

## Education and Qualifications

- 2019–2023 **PhD. in Psychology**, *University of Birmingham*, Birmingham, *United Kingdom*  
2018 **Certificate in Teaching at Higher Education**, *University of Atacama*, *Chile*  
2013–2015 **MPhil.Cognitive Psychology**, *The University of Queensland*, Brisbane, *Australia*  
2010–2012 **Msc. Applied Social Sciences**, *University of Tarapacá*, *Chile*  
2004–2009 **Bsc. Psychology**, *University of Tarapacá*, *Chile*

## Research Employment

- 2023–now **Post-Doctoral Research Fellow**. I'm currently working with Prof.(PI) Ian Apperly (University of Birmingham, UK), Prof.(Co-I) Andrea Isoni (University of Warwick, UK), and Prof.(Co-I) Tad Zawidzki (The George Washington University, USA) on a Leverhulme multidisciplinary project about the Underlying Causes and Consequences of Intuitive Alignment, based on the University of Birmingham.

## Relevant Courseworks

- 2019-2020 **LM Fundamentals in Brain Imaging**. Master of Science Coursework on how to analyse neuroimaging data, with hands-on experience on fMRI Methods, University of Birmingham.
- 2023-2024 **LM Modelling Change and Diversity**. Master of Science Coursework on how to apply Structural Equation Modelling across the lifespan and how to apply longitudinal data analysis, with hands-on experience on Cross-lagged Panel and Latent Growth Curve Modelling, University of Birmingham.
- 2024 **Summer Course in Linear Mixed Models**. Summer course focused on model selection, contrast coding, and with a strong emphasis on simulations to compute power and to understand what linear mixed model implies. This course was part of the Eighth Summer School on Statistical Methods for Linguistics and Psychology, University of Potsdam, Germany.

## Research Interests

I am deeply interested in studying social cognition. My main research motivations are understanding the cognitive basis of how people understand other's mental state (i.e., theory of mind), and how individuals coordinate to each other. By using a range of experimental and individual differences analytic tools, I explore how people reach common judgments with complete strangers without any form of communication at all (i.e., pure coordination games). These games are useful empirical platforms for understanding how people use contents in social interaction.

## Featured Publications

1. **Perez-Zapata, D. & Apperly, I.** (In Press). Mindshaping, Coordination, and Intuitive Alignment. In Zawidzki (Ed.), *The Routledge Handbook of Mindshaping*. Routledge.

2. Wilson, R., Hruby, A., **Perez-Zapata, D.**, van der Kleij, S.W., & Apperly, I. (2023). Is Recursive "Mindreading" Really an Exception to Limitations on Recursive Thinking. *Journal of Experimental Psychology: General*, <https://doi.org/10.1037/xge0001322>.
3. **Perez-Zapata, D.**, Cuadra-Martínez, D., Valenzuela-Barros, C., & Salgado-García, P. (2019). Theory of mind and its relationship with behavioural inhibition in Chilean preschools. *Studies in Psychology*, 40 (2), 443-463.
4. **Perez-Zapata, D.**, Slaughter, V., & Henry, J. (2016). Cultural effects in Mindreading. *Cognition*, 146, 410-414.
5. Slaughter, V., & **Perez-Zapata, D.** (2014). Cultural variations in the development of mind reading. *Child Development Perspectives*, 8 (4), 237-241.

## Preprints

1. **Perez-Zapata, D.**, & Apperly, I. (2022, October 11). An International Study of Pure Coordination Games: Adaptable Solutions When Intuitions are Presumed to Vary. <https://doi.org/10.31234/osf.io/8fqwn>, *PsyArXiv*.
2. **Perez-Zapata, D.**, McKenzie-Smart, X., Charest, I., & Apperly, I. (2021, July 3). Meeting and Missing Minds: Children and Adults Use Alignment of Intuitions to Solve Pure Coordination Games. <https://doi.org/10.31234/osf.io/96hbp>, *PsyArXiv*.

