

Marianna Zhang

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EDUCATION

2024 (expected)	Stanford University PhD student in Developmental Psychology, Department of Psychology • Adviser: Ellen Markman
2018	The University of Chicago Bachelor of Arts with Honors in Psychology, Minor in Philosophy • Honors thesis: Perspective-taking in mental imagery of the actions of others. (pdf) • Advisers: Daniel Casasanto & Susan Goldin-Meadow • Autumn 2017: tutorials in Metaphor and Philosophy of Cognitive Science, St. Catherine's College, Oxford

RESEARCH INTERESTS

Primary:	Social categories and language
Secondary:	Language and thought, pragmatics, conceptual ethics, speech acts, identity over time

HONORS & AWARDS

2021	Research Data Grant , Stanford Institute for Research in the Social Sciences (\$1500)
2019	Diversity Travel Award , Cognitive Development Society (CDS) (\$500)
2019	Norman H. Anderson Research Award , Psychology, Stanford University (\$2000)
2018	Phi Beta Kappa , The University of Chicago
2018	Graduate Research Fellowship, Honorable Mention , National Science Foundation
2018	Dean's Distinguished University Fellowship, Ohio State University (3 years, declined)
2018	Regina Casper Fellow, Stanford Graduate Fellowship in Science & Engineering , Stanford University (3 years)
2017	Earl R. Franklin Research Fellowship , Psychology, The University of Chicago (\$3000)
2016	Student Leadership Recognition and Access Award , Student Government, The University of Chicago (\$250)
2015, 2016, 2018	Dean's List , The University of Chicago (ineligible 2017)
2014	University Merit Scholarship , The University of Chicago

PUBLICATIONS

Chestnut, E. K., Zhang, M. Y. , & Markman, E. M. (2021). "Just as good": Learning gender stereotypes from attempts to counteract them. <i>Developmental Psychology</i> , 57(1), 114–125. (paper , data)
Johnson, S. G. B., Zhang, M. , & Keil, F. C. (2016). Decision-making and biases in causal-explanatory reasoning. In <i>Proceedings of the 38th Annual Conference of the Cognitive Science Society</i> (pp. 1967–1972). Austin, TX: Cognitive Science Society. (paper)

TALKS & PRESENTATIONS

Zhang, M. Y. & Markman, E. M. (2021). Let's talk structure: the positive consequences of structural representations. Poster presented at the Annual Conference of the Cognitive Science Society. (pdf)
Zhang, M. Y. & Markman, E. M. (2021). Let's talk structure: the positive consequences of structural representations. Talk presented at Stanford University Department of Psychology Developmental Area Brownbag. (slides , talk)
Zhang, M. Y. & Markman, E. M. (2019). Essentially blocked: the role of structural factors in blocking essentialism. Poster presented at Cognitive Development Society (CDS) Conference, Louisville, KY. (pdf)

- Gijssels, T., **Zhang, M. Y.**, Lucero, C., Berman, M. G., & Casasanto, D. (2019). Understanding language about other people's actions. Poster presented at the 41st Annual Conference of the Cognitive Science Society.
- Zhang, M. Y.** & Markman, E. M. (2019). Essentially blocked: the role of structural factors in blocking essentialism. Talk presented at Stanford University Department of Psychology Developmental Area Brownbag, Stanford, CA.
- Zhang, M. Y.**, Gijssels, T., & Casasanto, D. (2018). Perspective-taking in mental imagery of the actions of others. Poster presented at the University of Chicago Department of Psychology Honors Day Symposium, Chicago, IL. ([pdf](#))
- Zhang, M.**, Haward, P., & Carey, S. (2016). Sources of information in the acquisition of principled properties. Poster presented at the Harvard University Laboratory for Developmental Studies Summer Internship Poster Day, Cambridge, MA. ([pdf](#))

RESEARCH EXPERIENCE

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| Jul 2019 | Invited participant, Diverse Intelligences Summer Institute (DISI)
Organized by <i>University of California, Los Angeles (UCLA)</i> at <i>University of St Andrews</i>
<ul style="list-style-type: none"> • 3-week immersion summer school in cognitive science with global participants, and catalyst for research collaboration. |
| Aug 2018 | Invited participant, Concepts in Action: Representation, Learning, and Application (CARLA) Summer School
Institute of Cognitive Science, <i>University of Osnabrück</i> |
| 2014–2018 | Research Assistant
Experience and Cognition Lab (PI: Dr. Daniel Casasanto), <i>The University of Chicago</i>
<ul style="list-style-type: none"> • Found that mental imagery and language processing about others' actions involves simulation of others' bodily perspective in an embodied cognition fMRI study. • Established that language processing about one's own actions involves simulation of one's own bodily experience in an embodied cognition tDCS study. • Examined whether loudness affects perception of temporal duration in a study testing a cross-domain mapping proposed by metaphor theory. |
| Summer 2016 | Summer Research Intern
Laboratory for Developmental Studies (PI: Dr. Susan Carey), <i>Harvard University</i>
<ul style="list-style-type: none"> • Investigated formal explanations and domain information as potential sources of information in how children and adults develop representations of natural kinds. • Ran sessions of a cognitive science reading group. |
| Summer 2015 | Summer Research Intern
Cognition and Development Lab (PI: Dr. Frank Keil), <i>Yale University</i>
<ul style="list-style-type: none"> • Established that a decision-making context reduces particular biases in causal reasoning, such as the latent scope bias. • Studied what strategies are used in comparing explanations, and whether we evaluate explanatory candidates by iterative comparison. |

TEACHING

*indicates online course

Stanford University

2020–present

- [Graduate Teaching Consultant](#), Center for Teaching & Learning
Graduate Teaching Consultant Coordinator, Center for Teaching & Learning (2021-)
 - Provide individualized teaching feedback to teaching assistants across the university.
 - Design and teach workshops on student engagement, discussion sections, and inclusive pedagogy to teaching assistants and instructors.
 - Evaluate graduate student needs using focus groups and surveys to craft a proposal for a university-wide graduate teaching certificate program.

