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### 학 력

박사 후 연구원, 미국 로체스터 대학교, 심리학과, 1992년 8월.

Postdoctoral Research, University of Rochester

Department of Psychology

Research program with Edward Deci and Richard Ryan's human motivation group.

박사, 미국 텍사스 크리스찬 대학교, 심리학과, 1986년 8월.

석사, 미국 텍사스 크리스찬 대학교, 심리학과, 1985년 8월.

Ph.D., Texas Christian University (MA in 1985), Department of Psychology

지도교수: Steven G. Cole.

학위논문: "The role of cooperative cues in increasing the probability of cooperation in eight situations: A test of the synergy hypothesis"

학사, 미국 테네시 공과대학교, 심리학과, 1982년 8월.

B.A., Tennessee Technological University, Department of Psychology

Senior Thesis: "Initiation and regulation of persistence behavior"

### 업 적

#### 저서

Reeve, J. (2009, 1월). *Understanding motivation and emotion* (5<sup>th</sup> ed.) Hoboken, NJ: Wiley.

O'Donnell, A., Reeve, J., & Smith, J. (2009, 1월). *Educational psychology: Reflection for action* (2<sup>nd</sup> ed.). Hoboken, NJ: Wiley.

Reeve, J. (1996, 1월). *Motivating others: Nurturing inner motivational resources*. Needham Heights, MA: Allyn & Bacon.

#### 저서 내 논문

Reeve, J., Ryan, R. M., Deci, E. L., & Jang, H. (2007, 1월). Understanding and promoting

autonomous self-regulation: A self-determination theory perspective. In D. Schunk & B. Zimmerman (Eds.), *Motivation and self-regulated learning: Theory, research, and application*. (Chpt. 9, pp. 223-244). Mahwah, NJ: Lawrence Erlbaum.

Reeve, J. (2006, 1월). Extrinsic rewards and inner motivations. In C. Weinstein & T. L. Good (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (Chpt. 24, pp. 645-664). Hillsdale, NJ: Lawrence Erlbaum.

Reeve, J., Deci, E. L., & Ryan, R. M. (2004, 3월). Self-determination theory: A dialectical framework for understanding the socio-cultural influences on student motivation. In D. McInerney & S. Van Etten (Eds.), *Research on sociocultural influences on motivation and learning: Big theories revisited* (Vol. 4, pp. 31-59). Greenwich, CT: Information Age Press.

Reeve, J. (2002, 9월). Self-determination theory applied to educational settings. In E. L. Deci & R. M. Ryan's (Eds.), *Handbook of self-determination research* (pp. 183-202). Rochester, NY: Rochester University Press.

저서 내 논문 (Forthcoming)

Reeve, J., & Assor, A. (2010, forthcoming). Do social institutions necessarily suppress personal autonomy? The possibility of schools as autonomy promoting contexts across the world. In V. Chirkov, R. M. Ryan, & K. Sheldon (Eds.), *Personal autonomy in cultural contexts: Global perspectives on the psychology of agency, freedom, and people's well-being*. New York: Springer

Reeve, J. (2010, forthcoming). A self-determination theory perspective on student engagement. In S. L. Christenson, A. Reschly, & C. Wylie (Eds.), *Handbook of research on Student engagement*. New York: Springer.

Reeve, J. (2009, forthcoming). Teaching in ways that support students' autonomy. In D. Mashek & E. Hammer (Eds.), *Enhancing teaching and learning*. Hoboken, NJ: Wiley-Blackwell.

Reeve, J. (2009, forthcoming). How do I motivate others? The concept of motivating style. In E. Gamez (Ed.), *Proceeds of the Spanish Society on Motivation and Emotion*.

학술지 게재 논문 (Referred)

Jang, H., Reeve, J., & Deci, E. L. (in press). Engaging students in learning activities: It is not autonomy support or structure, but autonomy support and structure. *Journal of Educational Psychology*.

Reeve, J. (2009, 7월). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. *Educational Psychologist*, 44, 159-178.

