

## CURRICULUM VITAE

Kou Murayama

January, 2023

## Current Position

Full Professor

## Current Affiliation

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

## 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  
2018–2023 Professor, University of Reading  
2016– Honorary Professor, Kochi University of Technology  
2022– Professor, University of Tübingen

## 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

- Kurdi, V., Fukuzumi, N., Ishii, R., Tamura, A., Nakazato, N., Ohtani, K., Ishikawa, S., Suzuki, T., Sakaki, M., Murayama, K., & Tanaka, A. (in press). Transmission of basic psychological need satisfaction between parents and adolescents: The critical role of parental perceptions. *Social Psychological and Personality Science*.
- Rohrer, J. M., & Murayama, K. (in press). These are not the effects you are looking for: Causality and the within-/between-person distinction in longitudinal data analysis. *Advances in Methods and Practices in Psychological Science*.
- Tanaka, A., Tamura, A., Ishii, R., Ishikawa, S., Nakazato, N., Ohtani, K., Sakaki, M., Suzuki, T., & Murayama, K. (2023). Longitudinal association between maternal autonomy support and controlling parenting and adolescents' depressive symptoms. *Journal of Youth and Adolescence*. 1–16. <https://doi.org/10.1007/s10964-022-01722-1>
- Kajimura, S., Hoshino, T., & Murayama, K. (2023). Stimulus-specific random effects inflate false-positive classification accuracy in multivariate-voxel-pattern-analysis: A solution with generalized mixed-effects modelling. *NeuroImage*, 269, 119901. <https://doi.org/10.1016/j.neuroimage.2023.119901>
- Ohtani, K., Tamura, A., Sakaki, M., Murayama, K., Ishikawa, S., Ishii, R., Nakazato, N., Suzuki, T., & Tanaka, A. (2023). Parental perception matters: Reciprocal relations between adolescents' depressive symptoms and parental perceptions. *Journal of Counseling Psychology*, 70(1), 103–118. <https://doi.org/10.1037/cou0000632>
- Raw, J., Rorke, A., Ellis, J., Murayama, K., & Sakaki, M. (2023). Memory of the U.K.'s 2016 EU referendum: The effects of valence on the long-term measures of a public event. *Emotion*, 23(1), 52–74. <https://doi.org/10.1037/emo0000788>
- Kuratomi, K., Johnsen, L., Kitagami, S., Hatano, A., & Murayama, K. (2022). People underestimate their capability to motivate themselves without performance-based extrinsic incentives. *Motivation and Emotion*. <https://doi.org/10.1007/s11031-022-09996-5>

