

# Kou Murayama

## List of Publications by Year in descending order

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Version: 2024-02-01

104  
papers

9,975  
citations

57681

46  
h-index

46524

93  
g-index

132  
all docs

132  
docs citations

132  
times ranked

8898  
citing authors

#	ARTICLE	IF	CITATIONS
1	Memory of the U.K.'s 2016 EU referendum: The effects of valence on the long-term measures of a public event.. <i>Emotion</i> , 2023, 23, 52-74.	1.5	1
2	How Are Curiosity and Interest Different? Naïve Bayes Classification of People's Beliefs. <i>Educational Psychology Review</i> , 2022, 34, 73-105.	5.1	92
3	It's more about a lesson than a domain: Lesson-specific autonomy support, motivation, and engagement in math and a second language. <i>Learning and Instruction</i> , 2022, 77, 101500.	1.9	14
4	Curious to eat insects? Curiosity as a Key Predictor of Willingness to try novel food. <i>Appetite</i> , 2022, 168, 105790.	1.8	25
5	Summary-statistics-based power analysis: A new and practical method to determine sample size for mixed-effects modeling.. <i>Psychological Methods</i> , 2022, , .	2.7	28
6	A reward-learning framework of knowledge acquisition: An integrated account of curiosity, interest, and intrinsic/extrinsic rewards.. <i>Psychological Review</i> , 2022, 129, 175-198.	2.7	128
7	The effect of low-intensity exercise on emotional and cognitive engagement in the classroom. <i>Npj Science of Learning</i> , 2022, 7, .	1.5	1
8	The differences and similarities between curiosity and interest: Meta-analysis and network analyses. <i>Learning and Instruction</i> , 2022, 80, 101628.	1.9	14
9	Exploring the within-person contemporaneous network of motivational engagement. <i>Learning and Instruction</i> , 2022, 81, 101649.	1.9	3
10	The Lure of Counterfactual Curiosity: People Incur a Cost to Experience Regret. <i>Psychological Science</i> , 2021, 32, 241-255.	1.8	16
11	Achievement emotions mediate the link between goal failure and goal revision: Evidence from digital learning environments. <i>Computers in Human Behavior</i> , 2021, 119, 106726.	5.1	12
12	Unnecessary reliance on multilevel modelling to analyse nested data in neuroscience: When a traditional summary-statistics approach suffices. <i>Current Research in Neurobiology</i> , 2021, 2, 100024.	1.1	9
13	The Role of Cognitive Control in Age-Related Changes in Well-Being. <i>Frontiers in Aging Neuroscience</i> , 2020, 12, 198.	1.7	7
14	A Multidimensional View on Social and Non-Social Rewards. <i>Frontiers in Psychiatry</i> , 2020, 11, 818.	1.3	20
15	Shared striatal activity in decisions to satisfy curiosity and hunger at the risk of electric shocks. <i>Nature Human Behaviour</i> , 2020, 4, 531-543.	6.2	60
16	Surprised "curious" confused: Epistemic emotions and knowledge exploration.. <i>Emotion</i> , 2020, 20, 625-641.	1.5	102
17	Process Account of Curiosity and Interest: A Reward-Learning Perspective. <i>Educational Psychology Review</i> , 2019, 31, 875-895.	5.1	91
18	Neuroscientific and Psychological Approaches to Incentives. , 2019, , 141-162.		6