## Grants, Awards and Scholarships

- 2023-2025 **ANID Post Doctoral Scholarship for Overseas Programs.**
- 2022-2024 **Regular Fondecyt (Chilean Research Grant) N°1220664**, Title: "*The Role of Heuristic and Deliberative Information Processing, Receptivity, Naive Skepticism, and Information Susceptibility in the Health System.*"  
Co-investigator: **Perez-Zapata, D.**, Principal Investigator : Dr. Rodrigo Ferrer Urbina, School of Psychology, University of Tarapacá. Other Co-investigators: Dr. Marcos Carmona Halty (University of Tarapacá), Dr. Hermán Elgueta (University of Magallanes) y Dr. Guillermo Puebla (University of Bristol, UK).
- 2019-2021 **Regular Fondecyt (Chilean Research Grant) N°1190006**, Title: "*A Descriptive Model for Causal Classification*"  
Co-investigator: **Perez-Zapata, D.**, Principal Investigator: Dr. Sergio Chaigneau, CSCN, School of Psychology, Adolfo Ibáñez University . Other Co-investigators: Dr. Enrique Canessa (Adolfo Ibáñez University ) and Dr. Guillermo Puebla (University of Bristol, UK).
- 2022 LES PGR Travel Award Scheme, University of Birmingham, UK
- 2021 PhD Grindley Grant – Experimental Psychology Society, UK.
- 2021 Internal pump prime funding School of Psychology, University of Birmingham, UK.
- 2019-2023 **ANID PhD Scholarship for Overseas Programs.**  
**End of Studentship: 31st January 2023** (Government of Chile Scholarship)
- 2013-2015 ANID MPhil Scholarship for Overseas Programs (Government of Chile Scholarship)
- 2009 Early Career Research Grant for Undergraduates, University of Tarapaca, Chile.
- 2005-2009 President of the Republic Scholarship for Undergraduates (Government of Chile Scholarship)

## Research Skills

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| Statistics              | <b>SPSS, JAMOVI, Python and R Programming Languages.</b> I am proficient with programming languages R and python, applying mainly python packages for data pre-processing, building data visualisations and for performing data analyses for most of my PhD project.  |
| Experimental Software   | <b>E-Prime, OpenSesame, Qualtrics.</b> I have used this set of experimental software across different stages of my research work for conducting a number of experimental (e.g., E-Prime, OpenSesame, Qualtrics) and individual differences studies (e.g., Qualtrics).   |
| Crowdsourcing Platforms | <b>Prolific, Cloud Research.</b> I have successfully recruited participants from the UK (Prolific) and from many countries of the world (Cloud Research) using both platforms. Options available in both tools allow to collect and end up with reliable quality data.  |
| Open Science            | <b>OSF, Preprint Repositories.</b> To promote scientific reproducibility and research transparency, I have added to my research workflow a series of open science actions. For example, I upload research outputs (datasets, data analysis code, extra materials, etc.) on my OSF profile (link: <a href="https://osf.io/dpxb7/">https://osf.io/dpxb7/</a> ), and post my research reports on PsyArXiv. |

## Relevant Teaching Experience

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| 2020–2023  | <b>Teaching Assistant</b> , <i>University of Birmingham</i> , United Kingdom<br>(1) Social and Cognitive Development, (2) Introduction to Programming in R & Python, (3) Introduction to Social and Differential Psychology (4) Research Methods C, Neuroscience Methods 1, (5) Language and Communication, and (6) Neural Basis of Vision and Action Modules. |
| 2016–2019  | <b>Lecturer</b> , <i>School of Psychology, University of Atacama</i> , Copiapó, Chile<br>I taught a number of modules at Bachelor and Master levels. (1) General Psychology, (2) Cognitive Psychology, (3) Introduction to Neuropsychology, (4) Developmental Psychology, (5) Quantitative Methods, (6) Introduction to Cognitive Neuroscience among others.   |
| 2015–2016, | <b>Teaching Fellow</b> , <i>University of Tarapacá &amp; Santo Tomás University</i> , Arica, Chile   |
| 2010–2012  | (1) Developmental Psychology, (2) Social Psychology, (3) Introduction to Cognitive Neuroscience, (4) Introduction to Psychology, (5) Learning Psychology, and (6) Social Research.   |
| 2014–2015  | <b>Tutor</b> , <i>The University of Queensland</i> , Brisbane, Australia<br><i>Introduction to Cognitive and Physiological Psychology.</i>   |