- 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*. <https://doi.org/10.3758/s13415-022-01046-4>
- 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*. <https://doi.org/10.1037/cou0000632>
- Guo, J., Hu, X., Elliot, A. J., Marsh, H. W., Murayama, K., Basarkod, G., Parker, P. D., & Dicke, T. (2022). Mastery-approach goals: A large-scale cross-cultural analysis of antecedents and consequences. *Journal of Personality and Social Psychology*. <https://doi.org/10.1037/pspp0000436>
- 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. <https://doi.org/10.1016/j.learninstruc.2022.101649>
- Fitzgibbon, L., & Murayama, K. (2022). Counterfactual curiosity: Motivated thinking about what might have been. *Philosophical Transactions of the Royal Society B: Biological Sciences, 377*(1866), 20210340. <https://doi.org/10.1098/rstb.2021.0340>
- 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. <https://doi.org/10.1016/j.learninstruc.2022.101628>
- 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*(1), 9. <https://doi.org/10.1038/s41539-022-00125-y>
- 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. *Scientific Reports, 12*(1), 14481. <https://doi.org/10.1038/s41598-022-18543-8>
- 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. <https://doi.org/10.1016/j.learninstruc.2022.101596>
- 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, 151*(12), 3213–3229. <https://doi.org/10.1037/xge0001255>
- 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*(1), 9. <https://doi.org/10.1038/s41539-022-00125-y>
- 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. <https://doi.org/10.1037/rev0000349>
- Murayama, K., Usami, S., & Sakaki, M. (2022). Summary-statistics-based power analysis: A new and practical method to determine sample size for mixed-effects modeling. *Psychological Methods*. <https://doi.org/10.1037/met0000330>
- Schwerter, J., Dimpfl, T., Bleher, J., & Murayama, K. (2022). Benefits of additional online practice opportunities in higher education. *The Internet and Higher Education, 53*, 100834. <https://doi.org/10.1016/j.iheduc.2021.100834>
- Stone, H., FitzGibbon, L., Millan, E., & Murayama, K. (2022). Curious to eat insects? Curiosity as a Key Predictor of Willingness to try novel food. *Appetite, 168*, 105790. <https://doi.org/10.1016/j.appet.2021.105790>
- Donnellan, E., Aslan, S., Fastrich, G. M., & Murayama, K. (2022). How are curiosity and interest different? Naïve bayes classification of people's beliefs. *Educational Psychology Review, 34*(1), 73–105. <https://doi.org/10.1007/s10648-021-09622-9>
- Flunger, B., Hollmann, L., Hornstra, L., & Murayama, K. (2022). 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.  
<https://doi.org/10.1016/j.learninstruc.2021.101500>
- McNabb, C. B., & Murayama, K. (2021). Unnecessary reliance on multilevel modelling to analyse nested data in neuroscience: When a traditional summary-statistics approach suffices. *Current Research in Neurobiology*, 2, 100024. <https://doi.org/10.1016/j.crneur.2021.100024>
- Aslan, S., Fastrich, G., Donnellan, E., Jones, D. J. W., & Murayama, K. (2021). People's naïve belief about curiosity and interest: A qualitative study. *PLOS ONE*, 16(9), e0256632.  
<https://doi.org/10.1371/journal.pone.0256632>
- 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.  
<https://doi.org/10.1016/j.chb.2021.106726>
- 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.  
<https://doi.org/10.1016/j.cedpsych.2020.101921>
- 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.  
<https://doi.org/10.3389/fpsy.2020.00818>
- FitzGibbon, L., Komiya, A., & Murayama, K. (2021). The lure of counterfactual curiosity: People incur a cost to experience regret. *Psychological Science*, 32(2), 241–255.  
<https://doi.org/10.1177/0956797620963615>
- Yamasaki, S., Nishida, A., Ando, S., Murayama, K., Hiraiwa-Hasegawa, M., Kasai, K., & Richards, M. (2021). 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*, 16(6), 779–788. <https://doi.org/10.1080/17439760.2020.1818809>
- 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(1), 10710. <https://doi.org/10.1038/s41598-020-67718-8>
- 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.  
<https://doi.org/10.3389/fnagi.2020.00198>
- FitzGibbon, L., Lau, J. K. L., & Murayama, K. (2020). The seductive lure of curiosity: Information as a motivationally salient reward. *Current Opinion in Behavioral Sciences*, 35, 21–27.  
<https://doi.org/10.1016/j.cobeha.2020.05.014>
- Ozono, H., Komiya, A., Kuratomi, K., Hatano, A., Fastrich, G., Raw, J. A. L., Haffey, A., Meliss, S., Lau, J. K. L., & Murayama, K. (2021). Magic Curiosity Arousing Tricks (MagicCATs): A novel stimulus collection to induce epistemic emotions. *Behavior Research Methods*, 53(1), 188–215. <https://doi.org/10.3758/s13428-020-01431-2>
- Fastrich, G. M., & Murayama, K. (2020). Development of interest and role of choice during sequential knowledge acquisition. *AERA Open*, 6(2), 233285842092998.  
<https://doi.org/10.1177/2332858420929981>
- Lau, J. K. L., 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(5), 531–543. <https://doi.org/10.1038/s41562-020-0848-3>
- McNabb, C. B., Lindner, M., Shen, S., Burgess, L. G., Murayama, K., & Johnstone, T. (2020). Inter-slice leakage and intra-slice aliasing in simultaneous multi-slice echo-planar images. *Brain Structure and Function*, 225(3), 1153–1158. <https://doi.org/10.1007/s00429-020-02053-2>
- Vogl, E., Pekrun, R., Murayama, K., & Loderer, K. (2020). Surprised–curious–confused: Epistemic emotions and knowledge exploration. *Emotion*, 20(4), 625–641.  
<https://doi.org/10.1037/emo0000578>

