

KHUYEN LE

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EDUCATION

PhD Candidate, Experimental Psychology

Advisor: David Barner

Language & Development Lab

UC San Diego, San Diego, CA

MS, Computer Science (Human-Computer Interaction), 06/2022

Stanford University, Stanford, CA

Cumulative GPA: 3.73 (weighted), 3.64 (unweighted)

BS (with Departmental Honors and Distinction), Symbolic Systems (Cognitive Science), 06/2021

BA (with Distinction), Comparative Literature, 06/2021

Stanford University, Stanford, CA

Cumulative GPA: 4.00 (weighted), 3.94 (unweighted)

Psychology GPA: 4.18 (weighted), 4.00 (unweighted)

PEER-REVIEWED PUBLICATIONS

Le, K. N., Schneider, R. M., & Barner, D. (2025). The Development of Cardinal Extension: From Counting to Exact Equality. *Developmental Psychology*, 61(6), 1180–1195. <https://doi.org/10.1037/dev0001922>

Bohn, M., **Le, K. N.**, Peloquin, B., Köymen, B. & Frank, M.C. (2020). Children's interpretation of ambiguous pronouns based on prior discourse. *Developmental Science*, 24, e13049. <https://doi.org/10.1111/desc.13049>

Staveley, A., Elott, E., **Le, K. N.**, Hou, E., & Morgan, P. (accepted). Virginia Woolf in Circulation: The Hogarth Press Order Books, Modernist Bookselling, and Digital Praxis. *Modernism/modernity*

PREPRINTS & OTHER PUBLICATIONS

Le, K. N., & Barner, D. (under review). The role of epistemic reasoning in mutual exclusivity inferences. https://osf.io/preprints/psyarxiv/2py3a_v1

Le, K. N., Bale, A. C., & Barner, D. (under review). Object-mass nouns specify individuation lexically: Evidence from English and French. https://doi.org/10.31234/osf.io/68amw_v1

Le, K. N., & Barner, D. (2023). Syntax-Semantics Mappings of Superordinate Nouns: Mass-Count Syntax and Inferences about Functional Context. <https://doi.org/10.31234/osf.io/9mz3b>

CONFERENCE PROCEEDINGS

Papers

Le, K. N., Bale, A. C., & Barner, D. (2025). Object-mass nouns specify individuation lexically: Evidence from English and French. In *Proceedings of the Annual Meeting of the Cognitive Science Society* (Vol. 47).

Le, K. N., Kwon, C., Wu, M., & Barner, D. (2024). 'Five' is the number of bunnies and hats: Children's understanding of cardinal extension and exact number. In *Proceedings of the Annual Meeting of the Cognitive Science Society* (Vol. 46). <https://escholarship.org/uc/item/8293g6hd>.

Duan, Y., **Le, K. N.** & Lupyan, G. (2024). Differences in distributional structure can lead to differences in similarity biases. In *Proceedings of the 15th International Conference (Evolang XV)*. doi:10.17617/2.3587960.

Cheng, A. Y., Guo, M., Ran, M., Ranasaria, A., Sharma, A., Xie, A., **Le, K. N.**, ... & Landay, J. A. (2024). Scientific and Fantastical: Creating Immersive, Culturally Relevant Learning Experiences with Augmented Reality and Large Language Models. In *Proceedings of the CHI Conference on Human Factors in Computing Systems* (pp. 1-23). <https://dl.acm.org/doi/full/10.1145/3613904.3642041>

Le, K. N., Gao, S., Frank, M. C., & Carstensen, A. (2023). Re-examining cross-cultural similarity judgments using language statistics. In *Proceedings of the Annual Meeting of the Cognitive Science Society* (Vol. 45). <https://escholarship.org/uc/item/2qf8p2pn>

Abstracts

Le, K. N., Parkinson-Coombs, O., Núñez, R., & Barner, D. (2024). Does eight equal eight? The role of counting knowledge in children's understanding of exact equality. In *Proceedings of the Seventh Annual Mathematical Cognition and Learning Society Conference*.

