

## 業績目録

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### (a). 外国語による論文・著書

26. Murayama, K.\* & Kitagami, S. (accept pending minor revision). Consolidation power of extrinsic rewards: Reward cues enhance long-term memory for irrelevant past events. *Journal of Experimental Psychology: General* (IF = 3.99)
25. Izuma, K.\*, & Murayama, K. (accept pending minor revision). Choice-induced preference change in the free-choice paradigm: A critical methodological review. *Frontiers in Cognition* (IF = N/A) (two authors are equally contributed)
24. Murayama, K.\*, Pekrun, R., Lichtenfeld, S., & vom Hofe, R. (in press). Predicting long-term growth in students' mathematics achievement: The unique contributions of motivation and cognitive strategies. *Child Development* (IF = 4.72)
23. Castel, A. D.\*, Murayama, K., Friedman, M. C., McGillivray, S., & Link, I. (in press). Selecting valuable information to remember: Age-related differences and similarities in self-regulated learning. *Psychology & Aging*. (IF = 2.73)
22. Murayama, K. & Elliot, A. J. (in press). The competition-performance relation from the perspective of the opposing processes model. In D. M. McInerney, H. W., Marsh, & R. Craven, R. (Eds.). *Theory driving research: New wave perspectives on self-processes and human development (Advances in self research. Vol. 4)*. Charlotte, NC: Information Age Publishing.
21. Murayama, K.\* & Elliot, A. J. (2012). Further clarifying the competition-performance relation: Reply to Johnson et al. (2012). *Psychological Bulletin*, 138, 1079-1084. (IF = 14.46)
20. 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 (コメント論文つき). (IF = 14.46)
19. 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. (IF = 3.88)
18. 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. (IF = 3.08)
17. Lichtenfeld, S.\*, Pekrun, R., Stupnisky, R. H., Reiss, K., & Murayama, K. (2012). Measuring students' emotions in the early years: The achievement emotions

- questionnaire-elementary school (AEQ-E). *Learning and Individual Differences*, 22, 190-201. (IF = 1.58)
16. Murayama, K., Elliot, A. J., & Friedman, R. (2012). Achievement goals and approach-avoidance motivation. In R. M. Ryan (Ed.), *The Oxford handbook of human motivation* (pp. 191-207). Oxford: Oxford University Press.
  15. 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. (IF = 4.43)
  14. Murayama, K.\* & Elliot, A. J. (2011). Achievement motivation and memory: Achievement goals differentially influence immediate and delayed remember-know recognition memory. *Personality and Social Psychology Bulletin*, 37, 1339-1348. (IF = 2.52)
  13. Elliot, A. J.\*, Murayama, K., & Pekrun, R. P. (2011). A 3 x 2 achievement goal model. *Journal of Educational Psychology*, 103, 632-648. (IF = 3.58)
  12. Shikishima, C.\*, Yamagata, S., Hiraiishi, K., Sugimoto, Y., Murayama, K., & Ando, J. (2011). A simple syllogism-solving test as a predictor of general intelligence. *Intelligence*, 39, 89-99. (IF = 3.17)
  11. 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. (IF = 3.58)
  10. Elliot, A. J.\*, Thrash, A. M., & Murayama, K. (2011). 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. (IF = 3.00)
  9. Murayama, K.\* & Kuhbandner, C. (2011). Money enhances memory consolidation - But only for boring material. *Cognition*, 119, 120-124. (IF = 3.71)
  8. Murayama, K.\*, Matsumoto, M., Izuma, K., & Matsumoto, K.\* (2010). Neural basis of the undermining effect of extrinsic reward on intrinsic motivation. *Proceedings of the National Academy of Sciences of the United States of America*, 107, 20911-20916 (コメント論文つき). (IF = 9.77)
  7. Izuma, K.\*, Matsumoto, M., Murayama, K., Samejima, K., Sadato, N. & Matsumoto, K. (2010). Neural correlates of cognitive dissonance and choice-induced preference change. *Proceedings of the National Academy of Sciences of the United States of America*, 107, 22014-22019. (IF = 9.77)
  6. Elliot, A. J., Conroy, D., Barron, K. E., & Murayama, K. (2010). Achievement motives and goals: A developmental analysis. In M. Lamb, A. M. Freund, & R. M. Lerner (Eds.), *The handbook of life-span development: Vol. 2. Social and emotional development* (pp. 474-510). Hoboken, NJ: Wiley.
  5. Murayama, K.\* & Elliot, A. J. (2009). The joint influence of personal achievement goals and classroom goal structures on achievement-relevant outcomes. *Journal of Educational Psychology*, 101, 432-447. (IF = 2.90)
  4. Murayama, K.\*, Zhou, M., & Nesbit, J. C. (2009). A cross-cultural examination of the psychometric properties of responses to the achievement goal questionnaire. *Educational and Psychological Measurement*, 69, 266-286. (IF = 0.63)
  3. Friedman, R., Moller, A. C., Fryer, J. W., Zahn, I., Law, W., Acuff, R. D., Niesta, D., Murayama, K., Meier, A. M., Jelstad, B., & Elliot, A. J. (2009). Achieve-

