

CURRICULUM VITAE

Kou Murayama

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Current Position

Full Professor

Current Affiliation

Hector Research Institute of Education Sciences and Psychology, University of Tübingen

Jacobs Foundation Research Fellow (Advanced)

Education

2000 University of Tokyo, B.S., Educational Psychology
 2002 University of Tokyo, M. A., Educational Psychology
 2006 University of Tokyo, Ph. D., Educational Psychology

Academic Positions

2006 - 2008 Visiting Research Fellow, University of Rochester
 2006 - 2009 Postdoctoral Research Fellow, Tokyo Institute of Technology
 (funded by Japan Society for the Promotion of Science)
 2009 - 2012 Postdoctoral Research Fellow, University of Munich, Germany
 2010 - 2012 Alexander von Humboldt Research Fellow, University of Munich, Germany
 2012 - 2013 Postdoctoral Research Fellow, University of California, Los Angeles
 2013 - 2015 Lecturer, University of Reading
 2015 - 2018 Associate Professor, University of Reading
 2017- 2020 Distinguished Guest Professor, Hector Research Institute of Education Sciences
 and Psychology, University of Tübingen
 2016- Honorary Professor, Kochi University of Technology
 2018- Professor, University of Reading

Professional Experience

2012 - 2015 Associate Editor, Japanese Journal of Educational Psychology
 2008 - 2009 Committee for Common Achievement Test Organization for Medical Schools
 2000 - 2006 Teaching support staff, Ebara junior-high school
 2004 - 2005 Doctoral course fellow, Japan Society for the Promotion of Science
 2004 - 2005 Research assistant, Center for Research of Core Academic Competences
 2003 Teaching assistant, the University of Tokyo
 2002 Research assistant, the University of Tokyo

Teaching Experience

2015 - Research Methods and Data Analysis, University of Reading
 2015 Metacognition, University of Reading

2014 -	Human motivation, University of Reading
2011	Structural equation modeling, University of Munich (Short course)
2008	Structural equation modeling, Simon Fraser University (Short course)
2008	Educational statistics, Rissho University
2004 - 2006	Educational statistics, Tokyo Kasei University

Awards and Honors

2016	F. J. McGuigan Early Career Investigator Prize (American Psychological Foundation)
2016	International Mind, Brain, and Education Society Early Career Award
2016	Transforming Education through Neuroscience Award (Learning & the Brain Foundation)
2015	JSPS Prize (Japan Society for the Promotion of Science)
2014	Distinguished Paper Award (Japanese Association of Educational Psychology)
2013	The Richard E. Snow Awards for Early Contributions (American Psychological Association)
2013	Distinguished Young Researcher Award for International Research (Japanese Psychological Association)
2008	Distinguished Presentation Award (Japanese Society for Cognitive Psychology)
2006	Distinguished Paper Award (Japanese Association of Educational Psychology)
2004	<i>Kido</i> Best Paper Award (Japanese Association of Educational Psychology)

Research Interests

- * Motivation: Achievement goals, intrinsic motivation, curiosity, reward processing
- * Memory and learning process: Memory consolidation, dual process model
- * Metacognition: Metamemory, self-regulated learning
- * Multivariate statistical methods: Structural equation modeling, mixed-effects modeling, longitudinal data analysis, Bayesian analysis

Peer-Reviewed Papers in English

- Sakaki, M., Meliss, S., Murayama, K., Yomogida, Y., Matsumori, K., Sugiura, A., Matsumoto, M., & Matsumoto, K. (2022). Motivated for near impossibility: How task type and reward modulate task enjoyment and the striatal activation for extremely difficult task. *Cognitive, Affective, & Behavioral Neuroscience*.
- Ohtani, K., Tamura, A., Sakaki, M., Murayama, K., Ishikawa, S., Ishii, R., Nakazato, N., Suzuki, T., & Tanaka, A. (2022). Parental perception matters: Reciprocal relations between adolescents' depressive symptoms and parental perceptions. *Journal of Counseling Psychology*.
- Guo, J., Hu, X., Elliot, A., Marsh, H. W., Murayama, K., Basarkod, G., Parker, P., & Dicke T. (2022). Mastery-approach goals: A large-scale cross-cultural analysis of antecedents and consequences. *Journal of Personality and Social Psychology*.
- Tamura, A., Ishii, R., Yagi, A., Fukuzumi, N., Hatano, A., Sakaki, M., Tanaka, A., & Murayama, K. (2022). Exploring the within-person contemporaneous network of motivational engagement. *Learning and Instruction, 81*, 101649.
- FitzGibbon, L., & Murayama, K. (2022). Counterfactual curiosity: Motivated thinking about what might have been. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 377, 20210340.
- Tang, X., Renninger, K. A., Hidi, S. E., Murayama, K., Lavonen, J., & Salmela-Aro, K. (2022). The differences and similarities between curiosity and interest: Meta-analysis and network analyses. *Learning and Instruction, 80*, 101628.
- Kandaleft D., Murayama K., Roesch E., Sakaki M. (2022). Resting-state functional connectivity does not predict individual differences in the effects of emotion on memory. *Sci Rep, 12*, 14481.