## Professional Service

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|          | Psychological Science                      |
|          | Cognitive Processing                       |
| Ad Hoc   | Journal of Cross-Cultural Psychology       |
| Reviewer | International Journal of Neuroscience      |
|          | Plos One                                   |
|          | Revista de Psicología, University of Chile |

## Full List of Publications

1. **Perez-Zapata, D.** & Apperly, I. (In Press). Mindshaping, Coordination, and Intuitive Alignment. In Zawidzki (Ed.), *The Routledge Handbook of Mindshaping*. Routledge.
2. Leiva-Arcos et al. (In Press). Identidad Profesional y Practica Profesional en los Futuros Maestros: Estudio Cualitativo. *Revista Psicologia Escolar e Educacional*.
3. Cuadra-Martínez, Castro-Carrasco, P., González, I., Oyanedel, C., **Perez-Zapata, D.**, & Ilchovska, Z. (in press). Formación de la Identidad Profesional frente a la Crisis Global Socioambiental. *Liberabit*, 27 (2), 1-16. DOI:10.24265/liberabit.2021.v27n2.05

4. Wilson, R., Hruby, A., **Perez-Zapata, D.**, van der Kleij, S.W., & Apperly, I. (2023). Is Recursive "Mindreading" Really an Exception to Limitations on Recursive Thinking. *Journal of Experimental Psychology: General*, <https://doi.org/10.1037/xge0001322>.
5. Cuadra-Martínez, D., **Perez-Zapata, D.**, Sandoval-Díaz, J., Rubio, J. (2022) Clima Escolar y Factores Asociados: Modelo Predictivo de Ecuaciones Estructurales. *Revista de Psicología PUCP*, 40(2),685-709. <https://doi.org/10.18800/psico.202202.002>
6. Sandoval-Díaz, J., Cuadra-Martínez, & **Perez-Zapata, D.** (2022). Del afrontamiento colectivo al crecimiento postraumático comunitario: análisis mediacional del empoderamiento ante un desastre climatológico. *Revista Psykhe*,31(2).<https://doi.org/10.7764/psykhe.2019.22345>
7. Cuadra-Martínez, D., Castro-Carrasco, P., Tognetta, L., **Perez-Zapata, D.**, Veliz, D., & Menares, N. (2021). Teorías subjetivas de la convivencia escolar: ¿Qué dicen los padres? *Revista Psicología Escolar e Educacional*, 25, 1-9.
8. Cuadra-Martínez, Castro-Carrasco, P., Oyanedel, C., González, I., Sandoval-Díaz, J., & **Perez-Zapata, D.** (2021). Formación de la Identidad Profesional frente a la Crisis Global Socioambiental. *Liberabit*, 27 (2), 1-16. DOI:10.24265/liberabit.2021.v27n2.05
9. Cuadra-Martínez, D., Castro-Carrasco, P., Sandoval-Díaz, J., **Perez-Zapata, D.**,& Mora-Dabancens, D. (2020). COVID-19 y comportamiento psicológico: revisión sistemática de los efectos psicológicos de las pandemias del siglo XXI. *Revista Medica de Chile*, 148(8), 1193-1208.
10. **Perez-Zapata, D.**, Cuadra-Martínez, D., Valenzuela-Barros, C., & Salgado-García, P. (2019). Theory of mind and its relationship with behavioural inhibition in Chilean preschools/Teoría de la mente y su relación con inhibición conductual en pre-escolares chilenos. *Studies in Psychology*, 40 (2), 443-463.
11. Cuadra-Martínez, D., Sandoval-Díaz, J., **Perez-Zapata, D.**, Castro-Carrasco, P., Véliz-Vergara, D., Guzman-Ávalos, J., & Ramos-Thompson, G. (2019). Helping One's Neighbor: Teaching and Learning Prosocial Behavior in a Religious Community. *Religions*, 10 (9), 515; <https://doi.org/10.3390/rel10090515>
12. Cuadra-Martínez, D., **Perez-Zapata, D.**, Sandoval-Díaz, J., Valdivia-Díaz, J., Palma-Flores, C., & Mora-Dabancens, D. (2019). Predictores de identidad profesional en estudiantes de psicología: un estudio de análisis de senderos. *Actualidades en Psicología*, 33(127), 1-17.
13. Sandoval-Díaz, J., & **Perez-Zapata, D.** (2017). Concepción de aprendizaje en estudiantes universitarios de la carrera de psicología del extremo norte de Chile. *Universitas Psychologica*, 16 (2), 1-11.
14. **Perez-Zapata, D.**, Slaughter, V., & Henry, J. (2016). Cultural effects in Mindreading. *Cognition*, 146, 410-414.
15. Slaughter, V., & **Perez-Zapata, D.** (2014). Cultural variations in the development of mind reading. *Child Development Perspectives*, 8 (4), 237-241.
16. **Perez-Zapata, D.**, Peralta-Montecinos, J., & Fernández-Dávila, P. (2014). Influencia de variables organizacionales en la calidad de vida laboral de funcionarios del sector público de salud en el extremo norte de Chile. *Universitas Psychologica*, 13 (2), 541-551.
17. **Perez-Zapata, D.**,& Zurita, R. (2014). Calidad de vida laboral en trabajadores de salud pública en Chile. *Salud y Sociedad*, 5 (2), 172-180.