Le, K. N., & Barner, D. (2024). 'Five' is the number of bunnies and hats: Children's understanding of cardinal extension and exact number. In *Abstract Book of the Bi-ennial Conference of the Cognitive Development Society 2024*.

Le, K., Carstensen, A., and Frank, M.C. (2021). Re-Examining Cross-Cultural Similarity Judgments Using Lexical Co-Occurrences. In *Proceedings of the Annual Meeting of the Cognitive Science Society (Vol. 43)*.

Talks

Le, K. N., & Barner, D. (2025). Animal but not Dog: Children's computation of implicatures in hierarchically-structured categories. Talk presented in the 1st Southern California Meeting for Investigations in Developmental Science (SoCal MInDS 2025).

Le, K. N., Bale, A., & Barner, D. (2024). Who Has More Furniture? Context Effects on the Quantification of Mass vs. Count Superordinate Nouns. Talk presented at the 7th California Meeting of Psycholinguistics (CAMP[7]).

Le, K. N., & Barner, D. (2024). "Let's call this a dax!" Children and adults consider speaker knowledge when reasoning about novel labels. Talk presented at the 49th annual Boston University Conference on Language Development.

Xiaotong, T.X., **Le, K.**, Cha, C., Fleet, S., & Dow, S. (2021). *Crowdsourcing Exploratory Cues for Idea Browsing and Inspiration Discovery*. Talk presented at the 9th AAI Conference on Human Computation and Crowdsourcing (HCOMP 2021).

Posters

Le, K., Murnane, E., & Landay, J. (2020). *Creating Context-Aware Learning Experiences*. Poster presented at the 2020 Symbolic Systems Program Summer Projects Poster Fair, Stanford, California.

Le, K., Madore, K., & Wagner, A. (2019). *Trial-level and subject-level attentional lapses during encoding affect encoding and subsequent memory*. Poster presented at Stanford University's Symposium of Undergraduate Research and Public Service and the 2019 Symbolic Systems Program Summer Projects Poster Fair, Stanford, California.

Le, K., Bohn, M., Peloquin, B., & Frank, M.C. (2019). *Discourse Continuity in Children: Using Common Ground to Resolve Ambiguous Utterances*. Poster presented at Stanford University's April Symposium of Undergraduate Research and Public Service, Stanford, California.

Le, K., Wanpei, C., & Kumar, A.P., (2016). *DEAD-box RNA helicase DP103 as a novel regulator of Wnt/β-catenin signaling pathway and promotes cancer stem cell-like behavior in triple negative breast cancers*. Poster presented at Singapore Science Research Symposium, Singapore.

WORKSHOPS & GUEST LECTURES

Le, K. N. (2024, September 4). *Serious Games*. Guest lecture, PSYC 193: Psychology and Gaming, UCSD.

Le, K. N. (2024, August 29). *Language in Cognitive Psychology*. Guest lecture, PSYC 105: Cognitive Psychology, UCSD.

Le, K. N. (2024, July 24). *Learning and Memory*. Guest lecture, PSYC 2: General Psychology: Biological Foundations, UCSD.

Barner, D., & **Le, K. N.** (2023, August 29). *One-to-one, equality, & number language*. Talk presented at the *Workshop on Equality & Exact Number*, UCSD.

RESEARCH EXPERIENCE

Researcher, Language and Cognition Lab

06/18 – 06/22

Psychology Department, Stanford University

- Conducted honors thesis project under Prof. Michael Frank and Alex Carstensen, Ph.D. about cross-cultural and cross-linguistic differences in similarity reasoning between English, Vietnamese and Mandarin speakers (located in US, Vietnam and China respectively).
- Investigated the development of using common ground to resolve ambiguous utterances in children aged 3-5 with Prof. Michael Frank and Manuel Bohn, Ph.D.

Researcher, ProtoLab

06/21 – 12/21

Cognitive Science Department, University of California, San Diego

- Carried out human-computer interaction research under Professor Steven Dow to create an ideation interface that uses natural language processing to uncover and present implicit connections with existing ideas.
- Coded and iterated on a working interface using React and Node.js, and assisting with user interviews, literature reviews, and design iterations.