#	ARTICLE	IF	CITATIONS
19	Surprise, Curiosity, and Confusion Promote Knowledge Exploration: Evidence for Robust Effects of Epistemic Emotions. <i>Frontiers in Psychology</i> , 2019, 10, 2474.	1.1	53
20	Early Childhood Predictors of Anxiety in Early Adolescence. <i>Journal of Abnormal Child Psychology</i> , 2019, 47, 1121-1133.	3.5	44
21	Systematic Review and Meta-Analysis: Anxiety and Depressive Disorders in Offspring of Parents With Anxiety Disorders. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 2019, 58, 46-60.	0.3	121
22	The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies.. <i>Journal of Educational Psychology</i> , 2019, 111, 331-353.	2.1	194
23	A unified framework of longitudinal models to examine reciprocal relations.. <i>Psychological Methods</i> , 2019, 24, 637-657.	2.7	192
24	Happy fish in little ponds: Testing a reference group model of achievement and emotion.. <i>Journal of Personality and Social Psychology</i> , 2019, 117, 166-185.	2.6	65
25	Do clinically anxious children cluster according to their expression of factors that maintain child anxiety?. <i>Journal of Affective Disorders</i> , 2018, 229, 469-476.	2.0	4
26	Curiosity in old age: A possible key to achieving adaptive aging. <i>Neuroscience and Biobehavioral Reviews</i> , 2018, 88, 106-116.	2.9	67
27	Impression management and achievement motivation: Investigating substantive links. <i>International Journal of Psychology</i> , 2018, 53, 16-22.	1.7	20
28	Trait and perceived environmental competitiveness in achievement situations. <i>Journal of Personality</i> , 2018, 86, 353-367.	1.8	38
29	Time-specific Errors in Growth Curve Modeling: Type-1 Error Inflation and a Possible Solution with Mixed-Effects Models. <i>Multivariate Behavioral Research</i> , 2018, 53, 876-897.	1.8	5
30	The Influence of Social Contagion Within Education: A Motivational Perspective. <i>Mind, Brain, and Education</i> , 2018, 12, 164-174.	0.9	31
31	New Directions in Self-Regulation: The Role of Metamotivational Beliefs. <i>Current Directions in Psychological Science</i> , 2018, 27, 437-442.	2.8	59
32	The Ventral Anterior Temporal Lobe has a Necessary Role in Exception Word Reading. <i>Cerebral Cortex</i> , 2018, 28, 3035-3045.	1.6	13
33	Neural Correlates for Intrinsic Motivational Deficits of Schizophrenia; Implications for Therapeutics of Cognitive Impairment. <i>Frontiers in Psychiatry</i> , 2018, 9, 178.	1.3	6
34	An integrated model of academic self-concept development: Academic self-concept, grades, test scores, and tracking over 6 years.. <i>Developmental Psychology</i> , 2018, 54, 263-280.	1.2	128
35	Metacognition and proofreading: the roles of aging, motivation, and interest. <i>Aging, Neuropsychology, and Cognition</i> , 2017, 24, 216-226.	0.7	7
36	Temperament and self-based correlates of cooperative, competitive and individualistic learning preferences. <i>International Journal of Psychology</i> , 2017, 52, 180-188.	1.7	6

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37	Achievement Emotions and Academic Performance: Longitudinal Models of Reciprocal Effects. <i>Child Development</i> , 2017, 88, 1653-1670.	1.7	489
38	Test expectancy and memory for important information.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2017, 43, 972-985.	0.7	15
39	Open Scientific Practices Are the Way Forward for Internet Gaming Disorder Research: Response to Yao et al.. <i>American Journal of Psychiatry</i> , 2017, 174, 487-487.	4.0	5
40	Complete recovery from anxiety disorders following Cognitive Behavior Therapy in children and adolescents: A meta-analysis. <i>Clinical Psychology Review</i> , 2017, 52, 77-91.	6.0	96
41	Attribution-based motivation treatment efficacy in an online learning environment for students who differ in cognitive elaboration. <i>Motivation and Emotion</i> , 2017, 41, 600-616.	0.8	16
42	Impaired prefrontal activity to regulate the intrinsic motivation-action link in schizophrenia. <i>NeuroImage: Clinical</i> , 2017, 16, 32-42.	1.4	16
43	Internet Gaming Disorder: Investigating the Clinical Relevance of a New Phenomenon. <i>American Journal of Psychiatry</i> , 2017, 174, 230-236.	4.0	235
44	Explaining the forgetting bias effect on value judgments: The influence of memory for a past test. <i>Memory and Cognition</i> , 2017, 45, 362-374.	0.9	10
45	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.. <i>Journal of Educational Psychology</i> , 2017, 109, 425-438.	2.1	36
46	Math self-concept, grades, and achievement test scores: Long-term reciprocal effects across five waves and three achievement tracks.. <i>Journal of Educational Psychology</i> , 2017, 109, 621-634.	2.1	80
47	A prospective study of the motivational and health dynamics of Internet Gaming Disorder. <i>PeerJ</i> , 2017, 5, e3838.	0.9	45
48	I owe you: age-related similarities and differences in associative memory for gains and losses. <i>Aging, Neuropsychology, and Cognition</i> , 2016, 23, 549-565.	0.7	18
49	When enough is not enough: Information overload and metacognitive decisions to stop studying information.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2016, 42, 914-924.	0.7	24
50	Linking social interdependence preferences to achievement goal adoption. <i>Learning and Individual Differences</i> , 2016, 50, 291-295.	1.5	17
51	Meta-analysis to integrate effect sizes within an article: Possible misuse and Type I error inflation.. <i>Journal of Experimental Psychology: General</i> , 2016, 145, 643-654.	1.5	40
52	Don't aim too high for your kids: Parental overaspiration undermines students' learning in mathematics.. <i>Journal of Personality and Social Psychology</i> , 2016, 111, 766-779.	2.6	64
53	The value in rushing: Memory and selectivity when short on time. <i>Acta Psychologica</i> , 2016, 170, 1-9.	0.7	23
54	Female-Specific Intergenerational Transmission Patterns of the Human Corticolimbic Circuitry. <i>Journal of Neuroscience</i> , 2016, 36, 1254-1260.	1.7	30

