

Brenda W. Yang

Duke University
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Education

Ph.D., Psychology & Neuroscience, Duke University anticipated 2021
Faculty advisor: Elizabeth J. Marsh
Committee: Felipe De Brigard, Mark R. Leary, David C. Rubin
Certificates: College Teaching, Cognitive Neuroscience

M.A., Psychology & Neuroscience, Duke University 2018
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

Duke Graduate School Professional Development Grant: Mentoring Workshop Facilitator 2019
Competitive Teaching Award: Bass Instructional Fellowship (Instructor of Record) 2019
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

Publications

De Brigard, F., Gessell, B., Yang, B.W., Stewart, G., Marsh, E.J. (in press). Remembering possible times: Memory for details of episodic past, future, and counterfactual simulations. *Psychology of Consciousness: Theory, Research, and Practice*.

- 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*. DOI: <https://doi.org/10.5688/ajpe7324>.
- 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*.
- 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*.
- 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*. DOI: [10.3758/s13421-018-0803-y](https://doi.org/10.3758/s13421-018-0803-y).
- 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](https://doi.org/10.1016/j.jarmac.2017.09.012)
- Stanley, M.L., Dougherty, A., Yang, B.W., Henne, P., & De Brigard, F. (2017). Reasons Probably Wont Change Your Mind: The Role of Reasons in Revising Moral Decisions. *Journal of Experimental Psychology: General*. DOI: [10.1037/xge0000368](https://doi.org/10.1037/xge0000368)

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.
- Yang, B.W.*, Vargas Retrespo, C.* (*u*), Stanley, M.L., & Marsh, E.J. (in preparation for resubmission). The Misleading Effect of Truncating Bar Graphs. psyarxiv.com/7aq4h
- Yang, B.W.*, Bejjani, C.*, & Hard, B.M. (submitted). Measuring Intelligence Mindsets with Written Descriptions.

*Indicates equal contribution.

(*u*) Indicates undergraduate author.

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/
- 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., 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
- 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.

Selected Education & Teaching Experience

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| Adjunct Faculty, Elon University
<i>Course:</i> Cognitive Psychology | Fall 2019 |
| Course Coordinator, Duke University
<i>Course:</i> Introduction to Psychology
<i>Supervisor:</i> Bridgette Martin Hard | 2018 - 2019 |
| Graduate Teaching Assistant, Duke University
<i>Courses:</i> Cognitive Psychology, Personality Psychology
<i>Supervisors:</i> Ruth Day, Mark Leary | 2015 - 2017 |
| Primary Instructor, PUC Community Charter Early College High School
<i>Courses:</i> Anatomy and Physiology, Biology
<i>Results:</i> 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.) | 2012 - 2015 |
| Teach for America Professional Learning Community Leader
<i>Description:</i> Designed and facilitated a series of workshops for first-year life science teachers
<i>Topics:</i> Setting Goals, Crafting Driving Questions for Student Inquiry, Discourse Strategies to Fuel Analysis and Engagement | 2014 - 2015 |
| Primary Instructor, John Hopkins Center for Talented Youth
<i>Course:</i> Cognitive Psychology | Summer 2015 |

Primary Instructor, SPEAR Middle School Academy at University of California, Berkeley Summer 2014
Courses: Biology

Education & Teaching Presentations

- 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 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 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. (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.

Service

Scientists Promoting Equity and Knowledge (SPEAK) Interim Organizer, DIBS	2019
Student-Faculty Representative (Elected), Duke Center for Cognitive Neuroscience	2019 - 2020
Entering Mentoring Workshop Co-Facilitator, Duke Institute for Brain Sciences (DIBS)	2018
Reviewer for Internal Grants, Duke P&N	2018 - 2019
Peer Mentor, Duke Psychology & Neuroscience	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

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)

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](#). This workshop will return Spring 2020.

Outreach and Science Communication

Duke University Libraries Exhibit

January 2020

"Everyone Seems Smarter Than Me": Duke students and Beliefs About Intelligence

Collaborators: Christina Bejjani, Sydney Albert (*u*), Bridgette Martin Hard

Blog post on The Novice Professor blog. Yang, B.W. (2019). [Creating community-based accountability with a Daily Writing Challenge](#).

Freelance Writer, Federation of Associations in Behavioral and Brain Sciences

2018 - 2019

Profiles: [Dr. Derek Reed](#), [Dr. Rebecca Covarrubias](#), [Dr. Leslie Blaha](#)

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](#)

Science Education Intern, Duke Science Education

2015 - 2018

Supervisors: Rochelle Schwarz-Bloom, Dimitri Blondel

Founding President, Interaxon

2013 - 2012

Description: Launched [USC Interaxon](#), 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), Society for the Teaching of Psychology (STP), Psychonomic Society

updated January 9, 2020