

# CATHERINE QING

352-731-3374 | [cqing@stanford.edu](mailto:cqing@stanford.edu) | [GitHub](#)

## EDUCATION AND HONORS

---

Sep 2022 – Sep 2024	<b>M.S. Symbolic Systems</b> (computer science, psychology, linguistics, philosophy) <i>Stanford University</i> GPA: 3.97/4.00 <i>Thesis:</i> “Show or Tell? Preschool-aged children adapt their communication to their partner's auditory access” advised by Drs. Hyowon Gweon and Michael C. Frank
Aug 2018 – May 2022	<b>B.S. Psychology (Honors) and Informatics</b> , Clinical Science Certificate <i>Indiana University</i> GPA: 3.99/4.00 (Graduated with Highest Distinction) <i>Honors Thesis:</i> “Social Pain Perceptions of Low-Socioeconomic Status Individuals: Consequences in Education” <i>Committee:</i> Drs. Kurt Hugenberg, Amanda Diekman, and Dorainne Green

## AWARDS

---

2023	Phi Beta Kappa
2022	Elvis J. Stahr Distinguished Senior Award
2018 – 2022	Indiana University Provost’s Scholarship (\$32,000)
2018 – 2022	Indiana University Founders Scholar

## PAPERS

---

### Published

- Bueckle, A. D., **Qing, C.**, Luley, S. M., Kumar, Y. R., Pandey, N., & Borner, K. (2023). The HRA Organ Gallery Affords Immersive Superpowers for Building and Exploring the Human Reference Atlas with Virtual Reality. *Frontiers in Bioinformatics*, 2023-02. <https://doi.org/10.3389/fbinf.2023.1162723>
- Chuey, A., **Qing, C.**, Williams, R. M., Frank, M. C., & Gweon, H. (2024). Show or Tell? Preschool-aged children adapt their communication to their partner’s auditory access. In *Proceedings of the Annual Meeting of the Cognitive Science Society* (Vol. 46). <https://escholarship.org/uc/item/3fm060h2>
- Hunter-Mullis, K., **Qing, C.**, & Decker, K. A. (2024). Evaluation of remote and in-person instruction of a social-emotional learning curriculum in a rural midwestern middle school: A case study. *Psychology in the Schools*, 1–15. <https://doi.org/10.1002/pits.23270>

### Manuscripts in Preparation

- Chuey, A., Williams, R. M., **Qing, C.**, Frank, M. C., & Gweon, H. (2024). Young children can infer the epistemic consequences of altered auditory perception as observers and as communicators. [Manuscript in preparation].
- García-Sánchez, E., Maitreyi, A., **Qing, C.**, Hamedani, M. G., Eberhardt, J. L., Markus, H. R. & Thomas, C. C., (2024). Personal stories increase support for welfare programs and foster positive views of recipients. [Manuscript in preparation].
- Thomas, C. C. García-Sánchez, E., Constantino, S., **Qing, C.**, Hamedani, M. G., Eberhardt, J. L. & Markus, H. R. (2024). Reframing cash transfer support: The effectiveness of community benefit narratives. [Manuscript in preparation].

## POSTER & PAPER PRESENTATIONS

# CATHERINE QING

352-731-3374 | [cqing@stanford.edu](mailto:cqing@stanford.edu) | [GitHub](#)

---

**Qing, C.**, Chuey, A., Williams, R. M., Frank, M. C., & Gweon, H. (2024, March). Show or Tell? Preschool-aged children adapt their communication to their partner's auditory access. Poster presented at Cognitive Development Society, Pasadena, CA.

**Qing, C.**, Freiburger, E. & Hugenberg, K. (2022, April). *Social pain perceptions of low-socioeconomic status individuals: Consequences in education*. Paper presented at the Hutton Honors College Research Symposium, Bloomington, IN.

**Qing, C.**, White, A., Joshi, M., & Diekmann, A. (2021, April). *The intersection of ethnic identity and gender on motivational values*. Poster presented at the Women's Research Poster Competition, Bloomington, IN.

\*Poster won 1<sup>st</sup> place in the Social Sciences category

## RESEARCH EXPERIENCE

---

2022 – Present

**Stanford SPARQ**, Stanford University

*Graduate Research Assistant*

Design experimental studies and stimulus materials to investigate strategies to reduce racial bias and reshape narratives surrounding poverty. Extract actionable insights from qualitative (e.g., NLP, sentiment analysis) and quantitative (e.g., regressions, ANOVA, multi-level modeling) data to understand participant attitudes and behaviors regarding social issues and policy support.

2022 – 2024

**Social Learning Lab**, Stanford University

*Graduate Research Assistant*

Data collection and analysis, study design, and literature review for projects studying how children reason about knowledge and communication and children's social networks. Developed and utilized computational models of children's cognitive processes and communication patterns. Worked directly with 2- to 6-year-old children at preschools and children's museums.

2022

**Cyberinfrastructure for Network Science Center**, Indiana University

*Research Assistant*

Developed and tested virtual reality applications featuring interactive data visualizations created from various large datasets, ranging from information networks to biomolecular data.