Reeve, J., & Halusic, M. (2009, 4월). How K-12 teachers can put self-determination theory principles into practice. *Theory and Research in Education*, 7, 145-154.

Jang, H., Reeve, J., Ryan, R. M., & Kim, A. (2009, 8월). Can self-determination theory explain what Underlies the productive, satisfying learning experiences of collectivistically-oriented South Korean adolescents? *Journal of Educational Psychology*, 101, 644-661.

Hardre, P. L., & Reeve, J. (2009, 9월). Training corporate managers to adopt a more autonomy-supportive motivating style toward employees: An intervention study. *International Journal of Training Development*, 13, 165-184.

Reeve, J. (2006, 1월). Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit. *Elementary School Journal*, 106, 225-236.

Reeve, J., & Jang, H. (2006, 2월). What teachers say and do to support students' autonomy during learning activities. *Journal of Educational Psychology*, 98, 209-218.

Reeve, J. (2006, 12월). Autonomy, volitional motivation, and wellness. *Motivation and Emotion*, 30, 257-258.

Isen, A. M., & Reeve, J. (2005, 12월). The influence of positive affect on intrinsic and extrinsic motivation: Facilitating enjoyment of play, responsible work behavior, and self-control. *Motivation and Emotion*, 29, 295-323.

Reeve, J., Jang, H., Carrell, D., Jeon, S., & Barch, J. (2004, 6월). Enhancing high school students' engagement by increasing their teachers' autonomy support. *Motivation and Emotion*, 28, 147-169.

Reeve, J., Nix, G., & Hamm, D. (2003, 5월). The experience of self-determination in intrinsic motivation and the conundrum of choice. *Journal of Educational Psychology*, 95, 375-392.

Hardre, P., & Reeve, J. (2003, 5월). A motivational model of rural students' intentions to persist in versus drop out of high school. *Journal of Educational Psychology*, 95, 347-356.

Cai, Y., Reeve, J., & Robinson, D. T. (2002, 5월). Home schooling and teaching style: Comparing the motivating styles of home school and public school teachers. *Journal of Educational Psychology*, 94, 372-380.

Reeve, J., Jang, H., Hardre, P., & Omura, M. (2002, 9월). Providing a rationale in an autonomy-supportive way as a motivational strategy to motivate others during an uninteresting activity. *Motivation and Emotion*, 26, 183-207.

Reeve, J., Bolt, E., & Cai, Y. (1999, 8월). How autonomy-supportive teachers teach and motivate

- students. *Journal of Educational Psychology*, 91, 537-548.
- Reeve, J. (1998, 7월). Autonomy support as an interpersonal motivating style: Is it teachable? *Contemporary Educational Psychology*, 23, 312-330.
- Reeve, J., & Nix, G. (1997, 9월). Expressing intrinsic motivation through acts of exploration and facial displays of interest. *Motivation and Emotion*, 21, 237-250.
- Reeve, J., & Deci, E. L. (1996, 1월). Elements of the competitive situation that affect intrinsic motivation. *Personality and Social Psychology Bulletin*, 22, 24-33.
- Reeve, J., & Sickenius, B. (1994, 6월). Development and validation of a brief measure of the three psychological needs underlying intrinsic motivation: The AFS scales. *Educational and Psychological Measurement*, 54, 506-515.
- Williams, G. C., Wiener, M. W., Markakis, K. M., Reeve, J., & Deci, E. L. (1994, 9월). Medical students' motivation for internal medicine. *Journal of General Internal Medicine*, 9, 327-333.
- Reeve, J. (1993, 12월). The face of interest. *Motivation and Emotion*, 17, 353-375.
- Reeve, J. (1989, 6월). The interest-enjoyment distinction in intrinsic motivation. *Motivation and Emotion*, 13, 83-103.
- Reeve, J. (1989, 12월). The acquisition and extinction of four experiential states in intrinsic motivation. *Journal of Social Psychology*, 129, 841-854.
- Reeve, J., Olson, B. C., & Cole, S. G. (1987, 6월). Intrinsic motivation in competition: The intervening role of four individual differences following objective competence information. *Journal of Research in Personality*, 21, 148-170.
- Reeve, J., & Cole, S. G. (1987, 9월). Theory development in intrinsic motivation research: The excitement continues. *Journal of Social Behavior and Personality*, 2, 279-290.
- Reeve, J., & Cole, S. G. (1987, 9월). Integration of affect and cognition in intrinsic motivation. *Journal of Psychology*, 121, 441-449.
- Reeve, J., & Robinson, D. T. (1987, 3월). Towards a reconceptualization of intrinsic motivation: Correlates and factor structure of the Activity-Feeling Scale. *Journal of Social Behavior and Personality*, 2, 23-36.
- Reeve, J., Cole, S. G., & Olson, B. C. (1986, 9월). The Zeigarnik effect and intrinsic motivation: Are they the same? *Motivation and Emotion*, 10, 231-243.
- Reeve, J., Cole, S. G., & Olson, B. C. (1986, 12월). Adding excitement to intrinsic motivation