18. Romero, J., C., & **Perez-Zapata, D.** (2010). Craving, experiencia, conciencia y temporalidad en adicciones. Una reflexión clínica desde la fenomenología de Husserl, enfoque de Varela y la biología de la cognición de Maturana. *Límite*, 5(21), 95-116.

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## Full List of Presentations

1. **Perez-Zapata, D.**, & Apperly, I. (2024). "Two International Studies on Pure Coordination Games: Adaptable Solutions When Intuitions Vary", Experimental Psychology Society (EPS) Conference, April 2024, Nottingham, UK
2. **Perez-Zapata, D.**, McKenzie-Smart, X., Charest, I., & Apperly, I. (2023). "Children and Adults Solve Pure Coordination Games Via Alignment of Intuitions", International Conference of Psychological Science (ICPS), March 2023, Brussels, Belgium
3. **Perez-Zapata, D.**, McKenzie-Smart, X., Charest, I., & Apperly, I. (2022). "Children and Adults Solve Pure Coordination Games Via Alignment of Intuitions", Cognitive Artificial Intelligence Meeting at Royal Society, September 2022, London, UK
4. **Perez-Zapata, D.**, & Apperly, I. (2022). "An International Study of Pure Coordination Games: Adaptable Solutions When Intuitions are Presumed to Vary.", Intuitive Alignment Workshop, April 2022, Birmingham, UK
5. **Perez-Zapata, D.**, McKenzie-Smart, X., Charest, I., & Apperly, I. (2022). "Alineamiento Intuitivo y Cognición Social: ¿Cómo Niños y Adultos Resuelven Juegos Puros de Coordinación?", VIII Congreso Regional de la Sociedad Interamericana de la Psicología, Julio 2022, Concepcion, Chile
6. **Perez-Zapata, D.**, & Apperly, I. (2022). "Alineamiento Intuitivo: Nuestros Juicios Intuitivos Varían de acuerdo con Quien nos Estemos Coordinando", VIII Congreso Regional de la Sociedad Interamericana de la Psicología, Julio 2022, Concepcion, Chile
7. Cuadra-Martínez, D., Castro-Carrasco, P., González-Palta, I., Oyanedel, C., Sandoval-Díaz, J., **Perez-Zapata, D.**, & (2022). "Preservice Teacher Professional Identity: Influence of the Teacher Educator and the Teacher Education Model", The 10th European Conference on Education (ECE2022), July 2022, London, United Kingdom
8. **Perez-Zapata, D.**, McKenzie-Smart, X., Charest, I., & Apperly, I. (2022). "Children and Adults Solve Pure Coordination Games Via Alignment of Intuitions", Conferencia de la "Association for Psychological Science" (APS), Mayo 2022, Chicago, Estados Unidos
9. **Perez-Zapata, D.**, McKenzie-Smart, X., Charest, I., & Apperly, I. (2022). "Children and Adults Solve Pure Coordination Games Using Alignment of Intuitions", 12th annual Budapest CEU Conference on Cognitive Development, Enero 2022, Budapest, Hungary
10. **Perez-Zapata, D.**, McKenzie-Smart, X., Charest, I., & Apperly, I. (2021). "El Uso del Alineamiento Intuitivo en Niños y Adultos para Resolver Juegos Puros de Coordinación", XV Congreso Chileno de Psicología, Santiago, Chile.
11. **Perez-Zapata, D.**, McKenzie-Smart, X., Charest, I., & Apperly, I. (2021). "El Uso del Alineamiento Intuitivo en Niños y Adultos para Resolver Juegos Puros de Coordinación", "Primer Encuentro de Estudiantes de Doctorado en Psicología y Ciencias Afines", Modalidad Online, organizado por la Universidad de Concepcion, Pontificia Universidad Católica de Chile y Universidad de La Frontera, Chile.
12. **Perez-Zapata, D.**, McKenzie-Smart, X., Charest, I., & Apperly, I. (2021, July). Meeting and Missing Minds: Children and Adults Use Alignment of Intuitions to Solve Pure Coordination Games, Online Experimental Psychology Society (EPS) Conference, United Kingdom.