- Krannich, M., Goetz, T., Roos, A. L., Murayama, K., Keller, M. M., Bieg, M., & Lipnevich, A. A. (2022). Predictive validity of state versus trait challenge and boredom for career aspirations. *Learning and Instruction, 81*, 101596.
- Hatano, A., Ogulmus, C., Shigemasu, H., & Murayama, K. (2022). Thinking about thinking: People underestimate how enjoyable and engaging just waiting is. *Journal of Experimental Psychology: General*.
- Tamura, A., Murayama, K., Ishii, R., Sakaki, M., & Tanaka, A. (2022). The effect of low-intensity exercise on emotional and cognitive engagement in the classroom. *npj Science of Learning, 7*, 9.
- Murayama, K. (2022). A reward-learning framework of knowledge acquisition: An integrated account of curiosity, interest, and intrinsic-extrinsic rewards. *Psychological Review, 129*(1), 175–198.
- Murayama, K., Usami, S., & Sakaki, M. (2022). Summary-statistics-based power analysis: A new and practical method to determine sample size for mixed-effects modelling. *Psychological Methods*.
- Raw, J. A. L., Rorke, A., Ellis, J., Murayama, K. & Sakaki, M. (2022). Memory of the UK's 2016 EU Referendum: The effects of valence on the long-term measures of a public event. *Emotion*.
- Schwerter, J., Dimpfl, T., Bleher J., and Murayama, K. (2022). Benefits of additional online practice opportunities in higher education. *Internet and Higher Education, 53*.
- Stone, H., FitzGibbon, L., Millan, E. & Murayama, K. (2021). Curious to eat insects? Curiosity as a Key Predictor of Willingness to try novel food. *Appetite, 168*.
- McNabb, C.B. & Murayama, K. (2021). Unnecessary reliance on multilevel modelling to analyse nested data. *Current Research in Neurobiology, 2*.
- Donnellan, E., Aslan, S., Fastrich, G. & Murayama, K. (2021). How Are Curiosity and Interest Different? Naive Bayes Classification of People's Beliefs. *Educational Psychology Review, 1-33*.
- Aslan, S., Fastrich, G., Donnellan, E., Jones, D. J. W., & Murayama, K. (2021). People's naive belief about curiosity and interest: a qualitative study. *PLoS ONE, 16* (9).
- Flunger, B., Hollman, L., Hornstra, L. & Murayama, K. (2021). It's More About a Lesson Than a Domain: Lesson-specific Autonomy Support, Motivation, and Engagement in Math and a Second Language. *Learning and Instruction, 77*, 101500.
- Theobald, M., Breitwieser, J., Murayama, K., & Brod, G. (2021). Achievement emotions mediate the link between goal failure and goal revision: Evidence from digital learning environments. *Computers in Human Behavior, 119*, 106726.
- Miyamoto, A., Murayama, K., & Lechner, C. M (2020). The developmental trajectory of intrinsic reading motivation: Measurement invariance, group variations, and implications for reading proficiency. *Contemporary Educational Psychology, 63*, 101921.
- Matyjek, M.*, Meliss, S.*, Dziobek, I. & Murayama, K. (2020). A multidimensional view on social and non-social rewards. *Shared first authorship. *Frontiers in Psychiatry, 11*, 818.
- FitzGibbon, L., Komiya, A., & Murayama, K. (2020). The lure of counterfactual curiosity: People incur a cost to experience regret. *Psychological Science, 32*(2), 241-255.
- Yamasaki, S., Nishida, A., Ando, S., Murayama, K., Hiraiwa-Hasegawa, M., Kasai, K., & Richards, M. (2020). Interaction of adolescent aspirations and self-control on wellbeing in old age: Evidence from a six-decade longitudinal UK birth cohort. *The Journal of Positive Psychology, 1-10*.
- McNabb, C.B., Burgess, L. G., Fancourt, A., Mulligan, N., FitzGibbon, L., Riddell, P., & Murayama, K. (2020). No evidence for a relationship between social closeness and similarity in resting-state functional brain connectivity in schoolchildren. *Scientific Reports, 10*, 10710.
- Yagi, A., Nouchi, R., Murayama, K., Sakaki, M. & Kawashima, R. (2020). The role of cognitive control in age-related changes in well-being. *Frontiers in Aging Neuroscience, 12*, 198.
- FitzGibbon, L., Lau, J. K. & Murayama, K. (2020). The seductive lure of curiosity: Information as a motivationally salient reward. *Current Opinion in Behavioral Sciences, 35*, 21-27.
- Ozono, H., Komiya, A., Kuratomi, K., Hatano, A., Fastrich, G., Raw, J., Haffey, A., Meliss, S., Lau, J.K., & Murayama, K. (2020). Magic Curiosity Arousing Tricks (MagicCATs): A novel