research. *Journal of Social Behavior and Personality*, 1, 349-363.

Reeve, J., Olson, B. C., & Cole, S. G. (1985, 9월). Motivation and performance: Two consequences of winning and losing in competition. *Motivation and Emotion*, 9, 291-298.

#### 학술지 게재 논문 (Non-Referred)

Reeve, J. (2008, 1월). Autonomy support. In E. Anderman (Ed.), *Psychology of classroom learning: An encyclopedia*. Detroit: Macmillian Reference USA.

Reeve, J. (2008, 1월). Reinforcement. In E. Anderman (Ed.), *Psychology of classroom learning: An encyclopedia*. Detroit: Macmillian Reference USA.

Reeve, J. (2008, 1월). Autonomy support. *InSpine*.

Reeve, J. (2000, 2월). How can I motivate my students to put forth effort on uninteresting, yet important, lessons? *Psychology Teacher Network*, 10, 7-8.

Reeve, J. (1991, 4월). What is an emotion? Wait--Don't answer that yet! *Contemporary Psychology*, 36, 604-605.

#### 심사 중 논문

Reeve, J., & Tseng, C. (2009). *Adding student voice as a fourth indicator of students' classroom engagement*. Manuscript under review.

Reeve, J., & Tseng, C. (2009). *The psychobiology of being controlled: Salivary cortisol stress response to controlling and autonomy-supportive teachers*. Manuscript under review.

Halusic, M., & Reeve, J. (2009). *Lessons structured to support students' autonomy: Packaging psychological need support*. Manuscript under review.

## 발 표

#### 초청 강연

Reeve, J. (2009, 11월). Teachers' motivating styles and students' motivation, engagement, and learning. Invited keynote address given at the International Congress on Cognition, Emotion, and Motivation, "Percept-Concept-Decision: Application to learning activities." Medina Yasmine Hammamet, Tunisia.

Reeve, J. (2009, 11월). How to support autonomy in others. Invited keynote address given at the International Congress on Cognition, Emotion, and Motivation, "Percept-Concept-Decision: Application to learning activities." Medina Yasmine Hammamet, Tunisia.

Reeve, J. (2009, 10월). Tracking biological upset (cortisol) in students exposed to controlling