ment goals in the context of the hierarchical model of approach-avoidance achievement motivation. In A. Kaplan, S. A. Karabenick & E. DeGroot (Eds.), *Culture, self, and motivation: Essays in honor of Martin L. Maehr* (pp. 111-134). NY: Information Age Publishers.

2. Elliot, A. J.\* & Murayama, K. (2008). On the measurement of achievement goals: Critique, illustration, and application. *Journal of Educational Psychology, 100*, 613-628. (IF = 2.35)
1. Murayama, K. (2008). Objective test items. In E. Anderman (Ed.), *Psychology of classroom learning: An encyclopedia*. Detroit: Macmillan Reference USA.

# Impact factor (IF) は Journal Citation Reports による当該年度のもの (in press paper は最新のもの )、

# 責任著者の右に\* を付記。

(b). 国際学会・海外学会での発表・講演等

33. Murayama, K. & Kitagami (2012). Consolidation power of money: Monetary cues enhance long-term memory for irrelevant past events. *The 53rd Annual Meeting of the Psychonomic Society*, Minneapolis, Oral Presentation
32. Murayama, K., Pekrun, R., Lichtenfeld, S., & vom Hofe, R. (2012). Predicting long-term growth in adolescents' mathematics achievement: It is not how smart you are, but how motivated you are and how you study that is important. *13th International Conference on Motivation*, Frankfurt, Oral Presentation
31. Yamagata, S., Shikishima, C., Murayama, K., & Ando, J. (2012). Gene-environment interactions in development of merits among Japanese middle-school students. *2012 Annual Meeting of the American Sociological Association*, Colorado, Poster Session
30. Perry, R., Chipperfield, J., Pekrun, R., Chuchmach, L., Stewart, T., & Murayama, K. (2012). Facilitating the transition from high school to college using a cognitive intervention: Longitudinal effects on cognition, emotion, motivation and performance. *2012 Hawaii International Conference on Education*, Honolulu, Poster Session
29. Cada, J. S., Murayama, K., & Pekrun, R. (2012). The influence of boredom on creativity. The 30th International Congress of Psychology, Cape Town, Oral Presentation.
28. 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. "On the issue of the separation of performance-approach and performance-avoidance goals: Are they one goal or two goals?" at *AERA annual meeting and exhibition*, New Orleans. Symposium Presentation
27. Murayama, K., & Kitagami, S. (2011). Creating self-efficacy by changing perceptual fluency. *The 52nd Annual Meeting of the Psychonomic Society*, Seattle, Poster Session.
26. Murayama, K. & Kuhbandner, C. (2011). Money enhances memory consolidation - But only for boring material. *5th International Conference on Memory*, York, Poster Session.
25. Lee, B., Sakaki, M., Murayama, K., Maier, M., & Pekrun, R. (2011). Acute stress