- stimulus collection to induce epistemic emotions. *Behavior Research Methods*, 53(1), 188-215.
- Fastrich, G. M., & Murayama, K. Development of interest and role of choice during sequential knowledge acquisition. *AERA Open*, 6(2).
- Lau, J. K., Ozono, H., Kuratomi, K., Komiya, A. & Murayama, K. (2020). Shared striatal activity in decisions to satisfy curiosity and hunger at the risk of electric shocks. *Nature Human Behaviour*, 4, 531-543.
- McNabb, C.B., Lindner, M., Shen, S., Murayama, K., Burgess, L. G. & Johnstone, T. (2020). Inter-slice leakage and intra-slice aliasing in simultaneous multi-slice echo-planar images. *Brain Structure and Function*, 225, 1153-1158.
- Vogl, E., Pekrun, R., Murayama, K. & Loderer, K. (2020). Surprised-curious-confused: Epistemic emotions and knowledge exploration. *Emotion*, 20(4), 625-641.
- Tracey, D., Morin, A.J.S., Pekrun, R., Arens, A.K., Murayama, K., Litchenfeld, S., Frenzel, A.C., Goetz, T. & Maiano, C. (2020). Mathematics motivation in students with low cognitive ability: a longitudinal study of motivation and relations with effort, self-regulation, and grades. *American Journal on Intellectual and Developmental Disabilities*, 125 (2), 125-147.
- Vogl, E., Pekrun, R., Murayama, K., Loderer, K. & Schubert, S. (2019). Surprise, curiosity, and confusion promote knowledge exploration: Evidence for robust effects of epistemic emotions. *Frontiers in Psychology*, 10, 2474.
- Murayama, K., FitzGibbon, L., & Sakaki, M. (2019). Process account of curiosity and interest: A reward learning model of knowledge acquisition. *Educational Psychology Review*, 31(4), 875-895.
- Ohtani, K., Murayama, K., Ishii, R., Fukuzumi, N., Sakaki, M., Ishikawa, S., Suzuki T., & Tanaka, A. (2019). Parental motivational perseverance predicts adolescents' depressive symptoms: An intergenerational analysis with actor-partner interdependence model. *Journal of Youth and Adolescence*, 49(1), 212-227.
- Usami, S., Todo, N. & Murayama, K. (2019). Modeling reciprocal effects in medical research: Critical discussion on the current practices and potential alternative models. *PLoS ONE*, 14(9).
- Usami, S., Murayama, K. & Hamaker, E. L. (2019). A unified framework of longitudinal models to examine reciprocal relations. *Psychological Methods*, 24(5), 637-657.
- Pekrun, R., Murayama, K., Marsh, H. W., Goetz, T. & Frenzel, A. C. (2019). Happy fish in little ponds: Testing a reference group model of achievement and emotions. *Journal of Personality and Social Psychology*, 117(1), 166-185.
- Buechner, V. L., Stahn, V., & Murayama, K. (2019). The power and affiliation component of achievement pride: Antecedents of achievement pride and effects on academic performance. *Frontiers in Education*, 3, 107.
- Lawrence, P. J., Murayama, K. & Creswell, C. (2019). Anxiety and depressive disorders in offspring of parents with anxiety disorders: a meta-analysis. *Journal of the American Academy of Child and Adolescent Psychiatry*, 58, 46-60.
- Ishikawa, S., Ishii, R., Fukuzumi, N., Murayama, K., Ohtani, K., Sakaki, M., Suzuki, T., & Tanaka, A. (2018). Development, reliability, and validity of the Japanese short version of the Spence Children's Anxiety Scale for adolescents. *Anxiety Disorder Research (in Japanese)*, 10, 64-73.
- Marsh, H. W., Pekrun, R., Parker, P. D., Murayama, K., Guo, J., Dicke, T., & Arens, A. K. (2018). The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies. *Journal of Educational Psychology*, 111(2), 331-353.
- Hudson, J. L., Murayama, K., Meteyard, L., Morris, T., & Dodd, H. F. (2018). Early childhood predictors of anxiety in early adolescence. *Journal of Abnormal Child Psychology*, 47(7), 1121-1133. <https://doi.org/10.1007/s10802-018-0495-6>
- Burgess, L. G., Riddell, P. M., Fancourt, A., Murayama, K. (2018). The influence of social contagion within education: A motivational perspective. *Mind, Brain and Education*, 12(4), 164-174.
- Usami, S., & Murayama, K. (2018). Time-specific errors in growth curve modeling: type-1 error inflation and A possible solution with mixed-effects models. *Multivariate Behavioral Research*, 53(6), 876-897.
- Scholer, A. A., Miele, D. B., Murayama, K., & Fujita, K., (2018). New directions in self-regulation:

- the role of metamotivational beliefs. *Current Directions in Psychological Science*, 27, 437-442.
- Fastrich, G. M., Kerr, T., Castel, A. D., & Murayama, K. (2018). The role of interest in memory for trivia questions: An investigation with a large-scale database. *Motivation Science*, 4, 227-250.
- Ueno, T., Meteyard, L., Hoffman, P., & Murayama, K., (2018). The ventral anterior temporal lobe has a necessary role in exception word reading. *Cerebral Cortex*, 28, 3035-3045.
- Sakaki, M., Yagi, A., & Murayama, K. (2018). Curiosity in old age: A possible key to achieving adaptive aging. *Neuroscience and Biobehavioral Reviews*, 88, 106-116.
- Takeda, K., Ikezawa, S., Matsumoto, M., Murayama, K., Sumiyoshi, T., Matsumoto, K., & Nakagome, K. (2018). Neural correlates for intrinsic motivational deficits of schizophrenia; Implications for therapeutics of cognitive impairment. *Frontiers in Psychiatry*, 9, 178.
- Sakaki, M., Yagi, A., & Murayama, K. (2018). Curiosity in old age: A possible key to achieving adaptive aging. *Neuroscience and Biobehavioral Reviews*, 88, 106-116.
- Elliot, A. J., Aldhobaiban, N., Murayama, K., Kobeisy, A., Gocłowska, M. A., & Khyat, A. (2018). Impression management and achievement motivation: Investigating substantive links. *International Journal of Psychology*, 53, 16-22.
- Marsh, H. W., Pekrun, R., Murayama, K., Arens, A. K., Parker, P. D., Guo, J., & Dicke, T. (2018). An integrated model of academic self-concept development: Academic self-concept, grades, test scores, and tracking over six years. *Developmental Psychology*, 54, 263-280.
- Weinstein, N., Przybylski, A. K., & Murayama, K. (2017). A prospective study of the motivational and health dynamics of Internet Gaming Disorder. *Peer J*, 5:e3838
- Elliot, A. J., Jury, M., & Murayama, K. (2017). Trait and perceived environmental competitiveness in achievement situations. *Journal of Personality*, 86, 353-367.
- Hamm, J. M., Perry, R. P., Chipperfield, J. G., Murayama, K., & Weiner, B. (2017). Attribution-based motivation treatment efficacy in an online learning environment for students who differ in cognitive engagement. *Motivation and Emotion*, 41, 600-616.
- Takeda, K., Matsumoto, M., Ogata, Y., Maida, K., Murakami, H., Murayama, K., Shimoji, K., Hanakawa, T., Matsumoto, K., & Nakagome, K. (2017). Impaired prefrontal activity to regulate the intrinsic motivation-action link in schizophrenia. *NeuroImage: Clinical*, 16, 32-42.
- Pekrun, R., Lichtenfeld, S., Marsh, H. W., Murayama, K., & Goetz, T. (2017). Achievement emotions and adolescents' academic performance: Longitudinal models of developmental ordering. *Child Development*, 88, 1653-1670.
- 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.
- Takeda, K., Matsumoto, M., Ogata, Y., Maida, K., Murakami, H., Murayama, K., Shimoji, K., Hanakawa, T., Matsumoto, K., & Nakagome, K. (2017). Impaired prefrontal activity to regulate the intrinsic motivation-action link in schizophrenia. *NuroImage: Clinical*, 16, 32-42.
