

## Brenda W. Yang

Duke University  
417 Chapel Drive  
Durham, North Carolina  
brenda.yang@duke.edu

### Education

*Ph.D.*, Psychology & Neuroscience, Duke University anticipated 2021  
*Faculty advisor*: Elizabeth J. Marsh  
*Master's committee*: Felipe De Brigard, David C. Rubin, Mark R. Leary  
*Master's thesis*: [Fiction as Autobiography](#)

*Teaching Credential*, Urban Education, Loyola Marymount University 2013

*B.S.*, Neuroscience; *B.A.*, Interdisciplinary Studies, University of Southern California 2012  
*Thesis advisors*: Michael A. Arbib, William R. Handley

### Fellowships, Awards, and Honors

Competitive Graduate Research Award: Novel Features of Narrative Fiction 2019  
Charles LaFitte Foundation Graduate Travel Award 2019  
Competitive Graduate Research Award: Intelligence Mindsets Across Classrooms 2018  
Preparing Future Faculty 2018  
Competitive Summer Research Fellowship, Duke University 2018  
Trainee Professional Development Award, Society for Neuroscience 2017  
Richard Merritt Jr. Science Journalism Award, Duke University 2017  
Graduate Research Fellowship, National Science Foundation 2015  
James B. Duke Fellowship, Duke University 2015  
Teaching Fellow, National Science Teacher Association 2013  
Amgen Fellow, Teach for America 2012  
Outstanding Student of the Year, University of Southern California Neuroscience Program 2012  
Dornsife Scholar, University of Southern California College of Letters Arts and Sciences 2012  
Brian Philip Rakusin Scholarship Award, University of Southern California Neuroscience Program 2011  
Phi Beta Kappa, University of Southern California 2011  
Research Fellowship, University of Southern California Provost's Office 2010  
Summer Undergraduate Research Fellowship, University of Southern California 2009

### Education & Teaching Experience

Adjunct Faculty, Elon University Fall 2019  
*Course*: Cognitive Psychology  
*Students*: 24 undergraduates, ranging from sophomores to seniors

Course Coordinator, Duke University 2018 - 2019  
*Course*: Introduction to Psychology  
*Supervisor*: Bridgette Martin Hard  
*Students*: Enrolls up to 300 undergraduates each semester. I also mentored and supported 12 undergraduate teaching fellows to teach their own discussion sections and develop their own teaching styles.

Graduate Teaching Assistant, Duke University 2015 - 2017  
*Courses:* Cognitive Psychology, Personality Psychology  
*Supervisors:* Ruth Day, Mark Leary

Guest Lectures Summer 2017  
*Duke University:* PSY101 The Nervous System (Dr. Hard), PSY201 Attention (Dr. Arnold), MAT 702 Consequences of Brain and Behavioral Science for Learning (Dr. Goldwasser)  
*Elon University:* PSY366 Culture and Cognition (Dr. Longmire-Avital)

Primary Instructor, PUC Community Charter Early College High School 2012 - 2015  
*Courses:* Anatomy and Physiology, Biology  
*Students:* 130 - 150 high school students each year, ranging from first years to seniors  
*Results:* Students scored 88% Proficient or Advanced on the 10th Grade Life-Science CST in the 2013 to 2014 school year, and 81% in 2012 to 2013. (CA state average 54%, 2014 to 2015 not reported.)

Teach for America Professional Learning Community Leader 2014 - 2015  
*Description:* Designed and facilitated a series of workshops for first-year life science teachers  
*Topics:* Setting Goals, Crafting Driving Questions for Student Inquiry, Discourse Strategies to Fuel Analysis and Engagement

Primary Instructor, John Hopkins Center for Talented Youth Summer 2015  
*Course:* Cognitive Psychology  
*Students:* 15 gifted young students, ages 13 - 15

Primary Instructor, SPEAR Middle School Academy at University of California, Berkeley Summer 2014  
*Courses:* Biology  
*Students:* 10 middle school scholars

## Presentations Related to Education & Pedagogy

Yang, B.W.\*, Bejjani, C.B.\*, Albus, T., O'Connor, T., Ebrem, C., & Hard, B. (2020). *Using Language to Measure Student Beliefs About Intelligence*. Poster to be presented at the National Institute on the Teaching of Psychology (NITOP). St. Pete Beach, FL. [Abstract](#).

Yang, B.W. (2020). *Centering core values in pedagogical practice for lasting impact*. Talk/discussion to be presented at the National Institute on the Teaching of Psychology (NITOP). St. Pete Beach, FL. [Abstract](#).

Yang, B.W. & Yust, P. (2019). *Cognitive Distortions: Teaching Clinical Psychology Without Case Studies*. Talk presented at the Psychology One Conference. Durham, NC.

