Kou Murayama

List of Publications by Year
in descending order

104 papers	9,975 citations	50276 46 h-index	40979 93 g-index
132 all docs	132 docs citations	132 times ranked	7892 citing authors

#	Article	IF	Citations
1	Memory of the U.K.â€™s 2016 EU referendum: The effects of valence on the long-term measures of a public event.. Emotion, 2023, 23, 52-74.	1.8	1
2	How Are Curiosity and Interest Different? NaÃ¯ve Bayes Classification of Peopleâ€™s Beliefs. Educational Psychology Review, 2022, 34, 73-105.	8.4	92
3	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, 2022, 77, 101500.	3.2	14
4	Curious to eat insects? Curiosity as a Key Predictor of Willingness to try novel food. Appetite, 2022, 168, 105790.	3.7	25
5	Summary-statistics-based power analysis: A new and practical method to determine sample size for mixed-effects modeling.. Psychological Methods, 2022, , .	3.5	28
6	A reward-learning framework of knowledge acquisition: An integrated account of curiosity, interest, and intrinsicâ€“extrinsic rewards.. Psychological Review, 2022, 129, 175-198.	3.8	128
7	The effect of low-intensity exercise on emotional and cognitive engagement in the classroom. Npj Science of Learning, 2022, 7, .	2.8	1
8	The differences and similarities between curiosity and interest: Meta-analysis and network analyses. Learning and Instruction, 2022, 80, 101628.	3.2	14
9	Exploring the within-person contemporaneous network of motivational engagement. Learning and Instruction, 2022, 81, 101649.	3.2	3
10	The Lure of Counterfactual Curiosity: People Incur a Cost to Experience Regret. Psychological Science, 2021, 32, 241-255.	3.3	16
11	Achievement emotions mediate the link between goal failure and goal revision: Evidence from digital learning environments. Computers in Human Behavior, 2021, 119, 106726.	8.5	12
12	Unnecessary reliance on multilevel modelling to analyse nested data in neuroscience: When a traditional summary-statistics approach suffices. Current Research in Neurobiology, 2021, 2, 100024.	2.3	9
13	The Role of Cognitive Control in Age-Related Changes in Well-Being. Frontiers in Aging Neuroscience, 2020, 12, 198.	3.4	7
14	A Multidimensional View on Social and Non-Social Rewards. Frontiers in Psychiatry, 2020, 11, 818.	2.6	20
15	Shared striatal activity in decisions to satisfy curiosity and hunger at the risk of electric shocks. Nature Human Behaviour, 2020, 4, 531-543.	12.0	60
16	Surprisedâ€“curiousâ€“confused: Epistemic emotions and knowledge exploration.. Emotion, 2020, 20, 625-641.	1.8	102
17	Process Account of Curiosity and Interest: A Reward-Learning Perspective. Educational Psychology Review, 2019, 31, 875-895.	8.4	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. Frontiers in Psychology, 2019, 10, 2474.	2.1	53
20	Early Childhood Predictors of Anxiety in Early Adolescence. Journal of Abnormal Child Psychology, 2019, 47, 1121-1133.	3.5	44
21	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, 2019, 58, 46-60.	0.5	121
22	The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies.. Journal of Educational Psychology, 2019, 111, 331-353.	2.9	194
23	A unified framework of longitudinal models to examine reciprocal relations.. Psychological Methods, 2019, 24, 637-657.	3.5	192
24	Happy fish in little ponds: Testing a reference group model of achievement and emotion.. Journal of Personality and Social Psychology, 2019, 117, 166-185.	2.8	65
25	Do clinically anxious children cluster according to their expression of factors that maintain child anxiety?. Journal of Affective Disorders, 2018, 229, 469-476.	4.1	4
26	Curiosity in old age: A possible key to achieving adaptive aging. Neuroscience and Biobehavioral Reviews, 2018, 88, 106-116.	6.1	67
27	Impression management and achievement motivation: Investigating substantive links. International Journal of Psychology, 2018, 53, 16-22.	2.8	20
28	Trait and perceived environmental competitiveness in achievement situations. Journal of Personality, 2018, 86, 353-367.	3.2	38
29	Time-specific Errors in Growth Curve Modeling: Type-1 Error Inflation and a Possible Solution with Mixed-Effects Models. Multivariate Behavioral Research, 2018, 53, 876-897.	3.1	5
30	The Influence of Social Contagion Within Education: A Motivational Perspective. Mind, Brain, and Education, 2018, 12, 164-174.	1.9	31
31	New Directions in Self-Regulation: The Role of Metamotivational Beliefs. Current Directions in Psychological Science, 2018, 27, 437-442.	5.3	59
32	The Ventral Anterior Temporal Lobe has a Necessary Role in Exception Word Reading. Cerebral Cortex, 2018, 28, 3035-3045.	2.9	13
33	Neural Correlates for Intrinsic Motivational Deficits of Schizophrenia; Implications for Therapeutics of Cognitive Impairment. Frontiers in Psychiatry, 2018, 9, 178.	2.6	6
34	An integrated model of academic self-concept development: Academic self-concept, grades, test scores, and tracking over 6 years.. Developmental Psychology, 2018, 54, 263-280.	1.6	128
35	Metacognition and proofreading: the roles of aging, motivation, and interest. Aging, Neuropsychology, and Cognition, 2017, 24, 216-226.	1.3	7
36	Temperament and selfâ€based correlates of cooperative, competitive and individualistic learning preferences. International Journal of Psychology, 2017, 52, 180-188.	2.8	6