- 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.
- Przybylski, A., Weinstein, N., & Murayama, K. (2017). Internet gaming disorder: Investigating the clinical relevance of a new phenomenon. *American Journal of Psychiatry*, 174, 230-236.
- Warwick, H., Reardon, T., Cooper, P., Murayama, K., Reynold, S., Wilson, C., & Creswell, C. (2017). Complete recovery from anxiety disorders following cognitive behavior therapy in children and adolescents: A meta-analysis. *Clinical Psychology Review*, 52, 77-91.
- 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.
- Sugiura, A., Aoki, R., Murayama, K., Yomogida, Y., Haji, T., Saito, A., Hasegawa, T., & Matsumoto, K. (2016). Regional gray matter volume in the posterior precuneus is associated with general self-efficacy. *NeuroReport*, 27, 1350-1353.
- Elliot, A., Aldhobaiban, N., Kobeisy, A., Murayama, K., Gocłowska, M. A., & Lichtenfeld, S. (2016). Linking social interdependence preferences to achievement goal adoption. *Learning and Individual Differences*, 50, 291-295.
- 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.
- Murayama, K., Blake, A., Kerr, T., & Castel, A. D. (2016). When enough is not enough: Information overload and metacognitive decisions to stop studying information. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 42, 914-924. [featured as Particularly Exciting Experiments in Psychology by APA]
- Middlebrook, C. D., Murayama, K., & Castel, A. D. (2016). The value in rushing: Memory and selectivity when short on time. *Acta Psychologica*, 170, 1-9.
- 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.
- Kuhbandner, C., Aslan, A., Emmerdinger, K., & Murayama, K. (2016). Providing extrinsic reward for test performance undermines long-term memory acquisition. *Frontiers in Psychology*, 7, 79.
- Ueno, T., Fastrich, G., & Murayama, K. (2016). Meta-analysis to integrate effect sizes within a paper: Possible misuse and Type-1 error inflation. *Journal of Experimental Psychology: General*, 145, 643-654.
- Yamagata, B., Murayama, K., Black, J. M., Hancock, R., Mimura, M., Yang, T. T., Reiss, A. L. & Hoefl, F. (2016). Female-specific intergenerational transmission patterns of the human corticolimbic circuitry. *Journal of Neuroscience*, 36, 1254-1260.
- Middlebrooks, C. D., McGillivray, S., Murayama, K., & Castel, A. D. (2016). Memory for allergies and health foods: How younger and older adults strategically remember critical health information. *Journal of Gerontology: Psychological Sciences*, 71, 389-399.
- Goetz, T., Sticca, F., Pekrun, R., Murayama, K., & Elliot, A. J. (2016). Intraindividual relations between achievement goals and discrete achievement emotions: An experience sampling approach. *Learning and Instruction*, 41, 115-125.
- McGillivray, S., Murayama, K., & Castel, A. D. (2015). Thirst for knowledge: The effects of curiosity and interest on memory in younger and older adults. *Psychology and Aging*, 30, 835-841.
- Weidman, A. C., Augustine, A. A., Murayama, K., & Elliot, A. J. (2015). Internalizing