- response increases rejections in the Ultimatum Game. *32nd Annual Conference of the Society for Judgment and Decision Making*, Seattle, Poster Session.
24. Matsumoto, M., Murayama, K., Izuma, K., Elliot, A. J., & Matsumoto, K. (2011). Neural basis of setting achievement goals and its effects on motivation. *41 the Annual Meeting for Neuroscience*, Washington DC, Poster Session.
  23. Matsumoto, M., Murayama, K., Izuma, K., Elliot, A. J., & Matsumoto, K. (2011). Achievement goals and motivation: Neural basis of setting a goal standard. *Neuroeconomics: Decision Making and the Brain*, Evanston, Poster Session.
  22. Tanaka, A. & Murayama, K. (2011). Individual differences in the intra-individual relationship between task specific perceptions and emotional engagement. *AERA Annual Meeting and Exhibition*, New Orleans, Oral Presentation.
  21. Lichtenfeld, S., Pekrun, R., Stupnisky, R. H., Reiss, K., & Murayama, K. (2011). Student emotions in the early years: Development and validation of the Achievement Emotions Questionnaire-Elementary School (AEQ-E). *AERA Annual Meeting and Exhibition*, New Orleans, Poster Session.
  20. Perry, R. P., Chipperfield, J. G., Pekrun, R., Chuchmach, L., Stewart, T. L., & Murayama, K. (2011). Attributional retraining in achievement settings: Longitudinal effects of a motivation-enhancing treatment on cognition, emotion, and performance. *12th Annual Meeting of the Society for Personality and Social Psychology*, San Antonio, Poster Session.
  19. Pekrun, R., Murayama, K., Frenzel, A. C., & Goetz, T. (2011). Origins of achievement emotions: The impact of individual and class-level ability. *14th Biannual Conference of the European Association for Research on Learning and Instruction*, Exeter, Oral Presentation
  18. Murayama, K. A darkside of money: The neural correlates of the undermining effect. *The 2nd International Conference on Neuroeconomics and Neuromanagement*, Hanzhou, Invited Talk
  17. Murayama, K., Matsumoto, M., Izuma, K. & Matsumoto (2010). Extrinsic reward and intrinsic motivation: Neural correlates of the undermining effect. *40 the Annual Meeting for Neuroscience*, San Diego, Poster Session.
  16. Murayama, K., & Elliot, A. J. (2010). Achievement goals and memory: Competition enhances immediate, but not long-term memory. *12th International Conference of Motivation*, Porto, Oral Presentation
  15. Murayama, K., Matsumoto, M., Izuma, K. & Matsumoto (2010). Neural correlates of the undermining effect. *3rd International conference on self-determination theory*, Ghent, Oral Presentation.
  14. Murayama, K., Elliot, A. J., & Yamagata, S. (2010). Separation of performance-approach and performance-avoidance goals: State level, state change level, intraindividual level, and genetic levelanalyses. *11th Annual Meeting of the Society for Personality and Social Psychology*, Las Vegas, Poster Session.
  13. Murayama, K., Matsumoto, M., Izuma, K., Otake, Y., & Matsumoto, K. (2010). Performance-contingent monetary reward decreases motivation: Neural correlates of undermining effect. *Human Brain Mapping 2010*. Barcelona, Poster session.
  12. Matsumoto, K. Murayama, K., Matsumoto, M. & Izuma, K. (2010). Monetary reward and intrinsic motivation: Neural basis of motivation crowding-out effect.

*Neuroeconomics: Decision Making and the Brain*, Illinois, Poster Session.

11. Izuma, K., Matsumoto, M., Murayama, K., Samejima, K., Sadato, N. & Matsumoto, K. (2010). Neural correlates of cognitive dissonance and choice-induced preference change. *Neuroeconomics: Decision Making and the Brain*, Illinois, Poster Session.
10. Murayama, K. (2009). Distinguishing controlled from automatic processes in the affect misattribution procedure: An ROC curve approach. *10th Annual Meeting of the Society for Personality and Social Psychology*, Tampa, Poster Session.
9. Murayama, K. (2008). Performance-approach goals and contextual moderation of classroom goal structures. Presented at the symposium, “Does competition benefit students? Performance-approach goals in broader context” at *AERA annual meeting and exhibition*, New York. Symposium Presentation
8. Ando, J., Murayama, K., Yamagata, S., Shikishima, C., Takahashi, Y., Ozaki, K., & Nonaka, K. (2008). How do high school students learn? : Genetics of academic performance, learning attitude, and school environment. *2008 Behavioral Genetics Association Conference*, Louisville, Oral Presentation.
7. Murayama, K. & Elliot, A. J. (2008). How to test the dimensional structure of psychological constructs: A proposal for applying multi-trait multi-method analysis to survey data. *9th Annual Meeting of the Society for Personality and Social Psychology*, Albuquerque, Poster Session.
6. Zhou, M., & Murayama, K. (2007). Achievement goals and regulatory focus: Independent or interrelated constructs? *115th Annual APA Convention*, San Francisco.
5. Murayama, K. (2007). Inferring students’ intrinsic motivation in the classroom: Paradoxical effect of long observation. *3rd International conference on self-determination theory*, Toronto, Poster Session.
4. Zhou, M., Murayama, K., & Nesbit, J. (2007). A cross-cultural examination of the psychometric properties of the achievement goal questionnaire. *2007 AERA annual meeting and exhibition*, Chicago, Oral Presentation.
3. Murayama, K. (2007). Motivational impact on the quality, not the quantity, of memory: Achievement goals and remember-know judgments. *8th Annual Meeting of the Society for Personality and Social Psychology*, Memphis, Poster Session.
2. Murayama, K. (2006). School-level goals, student-level goals and motivation: Testing the goal matching model. *10th International Conference on Motivation*, Landau, Oral Presentation.
1. Murayama, K. (2004). Test format and learning strategy. *28th International Congress of Psychology*, Beijing, Poster Session.

