

# Hye-Ryen Jang

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## VITA

Institute for Positive Psychology and Education  
Australian Catholic University  
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Google Scholar: [https://scholar.google.com/citations?user=0f\\_tQ-wAAAAJ&hl=en](https://scholar.google.com/citations?user=0f_tQ-wAAAAJ&hl=en)

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## RESEARCH INTERESTS

Intrinsic and Extrinsic Instructional Goals

Motivating Styles

## EDUCATION

2019-Present, Postdoctoral Research, Australian Catholic University, Institute for Positive Psychology and Education with Johnmarshall Reeve

2019, Ph.D., Korea University, Department of Education (Educational Psychology).  
Dissertation: “The Causal Effect of Different Instructional Goals on Teachers' Motivating Styles”; Advisor: Johnmarshall Reeve

2015, M.A., Korea University, Department of Education (Educational Psychology).  
Thesis: “ Teachers` Instructional Goals Predict Their Classroom Motivating Styles”; Advisor: Johnmarshall Reeve

2003, B.A. Daejin University, College of Art

## PUBLICATIONS

### Book Chapters

Reeve, J., Cheon, S. H., & **Jang, H.-R.** (2019). Teacher-focused interventions to enhance students' classroom engagement. In J. Fredricks & A. L. Reschly (Eds.), *Handbook*

of student engagement interventions: *Working with disengaged youth*. New Jersey: Elsevier.

### Journal Articles

**Jang, H.-R.**, & Reeve, J. (2021). Intrinsic instructional goal adoption increases autonomy-supportive teaching: A randomized control trial and intervention. *Learning & Instruction*, 73, 101415.

**Jang, H.-R.**, Reeve, J., Cheon, S.H., & Song, Y.-G. (2020). Need satisfaction from perceived autonomy support and need frustration from perceived control as dual processes to explain longitudinal gains in pe students' prosocial and antisocial behavior. *Sport, Exercise, & Performance Psychology*, 9(3), 471–487

**Jang, H.-R.** (2019). Teachers' intrinsic vs. extrinsic instructional goals predict their classroom motivating styles. *Learning & Instruction*, 60, 286-300. \**Excellence in Research Award from Korea University*.

Reeve, J., **Jang, H.-R.**, Jang, H. (2018). Personality-based antecedents of teachers' autonomy-supportive and controlling motivating styles. *Learning & Individual Differences*, 62, 12-22.

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 & Exercise Psychology*, 36(4), 331-346. \* *Excellence in Research Award from JSEP*

### Manuscripts Under Review or in Preparation

Reeve, J., **Jang, H.-R.**, Shin, S. H., Ahn, S. J., Matos, L., & Gargurevich, R., (2021). *When students show some initiative: two experiments on the benefits of greater agentic engagement*. *Learning & Instruction*. Manuscript under Review.

**Jang, H.-R.**, Reeve, J., Cheon, S.H., Song, Y.-G., & Lee, Y. (2021). *Two paths to passion: Becoming more autonomy supportive and adopting intrinsic instructional goals*. *Teaching and Teacher Education*. Manuscript under Review.

**Jang, H.-R.** & Reeve, J. (2021). *The change of intrinsic instructional goal has on a change in the teachers' tone of voice*. Under data collection.

**Jang, H.-R.** & Reeve, J. (2021). *Expanding intrinsic and extrinsic instructional goals*. Under data collection.

Reeve, J., **Jang, H.-R.**, Ahn, J. (2020). *How to best facilitate and measure cognitive engagement*. Manuscript in preparation.

## CONFERENCE PRESENTATIONS

- Cheon, S. H., Reeve, J., Ntoumanis, N., & **Jang, H-R.** (2020, September). Two pathways to explain why need supportive teachers boost prosocial behavior: an intervention study. International Conference on Motivation, Dresden, Germany. *\*Conference was cancelled due to Covid-19*
- Jang, H-R.**, Reeve, J., Cheon, S. H., & Song, Y.-G. (2020, June). Need satisfaction and need frustration as motivational dual- process to become prosocial and antisocial students. 10<sup>th</sup> SELF International Conference, Quebec, Canada.  
*\*Conference has been postponed due to Covid-19*
- Reeve, J., **Jang, H-R.**, Shin, S., Ahn, J. S. (2020, April). The benefits of experimentally manipulated student agentic engagement. Symposium session presented at the annual meeting of the American Educational Research Association, San Francisco, California, USA. *\*Conference was cancelled due to Covid-19*
- Jang, H-R.** & Reeve, J. (2019, May). The causal effect of intrinsic instructional goal on motivating styles. Poster presented at the 7<sup>th</sup> International Conference on SelfDetermination Theory, Amsterdam, Netherlands.
- Jang, H-R.**, & Reeve, J. (2018, August). The origin of intrinsic vs. extrinsic instructional goals. Paper session presented at the biennial meeting of International Conference on Motivation. Aarhus, Denmark.
- Jang, H-R.**, & Reeve, J. (2017, April). Do teachers' instructional goals matter? their origin and consequences on teachers and students. Roundtable session presented at the annual meeting of the American Educational Research Association, San Antonio, Texas. *\* Student Travel Awards from SIG in Motivation.*
- Jang, H-R.**, Reeve, J., Ahn, J., & Han, S. H., (2017, April). How to best facilitate and measure cognitive engagement. Poster session presented at the annual meeting of the American Educational Research Association, San Antonio, Texas.
- Reeve, J., **Jang, H-R.**, Ahn, J., & Jang, H. (2016, June). Personality predictors of autonomy support. Poster presented at the 6<sup>th</sup> International Conference on SelfDetermination Theory, Victoria, British Columbia, Canada.
- Reeve, J., Cheon, S. H., **Jang, H-R.**, & Ahn, J. (2016, April). A self-determination theory based intervention to help teachers decrease students' amotivation. Poster session presented at the annual meeting of the American Educational Research Association, Washington DC, USA.
- Jang, H-R.**, Reeve, J., & Cheon, S. H. (2015, April). Teachers' instructional goals predict their classroom motivating styles. Poster session presented at the annual meeting of the American Educational Research Association, Chicago, Illinois. *\* Student Travel Awards from SIG in Motivation.*