- Teachers: Why it matters so much. Invited keynote address given at the bMRI Symposium on Motivation, "Motivation and education: Past, present, and future." Seoul, Korea.
- Reeve, J., (2009, 4월). Relationships that support others' autonomy and engagement. Invited keynote address given at the Claremont Symposium on Applied Social Psychology, "Applications of social psychology to teaching and learning." Claremont, CA.
- Reeve, J. (2009, 3월). Finding our way and defining our field—What matters most in the contemporary study of human motivation. Invited keynote address given at the IV Conference of the Spanish Society on Motivation and Emotion, Tenerife Canary Island, Spain.
- Reeve, J. (2008, 5월). Do you trust your own motivation? Invited talk given at Korea University, Seoul, South Korea.
- Reeve, J. (2008, 5월). Theories of human motivation for the workplace and for the classroom. Invited talk given jointly at Ehwa University and Sungkyunkwan University, Seoul, South Korea.
- Reeve, J. (2007, 7월). Future directions of contemporary motivation study in education. Invited talk given at Ehwa University, Seoul, South Korea.
- Reeve, J. (2006, 5월). How do American teachers support students' autonomy during instruction? Paper presented at the International Research Workshop of the Israel Science Foundation: Autonomy Support and suppression in parenting and education: Cross cultural perspectives. Mitzpe Ramon, Israel.
- Reeve, J. (2005, 12월). How teachers can promote students' autonomy during instruction: Lessons from a decade of research. Invited talk (Keynote speaker) given at the 2005 Annual Conference of the Iowa Educational Research and Evaluation Association, Cedar Falls, IA.
- Reeve, J. (2005, 10월). Enhancing high school students' engagement by increasing their teachers' autonomy support. Invited talk (Award recipient) given at the 2005 Thomas N. Urban Research Award presented by the Iowa FINE Foundation, Des Moines, IA.
- Reeve, J. (2004, 10월). Motivation theories to help teachers engage students in learning activities. Invited talk given to the College of Education at Rutgers University, New Brunswick, NJ.
- Reeve, J. (1998, 10월). Motivating others. Presentation given at the 9<sup>th</sup> annual FINE Day Conference, "Programs that motivate: Helping students succeed" sponsored by FINE (First In the Nation in Education) Educational Research Foundation, Des Moines, IA.
- Reeve, J. (1998, 3월). Making sense of conflicting advice on how to motivate students: Practitioners say toe-may-toes, researchers say ta-mott-ohs. Presentation given at the

UWM Breakfast Forum Series for school administrators.

- Reeve, J. (1998, 2월). Motivating others. Workshop given to the state conference of the Wisconsin Jaycees, Lake Geneva, WI.
- Reeve, J. (1997, 2월). Promoting student engagement in the classroom. In-service teacher training conducted at the Atwater Elementary School. Shorewood School District, Shorewood, WI.
- Reeve, J. (1997, 2월). Teachers concerns about and solutions for student motivation and discipline. In-service teacher training conducted at Kiel High School. Kiel, WI.
- Reeve, J. (1997, 1월). Motivation is a prerequisite for learning. Presentation given for the Lakeshore school administrators and supervisors. Milwaukee, WI.
- Reeve, J. (1995, 6월). Motivating students. In-service teacher training conducted at the Northern Ozaukee Elementary and Middle Schools. Northern Ozaukee School District, Fredonia, WI.
- Reeve, J. (1995, 4월). Training teachers to motivate students. Presentation given to the Office of Educational Research's Forum on Education. University of Wisconsin-Milwaukee, Milwaukee, WI.
- Reeve, J. (1993, 2월). Origins of interest. Presentation given to the Psychology Department during the Social Psychology Brown Bag Series. University of Wisconsin, Madison, WI.
- Reeve, J. (1990, 3월). Interest and exploration. Presentation given to the Human Motivation Group, Psychology Department, University of Rochester, Rochester, NY.
- Reeve, J. (1986, 11월). Favorable and unfavorable consequences of the competitive experience. Presentation given during the National Sports Symposium. Trinity University, San Antonio, TX.
- 학술대회 발표 (Referred)**
- Reeve, J., & Tseng, C. (2009, 4월). Cortisol as a biomarker of socio-motivational processes during instruction. Paper to be presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Halusic, M., Reeve, J., & Lee, W. (2008, 8월). Instructional strategies to nurture students' inner motivational resources. Paper presented at the annual meeting of the American Psychological Association, Boston, MA.
- Reeve, J. (2008, 3월). Understanding and promoting autonomous self-regulation: A self-determination theory perspective. Paper presented at the annual meeting of the American

Educational Research Association, New York, NY.