2021 – 2022

**Stereotyping, Prejudice, and Facial Expression Lab**, Indiana University

*Undergraduate Research Assistant*

Study design, literature review, data collection, and data analysis for projects exploring racial and class-based biases

2021 – 2022

**Social Roles Laboratory**, Indiana University

*Undergraduate Research Assistant*

Study design, literature review, data collection, and data analysis for projects on how social roles influence individuals' decisions and beliefs

## WORK EXPERIENCE

---

Aug 2023 – Present

**The Language Conservancy**, Remote

*Grants Writer*

# CATHERINE QING

352-731-3374 | [cqing@stanford.edu](mailto:cqing@stanford.edu) | [GitHub](#)

Collaborate with Indigenous communities to assess their language preservation needs, ensuring the development of culturally sensitive proposals for language-learning tools, such as mobile learning apps. Secured over \$1 million in funding through large federal grants and local grants to support language revitalization initiatives.

May 2023 – Aug 2023

**Infogito**, New York City, NY

*UX Research Intern at Early Stage EdTech Startup*

Collaborated in a cross-functional team of 5 to conceptualize and design the interface for a mobile application for an AI-powered learning tool aimed at enhancing STEM education accessibility for historically underrepresented students. Conducted various need finding methods (e.g., interviews, surveys, diary studies) to inform prototype design and analyzed quantitative and qualitative data from 20+ usability tests to guide product iterations.

## TEACHING EXPERIENCE

---

### Course Assistant (4x)

Fall 2023 – Summer 2024

#### **SYMSYS 1: Minds and Machines**

Instructors: Dr. Noah Goodman, Dr. Jiajun Wu, Stanford University

### Associate Instructor

Spring 2022

#### **INFO-I 246: Use and Usability (Foundations of UX)**

Instructor: Dr. Phil Jordan, Indiana University

Fall 2021

#### **INFO-I 300: Human-Computer Interaction/Design**

Instructor: Dr. Katie Siek, Indiana University

### Undergraduate Teaching Assistant

Spring 2022

#### **PSY-P 304: Social Psychology**

Instructor: Dr. Dorainne Green, Indiana University

Fall 2021

#### **PSY-P 101: Introductory Psychology**

Instructor: Dr. Timothy Patrick, Indiana University

Fall 2020 – Spring 2021

#### **PSY-P 421: Laboratory in Social Psychology**

Instructor: Dr. Timothy Patrick, Indiana University

Spring 2020

#### **PSY-P 325: Psychology of Learning**

Instructor: Dr. Timothy Patrick, Indiana University

## SERVICE & LEADERSHIP

---

2024

**Admissions**, Stanford Summer Session

2024

**Graduate Admissions**, Stanford Symbolic Systems Program

Reviewed and evaluated 80+ applications for a competitive M.S. program, assessing candidates' qualifications, research potential, and alignment with program goals.

2022

**Cabinet of Student Leaders**, Indiana University

Selected by the Division of Student Affairs to provide insight on campus issues, amplify student voices to administrators, and assist in administrative activities, such as the IU Provost search.

2022

**United Council for Equity**, Indiana University

Assisted the Office of Vice Provost for Diversity and Inclusion in developing a strategy to improve diversity education requirements.

# CATHERINE QING

352-731-3374 | [cqing@stanford.edu](mailto:cqing@stanford.edu) | [GitHub](#)

2021

**Culture of Care**, Indiana University

*President*

Supervised 10 board members and 100+ members in promoting bystander intervention and student wellness in mental health, sexual wellbeing, substance use, and diversity, equity, and inclusion. Collaborated with administrators to effect policy change and organize schoolwide initiatives.

2018 – 2022

**Asian Culture Center**, Indiana University

*Member of Committee for Asian American Pacific Islander Thematic Community*

Collaborated with 5 committee members and administrators to establish the [first AAPI identity-based thematic community](#) in IU residential halls.

## SKILLS

---

**Research/Data**

Qualtrics, R, SPSS, SQL, Tableau

**Design**

Adobe Suite (InDesign, Illustrator, Photoshop, Xd), Figma

**Programming**

Python, HTML/CSS, JavaScript, PHP, C#

## COURSEWORK

---

Computational Logic, Curiosity in AI, Databases and Data Structures, Detecting Discrimination in Data, Data Visualization, Design for Behavior Change, Design for Accessibility, From Languages to Information, Human-Computer Interaction Research, Information Infrastructure, Longitudinal Data & Data Analysis, Minds and Machines, Probabilistic Models of Cognition, Product Management, Web Programming

## REFERENCES

---

**Dr. Hyowon Gweon**, *Associate Professor*

Stanford University Department of Psychology

450 Jane Stanford Way

Stanford, CA 94305

Email: [hyo@stanford.edu](mailto:hyo@stanford.edu)

**Dr. Hazel Markus**, *Professor*

Stanford University Department of Psychology

450 Jane Stanford Way

Stanford, CA 94305

Email: [hmarkus@stanford.edu](mailto:hmarkus@stanford.edu)

**Dr. Kurt Hugenberg**, *Professor*

Indiana University Department of Psychology

1101 E 10<sup>th</sup> St

Bloomington, IN 47405

Email: [khugemb@iu.edu](mailto:khugemb@iu.edu)