

Welcome

Welcome to the **2024 bMRI Symposium on Motivation**, organized and hosted by the Office of Graduate School Innovation, the Affect, Application, & AI-Solutions for Future Education Research Group, and the Brain and Motivation Research Institute (bMRI) of Korea University.

The bMRI Symposium on Motivation commenced in 2009 and has been an annual event since. This year, we are honored to have three distinguished scholars as our keynote speakers: **Dr. Gregory Arief Liem** from the National Institute of Education (NIE) of Nanyang Technological University, **Dr. Ronnel King** from the Chinese University of Hong Kong, and **Dr. Yi Jiang** from East China Normal University. The keynote addresses center around the symposium's overarching theme for this year, **"Cultural Dynamics and Student Motivation: Insights from East Asia,"** delving into pertinent theories, research findings, and practical applications in the realm of motivation. An interactive open discussion with the audience will conclude the symposium, often proving to be the most enlightening session. Complimentary booklets containing the PowerPoint slides from each speaker's presentation will be provided to all attendees, along with refreshments.

We extend our heartfelt gratitude for your decision to be a part of this exciting opportunity for learning and discourse. Thank you for joining us this year, and we look forward to welcoming you back to our future symposia.



Mimi Bong and Sung-il Kim
The Brain and Motivation Research Institute
Korea University

PROGRAM

November 6th (Wed) Graduate Student Mentoring Seminar (Open to All Interested Graduate Students)

Uncho-Useon Education Building Rm. 203 | 운초우선교육관 203호

Time	Speaker
4:00 pm~6:00 pm	Drs. Gregory Arief Liem, Ronnel King, and Yi Jiang

November 7th (Thu) Graduate Student Research Colloquium (Closed Event)

Uncho-Useon Education Building Rm. 635 | 운초우선교육관 635호

Time	Speaker
10:00 am~12:00 pm	Drs. Gregory Arief Liem, Ronnel King, and Yi Jiang

November 8th (Fri) bMRI Symposium on Motivation "Cultural Dynamics and Student Motivation: Insights from East Asia"

Centennial Memorial Samsung Building, Global Conference Hall (B1) | 삼성백주년기념관 지하 1층 국제원격회의실

Moderator: Dr. Minhye Lee, Daegu National University of Education

Time	Speaker	Title of Talk
1:30~2:00 pm		Registration
2:00~2:10 pm	Dr. Mimi Bong, Korea University	Director's Welcome
2:10~3:00 pm	Dr. Gregory Arief Liem National Institute of Education, Nanyang Technological University	What Truly Drives Us? A Deeper Exploration of Asian Student Motivation
3:00~3:50 pm	Dr. Ronnel King Chinese University of Hong Kong	Nurturing Good Seeds in Fertile Soil: A Sociocultural Perspective on Growth Mindsets
3:50~4:10 pm		Coffee Break
4:10~5:00 pm	Dr. Yi Jiang East China Normal University	Beyond Low Value: Unveiling the Unique Role of Cost in Students' Learning
5:00~6:00 pm	General Discussion with Speakers: Drs. Gregory Arief Liem, Ronnel King, and Yi Jiang	

| Directions |



6호선 고려대역

1번 출구 (고려대학교 정문)

→ 법학관(신관, 구관), 경영관(신관, 본관), LG-POSCO경영관, 중앙광장, 사범대학(본관, 신관), 인문강의동, 문과대학(서관), 국제관, 우당교양관, 정경관, 라이시움

6호선 안암역(고대병원)

4번 출구 (고려대학교-자연계)

→ 생명환경과학대학(본관, 신관), 창의관, 의과대학, 생명과학관, 특수연구동, 아산이학관, 공학관, 공학관별관, 과학도서관

2번 출구 (고려대학교 후문)

1번 출구 (고대병원 - 녹지캠퍼스)

Subway Line #6, Korea University Station, Exit #1

서울역 → 고려대 이용 택시 : 20분 소요
용산역 → 고려대 이용 택시 : 30분 소요

110, 153(구170), 171, 1112, 1166, 1213, 1711, 7211, 1020



공동주최 | 고려대학교 4단계 BK21 심리학 교육연구단
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Brain & Motivation Research Institute
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2024 bMRI Symposium on Motivation