Yang, B.W., Blondel, D.V., Rosenberg, J., Sansone, A., Linennbrink-Garcia, L., Schwarz-Bloom, R.D. (2017). *The Rex virtual experiment platform: Design, implementation, and effects on situational interest*. Poster presented at the Annual Meeting of the Society for Neuroscience. Washington, DC. [osf.io/h79te](https://osf.io/h79te)

Yang, B.W. (2015). *Computers and Content: Can we teach digital literacy TOO?*. Workshop at the Partnerships to Uplift Communities (PUC) Community of Practice Professional Development Day. Los Angeles, CA.

Yang, B.W. (2014). *Capitalizing on cloud tech to support student achievement*. Workshop at the PUC Community of Practice Professional Development Day. Los Angeles, CA.

## Publications

- Marsh, E. J., & Yang, B. W. (in press). Broadening the Autobiographical Record: The Roles of Borrowed Memories and Memories of Fictional Events. Invited chapter to appear in A. M. Cleary and B. L. Schwartz (Eds.) *Memory Quirks: The Study of Odd Phenomena in Memory*.
- Yang, B.W., Razo, J., & Persky, A.M. (2019). Testing as a Learning Tool. *American Journal of Pharmaceutical Education*. [Accepted draft](#).
- Blondel, D.V., Rosenberg, J., Sansone, A., Godin, E.A., Yang, B.W., Jaglom-Kurtz, L.T., Linennbrink-Garcia, L., Schwartz-Bloom, R.D (2019). Development of an Online Experiment Platform for High School Biology. *Journal of Formative Design in Learning*.
- Stanley, M.L., Henne, P. Yang, B.W. & De Brigard, F. (2019). Resistance to Position Change, Motivated Reasoning, and Polarization. *Political Behavior*. [PDF](#).
- Stanley, M.L., Yang, B.W., & Marsh, E.J. (2018). When the Unlikely Becomes Likely: Qualifying Language Does Not Influence Later Truth Judgments. *Journal of Applied Research in Memory and Cognition*. DOI: [10.1016/j.jarmac.2018.08.004](#)
- Stanley, M.L.\*, Yang, B.W.\*, & De Brigard, F. (2018). No Evidence for Unethical Amnesia for Imagined Actions: A Failed Replication and Extension. *Memory & Cognition*. [Preprint](#).
- Marsh, E.J., & Yang, B.W. (2018). Believing Things That Are Not True: A Cognitive Science Perspective on Misinformation. In B. G. Southwell, E. A. Thorson, & L. Sheble (Eds.), *Misinformation and Mass Audiences*. Austin: University of Texas Press. [PDF](#).
- Marsh E.J. & Yang, B.W. (2017). A Call to Think Broadly about Information Literacy. *Journal of Applied Research in Memory and Cognition*. DOI: [10.1016/j.jarmac.2017.09.012](#)
- Stanley, M.L., Dougherty, A., Yang, B.W., Henne, P., & De Brigard, F. (2017). Reasons Probably Won't Change Your Mind: The Role of Reasons in Revising Moral Decisions. *Journal of Experimental Psychology: General*. DOI: [10.1037/xge0000368](#)

\*Indicates equal contribution.

(u) Indicates undergraduate author.

## Manuscripts in Preparation

- Yang, B.W., Deffler, S.A., & Marsh, E.J. (revise and resubmit at *Journal of Experimental Psychology: General*). A Comparison of Memories of Fiction and Autobiographical Memories.
- Stanley, M.L.\*, Yang, B.W.\* & Marsh, E.J. (revise and resubmit at *Journal of Memory and Language*). Asymmetries in Belief Revision.
- Yang, B.W.\*, Vargas Retrespo, C.\* (u), Stanley, M.L., & Marsh, E.J. (under review). The Misleading Effect of Truncating Bar Graphs. [psyarxiv.com/7aq4h](#)
- De Brigard, F., Gessell, B., Yang, B.W., Stewart, G., Marsh, E.J. (revise and resubmit at *Psychology of Consciousness: Theory, Research, and Practice*). Remembering possible times: Memory for details of episodic past, future, and counterfactual simulations.
- Yang, B.W.\*, Bejjani, C.\*, & Hard, B.M. (draft available). Measuring Intelligence Mindsets with Written Descriptions.

