

JINGU, KIM, Ph.D.

Behavioural Science Institute
Radboud University
6500 HE Nijmegen, The Netherlands

EDUCATION

Ph.D. in Counseling Psychology and Measurement, Konkuk University (Korea), 2017
Dissertation: “The Moderating Effect of Teacher-Student Support and Conflict on Primary Students’ Peer Ecology: An Examination of Peer Influence and Socialization of Aggression”

B.ED in Primary Education, Gyeongin National University of Education (Korea), 2006

ACADEMIC POSITIONS

Radboud Excellence Fellow, Jan 2021 – present
Behavioural Science Institute
Department of Psychology
Radboud University, Nijmegen, The Netherlands

Assistant Research Professor, July 2020 – Dec 2020
Institute of Emotional Behavioral Disorder
Department of Inclusive Education
Gyeongin National University of Education, Incheon, Korea

Assistant Research Professor, April 2018 – February 2020
Institute of Community Education
Department of Education
Konkuk University, Seoul, Korea

VISITING SCHOLAR APPOINTMENTS

INVEST Research Flagship, the University of Turku (Expected in 2022)
Department of Behavioural Sciences and Learning, Linköping University (Expected in 2022)
Behavioral Science Institute, Radboud University 2020 March - May

RESEARCH INTEREST AND METHODOLOGY EXPERTISE

Research Interest

- Peer Context
- Social-Emotional Climate (Peer Community)
- Peer Status and Behavior
- Peer Relationship
- Bullying Prevention & Intervention
- Social Network Analysis

Methodology Expertise

- Multi-Level Analysis
- Structural Equation Modelling
- Longitudinal Social Network Analysis (SIENA)
- Data Analysis using Mplus, R, & SPSS Programming

REFEREED PUBLICATIONS (International)

1. Hong, J.S., **Kim, J***, Lee, J.J., Yoshihama, M., Espelage, D.L., & Voisin, D.R. (2021). Sex differences in the pathways from exposure to parental fighting to risky sexual activities among adolescents in urban neighborhoods. *Maternal and Child Health Journal*. (Co-First Author). IF = 2.27; 5-year IF = 2.53
2. Hong, J.S., Choi, J., Albdour, M., Willis, T.M., **Kim, J***, & Voisin, D.R. (2021). Does positive future orientation buffer adverse outcomes of peer victimization among African American adolescents in Chicago's Southside? *Journal of Aggression, Maltreatment & Trauma*, 30:4, 528-546, doi:10.1080/10926771.2020.1759747. IF = 2.059; 5-year IF = 1.779
3. Hong, J.S., Lee, J.J., **Kim, J***, Iadipaolo, A.S., Espelage, D.L., & Voisin, D.R. (2019). Post-traumatic stress, academic performance, and future orientation as pathways to community violence exposure and sexual risk among African American youth in Chicago's Southside. *Behavioral Medicine*, 1-11. IF = 2.36; 5-year IF = 2.6
4. Olatunji, B. O., **Kim, J.**, Cox, R. C., & Ebesutani, C. (2019). Prospective Associations between Disgust Proneness and OCD Symptoms: Specificity to Excessive Washing Compulsions. *Journal of Anxiety Disorders*. IF = 3.47; 5-year IF = 3.818
5. Park, J., & **Kim, J***. (2019) Relationship between forms of aggression and types of social status in South Korean primary school: Moderating effect of classroom structural features. *Journal of Child and Family Studies*, 28(6),1-10. IF = 2.278; 5-year IF = 2.132

6. Olatunji, B. O., Ebesutani, C., **Kim, J.**, Riemann, B. C., & Jacobi, D. M. (2017). Disgust proneness predicts obsessive-compulsive disorder symptom severity in a clinical sample of youth: Distinctions from negative affect. *Journal of Affective Disorders*, 213, 118-125. IF = 4.084; 5-year IF = 4.160
7. **Kim, J.**, & Kim, E. (2019). Bullied by siblings and peers: The role of rejecting/neglecting parenting and friendship quality among Korean children. *Journal of interpersonal violence*, 34(11), 2203-2226. IF = 6.144; 5-year IF = 5.365

REFEREED PUBLICATIONS (Korean)

