press). A prospective study of the motivational and health dynamics of Internet Gaming Disorder. *Peer J*.
- Hamm, J. M., Perry, R. P., Chipperfield, J. G., Murayama, K., & Weiner, B. (in press). Attribution-based motivation treatment efficacy in an online learning environment for students who differ in cognitive engagement. *Motivation and Emotion*.
- Marsh, H. M., Pekrun, R., Murayama, K., Arens, A. K., Parker, P. D., Guo, J., & Dicke, T. (in press). An integrated model of academic self-concept development: Academic self-concept, grades, test scores, and tracking over six years. *Developmental Psychology*.
- Elliot, A. J., Jury, M., & Murayama, K. (in press). Trait and perceived environmental competitiveness in achievement situations. *Journal of Personality*.
- Pekrun, R., Lichtenfeld, S., Marsh, H. W., Murayama, K., & Goetz, T. (in press). Achievement emotions and adolescents' academic performance: Longitudinal models of developmental ordering. *Child Development*.
- Elliot, A. J., Aldhobaiban, N., Murayama, K., Kobeisy, A., Gocłowska, M. A., & Khyat, A. (in press). Impression management and achievement motivation: Investigating substantive links. *International Journal of Psychology*.
- Arens, A. K., Marsh, H. W., Pekrun, R., Lichtenfeld, S., Murayama, K., vom Hofe, R. (2017). Math self-concept, grades, and achievement test scores: Long-term reciprocal effects across five waves and three achievement tracks. *Journal of Educational Psychology*, 109, 621-634.
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- Middlebrooks, C. D., Murayama, K., & Castel, A. D. (2017). Test expectancy and memory for important information. *Journal of Experimental Psychology: Learning, Memory, and Cognition*. 43, 972-985.
- Gocłowska, M. A., Aldhobaiban, N., Elliot, A. J., Murayama, K., Kobeisy, A., & Abdelaziz, A. (2017). Temperament and self-based correlates of cooperative, competitive and individualistic learning preferences. *International Journal of Psychology*. 52, 180-188.
- Marsh, H. M., Pekrun, R., Parker, P. D., Murayama, K., Guo, J., Dicke, T., & Lichtenfeld, S.