#	Article	IF	Citations
37	Achievement Emotions and Academic Performance: Longitudinal Models of Reciprocal Effects. Child Development, 2017, 88, 1653-1670.	3.0	489
38	Test expectancy and memory for important information.. Journal of Experimental Psychology: Learning Memory and Cognition, 2017, 43, 972-985.	0.9	15
39	Open Scientific Practices Are the Way Forward for Internet Gaming Disorder Research: Response to Yao et al.. American Journal of Psychiatry, 2017, 174, 487-487.	7.2	5
40	Complete recovery from anxiety disorders following Cognitive Behavior Therapy in children and adolescents: A meta-analysis. Clinical Psychology Review, 2017, 52, 77-91.	11.4	96
41	Attribution-based motivation treatment efficacy in an online learning environment for students who differ in cognitive elaboration. Motivation and Emotion, 2017, 41, 600-616.	1.3	16
42	Impaired prefrontal activity to regulate the intrinsic motivation-action link in schizophrenia. NeuroImage: Clinical, 2017, 16, 32-42.	2.7	16
43	Internet Gaming Disorder: Investigating the Clinical Relevance of a New Phenomenon. American Journal of Psychiatry, 2017, 174, 230-236.	7.2	235
44	Explaining the forgetting bias effect on value judgments: The influence of memory for a past test. Memory and Cognition, 2017, 45, 362-374.	1.6	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.. Journal of Educational Psychology, 2017, 109, 425-438.	2.9	36
46	Math self-concept, grades, and achievement test scores: Long-term reciprocal effects across five waves and three achievement tracks.. Journal of Educational Psychology, 2017, 109, 621-634.	2.9	80
47	A prospective study of the motivational and health dynamics of Internet Gaming Disorder. PeerJ, 2017, 5, e3838.	2.0	45
48	I owe you: age-related similarities and differences in associative memory for gains and losses. Aging, Neuropsychology, and Cognition, 2016, 23, 549-565.	1.3	18
49	When enough is not enough: Information overload and metacognitive decisions to stop studying information.. Journal of Experimental Psychology: Learning Memory and Cognition, 2016, 42, 914-924.	0.9	24
50	Linking social interdependence preferences to achievement goal adoption. Learning and Individual Differences, 2016, 50, 291-295.	2.7	17
51	Meta-analysis to integrate effect sizes within an article: Possible misuse and Type I error inflation.. Journal of Experimental Psychology: General, 2016, 145, 643-654.	2.1	40
52	Donâ€™t aim too high for your kids: Parental overaspiration undermines studentsâ€™ learning in mathematics.. Journal of Personality and Social Psychology, 2016, 111, 766-779.	2.8	64
53	The value in rushing: Memory and selectivity when short on time. Acta Psychologica, 2016, 170, 1-9.	1.5	23
54	Female-Specific Intergenerational Transmission Patterns of the Human Corticolimbic Circuitry. Journal of Neuroscience, 2016, 36, 1254-1260.	3.6	30