Reeve, J. (2008, 3월). Overview of how educators' provision of autonomy support and structure affect student outcomes. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Reeve, J. (2008, 3월). Is autonomy support important for students in all global classrooms? Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Tseng, C.-M., & Reeve, J. (2007, 8월). Teachers' motivating styles toward students: Psychobiology of being controlled. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Reeve, J. (2007, 5월). Conclusions on the nature and practice of autonomy support. Paper presented at the 3<sup>rd</sup> International Conference of Self-Determination Theory, Toronto, CA.

Reeve, J., & Jang, H. (2007, 4월). Understanding the combined contributions of parents' and teachers' motivating styles on Korean adolescents' classroom motivation and outcomes. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Reeve, J., & Jang, H. (2006, 8월). Engagement: Autonomy support or structure versus autonomy support and structure. Paper presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Barch, J., & Reeve, J. (2006, 8월). Can teachers learn to be autonomy supportive and will their students benefit? A laboratory test of a short-term intervention. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Jang, H., Reeve, J., & Jeon, S. (2006, 4월). Empirical test of the applicability of self-determination theory to Korean students' motivation and achievement. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Reeve, J. (2004, 5월). Two approaches to motivating others: What self-determination theory practitioners can learn from social-cognitive practitioners (and vice versa). Paper presented at the second Self-Determination Theory Conference, Ottawa, Ontario, Canada.

Jang, H., & Reeve, J. (2004, 4월). Providing a rationale to engage students in an uninteresting learning activity. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Ryan, R. M., & Reeve, J. (2004, 4월). What should pre-service teachers know about recent



theory and research in motivation? Self-determination theory perspective. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Ryan, R. M., Deci, E. L., & Reeve, R. M. (2004, 4월). Self-determination theory: A dialectical framework for understanding sociocultural influences on student motivation. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Jeon, S., & Reeve, J. (2004, 4월). A motivational model of Korean early adolescents' academic engagement and performance. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Reeve, J. (2003, 8월). Teachers as facilitators: What autonomy supportive teachers do and why their students benefit. Paper presented in the Symposium on the Interpersonal Contexts of Teaching, Learning, and Motivation at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.

Omura, M., & Reeve, J. (2003, 8월). Intrinsic motivation and perceived competence: Which comes first? Paper to be presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.

Jang, H., & Reeve, J. (2003, 4월). Preserving students' autonomy by delivering instruction in an autonomy-supportive way. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Jang, H., & Reeve, J. (2003, 4월). Enhancing high school students' engagement by increasing their teachers' use of autonomy-supportive strategies. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Jeon, S., & Reeve, J. (2003, 4월). Classroom environment as a predictor of Korean high school students' self-determined learning and adjustment. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Barch, J. C., Rizzo, K. M., & Reeve, J. (2003, 4월). On the malleability of teachers' motivational orientations: Linking teacher training to student engagement and intrinsic motivation. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Omura, M., & Reeve, J. (2003, 4월). Intrinsic motivation or perceived competence: Which should autonomy-supportive teachers first pay attention to? Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Omura, M., & Reeve, J. (2002, 8월). Autonomy support, perceived competence, and intrinsic motivation: What causes what? Paper presented at the annual meeting of the American

Psychological Association, Chicago, IL

Jang, H., & Reeve, J. (2002, 8월). Motivating students, but in different ways: Understanding and appreciating the motivating styles of Korean and United States high school teachers. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL

Carrell, D., & Reeve, J. (2002, 4월). Understanding, reversing, and preventing teacher burnout: Teaching style and its impact on career longevity. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Jang, H., & Reeve, J. (2002, 4월). Revising the Problems in Schools questionnaire to strengthen research on teachers' motivating styles toward children. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Omura, M., & Reeve, J. (2001, 8월). A motivational model to explain foreign language students' commitment to further course work. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Jang, H., & Reeve, J. (2001, 8월). Personality predictors of teachers' motivating styles. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Omura, M., Hardre, P., Jang, H., & Reeve, J. (2001, 4월). Supporting students' autonomy on uninteresting lessons by providing convincing and satisfying rationale. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Hardre, P., & Reeve, J. (2001, 4월). A motivational model to explain the conditions under which rural high school students formulate dropout intentions. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Jang, H., & Reeve, J. (2001, 4월). What teachers say and do to support students' intrinsic motivation and performance. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Hardre, P., Omura, M., & Reeve, J. (2000, 4월). Providing rationale to motivate students to learn uninteresting (but important) lessons. Paper to be presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Omura, M., & Reeve, J. (2000, 8월). Motivating students to learn foreign language lessons. Paper to be presented at the annual meeting of the American Psychological Association, Washington, DC.