(c). その他国際的な業績

海外の大学での Invited Talk

**2013**

Columbia University

**2012**

University of Reading

University of Tübingen

University of Ghent  
Korean University

#### **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

#### **国際誌査読**

Archives of Scientific Psychology  
Basic and Applied Social Psychology  
British Journal of Educational Psychology  
British Journal of Education, Society & Behavioural Science  
Contemporary Educational Psychology  
European Journal of Personality  
European Journal of Psychological Assessment  
European Journal of Psychology of Education  
Frontiers in Integrative Neuroscience  
Journal of Behavioral Decision Making  
Journal of Educational Psychology  
Journal of Experimental Psychology: General  
Journal of Neuroscience, Psychology, and Economics  
Journal of Personality and Social Psychology  
Journal of Research in Personality  
Learning and Individual Differences  
Learning and Instruction  
Memory and Cognition  
Personality and Social Psychology Bulletin  
Psychological Bulletin  
Psychology and Aging  
Psychonomic Bulletin & Review  
Social and Personality Psychology Compass  
Sport, Exercise, and Performance Psychology  
Studia Psychologica

#### **海外での Grant Reviewing**

Pegasus Marie Curie Fellowships (Belgium)

#### **海外の研究資金の獲得**

2010-2012 Humboldt Research Grant for Postdoctoral Researchers (Germany)

#### **海外メディアからのインタビュー**

Murayama, Pekrun, Lichtenfeld, and vom Hofe (in press) was independently featured in Wall Street Journal (January 4th, 2013), Scientific American (December 28, 2012), Time Magazine (December 26, 2012), HealthDay (December 20, 2012), and KPCC Southern California Public Radio (January, 2013).

Murayama, Matsumoto, Izuma, and Matsumoto (2010) was featured in BBC news (May 10th, 2012).

#### 国内で発行された雑誌等に掲載された外国語で書かれた論文

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)

#### 国内で開催された会議における外国語での発表

Matsumoto, M., Murayama, K. Matsumoto, M. & Izuma, K. (2010). Neural basis of undermining intrinsic motivation by monetary rewards. *Neuro 2010*, Kobe, Poster Session.

Izuma, K., Matsumoto, M., Murayama, K., Samejima, K., Sadato, N. & Matsumoto, K. (2010). Neural correlates of cognitive dissonance and preference change in the free-choice paradigm. *Neuro2010*, Kobe, Poster Session.

Murayama, K. (2005). Test format and memory: A mediational analysis. *6th Tsukuba International Conference on Memory*, Tsukuba, Poster Session.

Ichikawa, S., Seo, M., Murayama, K., & Uesaka, Y. (2005). Development of componential assessment of mathematical competences (COMPASS): Conceptual basis, results, and application. Paper presented at *4th International Symposium of Center for Research of Core Academic Competences*, United Nations University, Tokyo, Symposium Presentation

Murayama, K. (2004). Does the cloze test always promote the superficial approach to learning? *6th Tsukuba International Conference on Memory*, Tsukuba, Poster Session.

Terasawa, T., Yoshida, T., Maemoto, K., Murayama, K., Katsube, A., & Ohta, N. (2003). Does five-minutes exercise in learning second-language words improve learner's lexical ability? *4th Tsukuba International Conference on Memory*, Tsukuba, Poster Session.

Yoshida, T., Terasawa, T., Maemoto, K., Murayama, K., Katsube, A., & Ohta, N. (2003). Examining the relation between subjective evaluation and objective performance of word test in long-lasting English words learning. *4th Tsukuba International Conference on Memory*, Tsukuba, Poster Session.