Reeve, J., Cheon, S. H., & **Jang, H.-R.** (2015, April). Teacher become more autonomy supportive once they believe it is easy to do. Paper session presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Cheon, S. H., Reeve, J. & **Jang, H.-R.** (2014, April). A classroom-based intervention to help teachers decrease students' amotivation. Poster session presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

## **GRANT APPLICATIONS**

2022 Co-PI. With Dillon, A., Reeve, J., & Cheon, S. H., "Improving the Engagement of Indigenous Students Through the Implementation of an Autonomy-Supportive Intervention Program for Teachers", ARC Discovery Indigenous Grant. IN220100002., Proposal under Review

## **TEACHING EXPERIENCE**

2017. 03 Summit School by ACTS (Academic Cooperation Towards Saving Education), Guest Lecturer, Clark, Philippines.

2016. 08 Summit School by ACTS, Guest Lecturer, Tokyo, Japan.

2015. 08 ACTS, Guest Lecturer for Teacher Training, Busan, Korea.

## **MEASUREMENT INSTRUMENTS**

Jang, H. R. (2019). Teacher Goal Questionnaire

## **AWARDS**

2018 *Excellence in Research Award*

Award for the excellence in research to "Teachers' Intrinsic vs. Extrinsic Instructional Goals Predict their Classroom Motivating Styles" from department of education in Korea University. KW 800,000 stipend.

2017 *Travel Awards*

Award for the Graduate Student Travel Awards from Motivation in Education SIG, American Educational Research Association. \$100. Stipend.

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.

2015 *Travel Awards*

Award for the Graduate Student Travel Awards from Motivation in Education SIG, American Educational Research Association. \$125. Stipend.

**PROFESSIONAL EXPERIENCE**

2013. 03 – 2017.02. Research Assistant; Prof. Johnmarshall Reeve

**SCHOLARSHIP**

2015. 09 – 2018 Interdisciplinary Project Research Scholarship, National Research Foundation of Korea

2013. 09 – 2018 BK21 PLUS Research Scholarship, Ministry of Education

2013. 03 – 2017. 02 R. A. Scholarship, Korea University

2013. 03 – 2013. 08 WCU (World Class University) Research Scholarship, National Research Foundation of Korea

1999. 03 – 2003. 02 The Student in Excellence, Daejin University (Full tuition scholarship for 4 years)

**SKILLS: RESEARCH METHODS AND STATISTICAL ANALYSES**

***Research Model***

Longitudinal Model

Multilevel Structural Equation Model

Meta-Analysis

Latent Class Models & Growth Mixture Models

***Statistics Software Packages***

SPSS, AMOS, Mplus, HLM, CMA

***Statistics Workshop Completed***

2018. 08. Theory and Application of Multilevel Structural Equation Model. Instructor: Dr. Hong, S., Seoul, Korea.
2018. 07. Latent Class Models & Growth Mixture Models. Instructor: Dr. Hong, S., Seoul, Korea.
2018. 01. Theory and Application of Meta- analysis. Instructor: Dr. Hong, S., Seoul, Korea.
2017. 07. Various Expansion of Structural Equation Model. Dr. Hong, S., Seoul, Korea.
2017. 02. Introduction of Multilevel Structural Equation Model. Instructor. Dr. Shin, I., Seoul, Korea.
2016. 08. Understanding and Applying of Structural Equation Model. Instructor: Dr. Kim, S., Seoul, Korea.
2015. 04. Hierarchical Linear Modeling. Instructor: Dr. Ann A. O’Connell, Chicago, Illinois.

## **REVIEWING**

### *Ad Hoc Reviewer*

Learning and Instruction

Teaching and Teacher Education

Learning and Individual Differences

Motivation and Emotion

## **PROFESSIONAL AFFILIATIONS**

- |                     |                                                                           |
|---------------------|---------------------------------------------------------------------------|
| 2018. 05 - Present  | The European Association for Research on Learning and Instruction (EARLI) |
| 2013. 04 – Present  | American Educational Research Association (AERA)                          |
| 2013. 03 – 2019. 02 | Korean Educational Psychology Association (KEPA)                          |