Cultural Dynamics and Student Motivation: Insights from East Asia



Dr. Gregory Arief Liem



Dr. Ronnel King



Dr. Yi Jiang

2024. 11. 8. (Fri) 2:00 pm ~ 6:00 pm
Centennial Memorial Samsung Bldg, Korea University, Seoul, Korea

주 관 | 고려대학교 4단계 BK21 미래교육연구단
Korea University BK21 Four Future Education Project

주 최 | 고려대학교 두뇌동기연구소
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TITLE OF TALK

What Truly Drives Us? A Deeper Exploration of Asian Student Motivation

CURRENT POSITION

Associate Professor, Psychology and Child & Human Development (PCHD)
National Institute of Education (NIE)
Nanyang Technological University (NTU)

EDUCATION

Ph.D. in Psychology, National University of Singapore
M.Ed. in Education, University of New South Wales
B.A. in Psychology, Maranatha Christian University

MAJOR CAREER

Associate Professor of Psychology and Child & Human Development, National Institute of Education, Nanyang Technological University
Editorial Board, *The Journal of Experimental Education*
Editorial Board, *British Journal of Educational Psychology*

BRIEF PROFILE and RESEARCH INTERESTS

Gregory Arief D. Liem is an Associate Professor at Psychology and Child & Human Development Academic Group, National Institute of Education (NIE), an institute of Nanyang Technological University (NTU), Singapore. Arief's research interest lies in the area of educational psychology with a special focus on student motivation and engagement. He views these substantive issues by adopting a sociocultural lens and a quantitative approach. Arief currently serves as an Associate Editor for *Educational Psychology: An International Journal of Experimental Educational Psychology* and an editorial board member for several other journals, including *The Journal of Experimental Education*, *British Journal of Educational Psychology*, *Measurement and Evaluation in Counselling and Development*, and *Journal of Psychologists and Counsellors in Schools*. He is the editor of *Research on Sociocultural Influences on Motivation and Learning* book series published by Information Age Publishing (Charlotte, North Carolina).

REPRESENTATIVE PUBLICATIONS

Liem, G. A. D., Fredricks, J. A., & Wong, Z. Y. (Eds.). (2025, upcoming). *Sociocultural perspectives on student engagement: Theory, research, and practice*. Information Age Publishing.

Wong, Z. Y., Liem, G. A. D., Chan, M., & Datu, J. A. D. (2024). Student engagement and its associations with academic achievement and subjective well-being: A systematic review and meta-analysis. *Journal of Educational Psychology*, *116*(1), 48-75.

Senko, C., Liem, G. A. D., Lerdpornkulrat, T., & Poondej, C. (2023). Why do students strive to outperform classmates? Unpacking their reasons for pursuing performance goals. *Contemporary Educational Psychology*, *73*, Article 102178.

Liem, G. A. D., & Senko, C. (2022). Goal complexes: A new approach to studying the coordination, consequences, and social contexts of pursuing multiple goals. *Educational Psychology Review*, *34*, 2167-2195.

Wong, Z. Y., & Liem, G. A. D. (2022). Student engagement: Current state of the construct, conceptual refinement, and future research directions. *Educational Psychology Review*, *34*, 107-138.

TITLE OF TALK

Nurturing Good Seeds in Fertile Soil: A Sociocultural Perspective on Growth Mindsets

CURRENT POSITION

Associate Professor, Department of Curriculum and Instruction
Faculty of Education
The Chinese University of Hong Kong

EDUCATION

Ph.D. in Education, The University of Hong Kong
AdvDip. in Chinese Language, East China Normal University
B.A. in Psychology, Ateneo de Manila University

MAJOR CAREER

Associate Professor, The Chinese University of Hong Kong
Associate Professor, The University of Hong Kong
Assistant Professor, The Education University of Hong Kong

BRIEF PROFILE and RESEARCH INTERESTS

Ronnel B. King is an Associate Professor in the Department of Curriculum and Instruction, Faculty of Education, The Chinese University of Hong Kong. His research focuses on motivation, socio-emotional learning, and well-being. He is especially interested in exploring how socio-cultural perspectives can shed light on and enrich motivational theorizing. He has published more than 200 on these core topics which have appeared in top-ranked journals as *Journal of Educational Psychology*, *Educational Psychology Review*, *Educational Psychologist*, *Contemporary Educational Psychology*, *Journal of School Psychology* among others. He is among the top 2% most highly cited researcher in the world both in terms of lifetime and recent-year citations (Ionnadis et al., 2022). He is ranked by Clarivate Analytics in the top 1% worldwide by citations and is also recognized as one of the most prolific educational psychology researchers in the world (Fong et al., 2022).