Reeve, J., & Hamm, D. (1999, 4월). The nature of self-determination. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

- Reeve, J. (1999, 4월). Self-determination theory applied to educational settings. Paper presented at the conference on self-determination theory, Rochester, NY.
- Reeve, J., & Arndt, L. (1998, 8월). Recognizing interest in others. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Reeve, J., Bolt, E., & Cai, Y. (1997, 8월). How autonomy-supportive teachers teach. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Reeve, J., Cai, Y., Hansen, E., & Bolt, E. (1997, 3월). Students' conceptual understanding of the nature of motivation: Effects of academic incentives and pressures. Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.
- Reeve, J. (1995, 8월). Facilitating autonomy supportive orientations in beginning teachers. Paper presented at the annual conference of the American Psychological Association, New York, NY.
- Cai, Y., Robinson, D. T., & Reeve, J. (1995, 4월). Autonomy vs. control: Social contexts as determinants of instructional style. Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA.
- Reeve, J. (1994, 10월). The status of the psychological need construct in contemporary motivation theory. Paper presented at the annual conference of the Society for Experimental Social Psychologists, Lake Tahoe, CA.
- Reeve, J. (1994, 4월). Self-regulated psychological growth through differentiation and integration: A self-determination theory perspective. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.
- Reeve, J. (1991, 3월). Discriminations in the expressions of the interest and joy emotions. Paper presented at the annual conference of the Eastern Psychological Association, New York, NY.
- Reeve, J. (1990, 5월). The interest-enjoyment distinction in intrinsic motivational processes. Paper presented at the conference on Motivation and Emotion. Nags Head Conference Center, Nags Head, NC.
- Reeve, J. (1989, 5월). Role of individual differences in intrinsic motivational processes and outcomes. Paper presented at the conference on Personality and Social Behavior. Nags Head Conference Center, Nags Head, NC.
- Reeve, J. (1989, 4월). Effect of social structures of intrinsic motivational processes and outcomes. Paper presented at the meeting of the Eastern Psychological Association,

Boston, MA.

- Reeve, J. (1988, 5월). Intrinsic motivational processes. Paper presented at the conference on Affect and Motivation. Nags head conference center, Nags Head, NC.
- Reeve, J. (1987, 4월). Effortful learning in an affiliative environment. Paper presented at the meeting of the Southwestern Psychological Association, New Orleans, LA.
- Robinson, D. T., & Reeve, J. (1987, 4월). Factor analyses of the affective states central to interesting activities. Paper presented at the annual meeting of the Southwestern Psychological Association, New Orleans, LA.
- Robinson, D. T., & Reeve, J. (1987, 4월). Activity interest as a function of affect experience and minority status. Paper presented in a symposium on symbolic interactionism at the meeting of the Western Social Science Association, El Paso, TX.
- Tablada, M. B., Smith, C. M., & Reeve, J. (1987, 4월). The effects of affiliation and excitement in dyads on intrinsic motivation. Paper presented at the meeting of the Southwestern Psychological Association, New Orleans, LA.
- Reeve, J., & Cole, S. G. (1986, 5월). Refutation of Zeigarnik and reinforcement explanations for intrinsically motivated behavior. Paper presented at the meeting of the Southwestern Psychological Association, Fort Worth, TX.
- Reeve, J., & Cole, S. G. (1985, 5월). Cooperation: The synergetic influence of communication, trust, and equality. Paper presented at the meeting of the Southwestern Psychological Association, Austin, TX. ERIC documents #SO O16 584.
- Jones, B. M., Reeve, J., Olson, B. C., & Cole, S. G. (1985, 5월). Individualistic vs. competitive participation: The effect on intrinsic motivation. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, IL. ERIC documents #CG O18 294.
- Olson, B. C., Reeve, J., & Cole, S. G. (1985, 5월). The effect of competition and achievement motivation on intrinsic motivation. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, IL.
- Smith, S., Reeve, J., & Cole, S. G. (1985, 3월). Intrinsic motivation in a competitive situation as a function of fear of failure: Does it last? Paper presented at the meeting of the Texas Association of Psychology Students, Huntsville, TX.
- Olson, B. C., & Reeve, J. (1984, 5월). The effects of competitive outcome and level of anxiety on intrinsic motivation. Paper presented at the meeting of the Southwestern Psychological Association, New Orleans, LA.