#	Article	IF	Citations
55	Memory for Allergies and Health Foods: How Younger and Older Adults Strategically Remember Critical Health Information. Journals of Gerontology - Series B Psychological Sciences and Social Sciences, 2016, 71, 389-399.	3.9	31
56	Intraindividual relations between achievement goals and discrete achievement emotions: An experience sampling approach. Learning and Instruction, 2016, 41, 115-125.	3.2	125
57	Breaking the double-edged sword of effort/trying hard: Developmental equilibrium and longitudinal relations among effort, achievement, and academic self-concept.. Developmental Psychology, 2016, 52, 1273-1290.	1.6	77
58	Regional gray matter volume in the posterior precuneus is associated with general self-efficacy. NeuroReport, 2016, 27, 1350-1353.	1.2	6
59	Potentialâ€based achievement goals. British Journal of Educational Psychology, 2015, 85, 192-206.	2.9	39
60	Thirst for knowledge: The effects of curiosity and interest on memory in younger and older adults.. Psychology and Aging, 2015, 30, 835-841.	1.6	77
61	A Causal Role for Posterior Medial Frontal Cortex in Choice-Induced Preference Change. Journal of Neuroscience, 2015, 35, 3598-3606.	3.6	40
62	Why children differ in motivation to learn: Insights from over 13,000 twins from 6 countries. Personality and Individual Differences, 2015, 80, 51-63.	2.9	67
63	Internalizing symptomatology and academic achievement: Bi-directional prospective relations in adolescence. Journal of Research in Personality, 2015, 58, 106-114.	1.7	56
64	Memory for medication side effects in younger and older adults: The role of subjective and objective importance. Memory and Cognition, 2015, 43, 206-215.	1.6	28
65	Mastery-Approach Goals Eliminate Retrieval-Induced Forgetting. Personality and Social Psychology Bulletin, 2015, 41, 687-695.	3.0	12
66	How Self-Determined Choice Facilitates Performance: A Key Role of the Ventromedial Prefrontal Cortex. Cerebral Cortex, 2015, 25, 1241-1251.	2.9	101
67	Consolidation power of extrinsic rewards: Reward cues enhance long-term memory for irrelevant past events.. Journal of Experimental Psychology: General, 2014, 143, 15-20.	2.1	107
68	Type I error inflation in the traditional by-participant analysis to metamemory accuracy: A generalized mixed-effects model perspective.. Journal of Experimental Psychology: Learning Memory and Cognition, 2014, 40, 1287-1306.	0.9	94
69	On the transfer of prior tests or study events to subsequent study.. Journal of Experimental Psychology: Learning Memory and Cognition, 2014, 40, 115-124.	0.9	25
70	Within-person analyses of situational interest and boredom: Interactions between task-specific perceptions and achievement goals.. Journal of Educational Psychology, 2014, 106, 1122-1134.	2.9	85
71	Forgetting as a consequence of retrieval: A meta-analytic review of retrieval-induced forgetting.. Psychological Bulletin, 2014, 140, 1383-1409.	6.1	157
72	The Dynamic Effects of Age-Related Stereotype Threat on Explicit and Implicit Memory Performance in Older Adults. Social Cognition, 2014, 32, 559-570.	0.9	32