13. **Perez-Zapata, D.**, Cuadra-Martínez, D., & Valenzuela-Barrios, C. (2018). Comprendiendo la relación entre la Escala de Teoría de la Mente y funciones ejecutivas en niños chilenos, XIII Congreso Chileno de Psicología, Chile, Temuco
14. **Perez-Zapata, D.**, Sandoval, J., & Cuadra-Martínez, D. (2017). Schadenfreude y Autoeficacia en estudiantes universitarios: disfrutando el traspie de los demás., XII Congreso Chileno de Psicología, Chile, La Serena
15. **Perez-Zapata, D.**, Slaughter, V., y Henry, J. (2015). Efectos culturales en teoría de mente. Presentación en "X Congreso Nacional de Psicología", Universidad de Talca, Talca, Chile.
16. **Perez-Zapata, D.**, Slaughter, V., y Henry, J. (2015). Cultural targets affect adult mindreading reasoning. Presentación en "The Origins and Transmission of Culture; an interdisciplinary approach", University of Birmingham, Birmingham, United Kingdom
17. **Perez-Zapata, D.**, Slaughter, V., y Henry, J. (2014). Intracultural effects on adult theory-of-mind reasoning. Presentación en "12th International Conference on Cognitive Neuroscience", Brisbane, Australia.
18. **Perez-Zapata, D.**, y Zurita, R. (2014). Percepción de calidad de vida laboral en funcionarios públicos de salud, IX Congreso Nacional de Psicología, Chillán, Chile.
19. Zurita, R., & **Perez-Zapata, D.** (2014). Calidad de Vida Laboral y Satisfacción Laboral en organizaciones de salud pública y privada, IX Congreso Nacional de Psicología, Chillán, Chile.
20. Puebla, R., & **Perez-Zapata, D.** (2010). Razonamiento causal y conceptos, V Congreso Nacional de Psicología, Arica, Chile.
21. **Perez-Zapata, D.**, Puebla, G., & Sandoval, J. (2009). Conceptos y categorización en niños. IV Congreso Nacional de Psicología, Temuco, Chile.

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## Public Engagement and Science Dissemination

- 1 **Perez-Zapata, D.**, Slaughter, V., & Henry, J. (2015). ¿Influye la cultura sobre la capacidad de entender lo que piensan los demás? Un estudio de Teoría de la Mente con muestras australianas y chilenas. *Ciencia Cognitiva*

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## Profesional Affiliations

- 2021-now Experimental Psychology Society member, United Kingdom.  
2022-now Association for Psychological Science member, United States.  
2022-now Scientific Society of Chilean Psychology member, Chile.

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## Referees

- Prof. Ian Apperly, i.a.apperly@bham.ac.uk, University of Birmingham, UK.  
Prof. Virginia Slaughter, vps@psy.uq.edu.au, The University of Queensland, Australia.  
Prof. Julie Henry, julie.henry@uq.edu.au, The University of Queensland, Australia.  
Dr. Ian Charest, ian.charest.1@umontreal.ca, University of Montreal, Canada.

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