- (2017). Long-term positive effects of repeating a year in school: Six-year longitudinal study of self-beliefs, anxiety, social relations, school grades, and test scores. *Journal of Educational Psychology*, 109, 425-438.
- Hargis, M., Yue, C. L., Kerr, T., Ikeda, K., Murayama, K., & Castel, A. D. (2017). Metacognition and proofreading: The roles of aging, motivation, and interest. *Aging, Neuropsychology, and Cognition*, 24, 216-226.
- Rhodes, M. G., Witherby, A. E., Castel, A. D., & Murayama, K. (2017). Explaining the forgetting bias effect on value judgments. *Memory & Cognition*, 45, 362-374.
- Przybylski, A., Weinstein, N., & Murayama, K. (2017). Open scientific practices are the way forward for internet gaming disorder research: Response to Yao et al. *American Journal of Psychiatry*, 174, 487.
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- Ikeda, K., Yue, C. L., Murayama, K., & Castel, A. (2016). Achievement goals affect metacognitive judgments. *Motivation Science*, 2, 199-219.
- Murayama, K., Kitagami, S., Tanaka, A., & Raw, J. A. (2016). People's naiveté about how extrinsic rewards influence intrinsic motivation. *Motivation Science*, 2, 138-142.
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- Murayama, K., Pekrun, R., Suzuki, M., Marsh, H. W., & Lichtenfeld, S. (2016). Don't aim too high for your kids: Parental over-aspiration undermines students' learning in mathematics. *Journal of Personality and Social Psychology*, 111, 766-779. [featured in the Guardian, the Telegraph, etc.]
- Marsh, H. W., Pekrun, R., Lichtenfeld, S., Guo, J., Arens, A. K., & Murayama, K. (2016). Breaking the double-edged sword of effort/trying hard: Developmental equilibrium and longitudinal relations among effort, achievement, and academic self-concept. *Developmental Psychology*, 52, 1273-1290.
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- Castel, A. D., Friedman, M. C., McGillivray, S., Flores, C. C., Murayama, K., Kerr, T., & Drolet, A. (2016). I owe you: Age-related similarities and differences in associated memory for gains and losses. *Aging, Neuropsychology and Cognition*, 23, 549-565.
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- Ikeda, K., Castel, A. D., & Murayama, K. (2015). Mastery-approach goals eliminate retrieval-induced forgetting: The role of achievement goals in memory inhibition. *Personality and Social Psychology Bulletin*, 41, 687-695.
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- Storm, B. C., Friedman, M. C., Murayama, K., & Bjork, R. A. (2014). On the transfer of prior tests or study events to subsequent study. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *40*, 115-124.
- Murayama, K., Pekrun, R., Lichtenfeld, S., & vom Hofe, R. (2013). Predicting long-term growth in students' mathematics achievement: The unique contributions of motivation and cognitive strategies. *Child Development*, *84*, 1475-1490. [featured in Time Magazine (USA), Wall Street Journal (USA), Scientific American (USA), Healthday (USA), Focus (Germany), and Huffpost (France)]
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- Izuma, K. & Murayama, K. (2013). Choice-induced preference change in the free-choice paradigm: A critical methodological review. *Frontiers in Psychology*, *4*:41.(the authors equally contributed to the paper)
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- Murayama, K. & Elliot, A. J. (2012). The competition-performance relation: A meta-analytic review and test of the opposing processes model of competition and performance. *Psychological Bulletin*, *138*, 1035-1070 (with commentary) [featured in Los Angeles Times].
- Elliot, A. J., Sedikides, C., Murayama, K., Tanaka, A., Thrash, T. M., & Mapes, R. R. (2012). Cross-cultural generality and specificity in self-regulation: Avoidance personal goals and multiple aspects of wellbeing in the U.S. and Japan. *Emotion*, *12*, 1031-1040.
- Law, W., Elliot, A. J., & Murayama, K. (2012). Perceived competence moderates the relation between performance-approach and performance-avoidance goals. *Journal of Educational Psychology*, *104*, 806-819.
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- Przybylski, A. K., Weinstein, N., Murayama, K., Lynch, M. F., & Ryan, R. M. (2012). The ideal self at play: The appeal of video games that let you be all you can be. *Psychological Science*, *23*, 77-85. [fetured in Eurogamer.net news]
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- Elliot, A. J., Murayama, K., & Pekrun, R. P. (2011). A 3 x 2 achievement goal model. *Journal of Educational Psychology*, *103*, 632-648.
- Suzuki, M., Tanaka, E., Murayama, K., & Ichikawa, S. (2011). Classification of efficient calculation problems and the effect of instruction using an abstract strategy. *Educational Technology Research*, *34*, 75-83. (English translated version)
- Shikishima, C., Yamagata, S., Hiraishi, K., Sugimoto, Y., Murayama, K., & Ando, J. (2011). A simple syllogism-solving test as a predictor of general intelligence. *Intelligence*, *39*, 89-99.

- Murayama, K., Elliot, A. J., & Yamagata, S. (2011). Separation of performance-approach and performance-avoidance goals: A broader analysis. *Journal of Educational Psychology*, *103*, 238-256.
- Elliot, A. J., Thrash, A. M., & Murayama, K. (2011). A longitudinal meditational analysis of self-regulation and well-being: Avoidance personal goals, avoidance coping, stress generation, and subjective well-being. *Journal of Personality*, *79*, 643-674.
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村山航 (2003). 学習方略の使用と短期的・長期的な有効性の認知との関係 教育心理学研究, 51, 130-140.

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学術論文 (紀要など)

村山航 (2012). 妥当性: 概念の歴史的変遷と心理測定学的観点からの考察 教育心理学年報, 51, 118-130.

