Marianna Zhang
she/her

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EDUCATION

Ph.D., Psychology, *Stanford University* — expected Jun 2024
- Dissertation: Promoting children's structural reasoning about social categories.
- Committee: Ellen M. Markman, Steven O. Roberts, Tobias Gerstenberg

B.A., Psychology with Honors & Minor in Philosophy, *The University of Chicago* — 2018
- Honors thesis: Perspective-taking in mental imagery of the actions of others. (thesis)
- Advisers: Daniel Casasanto & Susan Goldin-Meadow
- Tutorials in Metaphor and Philosophy of Cognitive Science, *St. Catherine's College, Oxford* — Autumn 2017

RESEARCH EXPERIENCE & TRAINING

Graduate researcher, Markman Lab (PI: Dr. Ellen Markman), *Stanford University* — 2018–present
- Studying children's reasoning about social categories, including reasoning about social structure and the development of gender stereotypes.

Participant, Diverse Intelligences Summer Institute (DISI), *University of St Andrews* — Jul 2019
- Selected to attend institute for collaboration across psychology, philosophy, sociology, and anthropology.

Participant, Concepts in Action: Representation, Learning, and Application (CARLA) Summer School — Aug 2018
Institute of Cognitive Science, University of Osnabrück
- Selected to attend summer school & conference across psychology, philosophy, and linguistics.

Research Assistant, Experience and Cognition Lab (PI: Dr. Daniel Casasanto), *University of Chicago* — 2014–2018
- Found that mental imagery and language processing about others' actions involves simulation of others' bodily perspective in an embodied cognition fMRI study (Zhang, honors thesis, 2018).
- Established that language processing about one's own actions involves simulation of one's own bodily experience in an embodied cognition tDCS study (Gijssels et al., 2019).
- Examined whether loudness affects perception of temporal duration in a study testing a cross-domain mapping proposed by metaphor theory.

Summer Intern, Laboratory for Developmental Studies (PI: Dr. Susan Carey), *Harvard University* — Summer 2016
- Investigated formal explanations and domain information as potential sources of information in how children and adults develop representations of natural kinds (Zhang et al., 2016, poster).

Summer Intern, Cognition and Development Lab (PI: Dr. Frank Keil), *Yale University* — Summer 2015
- Found that a decision-making context reduces a causal reasoning bias, the latent scope bias (Johnson et al., 2016).
- Studied how adults compare explanations, and whether adults do so via iterative comparison.

PUBLICATIONS
*co-first author, †student advisee

Asaba, M., **Zhang, M. Y.** & Leonard, J. (in prep). Children's representations of others' gender biases.

Zhang, M. Y., Liu, L.†, & Markman, E. M. (in prep). Let's talk structure: the positive outcomes of structural thinking.

Zhang, M. Y.[*], Sullivan, J. N.[*], Markman, E. M. & Roberts, S. O. (in press). Children's structural thinking about social inequalities. *Child Development Perspectives.*

Zhang, M. Y., Liu, L.†, & Markman, E. M. (2023). Let's talk structure: the positive outcomes of structural thinking. In *Proceedings of the 45th Annual Meeting of the Cognitive Science Society* (pp. 1564–1571). Austin, TX: Cognitive Science Society. (paper)

Chestnut, E. K., **Zhang, M. Y.**, & Markman, E. M. (2021). "Just as good": Learning gender stereotypes from attempts to counteract them. *Developmental Psychology, 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 *Proceedings of the 38th Annual Meeting of the Cognitive Science Society* (pp. 1967–1972). Austin, TX: Cognitive Science Society. (paper)

RESEARCH PRESENTATIONS

Asaba, M., **Zhang, M. Y.** & Leonard, J. A. Children's representations of others' gender biases.
    Poster at Cognitive Science Society, virtual. (abstract) — 2023
    Poster at Society for Research in Child Development (SRCD) Biennial Meeting, Salt Lake City, UT. — 2023