Spring 2021*

Teaching Assistant, Introduction to Developmental Psychology (Psych 60)

- Summer 2021*
- Provide feedback to lead instructors on lecture and assignment design.
 - Grade assessments, including project-based assignments.
- Autumn 2019
- Winter 2020
- Spring 2020*
- Teaching Fellow, [Introduction to Psychology](#) (Psych 1)**
- Student ratings of teaching effectiveness: 4.5/5 (autumn), 4.73/5 (winter), 4.78/5 (spring)
 - Led 2 sections of 12-18 students each quarter. Developed lesson plans & an online teaching guide for sections during COVID-19.
 - Provided learner-oriented feedback on written assignments and exams.
 - Provided individualized teaching feedback to other teaching fellows.
 - Invited back in a two-quarter teaching program for a third quarter of teaching.

MENTORING & OUTREACH

Stanford University

2019–present

Research Mentor

Amy Miyahara (Undergraduate, Stanford University, 2021–present)

[Psych-Summer Research Program](#) 2021

Alex Riklin (Undergraduate, Stanford University, 2021–present)

Mercedes Muñoz (Undergraduate, Boston University, 2020–present)

[CSLI Summer Internship](#) 2020 (co-mentor with Nicky Sullivan): How does language affect children's developing representations of race?

Melissa Santos (Undergraduate, Stanford University, 2019–present)

Psychology Honors Thesis: “Just as good as boys”, “not like other girls”, “better than anyone ever”: How Storybook Language Influences Girls’ Career-Related Activity Choices (received [Stanford Undergraduate Research Major Grant](#))

Aarthi Popat (Undergraduate, Stanford University, 2019–present)

[Psych-Summer Research Program](#) 2019

Psychology Honors Thesis: “Just as Good”: The Extrapolation of Individual Directional Statements to Group Stereotypes (received [Stanford Undergraduate Research Major Grant](#))

Alanna Sun (Undergraduate, Stanford University, 2019–2020)

Kristine Cho (Undergraduate, Pomona College, 2019–2020)

[CSLI Summer Internship](#) 2019: Recategorization and Behavioral Change

2018–2020

Mentor, [Women in STEM Mentoring Program](#)

2018–2020

Penpal, [Stanford Science Penpals](#)

- Exchanged letters with low-income middle schoolers about life as a scientist.

The University of Chicago

2015–2017

Events Manager, [The Think Tank](#)

- Taught underrepresented elementary and middle school students about the brain (esp. neuroplasticity) and growth mindset at local schools and science festivals.
- Organized outreach events on campus, in neighborhood schools, and at nationwide fairs to promote diversity in the sciences.

ACADEMIC SERVICE

Stanford University

2019, 2020

Reviewer (2019, 2020) & Interim Coordinator (2020)

[Center for the Study of Language and Information \(CSLI\) Summer Internship](#)

- Coordinated mentors and interns, and helped design intern welcome and program activities when an in-person internship shifted to remote.

2019–2020

Member, Diversity Committee, Department of Psychology

- Conducted the first systematic documentation of admission practices across department areas, as part of an initiative assessing diversity in graduate admissions.
- Twice co-organized [Paths to PhD](#), an annual event about psychology graduate school and the application process for those from underrepresented backgrounds.

- Helped design a department climate survey, and a transparency document to hold the committee’s work accountable to department members.
- 2019–2020 **Reviewer & Prospectives’ Weekend Organizer,**
Developmental Area Graduate Admissions Committee
 Department of Psychology
- 2019–2020 **Co-organizer, Developmental Area Brownbag talk series & Journal Club**
 Department of Psychology
- The University of Chicago*
 2017–2018 **Chair, Student Advisory Board,** Cognitive Science Program
- Organized a group of undergraduates from psychology, philosophy, and linguistics to work with a faculty member to discuss creating a cognitive science program.
- 2016–2018 **Faculty Liaison & Peer Mentor,** [Psi Chi \(UC Psych\)](#)
- Organized and advertised quarterly psychology talks by faculty speakers.
 - Mentored undergraduates by providing advice about the psychology major, the department, research involvement, resources, and professional development.

LEADERSHIP

- 2008–present **Quizbowl leadership,** Hunter College High School, The University of Chicago, Stanford University, [Partnership for Academic Competition Excellence](#)
- Leading diversity & inclusion initiatives at the university and institutional/national levels in an academic competition community.
 - Currently creating a directory of quizbowlers from underrepresented backgrounds to spotlight visibility, particularly for editing and leadership positions.
 - Instituted club financial aid programs, and a code of conduct for a national tournament. Wrote profiles of quizbowlers from underrepresented backgrounds.