Researcher, Smart Primer Project

04/20 – 06/22

Human-Computer Interaction Group, Stanford University

- Collaborated with Prof. James Landay to develop self-guided learning applications using narrative, context-aware information, and voice-based agents.
- Designed and programmed interactions between application and user, user interviews, and literature review.

Research Assistant, interActive Language Processing Lab

01/20 – 12/20

Linguistics Department, Stanford University

- Worked with Prof. Judith Degen on a computational linguistic project on factors affecting projectivity of embedded content (valence, arousal, at-issueness).
- Came up with initial hypotheses based on previous work, designed and coded web experiments, and collected and analyzed data.

Research Assistant, Memory Lab

06/19 – 09/19

Psychology Department, Stanford University

- Conducted neuroscience research with Prof. Anthony Wagner and Kevin Madore, Ph.D. to investigate the effects of attention on encoding and retrieval memory, and elucidate correlations between subject-leveled differences and task-based differences.
- Ran data analysis, including linear mixed-effects models and factor analysis.

Research Assistant, Modernist Archives Publishing Project

06/19 – 01/21

Center for Spatial and Textual Analysis (CESTA), Stanford University

- Collaborated with Prof. Alice Staveley to apply statistical methods (linear mixed-effects models, Pearson correlation, etc.) to analyze Virginia Woolf's order book sales number.
- Made a breakthrough discovery on the potential meaning of a mark used in the order books through these analyses.

Research Assistant & Science Research Program Fellow

06/15 – 01/16

Cancer Science Institute, National University of Singapore

- Worked on molecular biology research in triple-negative breast cancer with Prof. Alan Prem Kumar and Wanpei Cai, Ph.D, looking at a possible modulator of the Wnt/ β -catenin signaling pathway, which in turn promotes breast cancer stem cell-like properties.
- Conducted cell culture, RNA knockdown, Western blots, and reverse transcriptase PCR, to identify the effect of knocking down RNA helicase DP103 on Wnt and β -catenin activity, and identify potential positive feedback loop between increased Wnt/ β -catenin activity and DP103 expression.

TEACHING EXPERIENCE

Teaching Assistant

09/23 – present

Quantitative Methods for Graduate Students, UC San Diego

Lead sections on experimental methods, statistical analysis, reproducible research, creating online experiments, etc. for first-year PhD students in the Psychology department, and other social science graduate students.

Teaching Assistant

09/21 – 12/21

Symbolic Systems 1: Minds and Machines, Stanford University

Led sections and facilitating discussions of introductory and current concepts of cognitive science (human learning, language acquisition, artificial intelligence, etc.); held office hours and providing feedback for written work; created lesson plans.

Teaching Coordinator

06/20 – 08/20

Introduction to Neuroscience, International Youth Neuroscience Association

Coordinated efforts to create course materials and lesson plans for an introductory course on neuroscience (brain anatomy, action potentials, important brain pathways, etc.); facilitated discussions within small groups on these topics; organizing social and career development events.

Section Leader

04/20 – 06/20

Code in Place, Stanford University

Educated beginners in programming from around the world on basic programming skills and strategies key to kickstarting their journey in programming.

Teaching Fellow

09/19 – 06/20

Psychology 1: Introduction to Psychology, Stanford University

Led sections and facilitated discussions on a wide range of topics in psychology (social, developmental, cognitive, etc.); directed hands-on study of the scientific method, including literature review, hypothesis formulation, experiment and data analysis design, data report, and citation using the APA style.

Nominated for the Zimbardo Teaching Prize for Teaching Fellows of Psychology 1.

MENTORSHIP EXPERIENCE

Graduate Student Mentor

06/23 – present

Psychology, UC San Diego

Mentor undergraduate students interested in psychological research in child development and language acquisition.