1. **Kim, J.**, Moon, K., Park, J. H., Ahn., H., Choi., J., Hong. & Choi, E. (2020). The effect of perceived popularity and peer victimization: the moderating effect of aggression norm and centralization. *Korean Journal of Elementary Education*. KCI¹ IF = 1.02; 5-year KCI IF = .98
2. **Kim, J.**, & Kang, E. (2020). Socialization of Prosocial Behavior in Early-Adolescence: The Moderating Effect of Social Relatedness. *The Korean Journal of School Psychology*. KCI IF = 1.68; 5-year KCI IF = 2.43
3. Kang, E., & **Kim, J***. (2019). An Analysis of Characteristics of the Middle School Students with Learning Disabilities Based on Occurrence and Subtypes. *The Korean Journal of Learning Disabilities*. 16(2), 1-19. KCI IF = 1.7; 5-year KCI IF = 1.62
4. Moon, K., Park, J. H., Ahn., H., Choi., J., Hong., **Kim, J.**, & Choi, E. (2018). Classifying the latent groups of grade school children based on aggression types and the exploration of psychosocial characteristics. *Journal of Korean Education*, 45(4), 35-59. KCI IF = 2.81; 5-year KCI IF = 2.21
5. **Kim, J.**, & Shin, H. (2018). Friendship processes of peer rejection among early-adolescents: Examining the role of the teacher-student relationship. *The Korean Journal of Developmental Psychology*, 31(3), 163-182. KCI IF = 1.48; 5-year KCI IF = 1.75
6. **Kim, J.**, & Park, D. (2018). Testing the autoregressive cross-lagged effect between grit and coping and overcoming during adolescence. *The Korean Journal of School Psychology*, 15(1), 51-67. KCI IF = 1.68; 5-year KCI IF = 2.43
7. Kang, E., & **Kim, J***. (2018). Differential characteristics among the achievement level groups of the effects of previous academic achievement, learning climate, and school climate on current academic. *The Korean Journal of Learning Disabilities*. 15(1), 93-112. KCI IF = 1.7; 5-year KCI IF = 1.62
8. **Kim, J.**, & Kang, E. (2017). The effect of the social context of the inclusive class on the relationship between aggression and perceived popularity of elementary students.

¹ Korean Citation Index

The Journal of Special Education: Theory and Practice. 18(3), 1-26. KCI IF = 1.39; 5-year KCI IF = 1.44

9. **Kim, J.** (2017). Socialization of aggression in early adolescence: The moderating effect of sense of peer community. *The Korean Journal of School Psychology*. 14(3), 331-347. KCI IF = 1.32; 5-year KCI IF = 1.15
 - A. Nominated for Research Excellence Award by Korean Society of School Psychology
10. Kang, E., & **Kim, J***. (2017). A comparative study on the relations between social context of middle school inclusive class and social network characteristics of peers who nominated students with intellectual disabilities. *The Journal of Inclusive Education*. 12(2), 1-24. KCI IF = 1.7; 5-year KCI IF = 1.62
11. Park, J. H., Moon, K., Ahn., H., Choi., J., Hong., **Kim, J.**, & Choi, E. (2017). Development of Classnet, a web-based social network analysis software program. *Journal of Education Science*, 48(3), 107-137. KCI IF = 1.41; 5-year KCI IF = 1.91
12. **Kim, J.**, & Kang, E. (2017). The effect of the social context of the inclusive class on the relationship between aggression and perceived popularity of elementary students. *The Journal of Special Education: Theory and Practice*. 18(3), 1-26. KCI IF = 1.39; 5-year KCI IF = 1.44
13. **Kim, J.**, & Kim, E. (2017). The relationship between sibling bullying experience on internalizing problems: The mediating effect of peer bullying experience moderated by friendship quality in a sample of elementary school children. *The Korean Journal of Counselling*. 18(2), 1-26. KCI IF = 2.1; 5-year KCI IF = 2.37
14. **Kim, J.**, & Park, D. (2017). The longitudinal effects of theory of implicit intelligence on academic achievement: The mediating effect of grit. *The Korean Journal of Educational Psychology*, 31(1), 145-162. KCI IF = 2.66; 5-year KCI IF = 2.49
15. **Kim, J.**, Shin, H., & Kim, E. (2017). An exploration of the effect of perceived popularity on peer victimization among elementary school students: The moderating effects of class-level status hierarchy and victimization. *The Korean Journal of Elementary Education*, 28(1), 45-62. KCI IF = 1.02; 5-year KCI IF = .98
16. **Kim, J.** (2017). Influence of aggression and prosocial on perceived popularity of elementary students in inclusive classrooms. *The Journal of Special Children Education*, 19(1), 137-158. KCI IF = 1.41; 5-year KCI IF = 1.29
17. Park, J. H., **Kim, J.**, & Yoon, Y. (2017). The effects of perceived popularity on prosocial behavior in elementary school students: The moderating effects of social connectivity and hierarchy in the peer relationships. *Asian Pacific Journal of Education*, 18(1), 25-49. KCI IF = 1.9; 5-year KCI IF = 2.44

18. Kim, J., & Park, J. H. (2015). An exploration of the effect of aggression on social status in elementary school students: The moderating effect of sense of peer community and teacher closeness. *Journal of Yeolin Education*, 23(4), 207-231. KCI IF = 1.38; 5-year KCI IF = 1.62

MANUSCRIPTS UNDER REVIEW

Kim, J. & Cillessen, A. H. (Under Review). Peer Community and Teacher Closeness as Moderators of the Association between Social Status and Aggression. *Journal of Early Adolescence*.