## Selected Talks and Presentations

- Yang, B.W. (2019). *Judgments of Deceptive Visualizations*. Talk presented at the Society for Applied Research in Memory and Cognition. Brewster, MA. [osf.io/ebpf2/](https://osf.io/ebpf2/)
- Yang, B.W. (2019). *Deceptive Graphs: Quantifying the Truncation Effect in Bar Graphs Exploring Interventions*. Talk presented at the Visualization Friday Forum. Durham, NC.
- Yang, B.W., Deffler, S.A. & Marsh, E.J. (2018). *Fiction As Autobiography: Phenomenological Characteristics of Memories of Fiction*. Poster presented at the Annual Meeting of the Psychonomic Society. New Orleans, LA.
- Yang, B.W.\*, Bejjani, C.\* (2018). *Developing An Implicit Measure of Intelligence Mindset*. Talk presented at the Duke University BRITE Ideas Talk Series. Durham, NC.
- Yang, B.W. & Marsh, E.J. (2016). *Investigating the Phenomenology of Fictional and Personal Memories*. Poster presented at the Annual Meeting of the Psychonomic Society. Boston, MA.
- Yang, B.W. (2016). *Discussion of Zeidman & Maguire (2017); Anterior hippocampus: the anatomy of perception, imagination, and episodic memory*. Talk presented at the Duke University Center for Cognitive Neuroscience Journal Club. Durham, NC.
- Yang, B.W., Lee J-Y, & Arbib, M.A. (2010). *Eye Movements and the Unfolding of the SemRep Semantic Representation in Scene Description*. Poster presented at the Conceptual Structure, Discourse, and Language Conference (CSDL) and Embodied and Situated Language Processing Workshop (ESLP). La Jolla, CA.
- Lee J-Y, Yang, B.W., & Arbib, M.A. (2010). *Eye Movements and the Temporal Unfolding of Scene Description*. Poster presented at the Neurobiology of Language Conference. San Diego, CA.

## Mentoring

- Practicum and Independent Study Mentor, Duke University 2017 - present  
*Undergraduate Students:* Jennifer Park, Camila Vargas (Jerome Bruner Award Winner), Ben Thier, Tommy O'Connor, Ceren Ebrem  
*Projects:* The Impact of Internet Search Speed on Memory Metacognition; How Do Misleading Graphs Mislead?; Developing An Algorithm for Categorizing Mindsets with Student Language; Mindset's Influence on Achievement, Well-Being, and Grade Satisfaction
- Mentoring Handbook Coordinator, Duke University 2017 - present  
*Description:* I coordinate and maintain a handbook of best mentoring practices collaboratively written by Psychology and Neuroscience graduate students ([bit.ly/MentoringHandbook](https://bit.ly/MentoringHandbook))
- Entering Mentoring Workshop Co-Facilitator, Duke Institute for Brain Sciences 2019  
*Description:* I co-created and delivered four 2-hour workshops on mentoring for graduate students and post-docs with [Kendra Seaman, PhD](#)

## Service

- Scientists Prompting Equity and Knowledge Co-Organizer (SPEAK), DIBS Fall 2019
- Student-Faculty Representative (Elected), Duke Center for Cognitive Neuroscience 2019 - 2020
- Reviewer for Internal Grants, Duke P&N 2018 - 2019
- Co-Founder, Duke P&N Graduate Mentoring Exchange 2017 - present
- Peer Mentor, Duke P&N 2018

Organizer, R Workshop for Psychologists and Neuroscientists	2017
Mentor, Women in Science and Engineering	2017
Planning Committee Co-Chair, Psychology and Neuroscience First Year Festival	2016
Chair, University of Southern California Center for Excellence in Teaching	2012
Undergraduate Representative, University of California Neuroscience Executive Committee	2012

## Outreach and Science Communication

Duke University Libraries Exhibit	January 2020
"Everyone Seems Smarter Than Me": Duke students and Beliefs About Intelligence	
<i>Collaborators:</i> Christina Bejjani, Sydney Albert ( <i>u</i> ), Bridgette Martin Hard	

Freelance Writer, Federation of Associations in Behavioral and Brain Sciences	2018 - 2019
<i>Profiles:</i> <a href="#">Dr. Derek Reed</a> , <a href="#">Dr. Rebecca Covarrubias</a> , <a href="#">Dr. Leslie Blaha</a>	

Publication on the Duke Universities Libraries Bitstreams blog. Chapman, J., Yang, B., Hartsell-Gundy, A., Daly, E. (2018). [Understanding the experiences and needs of 1G students at Duke.](#)

Publication on the Scientific American Guest Blog. Yang, B.W. (2016). [Are Our Scientific Heroes Too Heroic?](#)

Publication on the Duke Professional Development Blog. Yang, B.W. (2016). [How to Take Your Teaching Skills Anywhere.](#)

FEMMES Capstone Experiment Lead	2016
<i>Description:</i> Led an experiment during FEMME's annual capstone event, a free one-day program introducing 4th to 6th grade students from Durham to math, science, and engineering.	

Science Education Intern, Duke Science Education	2015 - 2018
<i>Supervisors:</i> Rochelle Schwarz-Bloom, Dimitri Blondel	

Founding President, Interaxon	2013 - 2012
<i>Description:</i> Launched <a href="#">USC Interaxon</a> , an outreach organization sharing neuroscience lessons with K to 12 students in South LA	

## Professional Affiliations

Society for Applied Research in Memory and Cognition (SARMAC), Psychonomic Society, Society for the Teaching of Psychology (STP)

*updated November 15, 2019*