Advising Fellow

09/20 – 06/21

Symbolic Systems Program, Stanford University

Advised current and prospective Symbolic Systems students on potential academic and professional paths. Created and maintained the biweekly Symbolic Systems Advising Fellow newsletter, which provides information regarding seminars, job opportunities, and news related to the program. Organized the 2020 Distinguished Speaker Lecture with Prof. Lera Boroditsky (University of California, San Diego).

Residential Assistant

09/20 – 08/21

Stanford University

Supported first-year students through social and academic transition into college. Designed and executed social events that foster belonging and connection between students. Navigated community-building needs and COVID-related policies.

MENTORED UNDERGRADUATES

- Christine Kwon (Honors Thesis student, 2023-2025)
- Mincong Wu (2023)
- Gabriella Ruiz (2023-2024)
- Jolene Nesnas (2023-2024)
- Sophia Daluraya (2023-2024)
- Nicole Zhou (2024)
- Alli Mulqueen (2024)

- Jiying Liu (2024-2025)
- Longcheng Yang (2024-2025)
- Mia Gordon (2024-2025)
- Amiana van Dyke (2025--)
- Keilani Hernandez (2025--)
- Alexa Hall (2025--)
- Chelsea Melero (2025--)

LEADERSHIP EXPERIENCE

Stats Advisor

09/22 – present

Psychology, UC San Diego

Provide evidence on methods and stats for graduate students in the department. Host workshops on linear mixed-effects models and reproducible reports.

Technical Director

09/18 – 06/19,

Asian-American Theater Project, Stanford University

09/21 – 06/22

Coordinating set construction efforts for two shows / year; providing creative and technical guidance for designers (set, sound, lighting, costumes, and props); providing technical advice for directors and producers; contributing to conversations and performances that center Asian / Asian-American experiences and highlight the need for diversity and inclusion in theater.

Executive Producer

09/19 – 06/20

Stanford Shakespeare Company, Stanford University

Organized daily operations of the company: organized weekly meetings, supported and coordinated program leaders (social, outreach, etc.), provided support for show directors to improve the quality of performances, ensured all members participate in company decisions, liaised with school administration to ensure shows and events run smoothly. Contributed to conversations and decisions that emphasize the need to make Shakespeare more accessible. Crafted the company's first community standards, setting guidelines for approaching violence and intimacy scenes in performances, and for dealing with violence and harassment in or out of performances.

AWARDS & FUNDING

UCSD GPSA

CogSci Diversity & Inclusion Award, 2025: \$1000

BUCLD 49 Paula Menyuk Award, 2024: \$385

MCLS foundry10 Travel Award, 2024: \$625

Anderson Travel Awards, 2023-2025: \$2480

CogSci Diversity & Inclusion Award, 2023: \$1000

Vice Provost for Undergraduate Education (VPUE) Small Research Grant, 2021: \$1500

Robert Glushko Prize for Excellence in Undergraduate Research in Symbolic Systems (for outstanding honors thesis), 2021: \$500

K. Jon Barwise Award for Distinguished Contributions to the Symbolic Systems Program (for work as Advising Fellows for the Symbolic Systems Program), 2021: \$500

Symbolic Systems Summer Program Research Stipend (for summer research internships), 2019 & 2020: \$15,000

Introductory Seminars Excellence Award (for best final project), 2019: \$100

Vice Provost for Undergraduate Education (VPUE) Departmental Grant (Linguistics), 2018: \$7000

SKILLS

- Programming languages: JavaScript, CSS, HTML, Python, R, SQL, C++. Programming frameworks: React, Node.js, Express, MongoDB.

- Understanding of basic to intermediate natural language processing concepts, such as sentiment analysis and relation extraction. Familiar with Python packages such as NLTK, NumPy and SciPy.
- Transcription and analysis of recorded spontaneous conversations and other types of recordings with Praat.
- Native speaker of Vietnamese (born and raised in Vietnam). Familiar with French and German.
- Cross-cultural psychology experimental design and execution. Specifically, experience with working with international populations of research participants (Vietnamese and mainland Chinese).