SELECTED MANUSCRIPTS AT WRITING STAGE

1. **Kim, J.**, Caravita, S. C., Sijtsema, J. J., Hong, J.S., & Thornberg, R. (writing stage). *Shaping Citizenship in the Classrooms: How Friendship Dynamics Relate to the Development of Moral Disengagement, Social Goals, and Sense of Peer Community*.
2. **Kim, J. & Cillessen, A. H.** (Writing stage). Norms of Teacher Support and Conflict as a Context of Preference and its Associations with Prosocial and Aggressive Behavior
3. **Kim, J., Park, D & Shin, Y.** (Writing stage). Friendship Process of Career Decision-Making Self-efficacy: A Longitudinal Social Network Approach.
4. **Kim, J.**, van den Berg, Y. H., & Cillessen, A. H. Testing multi-level factor structure and concurrent validity of classroom peer context questionnaire.
5. **Kim, J.**, Delay, D & Malamut, S.T (Writing stage). Social Goal Orientation of the Clique as the Proximal Context: Affecting the Association of Agentic Goals and Aggressive Behavior.

GRANTS, AWARDS, AND PROGRAM DEVELOPMENT

1. Radboud Excellence Fellowship (Radboud Excellence Initiative)

Awarded: **Kim, J. (P.I.) & Cillessen, A.H. (Co-P.I.)**

Value: \$215,000

Title: Peer community as a critical construct in child and adolescent development.

Duration: 2021-2023

2. NRF funded Research Fellow Grant (Korean National Research Foundation, Korea)

Awarded: **Kim, J. (P.I.)**

Value: \$190,000

Title: Validating the classroom management model to promote social integration of students with learning disability and emotional behavioral disorder: focusing on peer relationship and social network analysis

Duration: 2020-2024

3. Early Career Researcher Grant for Science and Engineering (Korean National Research Foundation, Korea)

*Awarded: Kang, E & **Kim, J. (Co-P.I.)***

Value: \$190,000

Title: Research on the Development of a Web-based Collaboration Platform to Promote the Formation of Academic Integration Network for Engineering College Students for Future Social Competency Development

Duration: 2020-2022

4. Social Science Research Grant (Korean National Research Foundation, Korea)

*Awarded: Jang,E., Cho, K., Song, W., **Kim, J. (Co-P.I.)***

Value: \$190,000

Title: Validating school wide positive behavior support model in Korean context

Duration: 2018-2020

5. Early Career Researcher Grant for Social Science (Korean National Research Foundation, Korea)

*Awarded: **Kim, J. (P.I.)***

Value: \$20,000

Title: Examining the moderating effect of peer subgroup class norm on social status of aggressive children using social network analysis

Duration: 2018-2019

6. Social Science Research Grant (Korean National Research Foundation, Korea)

*Awarded: Park, J., Ahn, H., Choi, J., Moon, K., Hong, K., **Kim, J. (Co-P.I.)***

Value: \$190,000

Title: Development of Web-based ClassNet Software Program and Effectiveness Study of Teachers' Intervention in Classrooms

Duration: 2017-2019

7. Educational Policy Development Grant (Korean Educational Development Institute)

*Awarded: Park,H., Chung, D., Kim, H., **Kim,, J. (Co-P.I)***

Value: \$50,000

Title: Elementary School Bullying, Prevalence and Policy Analysis

Duration: 2017

8. Anti-Bullying Program Development: Korean Educational Development Institute

*Awarded: Park,H., Ahn,H., Kim,H., **Kim,, J. (Co-P.I)***

Value: \$380,000

Title: Development and Validation of National Anti-Bullying Curriculum: Empathy, Communication and Conflict Resolution Module.