Zhang, M. Y., Popat, A. K., Santos, M., Mottl, P. R., Bian, L. & Markman, E. M. Language frequently used in best-selling storybooks can thwart their intent to inspire girls.
    Poster at Cognitive Development Society (CDS), Madison, WI. (poster) — 2022

Zhang, M. Y. & Markman, E. M. Let's talk structure: the positive consequences of structural thinking.
    Invited talk at Conceptual Development & Social Cognition Lab, New York University. — 2023
    Poster at Cognitive Science Society, virtual. (poster, paper) — 2023
    Talk at Society for Philosophy & Psychology (SPP), Pittsburgh, PA. — 2023
    Invited talk at Developmental Psychology Colloquium, University of California-Santa Cruz. — 2022
    Poster at the Society for Personality & Social Psychology (SPSP) conference, San Francisco, CA. (poster) — 2022
      (received Graduate Poster Award, Runner-Up)
    Talk at Budapest CEU Conference on Cognitive Development (BCCCD), virtual. — 2022
    Talk at Harvard Women in Psychology Trends in Psychology conference, virtual. — 2021
    Invited talk at Leonard Learning Lab, Yale University. — 2021
    Poster at Cognitive Science Society, virtual. (abstract, poster) — 2021
    Talk at Developmental Psychology Area Brownbag, Stanford University. (talk) — 2021
    Invited talk at Causality in Cognition lab meeting, Stanford University. — 2020

Zhang, M. Y. & Markman, E. M. Essentially blocked: the role of structural factors in blocking essentialism.
    Poster at Cognitive Development Society Conference, Louisville, KY. (poster) — 2019
    Talk at Developmental Psychology Area Brownbag, Stanford University. — 2019

Gijssels, T., **Zhang, M. Y.**, Lucero, C., Berman, M. G., & Casasanto, D. Understanding language about other people's actions.
    Poster at Cognitive Science Society, Montreal, QC. (abstract) — 2019

Zhang, M. Y., Gijssels, T., & Casasanto, D. Perspective-taking in mental imagery of the actions of others.
    Poster at the University of Chicago Psychology Honors Day Symposium, Chicago, IL. (poster) — 2018

Zhang, M., Haward, P., & Carey, S. Sources of information in the acquisition of principled properties.
    Poster at Harvard University Laboratory for Developmental Studies Summer Internship Poster Day, Cambridge, MA. (poster) — 2016

GRANTS & FELLOWSHIPS

Graduate Dissertation Fellowship, Clayman Institute for Gender Research, *Stanford University*	2023–2024
Graduate Research Opportunity, School of Humanities & Sciences, *Stanford University* ($3000)	2022
Summer Collaborative Research Fellowship, Stanford Impact Labs, *Stanford University* ($4000)	2022
Research Data Grant, Institute for Research in the Social Sciences, *Stanford University* ($1500)	2021
Norman H. Anderson Research Award, Department of Psychology, *Stanford University* ($2000)	2019, 2023
Regina Casper **Stanford Graduate Fellowship in Science & Engineering**, *Stanford University*	2018–2021
Dean's Distinguished University Fellowship, *Ohio State University* (3 years, declined)	2018
Norwegian Summer Institute on Language and Mind, *University of Oslo* (declined)	2018
Graduate Research Fellowship, Honorable Mention, *National Science Foundation*	2018
Earl R. Franklin Research Fellowship, Department of Psychology, *The University of Chicago* ($3000)	2017
University Merit Scholarship, *The University of Chicago*	2014–2018

HONORS & AWARDS

Diversity Travel Award, *Society for Philosophy & Psychology (SPP)*	2023
James W. Lyons Award for Service, Dean of Students Office, *Stanford University*	2023
Graduate Feminist Award, Vice Provost for Graduate Education/Women's Community Center, *Stanford Univ.*	2022
Graduate Poster Award Runner-Up, *Society for Personality and Social Psychology (SPSP)*	2022
Diversity Travel Award, *Cognitive Development Society (CDS)*	2019
Phi Beta Kappa, *The University of Chicago*	2018
Student Leadership Recognition and Access Award, Student Government, *The University of Chicago*	2016
Dean's List, *The University of Chicago* (ineligible 2017)	2015, 2016, 2017

TEACHING   *online

Teaching Assistant (6 courses)

Advanced Research / Honors Program (PSYCH 198), *Stanford University*   Autumn 2022
- Taught workshops on research and professional skills in a small seminar class.