## 연구비 수혜 실적

### Funded

- 2004-2007 Co-PI. Department of Health and Human Services, “An innovative psychoeducational method and Early Childhood Caries prevention,” NIDCR Exploratory and Developmental Grants in Clinical Research awarded to K. Weber-Gasparoni, D. V. Dawson, D. R. Drake, M. J. Kanellis, J. Reeve, & J. J. Warren. RFA-DE-04009, \$405,625.
- 2002 PI. FINE (First in the Nation in Education) Foundation Grant, “Motivating students by bringing out the autonomy-supportive aspects of teachers’ motivating styles”, Des Moines, IA, \$19,421.
- 2000 PI. Iowa Measurement Research Foundation Grant, “Assessing teachers’ motivating styles toward students: Refining the *Problems in Schools* questionnaire”, University of Iowa, Iowa City, IA, \$18,892.
- 1999 PI. Old Gold Fellowship grant, “Identifying why students benefit when teachers support their autonomy”, University of Iowa, Iowa City, IA, \$5,000.
- 1999 Co-PI. Obermann Center Interdisciplinary Research Grant with M. Lovaglia, “Academic ability, achievement potential, and opportunity in higher education”, University of Iowa, Iowa City, IA, \$5,000.

### Submitted

- PI. Cognitive Neuroscience Division of the National Science Foundation, “Neural bases of autonomous motivation,” Submitted with Co-PI Xiong, \$509,422.

## 강의 경력

- 2009- 현재 : 고려대학교  
대학원 과목: 학습 및 동기과학 (Learning and Motivation Science)
- 2008-2009 : 위스콘신 대학교, 밀워키 (*University of Wisconsin, Milwaukee*)  
Undergraduate course: Introduction to Learning & Development.
- 1998-2008 : 아이오와 대학교 (*University of Iowa*)  
Undergraduate courses: Introduction to Educational Psychology and Measurement; Motivation.  
Graduate courses: Advanced Personality, Advanced Motivation, Advanced Life-Span Development, Educational Psychology for Effective Teaching.
- 1992-1998 : 위스콘신 대학교, 밀워키 캠퍼스 (*University of Wisconsin, Milwaukee*)  
Undergraduate course: Introduction to Learning & Development.  
Graduate courses: Contextual Determinants of Motivation; Advanced Motivation

Study; Personality Theories and the Educational Process; Human Development–Theory and Practice.

1990-1992: 로체스터 대학교 (*University of Rochester*)

Undergraduate Courses: Social Psychology; Human Motivation & Emotion; Research in Motivation (supervised an undergraduate research team).

1989-1991: 코넬 대학교 (*Cornell University*)

Undergraduate Courses: Personality and Social Behavior.

1987-1990: 이타카 대학교 (*Ithaca College*)

Undergraduate Courses: General Psychology, Proseminar: Motivation; Statistics; Computer Applications of Statistics; Independent Research Team on Human Motivation; Methods: Design; Senior Seminar on Emotion.

