



고려대학교 교육학과 Johnmarshall Reeve 교수

■ 교수 소개

Professor Reeve's research interests center on the empirical study of all aspects of human motivation and emotion with a particular emphasis on teachers' motivating styles and students' motivation and engagement during learning activities. He has published 50 articles on motivation in journals such as the *Journal of Educational Psychology*, *Journal of Sport and Exercise Psychology*, *Educational Psychologist*, and the *Elementary School Journal*. For this work, he received the Thomas N. Urban Research Award from the FINE Foundation, the 2014 Excellence in Research Award from the NASPSP for the outstanding article published in *JS&P*, and served as past Chair of the Motivation in Education SIG with the American Educational Research Association. He has published three books, including *Understanding Motivation and Emotion* and *Motivating Others: Nurturing Inner Motivational Resources*. He is Editor-in-Chief of the journal *Motivation and Emotion*.

■ 학 력

1992, Postdoctoral Research, University of Rochester, Department of Psychology Research program with Edward Deci and Richard Ryan's human motivation group.

1986, Ph.D., Texas Christian University (MA in 1985), Department of Psychology

Dissertation: "The role of cooperative cues in increasing the probability of cooperation in eight situations: A test of the synergy hypothesis";
Advisor: Steven G. Cole.

1982, B.A., Tennessee Technological University, Department of Psychology
Senior Thesis: "Initiation and regulation of persistence behavior"

■ 주요 경력

2009–present at Korea University

1998–2008 at *University of Iowa*

1992–1998 and 2008–2009 at *University of Wisconsin, Milwaukee*

Awards

2015 *Excellence in Research Award*

Award co-recipient (with Sung Hyeon Cheon) for the most outstanding article published in the 2014 volume of the *Journal of Sport and Exercise Psychology*. \$750 stipend.

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 stipend.

2008–2010 Chair, Motivation in Education SIG, American Education Research Association.

Funded (Present)

2015–2018. PI. National Research Foundation of Korea, “Brain-based interdisciplinary research for enhancing learners’ motivation, awarded to J. Reeve, \$600,000.

■ 대표 연구업적

Jang, H., Kim, E.-J., & Reeve, J. (2016). Why students become more engaged or more disengaged during the semester: A self-determination theory dual-process model. *Learning and Instruction, 43*, 27–38.

Cheon, S. H., Reeve, J., & Song, Y.-G. (2016). A teacher-focused intervention to decrease PE students’ amotivation by increasing need satisfaction and decreasing need frustration. *Journal of Sport and Exercise Psychology, 38*. doi: 10.1123/jsep.2015-0236.

Reeve, J. (2015). Giving and summoning autonomy support in hierarchical relationships. *Social and Personality Psychology Compass*, *9*(8), 406-418.

Cheon, S. H., Reeve, J., Yu, T. H., & Jang, H.-R. (2014). The teacher benefits from giving autonomy support during physical education instruction. *Journal of Sport and Exercise Psychology*, *36*, 331-346.

Reeve, J. (2013). How students create motivationally supportive learning environments for themselves: The concept of agentic engagement. *Journal of Educational Psychology*, *105*, 579-595.

Lee, W., & Reeve, J. (2013). Self-determined, but not non-self-determined, motivation predicts activations in the anterior insular cortex: an fMRI study of personal agency. *Social, Cognitive, and Affective Neuroscience*, *8*, 538-545. doi: 10.1093/scan/nss029.

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