- Tracey, D., Morin, A. J. S., Pekrun, R., Arens, A. K., Murayama, K., Lichtenfeld, S., Frenzel, A. C., Goetz, T., & Maïano, 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. <https://doi.org/10.1352/1944-7558-125.2.125>
- 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. <https://doi.org/10.3389/fpsyg.2019.02474>
- Murayama, K., FitzGibbon, L., & Sakaki, M. (2019). Process account of curiosity and interest: A reward-learning perspective. *Educational Psychology Review, 31*(4), 875–895. <https://doi.org/10.1007/s10648-019-09499-9>
- Ohtani, K., Murayama, K., Ishii, R., Fukuzumi, N., Sakaki, M., Ishikawa, S., Suzuki, T., & Tanaka, A. (2020). Parental motivational perseverance predicts adolescents' depressive symptoms: An intergenerational analysis with actor-partner interdependence model. *Journal of Youth and Adolescence, 49*(1), 212–227. <https://doi.org/10.1007/s10964-019-01083-2>
- 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), e0209133. <https://doi.org/10.1371/journal.pone.0209133>
- Usami, S., Murayama, K., & Hamaker, E. L. (2019). A unified framework of longitudinal models to examine reciprocal relations. *Psychological Methods, 24*(5), 637–657. <https://doi.org/10.1037/met0000210>
- 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 emotion. *Journal of Personality and Social Psychology, 117*(1), 166–185. <https://doi.org/10.1037/pspp0000230>
- 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*. <https://doi.org/10.3389/educ.2018.00107>
- Lawrence, P. J., Murayama, K., & Creswell, C. (2019). Systematic review and meta-analysis: Anxiety and depressive disorders in offspring of parents with anxiety disorders. *Journal of the American Academy of Child and Adolescent Psychiatry, 58*(1), 46–60. <https://doi.org/10.1016/j.jaac.2018.07.898>
- Ishikawa, S.-I., 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, 10*(1), 64–73. [https://doi.org/10.14389/jsad.10.1\\_64](https://doi.org/10.14389/jsad.10.1_64)
- Marsh, H. W., Pekrun, R., Parker, P. D., Murayama, K., Guo, J., Dicke, T., & Arens, A. K. (2019). The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies. *Journal of Educational Psychology, 111*(2), 331–353. <https://doi.org/10.1037/edu0000281>
- Hudson, J. L., Murayama, K., Meteyard, L., Morris, T., & Dodd, H. F. (2019). 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>
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- 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. <https://doi.org/10.1080/00273171.2018.1504273>
- 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*(6), 437–442. <https://doi.org/10.1177/0963721418790549>
- 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*(3), 227–250. <https://doi.org/10.1037/mot0000087>

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- Sakaki, M., Yagi, A., & Murayama, K. (2018). Curiosity in old age: A possible key to achieving adaptive aging. *Neuroscience & Biobehavioral Reviews*, *88*, 106–116. <https://doi.org/10.1016/j.neubiorev.2018.03.007>
- Takeda, K., Sumiyoshi, T., Matsumoto, M., Murayama, K., Ikezawa, S., Matsumoto, K., & Nakagome, K. (2018). Neural correlates for intrinsic motivational deficits of schizophrenia; Implications for therapeutics of cognitive impairment. *Frontiers in Psychiatry*, *9*, 178. <https://doi.org/10.3389/fpsy.2018.00178>
- Elliot, A. J., Aldhobaiban, N., Murayama, K., Kobeisy, A., Gocłowska, M. A., & Khyat, A. (2018). Impression management and achievement motivation: Investigating substantive links: Impression management. *International Journal of Psychology*, *53*(1), 16–22. <https://doi.org/10.1002/ijop.12252>
- 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 6 years. *Developmental Psychology*, *54*(2), 263–280. <https://doi.org/10.1037/dev0000393>
- Weinstein, N., Przybylski, A. K., & Murayama, K. (2017). A prospective study of the motivational and health dynamics of Internet Gaming Disorder. *PeerJ*, *5*, e3838. <https://doi.org/10.7717/peerj.3838>
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- Hargis, M. B., 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*(2), 216–226. <https://doi.org/10.1080/13825585.2016.1182114>

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- 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*(18), 1350–1353. <https://doi.org/10.1097/WNR.0000000000000702>
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### Grant Support

- 2021–2026 Humboldt Professorship (Sole PI: 5,000,000 EUR)
- 2020–2023 Jacobs Foundation Advanced Research Fellowship (Sole PI: 400,000 CHF)
- 2018–2021 Grant-in-Aid for Scientific Research B, Japanese Ministry of Education, Science, Sports, and Culture (PI: 90,000 GBP for the team)
- 2017–2022 Leverhulme Research Leadership Award (Sole PI: 1,000,000 GBP)
- 2017–2020 Leverhulme Trust Research Project Grant (Sole PI: 300,000 GBP)
- 2017–2018 F. J. McGuigan Early Career Prize (Sole PI: 25,000 USD)
- 2016–2021 Grant-in-Aid for Scientific Research on Innovative Areas, Japanese Ministry of Education, Science, Sports, and Culture (Co-PI: 900,000 GBP for the team)
- 2015–2018 Grant-in-Aid for Young Scientists A, the Japanese Ministry of Education, Science, Sports and Culture (Sole PI: about 130,000 GBP)
- 2015 Neurocreative research funds (Sole PI: about 7,600 GBP)
- 2014–2018 Marie Curie Career Integration Grant, European Commission (Sole PI: 100,000 EUR)
- 2014 Pump-priming Research Funds, University of Reading (Sole PI; 493.5 GBP)
- 2014, 2015 Research Travel Grant Award, University of Reading (500 GBP for each)
- 2014 King Abdul Aziz University Research Grant
- 2010–2012 Humboldt Research Fellowships for Postdoctoral Researchers (Sole PI: about 10,000 GBP)
- 2006–2008 Research Grant, Ministry of Education, Science, Sports and Culture, Grant-in-Aid for JSPS (Sole PI; 21,000 GBP)
- 2004–2005 Research Grant, Ministry of Education, Science, Sports and Culture, Grant-in-Aid for JSPS (Sole PI; 7,800 GBP)