#	Article	IF	Citations
73	The power of anticipated feedback: Effects on students' achievement goals and achievement emotions. Learning and Instruction, 2014, 29, 115-124.	3.2	194
74	Social Equality in the Number of Choice Options Is Represented in the Ventromedial Prefrontal Cortex. Journal of Neuroscience, 2014, 34, 6413-6421.	3.6	37
75	Research Practices That Can Prevent an Inflation of False-Positive Rates. Personality and Social Psychology Review, 2014, 18, 107-118.	6.0	98
76	Mechanisms of motivationâ€“cognition interaction: challenges and opportunities. Cognitive, Affective and Behavioral Neuroscience, 2014, 14, 443-472.	2.0	263
77	Motivational, emotional, and behavioral correlates of fear of missing out. Computers in Human Behavior, 2013, 29, 1841-1848.	8.5	1,635
78	Predicting Longâ€Term Growth in Students' Mathematics Achievement: The Unique Contributions of Motivation and Cognitive Strategies. Child Development, 2013, 84, 1475-1490.	3.0	235
79	Selecting valuable information to remember: Age-related differences and similarities in self-regulated learning.. Psychology and Aging, 2013, 28, 232-242.	1.6	92
80	Choice-Induced Preference Change in the Free-Choice Paradigm: A Critical Methodological Review. Frontiers in Psychology, 2013, 4, 41.	2.1	72
81	Why Do Students Often Fail to Use Learning Strategies That Experts Have Found Effective? An Intra-Individual Analysis. Japanese Journal of Educational Psychology, 2013, 61, 32-43.	1.9	5
82	Automatic Ability Attribution after Failure: A Dual Process View of Achievement Attribution. PLoS ONE, 2013, 8, e63066.	2.5	5
83	The competitionâ€“performance relation: A meta-analytic review and test of the opposing processes model of competition and performance.. Psychological Bulletin, 2012, 138, 1035-1070.	6.1	196
84	Perceived competence moderates the relation between performance-approach and performance-avoidance goals.. Journal of Educational Psychology, 2012, 104, 806-819.	2.9	80
85	Further clarifying the competitionâ€“performance relation: Reply to D. W. Johnson et al. (2012).. Psychological Bulletin, 2012, 138, 1079-1084.	6.1	5
86	The Ideal Self at Play. Psychological Science, 2012, 23, 69-76.	3.3	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.. Emotion, 2012, 12, 1031-1040.	1.8	34
88	Measuring students' emotions in the early years: The Achievement Emotions Questionnaire-Elementary School (AEQ-ES). Learning and Individual Differences, 2012, 22, 190-201.	2.7	130
89	A simple syllogism-solving test: Empirical findings and implications for g research. Intelligence, 2011, 39, 89-99.	3.0	14
90	A Longitudinal Analysis of Self-Regulation and Well-Being: Avoidance Personal Goals, Avoidance Coping, Stress Generation, and Subjective Well-Being. Journal of Personality, 2011, 79, 643-674.	3.2	85

#	Article	IF	Citations
91	Money enhances memory consolidation â€“ But only for boring material. Cognition, 2011, 119, 120-124.	2.2	96
92	Achievement Motivation and Memory. Personality and Social Psychology Bulletin, 2011, 37, 1339-1348.	3.0	36
93	Separation of performance-approach and performance-avoidance achievement goals: A broader analysis.. Journal of Educational Psychology, 2011, 103, 238-256.	2.9	126
94	A 3 Ã— 2 achievement goal model.. Journal of Educational Psychology, 2011, 103, 632-648.	2.9	565
95	Neural basis of the undermining effect of monetary reward on intrinsic motivation. Proceedings of the National Academy of Sciences of the United States of America, 2010, 107, 20911-20916.	7.1	267
96	Neural correlates of cognitive dissonance and choice-induced preference change. Proceedings of the National Academy of Sciences of the United States of America, 2010, 107, 22014-22019.	7.1	184
97	The joint influence of personal achievement goals and classroom goal structures on achievement-relevant outcomes.. Journal of Educational Psychology, 2009, 101, 432-447.	2.9	257
98	On the measurement of achievement goals: Critique, illustration, and application.. Journal of Educational Psychology, 2008, 100, 613-628.	2.9	826
99	Quantitative and Qualitative Analyses of Achievement in Integrated Study. Japanese Journal of Educational Psychology, 2006, 54, 371-383.	1.9	3
100	Test Format Scheme and the Relation Between Objective Tests and Learning Strategies. Japanese Journal of Educational Psychology, 2006, 54, 63-74.	1.9	5
101	Are Avoidance Strategies Always Maladaptive?. Japanese Journal of Educational Psychology, 2005, 53, 273-286.	1.9	12
102	Exploring the Mechanism of Test-Expectancy Effects on Strategy Change. Japanese Journal of Educational Psychology, 2005, 53, 172-184.	1.9	6
103	The Three Dimensional Framework of Positive and Negative Goal Representation. Japanese Journal of Educational Psychology, 2004, 52, 199-213.	1.9	3
104	Learning Strategy Use and Short- and Long-Term Perceived Utility. Japanese Journal of Educational Psychology, 2003, 51, 130-140.	1.9	20