1986-1987: 트리니티 대학교 (*Trinity University*)

Undergraduate Courses: General Psychology; Personality Theories; History of Psychology; Statistics and Methods: 1; Statistics and Methods: 2.

#### *Breadth of Teaching Experience*

I have taught undergraduate (preservice teachers) and MA and PhD graduate courses in the following areas: Introduction to Educational Psychology, Introduction to Psychology, Motivation, Emotion, Personality, Social Psychology, Lifespan Development, Statistics, Research Methods, and History of Psychology. I have conducted dozens of independent studies and supervised Master's theses and Ph.D. dissertations.

#### *Master's Completed*

Leah Arndt (1995). Thesis: Identifying the in-performance interest of another person.

Dan Carrell (2003). Thesis: What's good for the gander?: Training high school teachers to use autonomy-supportive strategies to increase student engagement and to decrease professional burn-out.

Ching-Mei Tseng (2009). Thesis: Academic engagement in high school students: links to secure attachment beyond concurrent perceived autonomy support and psychological need satisfaction.

Marc Halusic (2009). Thesis: Psychophysiological markers of autonomy frustration.

Yulan Su (2009). Thesis: A meta-analysis of training intervention programs for teachers on how to support students' autonomy in the classroom.

#### *Ph.D.s Completed*

Lois Seefeldt (1997). Dissertation: Models of Parenting in maltreating and non-maltreating parents.

- Jim Bohn (2002). Dissertation: The design and validation of an instrument to assess organizational efficacy.
- Pat Hardre (2002). Dissertation: The effects of instructional design professional development on teaching performance, perceived competence, self-efficacy, and effectiveness.
- Leslie Forstadt (2006). Dissertation: Swimming above water: The relationship between psychological need satisfaction and job satisfaction for alternative educators.
- Kristen Rizzo (2006). Dissertation: Motivational predictors of continuing motivation and achievement for early adolescent instrumental music students.
- Soohyun Jeon (2007). Dissertation: The effects of parents' and teachers' motivating styles on adolescents' school outcomes and psychological well-being: A test of self-determination theory in a Korean context.

### 수상 경력 및 주요 연구 경력

#### *Awards*

2005 *Thomas N. Urban Research Award*  
Award given by the Iowa Academy of Education and the FINE (First in the Nation in Education) Foundation to recognize the outstanding published paper of the year that shows how research can be used to enhance educational practice. \$3,000.00 stipend.

2008-present Chair, Motivation in Education SIG, American Education Research Association.

#### *Editorship*

2005-present Associate Editor, *Motivation and Emotion*

2009-present Editorial Board, *Contemporary Educational Psychology*

2003-2007 Editorial Board, *Journal of Experimental Education*

#### *Ad hoc Reviewer*

Last 10 years *Journal of Educational Psychology*, *Journal of Personality and Social Psychology*, *Personality and Social Psychology Bulletin*, *Journal of Research in Personality*, *Journal of Personality*, *Educational Psychologist*, *Contemporary Psychology*, *Contemporary Educational Psychology*, *Journal of Experimental Social Psychology*, *Child Development*, *Psychological Bulletin*, *British Journal of Educational Psychology*, *Journal of Social Behavior and Personality*, *Canadian Journal of Behavioral Science*, *Self & Identity*, *International Journal of Education Research*, *Urban Education*, *National Science Foundation*.

## **PROFESSIONAL AFFILIATIONS**

Member, American Psychological Association (APA: Divisions 8, 15), 1984-present

\*Executive Committee member, Division 15 (Educational Psychology), 2005-2008

Member, American Educational Research Association (AERA: Division C, Motivation in Education SIG), 1993-present

\*Chair, Motivation in Education SIG, 2008-2010

Member, Society of Experimental Social Psychologists (SESP), 2004-present

Member, Sigma Xi: The Scientific Research Society, 1990-present

## **REFERENCES**

(listed in alphabetical order)

Edward L. Deci, Professor	(716) 275-2461
Department of Social & Clinical Psychology	deci@scp.rochester.edu
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10 Seminary Place	
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Rochester, NY 14627	