

Welcome

Welcome to the **2023 bMRI Symposium on Motivation**, hosted by the Affect, Application, & AI-Solutions for Future Education Research Group and organized by the Brain and Motivation Research Institute (bMRI) at Korea University.

The bMRI Symposium on Motivation commenced in 2009 and has been an annual event since. This year, we are honored to have two distinguished scholars as our keynote speakers: **Dr. Lisa Linnenbrink-Garcia from Michigan State University** and **Dr. David Miele from Boston College**. I (Mimi Bong) will also be presenting some of the research that has been conducted at bMRI. The keynote addresses center around the symposium's overarching theme for this year, **"Contemporary Approaches to Motivation and Motivation Regulation,"** 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

October 11th (Wed) Graduate Student Mentoring Seminar

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

Time	Speaker
4:00 pm~6:00 pm	Drs. Lisa Linnenbrink-Garcia & David B. Miele

October 12th (Thu) Graduate Student Research Colloquium (Closed Event)

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

Time	Speaker
10:30 am~12:00 pm	Drs. Lisa Linnenbrink-Garcia & David B. Miele

October 13th (Fri) bMRI Symposium on Motivation "Contemporary Approaches to Motivation and Motivation Regulation"

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

Moderator: Dr. Bora Lee, Korea University

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. Lisa Linnenbrink-Garcia, Michigan State University	Designing and Developing Interventions to Support Motivation, Engagement and Persistence in STEM
3:00~3:50 pm	Dr. David B. Miele, Boston College	Applying the Metamotivational Framework for Investigating Motivation Regulation
3:50~4:10 pm		Coffee Break
4:10~5:00 pm	Dr. Mimi Bong, Korea University	Dissecting Performance Goals: Exploring Divergent Motivations Behind Analogous Responses
5:00~6:00 pm	General Discussion with Speakers: Drs. Lisa Linnenbrink-Garcia, David B. Miele, & Mimi Bong	

오시는 길



- 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)
- 서울역 → 고려대 이용 택시 : 20분 소요
용산역 → 고려대 이용 택시 : 30분 소요
- 110, 153(구170), 171, 1112, 1166, 1213, 1711, 7211, 1020



2023 bMRI Symposium on Motivation: Contemporary Approaches to Motivation and Motivation Regulation



2023. 10. 13. (Fri) 2:00~6:00 pm

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



Lisa Linnenbrink-Garcia

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TITLE OF TALK

Designing and Developing Interventions to Support Motivation, Engagement and Persistence in STEM

CURRENT POSITION

Professor of Educational Psychology
Department of Counseling, Educational Psychology & Special Education
Michigan State University

EDUCATION

Ph.D. in Education and Psychology, The University of Michigan
M.A. in Cognitive Psychology, The University of Michigan
B.A. in Psychology and Music, The University of Michigan

MAJOR CAREER

Professor of Educational Psychology, Michigan State University
Co-Editor, *Educational Psychologist*

BRIEF PROFILE and RESEARCH INTERESTS

Lisa Linnenbrink-Garcia investigates the development of achievement motivation in school settings and the interplay among motivation, emotions, engagement, and learning, especially in science and engineering domains. She is particularly interested in identifying varying patterns of motivational beliefs and their development as well as examining how educational contexts can effectively support students' motivation and engagement in secondary and post-secondary school settings, with an aim towards informing educational policy and supporting the persistence of students with social identities historically underrepresented in STEM fields. Linnenbrink-Garcia has received more than \$10 million in federal grants as PI/co-PI and publishes in the top journals in the field. She is currently the co-editor of *Educational Psychologist* and a Fellow of the American Psychological Association. Linnenbrink-Garcia has received numerous awards for her work, including the Richard E. Snow Award for Early Contributions in Educational Psychology from the American Psychological Association (Division 15).

REPRESENTATIVE PUBLICATIONS

- Linnenbrink-Garcia, L., Perez, T., Barger, M. M., Wormington, S. V., Godin, E., Snyder, K. E., Robinson, K., Sarkar, A., Richman, L. S., & Schwartz-Bloom, R. (2018). Repairing the leaky pipeline: A motivationally supportive intervention to enhance persistence in undergraduate science pathways. *Contemporary Educational Psychology, 53*, 181-195.
- Linnenbrink-Garcia, L., Wormington, S. V., Snyder, K. E., Riggsbee, J., Perez, T., Ben-Eliyahu, A., & Hill, N. E., (2018). Multiple pathways to success: An examination of integrative motivational profiles among upper elementary and college students. *Journal of Educational Psychology, 110*(7), 1026-1048.
- Linnenbrink-Garcia, L., Patall, E. A., & Pekrun, R. (2016). Adaptive motivation and emotion in education: Research and principles for instructional design. *Policy Insights from the Behavioral and Brain Sciences, 3*(2), 228-236.
- Pekrun, R., & Linnenbrink-Garcia, L. (2012). Academic emotions and student engagement. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 259-282). Springer.
- Linnenbrink, E. A. (2005). The dilemma of performance-approach goals: The use of multiple goal contexts to promote students' motivation and learning. *Journal of Educational Psychology, 97*(2), 197-213.