REPRESENTATIVE PUBLICATIONS

King, R. B., Haw, J. Y., & Wang, Y. (2024). Need-support facilitates well-being across cultural, economic, and political contexts: A self-determination theory perspective. *Learning and Instruction*, *93*, Article 101978.

King, R. B., Chiu, M. M., & Du, H. (2022). Greater income inequality, lower school belonging: Multilevel and cross-temporal analyses of 65 countries. *Journal of Educational Psychology*, *114*(5), 1101-1120.

King, R. B., & McInerney, D. M. (2019). Family-support goals drive engagement and achievement in a collectivist context: Integrating etic and emic approaches in goal research. *Contemporary Educational Psychology*, *58*, 338-353.

King, R. B., McInerney, D. M., & Pitliya, R. J. (2018). Envisioning a culturally imaginative educational psychology. *Educational Psychology Review*, *30*, 1031-1065.

King, R. B., & McInerney, D. M. (2014). Culture's consequences on student motivation: Capturing cross-cultural universality and variability through personal investment theory. *Educational Psychologist*, *49*(3), 175-198.

TITLE OF TALK

Beyond Low Value: Unveiling the Unique Role of Cost in Students' Learning

CURRENT POSITION

Associate Professor, Department of Educational Psychology
East China Normal University (ECNU)

EDUCATION

Ph.D. in Educational Psychology, Korea University
M.A. in Educational Psychology, Korea University
B.A. in Teaching Chinese as a Foreign Language, Shanghai University

MAJOR CAREER

Associate Professor of Educational Psychology, East China Normal University
Research Professor, Hector Institute of Education Sciences and Psychology, University of Tübingen
Research Professor, Brain and Motivation Research Institute, Korea University

BRIEF PROFILE and RESEARCH INTERESTS

Yi Jiang is the deputy chair of the Department of Educational Psychology and the director of the Learning Motivation Lab (LML) at East China Normal University. His research focuses on how motivation directs students towards or away from learning, and how it affects students' academic choices, engagement, and achievement. Yi is particularly interested in the role of cost in students' avoidance motivation and maladaptive academic outcomes. He also studies the neural mechanisms underlying motivational processes and develops and tests motivational interventions aimed at enhancing student motivation and overcoming barriers to academic participation. Currently, he serves on the editorial boards of the *Journal of Experimental Education* and as a consulting editor for *Educational Psychology and Frontiers in Psychology*.

REPRESENTATIVE PUBLICATIONS

Zhang, L., Jiang, Y., & Chen, S. (2023). Longitudinal interrelations among self-efficacy, interest value, and effort cost in adolescent students' English academic achievement and future choice intentions. *Contemporary Educational Psychology*, *73*, Article 102176.

Jiang, Y., & Zhang, L. (2023). High school students' expectancy, value, and cost profiles and their relations with engagement and achievement in math and English. *Learning and Individual Differences*, *101*, Article 102252.

Jiang, Y., & Rosenzweig, E. Q. (2021). Using cost to improve predictions of adolescent students' future choice intentions, avoidance intentions, and course grades in mathematics and English. *Learning and Individual Differences*, *86*, Article 101978.

Jiang, Y., Kim, S., & Bong, M. (2020). The role of cost in adolescent students' maladaptive academic outcomes. *Journal of School Psychology*, *83*, 1-24.

Jiang, Y., Rosenzweig, E. Q., & Gaspard, H. (2018). An expectancy-value-cost approach in predicting adolescent students' academic motivation and achievement. *Contemporary Educational Psychology*, *54*, 139-152.