- symptomatology and academic achievement: Bi-directional prospective relations in adolescence. *Journal of Research in Personality*, 58, 106-114.
- Murayama, K., Matsumoto, M., Izuma, K., Sugiura, A., Ryan, R. M., Deci, E. L., & Matsumoto, K. (2015). How self-determined choice facilitates performance: A key role of the ventromedial prefrontal cortex. *Cerebral Cortex*, 25(5), 1241-1251.
- Elliot, A. J., Murayama, K., Kobeisy, A., & Lichtenfeld, S. (2015). Potential-based achievement goals. *British Journal of Educational Psychology*, 85, 192-206.
- 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.
- Izuma, K., Akula, S., Murayama, K., Wu, D-A., Iacoboni, M. & Adolphs, R. (2015). A causal role for posterior medial prefrontal cortex in choice-induced preference change. *Journal of Neuroscience*, 35, 3598-3606.
- Kovas, Y., Garon-Carrier, G., Boivin, M., Petrill, S. A., Plomin, R., Malykh, S. B., Spinath, F., Murayama, K., Ando, J., Bogdanova, O. Y., Brendgen, M., Dionne, G., Forget-Dubois, N., Gottschling, J., Guay, F., Lemelin, J-P., Logan, J. A., Yamagata, S., Shikishima, C., Spinath, B., Thompson, L. A., Tikhomirova, T. N., Tosto, M. G., Tremblay, R. E., & Vitaro, F. (2015). Why do children differ in motivation to learn: Insights from over 13,000 twins from 6 countries. *Personality and Individual Differences*, 80, 51-63.
- Friedman, M., McGillivray, S., Murayama, K. & Castel, A. D. (2015). Memory for medication side effects in younger and older adults: The role of subjective and objective importance. *Memory & Cognition*, 42, 206-215.
- Eich, T. S., Murayama, K., Castel, A. D., & Knowlton, B. J. (2014). The dynamic effects of age-related stereotype threat on explicit and implicit memory performance in older adults. *Social Cognition*, 32, 559-570.
- Tanaka, A. & Murayama, K. (2014). Within-person analyses of situational interest and boredom: Interactions between task-specific perceptions and achievement goals. *Journal of Educational Psychology*, 106, 1122-1134.
- Murayama, K., Miyatsu, T., Buchli, D., & Storm, B. C. (2014). Forgetting as a consequence of retrieval: A meta-analytic review of retrieval-induced forgetting. *Psychological Bulletin*, 140, 1383-1409.
- Braver, T. S., Krug, M. K., Chiew, K. S., Kool, W., Clement, N. J., Adcock, A., Barch, D. M., Botvinick, M. M., Carver, C. S., Cols, R., Custers, R., Dickinson, A. R., Dweck, C. S., Fishbach, A., Gollwitzer, P. M., Hess, T. M., Isaacowitz, D. M., Mather, M., Murayama, K., Pessoa, L., Samanez-Larkin, G. R., & Somerville, L. H. (2014). Mechanisms of motivation-cognition interaction: Challenges and opportunities. *Cognitive, Affective, & Behavioral Neuroscience*, 14, 443-472.
- Murayama, K., Sakaki, M., Yan, V. X., & Smith, G. M. (2014). Type-1 error inflation in the traditional by-participant analysis to metamemory accuracy: A generalized mixed-effects model perspective. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 40, 1287-1306.
- Aoki, R., Matsumoto, M., Yomogida, Y., Izuma, K., Murayama, K., Sugiura, A., Camerer, C. F., Adolphs, R., & Matsumoto, K. (2014). Social equality in the number of choice options is represented in the ventromedial prefrontal cortex. *Journal of Neuroscience*, 34, 6413-6421.
- Murayama, K., Pekrun, R., & Fiedler, K. (2014). Research practices that can prevent an inflation of false-positive rates. *Personality and Social Psychology Review*, 18, 107-118.
- Murayama, K. & Kitagami, S. (2014). Consolidation power of extrinsic rewards: Reward cues enhance long-term memory for irrelevant past events. *Journal of Experimental Psychology: General*, 143, 15-20. [featured as Particularly Exciting Experiments in Psychology by APA; featured in Yahoo News]
- Pekrun, R., Cusack, A., Murayama, K., Elliot, A. J., & Thomas, K. (2014). The power of anticipated feedback: Effects on students' achievement goals and achievement emotions. *Learning and Instruction*, 29, 115-124.
- 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)]
- Sakaki, M. & Murayama, K. (2013). Automatic ability attribution after failure: A dual process view of achievement attribution. *PLoS ONE*, *8*(5), e63066.
- Przybylski, A. K., Murayama, K., DeHaan, C. R., & Gladwell, V. (2013). Motivational, well-being, and behavioral correlates of fear of missing out. *Computers in Human Behavior*, *29*, 1841-1848.
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