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招待講演 (invited talk)

2017

University of Pittsburgh

2016

情報通信研究機構
東京都医学総合研究所
University of Oxford
University of Tübingen

2015

Goldsmiths, University of London
University of Geneva
University of Bristol
University of Munich

2014

University of Lausanne
University of Tromsø
University of York
日本社会心理学会夏合宿セミナー

2013

Columbia University
University College London
University of California, Irvine
University of California, San Francisco

2012

University of Reading
University of Tübingen
University of Ghent
Korea University
同志社大学心理学研究科

2011

University of Oxford
University of Southampton
University of Southern California
University of Essex
University College London
University of California, Los Angeles

2010

University of Tübingen

University of Hamburg

2009

教育テスト研究センター (CRET)

2008

同志社大学心理学研究科

埼玉県高等学校数学教育研究会講演会

第 2 会生理学研究所ワークショップ“認知神経科学の先端：動機づけと社会性の脳内メカニズム”

シンポジウム・ワークショップ

Murayama, K. (2016). *Curiosity as a complementary reward for extrinsic incentives*. In T. Gliga, P. Oudeyer, J. Gottlieb, & M. Lopes (Organizers) *Neurocuriosity 2016*. Workshop held at the University College London.

Sticca, F., Goetz, T., Pekrun, R., Murayama, K., & Elliot, A. J. (2016). *Achievement goals as antecedents of students' discrete achievement emotions: An inter- and intra- individual approach across four academic domains*. In C. Grunschel & U. Nett (Organizers), *Emotional and Motivational Processes in Contexts of Self-Regulated Learning: Experience Sampling Approaches* Symposium conducted at the 15th International Conference on Motivation, Thessaloniki, Greece.

Fastrich, G. & Murayama, K. (2016). *Creative a trivia question data base: How interest shapes our memory performance*. In M. Knogler & A. Gegenfurtner (Organizers), *An interest theory perspective on learning: What is in for the effective design of learning environments?* Symposium conducted at the 15th International Conference on Motivation, Thessaloniki, Greece.

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Murayama, K. (2015). *Time-specific random effect and Type-1 error inflation in longitudinal intraindividual data analysis: A mixed-effects model perspective*. In L. Malmberg (Organiser), *Network on Intrapersonal Research in Education (NIRE) Seminar Series 3*. Workshop held at the University of Helsinki.

Murayama, K. (2015). *Within-person approach: What is it and why is it so important?* In K. Murayama (Organiser), *How a within-person analysis contributes to the deeper understanding of students' motivation and learning?* Invited Symposium conducted at British Psychology Society (BPS) Psychology of Education Conference, Liverpool.

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Murayama, K. (2014). *A multimethod approach to intrinsic interest*. In K. Murayama (Chair), *Critical roles of interest in education: Theoretical and empirical advances*. Invited symposium conducted at the 2014 IMBES Conference, Fort Worth.

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Murayama, K. (2014). *Discussion*. In L. Fryer (Chair), *Goals, goals, goals: Social, instrumental and daily-life perspectives*. Symposium conducted at the 14th International Conference on Motivation, Helsinki.

- Murayama, K. (2014). *Discussion*. In K. A. Renninger & S. Hidi (Chairs), *Current approaches to interest measurement*. Symposium conducted at the AERA Annual Meeting and Exhibition, Philadelphia.
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- Murayama, K. (2013). *Understanding intrinsic motivation by integrating educational and neuroscientific approaches*. In M. H. Immordino-Young (Chair), *Inspired!: Neuroscientific, psychological and educational research perspectives on promoting optimal learning states in urban schools*. Invited Presidential Symposium conducted at the AERA Annual Meeting and Exhibition, San Francisco.
- Murayama, K. (2013). *The commonality and diversity views on motivation: Accommodating neuroscientific and psychological perspectives*. In J. A. Christodoulou & M. H. Immordino-Young (Chairs), *Innovations in Education Neuroscience*. Symposium conducted at the AERA Annual Meeting and Exhibition, San Francisco.
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- Murayama, K. (2011). *Multiple perspectives on the separation of performance-approach and performance-avoidance goals: Multi-sample, response bias, within-person, and behavior genetics analyses*. In W. Law & K. Murayama (Chairs), *On the issue of the separation of performance-approach and performance-avoidance goals: Are they one goal or two goals?* Symposium conducted at the AERA annual meeting and exhibition, New Orleans.
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- Murayama, K. (2008). *Performance-approach goals and contextual moderation of classroom goal structures*. In A. J. Elliot & K. Murayama (Chairs), *Does competition benefit students? Performance-approach goals in broader context*. Symposium conducted at the AERA Annual Meeting and Exhibition, New York.
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- 村山航 (2008). 日本教育心理学会第 50 回総会シンポジウム “認知研究と動機づけ研究の対話：教育心理学の理論を展望するために” 指定討論者
- 村山航 (2008). 個人差・学校間差を捉えるツールとしての階層線形モデル 日本教育心理学会第 50 回総会シンポジウム “教育心理学研究の可能性を拓くツールとしての統計解析” 企画者・話題提供者
- 村山航 (2008). 日本教育心理学会第 50 回総会シンポジウム “次世代の教育評価技術を用いた新たな学習支援” 指定討論者
- 村山航 (2008). 認知心理学と数学教育 埼玉県高等学校数学教育研究会講演会 講演者
- 村山航 (2008). 確信度評定の意義と社会認知研究への応用 日本心理学会第 72 回総会ワークショップ “記憶のモニタリングとコントロール” 話題提供者
- 村山航 (2008). モチベーションと記憶：目標や感情の観点から 日本心理学会第 72 回総会ワークショップ “日常認知研究の現状と今後への展望(4)：モチベーションと記憶” 話題提供者