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55	Memory for Allergies and Health Foods: How Younger and Older Adults Strategically Remember Critical Health Information. <i>Journals of Gerontology - Series B Psychological Sciences and Social Sciences</i> , 2016, 71, 389-399.	2.4	31
56	Intraindividual relations between achievement goals and discrete achievement emotions: An experience sampling approach. <i>Learning and Instruction</i> , 2016, 41, 115-125.	1.9	125
57	Breaking the double-edged sword of effort/trying hard: Developmental equilibrium and longitudinal relations among effort, achievement, and academic self-concept.. <i>Developmental Psychology</i> , 2016, 52, 1273-1290.	1.2	77
58	Regional gray matter volume in the posterior precuneus is associated with general self-efficacy. <i>NeuroReport</i> , 2016, 27, 1350-1353.	0.6	6
59	Potentialâ€based achievement goals. <i>British Journal of Educational Psychology</i> , 2015, 85, 192-206.	1.6	39
60	Thirst for knowledge: The effects of curiosity and interest on memory in younger and older adults.. <i>Psychology and Aging</i> , 2015, 30, 835-841.	1.4	77
61	A Causal Role for Posterior Medial Frontal Cortex in Choice-Induced Preference Change. <i>Journal of Neuroscience</i> , 2015, 35, 3598-3606.	1.7	40
62	Why children differ in motivation to learn: Insights from over 13,000 twins from 6 countries. <i>Personality and Individual Differences</i> , 2015, 80, 51-63.	1.6	67
63	Internalizing symptomatology and academic achievement: Bi-directional prospective relations in adolescence. <i>Journal of Research in Personality</i> , 2015, 58, 106-114.	0.9	56
64	Memory for medication side effects in younger and older adults: The role of subjective and objective importance. <i>Memory and Cognition</i> , 2015, 43, 206-215.	0.9	28
65	Mastery-Approach Goals Eliminate Retrieval-Induced Forgetting. <i>Personality and Social Psychology Bulletin</i> , 2015, 41, 687-695.	1.9	12
66	How Self-Determined Choice Facilitates Performance: A Key Role of the Ventromedial Prefrontal Cortex. <i>Cerebral Cortex</i> , 2015, 25, 1241-1251.	1.6	101
67	Consolidation power of extrinsic rewards: Reward cues enhance long-term memory for irrelevant past events.. <i>Journal of Experimental Psychology: General</i> , 2014, 143, 15-20.	1.5	107
68	Type I error inflation in the traditional by-participant analysis to metamemory accuracy: A generalized mixed-effects model perspective.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2014, 40, 1287-1306.	0.7	94
69	On the transfer of prior tests or study events to subsequent study.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2014, 40, 115-124.	0.7	25
70	Within-person analyses of situational interest and boredom: Interactions between task-specific perceptions and achievement goals.. <i>Journal of Educational Psychology</i> , 2014, 106, 1122-1134.	2.1	85
71	Forgetting as a consequence of retrieval: A meta-analytic review of retrieval-induced forgetting.. <i>Psychological Bulletin</i> , 2014, 140, 1383-1409.	5.5	157
72	The Dynamic Effects of Age-Related Stereotype Threat on Explicit and Implicit Memory Performance in Older Adults. <i>Social Cognition</i> , 2014, 32, 559-570.	0.5	32