David B. Miele

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<https://www.mmlab.org/>

TITLE OF TALK

Applying the Metamotivational Framework for Investigating Motivation Regulation

CURRENT POSITION

Associate Professor, Department of Counseling, Developmental, and Educational Psychology
Lynch School of Education & Human Development
Boston College

EDUCATION

Ph.D. in Social Psychology, Northwestern University
M.S. in Social Psychology, Northwestern University
M.A. in Philosophy and Education, Teachers College, Columbia University
B.A. in Philosophy (Magna cum Laude), Columbia University

MAJOR CAREER

Buehler Sesquicentennial Assistant Professorship, Boston College
Director, PhD Program in Applied Developmental & Educational Psychology, Boston College
2018 AERA Review of Research Award

BRIEF PROFILE and RESEARCH INTERESTS

David Miele is the principal investigator of the Motivation, Metacognition, and Learning (MML) Laboratory at Boston College. He investigates students' beliefs about their ability, effort, and motivation, and examines how these beliefs influence their engagement in academic tasks. At the broadest level, he is interested in what it takes for students to become effective, independent learners. Though much of his research has examined the motivation of college students, he is also interested in the learning and development of elementary school students. In addition, he has conducted research with parents and teachers in order to better understand how their beliefs influence the ways in which they support the learning of students at this age. Miele currently serves on the editorial boards of *Educational Psychologist* and the *Journal of Educational Psychology*.

REPRESENTATIVE PUBLICATIONS

- Miele, D. B., Rosenzweig, E. Q., & Browman, A. (in press). Motivation. *Handbook of educational psychology* (4th ed.). Routledge.
- Finn, B., Miele, D. B., & Wigfield, A. (2023). The impact of remembered success experiences on expectancies, values, and perceived costs. *Contemporary Educational Psychology, 72*, Article 102143.
- Miele, D. B., Scholer, A. A., & Fujita, K. (2020). Metamotivation: Emerging research on the regulation of motivational states. In A. Elliot (Ed.), *Advances in motivation science* (Vol. 7, pp. 1-42). Academic Press.
- Miele, D. B., & Scholer, A. A. (2018). The role of metamotivational monitoring in motivation regulation. *Educational Psychologist, 53*(1), 1-21.
- Muenks, K., & Miele, D. B. (2017). Students' thinking about effort and ability: The role of developmental, contextual, and individual difference factors. *Review of Educational Research, 87*(4), 707-735.



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TITLE OF TALK

Dissecting Performance Goals: Exploring Divergent Motivations Behind Analogous Responses

CURRENT POSITION

Professor, Department of Education
Director, The Brain and Motivation Research Institute (bMRI)
Korea University

EDUCATION

Ph.D. in Educational Psychology and Technology, University of Southern California
M.A. in Instructional Technology and Media, Teachers College, Columbia University
B.A. in Educational Technology, Ewha Womans University

MAJOR CAREER

Professor of Educational Psychology, Korea University
Associate Professor of Educational Technology, Ewha Womans University
Associate Professor of Educational Psychology, University of South Carolina

BRIEF PROFILE and RESEARCH INTERESTS

Mimi Bong studies the motivation of children and adolescents with particular emphasis on their confidence beliefs and reasons behind achievement behaviors. She seeks to devise effective motivation interventions by exploring factors that predict students' long-term motivation and self-regulation. Bong has successfully undertaken two classroom interventions, one aimed at boosting utility value and career aspirations in science and the other focused on bolstering confidence while reducing gender stereotypes in math. She is Editor-in-Chief of the *Journal of Experimental Education* and was Associate Editor of the *American Educational Research Journal*. She currently serves on the editorial boards of the *Journal of Educational Psychology*, *Educational Psychologist*, *Learning and Instruction*, *Contemporary Educational Psychology*, and *Learning and Individual Differences*. She received the Richard E. Snow Award for Early Contributions in Educational Psychology from the American Psychological Association and is a Fellow of the American Educational Research Association and the American Psychological Association's Division 15.

REPRESENTATIVE PUBLICATIONS

- Bong, M., Reeve, J., & Kim, S. (Eds.). (2023). *Motivation science: Controversies and insights*. Oxford University Press.
- Lee, H. J., Lee, J., Song, J., Kim, S., & Bong, M. (2022). Promoting children's math motivation by changing parents' gender stereotypes and expectations for math. *Journal of Educational Psychology, 114*(7), 1567-1588.
- Lee, J., Lee, H. J., Song, J., & Bong, M. (2021). Enhancing children's math motivation with a joint intervention on mindset and gender stereotypes. *Learning and Instruction, 73*, Article 101416.
- Chung, J., Bong, M., & Kim, S. (2020). Performing under challenge: The differing effects of ability and normative performance goals. *Journal of Educational Psychology, 112*(4), 823-840.
- Shin, D. D., Lee, M., Ha, J. E., Park, J. H., Ahn, H. S., Son, E., Chung, Y., & Bong, M. (2019). Science for all: Boosting science motivation of elementary school students with utility value intervention. *Learning and Instruction, 60*(1), 104-116.