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- 大塚雄作・村山航 (2006). 日本心理学会第 70 回総会ワークショップ “心理学者、授業評価への挑戦 2：測定・評価・活用” 企画者
- 村山航 (2006). 結果の概要 日本教育心理学会第 48 回総会シンポジウム “数学の学力・学習力アセスメントテスト‘COMPASS’の開発と利用” 話題提供者
- 高橋亜希子・村山航 (2006). 質的研究者と量的研究者の協同の道のり:残差分析を理論的サンプリングのツールとして使う 日本教育心理学会第 48 回総会シンポジウム “量的分析と質的分析：統合を目指した研究の実際” 企画者・話題提供者
- 村山航 (2006). 第 12 回大学教育研究フォーラム “心理学者、授業評価への挑戦” 指定討論者
- 村山航 (2005). 日本心理学会第 69 回大会ワークショップ “動機概念の再考” 企画者
- 村山航 (2005). 学びを促進するインフォームドアセスメント 日本教育心理学会第 47 回総会シンポジウム “学力評価法の新たな可能性” 企画者・話題提供者
- 村山航・安藤史高 (2005). 日本発達心理学会第 16 回大会ラウンドテーブル “動機づけ理論と実践” 企画者
- 村山航 (2005). 第 11 回大学教育研究フォーラム “心理学者、導入教育への挑戦：動機づけ、学習過程、自己形成の観点から” 指定討論者
- 村山航 (2005). PISA・TIMSS の結果概要 東京大学教育学部基礎学力研究開発センター第 3 回基礎学力シンポジウム “日本の学校：現実と未来” 講演者
- 村山航 (2004). 授業を変えるから授業を創るへ：夏休み学習ゼミナールの試み 日本教育心理学会第 46 回総会シンポジウム “授業介入研究の新たな可能性” 企画者・話題提供者
- 村山航 (2004). 日本教育心理学会第 46 回総会シンポジウム “教育心理学を教室で実践する” 指定討論者
- 村山航 (2004). 競争状況の認知と学業成績 日本パーソナリティ心理学会第 13 回大会シンポジウム “中学生の動機づけ：教育環境とその認知を通して” 話題提供者
- 村山航 (2004). やめる動機づけ：達成目標理論の観点から 日本発達心理学会第 15 回大会ラウンドテーブル “「やめる」動機づけ：動機づけ理論はいかにしてネガティブな現象を説明できるか?” 討論者
- 村山航 (2003). 学ぶ意欲を促進する成功焦点型評価 日本教育心理学会第 45 回総会シンポジウム “改めて教育評価を問う” 話題提供者
- 村山航 (2002). 日本教育心理学会第 44 回総会シンポジウム “改めて学びの意味を問う” 指定討論者