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73	The power of anticipated feedback: Effects on students' achievement goals and achievement emotions. <i>Learning and Instruction</i> , 2014, 29, 115-124.	1.9	194
74	Social Equality in the Number of Choice Options Is Represented in the Ventromedial Prefrontal Cortex. <i>Journal of Neuroscience</i> , 2014, 34, 6413-6421.	1.7	37
75	Research Practices That Can Prevent an Inflation of False-Positive Rates. <i>Personality and Social Psychology Review</i> , 2014, 18, 107-118.	3.4	98
76	Mechanisms of motivationâ€“cognition interaction: challenges and opportunities. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2014, 14, 443-472.	1.0	263
77	Motivational, emotional, and behavioral correlates of fear of missing out. <i>Computers in Human Behavior</i> , 2013, 29, 1841-1848.	5.1	1,635
78	Predicting Longâ€“Term Growth in Students' Mathematics Achievement: The Unique Contributions of Motivation and Cognitive Strategies. <i>Child Development</i> , 2013, 84, 1475-1490.	1.7	235
79	Selecting valuable information to remember: Age-related differences and similarities in self-regulated learning.. <i>Psychology and Aging</i> , 2013, 28, 232-242.	1.4	92
80	Choice-Induced Preference Change in the Free-Choice Paradigm: A Critical Methodological Review. <i>Frontiers in Psychology</i> , 2013, 4, 41.	1.1	72
81	Why Do Students Often Fail to Use Learning Strategies That Experts Have Found Effective? An Intra-Individual Analysis. <i>Japanese Journal of Educational Psychology</i> , 2013, 61, 32-43.	0.1	5
82	Automatic Ability Attribution after Failure: A Dual Process View of Achievement Attribution. <i>PLoS ONE</i> , 2013, 8, e63066.	1.1	5
83	The competitionâ€“performance relation: A meta-analytic review and test of the opposing processes model of competition and performance.. <i>Psychological Bulletin</i> , 2012, 138, 1035-1070.	5.5	196
84	Perceived competence moderates the relation between performance-approach and performance-avoidance goals.. <i>Journal of Educational Psychology</i> , 2012, 104, 806-819.	2.1	80
85	Further clarifying the competitionâ€“performance relation: Reply to D. W. Johnson et al. (2012).. <i>Psychological Bulletin</i> , 2012, 138, 1079-1084.	5.5	5
86	The Ideal Self at Play. <i>Psychological Science</i> , 2012, 23, 69-76.	1.8	187
87	Cross-cultural generality and specificity in self-regulation: Avoidance personal goals and multiple aspects of well-being in the United States and Japan.. <i>Emotion</i> , 2012, 12, 1031-1040.	1.5	34
88	Measuring students' emotions in the early years: The Achievement Emotions Questionnaire-Elementary School (AEQ-ES). <i>Learning and Individual Differences</i> , 2012, 22, 190-201.	1.5	130
89	A simple syllogism-solving test: Empirical findings and implications for g research. <i>Intelligence</i> , 2011, 39, 89-99.	1.6	14
90	A Longitudinal Analysis of Self-Regulation and Well-Being: Avoidance Personal Goals, Avoidance Coping, Stress Generation, and Subjective Well-Being. <i>Journal of Personality</i> , 2011, 79, 643-674.	1.8	85

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91	Money enhances memory consolidation “ But only for boring material. <i>Cognition</i> , 2011, 119, 120-124.	1.1	96
92	Achievement Motivation and Memory. <i>Personality and Social Psychology Bulletin</i> , 2011, 37, 1339-1348.	1.9	36
93	Separation of performance-approach and performance-avoidance achievement goals: A broader analysis.. <i>Journal of Educational Psychology</i> , 2011, 103, 238-256.	2.1	126
94	A 3 – 2 achievement goal model.. <i>Journal of Educational Psychology</i> , 2011, 103, 632-648.	2.1	565
95	Neural basis of the undermining effect of monetary reward on intrinsic motivation. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2010, 107, 20911-20916.	3.3	267
96	Neural correlates of cognitive dissonance and choice-induced preference change. <i>Proceedings of the National Academy of Sciences of the United States of America</i> , 2010, 107, 22014-22019.	3.3	184
97	The joint influence of personal achievement goals and classroom goal structures on achievement-relevant outcomes.. <i>Journal of Educational Psychology</i> , 2009, 101, 432-447.	2.1	257
98	On the measurement of achievement goals: Critique, illustration, and application.. <i>Journal of Educational Psychology</i> , 2008, 100, 613-628.	2.1	826
99	Quantitative and Qualitative Analyses of Achievement in Integrated Study. <i>Japanese Journal of Educational Psychology</i> , 2006, 54, 371-383.	0.1	3
100	Test Format Scheme and the Relation Between Objective Tests and Learning Strategies. <i>Japanese Journal of Educational Psychology</i> , 2006, 54, 63-74.	0.1	5
101	Are Avoidance Strategies Always Maladaptive?. <i>Japanese Journal of Educational Psychology</i> , 2005, 53, 273-286.	0.1	12
102	Exploring the Mechanism of Test-Expectancy Effects on Strategy Change. <i>Japanese Journal of Educational Psychology</i> , 2005, 53, 172-184.	0.1	6
103	The Three Dimensional Framework of Positive and Negative Goal Representation. <i>Japanese Journal of Educational Psychology</i> , 2004, 52, 199-213.	0.1	3
104	Learning Strategy Use and Short- and Long-Term Perceived Utility. <i>Japanese Journal of Educational Psychology</i> , 2003, 51, 130-140.	0.1	20