Duration: 2014-2016

TEACHING, INSTRUCTION, AND PROFESSIONAL CONSULTATION

Konkuk University Teaching

- Social Network Analysis - Graduate (2018)
- Bullying Prevention and Intervention - Undergraduate / Graduate (2016, 2018, 2019)
- Assessment of Learning Strategy - Graduate (2017)

Hanyang University Teaching

- Open Education, Open Technology, and Open Data – Graduate (2017)
- Statistical Modelling – Graduate (2018)
- Research Method in Counselling Psychology – Graduate (2018 & 2019)

Yongin University Teaching

- Research Method in Special Education – Graduate (2017)
- Emotional Behavior Disorder – Graduate (2017)

Gyeongin National University of Education Teaching

- Introduction to Gifted Education – Undergraduate (2016)

Elementary School Classes & Classroom Management Consultation

- Teacher, Bokjeong Elementary School, Gyeonggi, Korea (2006-2018)
- National Anti-Bullying Program Consultant, Korean Educational Development Institute (2014 to 2020)
- Classroom Management Consultation, Seoul Metropolitan and Gyeonggi Province Educational Authority (2014 to 2020)

SERVICE AND REVIEWER EXPERIENCE

Korean Association of School Psychology

- Board of Academic Affairs Vice Chair (March 2018 – February 2020)

Ad-hoc Reviewer

- Journal of Interpersonal Violence
- The Korean Journal of Counseling and Psychotherapy

- The Korean Journal of School Psychology
- The Korean Journal of Developmental Psychology
- The Korean Journal of Educational Psychology
- The Korean Journal of Youth Counselling Psychology

Research Committee

Research Grant (National Institute of Child Health and Human Development, USA)

Principal Investigator: Bettencourt, A. & Musci, R.

Title: Building a Global Bullying Data Collaborative: Examining Prevalence and Individual and Contextual Correlates of Youth Involvement in Bullying

SYMPOSIA Organized and Chaired

1. **Kim, J.** (2020, Nov). *Social-Motivational Links to Bullying and Aggression during Adolescence*. Workshop on Aggression, University of Turku, Finland.
2. **Kim, J.** (2021, March). *Classroom and School Contextual Effects on Adolescent Peer Relationships and Adjustment*. Society of Research on Adolescence, New Orleans, USA

PEER-REVIEWED CONFERENCE PRESENTATIONS

1. **Kim, J., Peetz, H., & Sijtsema, J. J.** (2020). Social Goals and Aggressive Behavior: The role of Popularity Norm and Peer Community. *Workshop on Aggression*, University of Turku, Finland.
2. Park, J., & **Kim, J.** (2017). Exploration of peer dynamics on aggression and social status types in elementary 1st grade using longitudinal social network analysis. *Korean Society of Early-childhood Education, Busan, Korea*
3. **Kim, J.** (2017). The moderating effect of daytime sleepiness in relationship between growth mindset and academic achievement. *Korean Sleep Research Society, Seoul, Korea*
4. **Kim, J., Park, J. H., & Choi, E. Y.** (2017). The effect of perceived popularity and peer victimization: the moderating effect of aggression norm and centralization. *Korean Educational Psychology Association, Busan, Korea*
5. Park, J., & **Kim, J.** (2017). The influence of aggression on social status for elementary 1st grade: the mediating effect of teacher-student relationship. *Korean Society for Children's Media, Daejeon, Korea*

6. **Kim, J.** (2017). Socialization of Aggression: The moderating role of peer community. *Korean School Psychology Association, Seoul, Korea*
7. Kim, S., **Kim, J.**, Shin, Y., Moon, J., Kim, S., Ebesutani, S., & Young, J. (2016). The identification of practice elements across child and adult evidence-based treatments for depression. *Association for Behavioral and Cognitive Therapy, NY, USA.*
8. **Kim, J.**, Park, J. H., & Yoon, Y. (2016). The Effects of Perceived Popularity on Prosocial Behavior in Elementary School Students: The Moderating Effects of Social Connectivity and Hierarchy in the Peer Relationships. *International Congress of Psychology, Yokohama, Japan.*
9. **Kim, J.**, Park, J. H., & Yoon, Y. (2016). The effects of perceived popularity on prosocial behavior in elementary school Students: The Moderating Effects of Social Connectivity and Hierarchy in the Peer Relationships. *Korean Educational Psychology Association, Daejeon, Korea.*
10. **Kim, J.**, & Park, J. H. (2014). An exploration of the effect of aggression on social status in elementary school students: The moderating effect of sense of peer community and teacher closeness. *Korean Youth Research Institute, Seoul, Korea.*

GUEST LECTURES AND INVITED TALKS

Invited Speaker (2020)

Department of Behavioural Sciences and Learning, Linköping University.

Title: The ecological contexts of peer victimization in Korea: The role of family, peer and class characteristics.

Invited Speaker (2018)

Korean School Psychology Association.

Title: Peer Ecology Based Class Management.

Invited Speaker (2017)

Department of Childhood Studies and Social Welfare, Chungbuk National University,

Title: Child research using Multi-level analysis

Invited Speaker (2017)

Korean School Psychology Association.

Title: Peer relationship research using social network analysis

Invited Speaker (2017)

Graduate School of Education, University of Seoul

Title: Peer ecology and the role of teachers