学会発表（口頭・ポスター）

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- Lau, J. K., Ozono, H., Komiya, A., & Murayama, K. (2017) *When the seductive power of curiosity overrides prospective risk- the underlying neural mechanism*. Poster presented at the 13th International conference for cognitive neuroscience, Amsterdam.
- Lau, J. K., Ozono, H., Komiya, A., & Murayama, K. (2017) *The seductive power of curiosity: When it overrides physical risk- an fMRI investigation*. Paper presented at the 23rd Annual Meeting of the Organization for Human Brain Mapping, Vancouver. (Winner of the Merit Abstract Award)
- Middlebrooks, C. D., Kerr, T. K., Murayama, K., & Castel, A. D. (2016). *Memory for important information: Test expectancy and variable practice*. Poster presented at the 57th Annual Meeting of the Psychonomic Society, Boston.
- Ikeda, K., Castel, A. D., Yue, C. L., & Murayama, K. (2015). *Achievement goals affect metacognitive judgments*. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago.
- Middlebrooks, C. D., Kerr, T. K., Murayama, K., & Castel, A. D. (2015). *Memory and selectivity*

- when short on time: *The value in rushing*. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago.
- Fastrich, G., Kerr, T. K., Castel, A. D., & Murayama, K. (2015). *Establishing a trivia question database to examine how curiosity and interest influence memory*. Poster presented at the 56th Annual Meeting of the Psychonomic Society, Chicago.
- Lichtenfeld, S., Pekrun, R., Arens, K., Morin, A., Murayama, K., & Loderer, K. (2015). *Students at risk: How do their emotion and motivation in mathematics develop?* Poster presented at the 16th Biennial EARLI Conference for Research on Learning and Instruction, Limassol.
- Antonesei, A., Murayama, K., & McCabe, C. (2015). *How effective is emotion manipulation: a meta-analysis (preliminary results)*. Poster presented at the 2015 conference of the International Society for Reading Emotions, Geneva.
- Kawaguchi, J., Nakamura, H., & Murayama, K. (2015). *Remembering autobiographical memories with nostalgia: Its characteristics and the influence on moral judgement*. Poster presented at the 11th Annual Meeting of the Society for Applied Research in Memory and Cognition, Victoria.
- Sungkhasettee, V. W., Yan, V. X., Murayama, K., & Castel, A. D. (2014). *What important things did you learn last week? Selectivity differences between high- and low-achievers*. Poster presented at the 55th Annual Meeting of the Psychonomic Society, Long Beach.
- McGillivray, S., Murayama, K., & Castel, A. D. (2014). *Interest and metacognitive judgments as predictors of long-term memory in older and younger adults*. Poster presented at the Cognitive Aging Conference 2014, Atlanta.
- Friedman, M. C., McGillivray, S., Murayama, K., & Castel, A. D. (2014). *Memory for common and critical medication side effects in younger and older adults*. Paper presented at the Cognitive Aging Conference 2014, Atlanta.
- Middlebrooks, C. D., McGillivray, S., Worden, K. M., Murayama, K., & Castel, A. D. (2014). *Aging and value-directed remembering for allergens and health foods*. Poster presented at the Cognitive Aging Conference 2014, Atlanta.
- Hamm, J. M., Perry, R. P., Chipperfield, J. G., Parker, P. C., Murayama, K., Weiner, B., & Leobe, L. C. (2014). *Facilitating adaptive explanatory thinking among vulnerable young adults using attributional retraining: Long-term effects on cognition, emotion, and performance*. Poster presented at the 15th Annual Meeting of the Society for Personality and Social Psychology, Austin.
- Murayama, K., Blake, A. B., & Castel, A. D. (2013). *Enough is enough: Metacognitive decision to continue or halt study*. Poster presented at the 54th Annual Meeting of the Psychonomic Society, Toronto.
- Yan, V. X., Murayama, K., & Castel, A. D. (2013). *The role of preference versus familiarity in incidental and intentional learning*. Poster presented at the 54th Annual Meeting of the Psychonomic Society, Toronto.
- Kawaguchi, J., Nakamura, H., & Murayama, K. (2013). *How nostalgia influences moral judgment*. Poster presented at the 54th Annual Meeting of the Psychonomic Society, Toronto.
- Aoki, R., Matsumoto, M., Yomogida, Y., Izuma, K., Murayama, K., Sugiura, A., Camerer, C. F., Adolphs, R., & Matsumoto, K. (2013). *Increasing number of choice options and their social equality are represented by dissociable components of the human reward system*. Poster presented at the Neuro2013, Kyoto.
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査読誌

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