Introduction to Developmental Psychology (PSYCH 60), *Stanford University*   Spring 2021*, Summer 2021*
- Taught a guest lecture on language and thought in a large lecture class.
- Graded problem sets and major assignments, and met with students in office hours.

Introduction to Psychology (PSYCH 1), *Stanford University*   Autumn 2019, Winter 2020, Spring 2020*
- Taught 2 weekly sections of 12-20 students each quarter & graded assignments.
- Developed an online teaching guide for sections during an emergency pivot to online teaching.
- Invited back in a two-quarter teaching program for a third quarter of teaching.

Internship Coordinator

Center for the Study of Language and Information (CSLI) Summer Internship   2020, 2022
Psych-Summer Research Program, Department of Psychology   2023
- Designed mentorship contracts, mentor training, orientation, weekly workshops, and other events for interns.

Mid-Quarter Teaching Consultant, Introduction to Psychology (PSYCH 1), *Stanford University*   2021–present
Graduate Teaching Consultant, Center for Teaching & Learning, *Stanford University*   2020–2023
Graduate Teaching Consultant Coordinator, Center for Teaching & Learning, *Stanford University* 2021–2023
- Provide individualized teaching feedback to graduate students across the university.
- Train and manage a team of more than a dozen graduate teaching consultants.
- Evaluate graduate student needs using focus groups and surveys, co-wrote a funding proposal for a graduate teaching certificate program, launched a university-wide teaching helpline for teaching-related questions, developed a grant fund for graduate students to develop teaching-related events and resources.
- Design & lead workshops, on e.g., student engagement, group work, leading discussions, inclusive pedagogy:

    Modell, A. & **Zhang, M. Y.** TA Orientation Any Time: A Self-Paced, Asynchronous Canvas Course.
      Poster (IdeaLab) at Academic Technology Expo (ATXpo), *Saint Mary's College.*   2023

    Zhang, M. Y. & various co-facilitators. Leading discussions in the humanities & social sciences.
      Invited workshop for TA Orientation, *Stanford University.*   Winter 2021*, Autumn 2021*, Autumn 2022
      Asynchronous course module for TA Orientation Anytime, *Stanford University.*   2023

    Zhang, M. Y. Engaging students in the classroom.
      Invited workshop for Psychology TA Orientation, Psychology, *Stanford University.*   2022, 2023

    Zhang, M. Y. & Guzman, K. Making groups work in class.
      Invited workshop for Teach the Teachers, School of Earth, *Stanford University* (cancelled).   2022

    Zhang, M. Y. & Williams, L. Student engagement online.
      Invited workshop for TA Seminar, Civil and Environmental Engineering, *Stanford University.*   2020*

MENTORING & OUTREACH

Research Mentor (12 students)
- Train and mentor undergraduate research assistants in developmental research and career development.
- Mentor honors thesis students[†] in applying for funding and conducting independent research.

- Lead weekly workshops on skills and professional development.

Emily Rinehart (BA, Stanford)	2023–present
Sachin Allums (BA, Stanford)	2022–present
Linda Liu (BA, Stanford)	2022–present
Kamilah Cole (BA, UC Berkeley)	2022
Amy Miyahara[†] (BA, Stanford → lab manager in Psychology, Notre Dame)	2021–2023
Natalie Sarmiento (BA, Stanford → lab manager in Psychology, UW-Madison)	2021–2022
Alex Riklin (BA, Stanford)	2021–2022
Mercedes Muñoz (BA, Boston University → PhD student in Psychology, Duke)	2020–2021
Melissa Santos[†] (BA, Stanford → lab manager in Psychology, Yale)	2019–2021
Aarthi Popat[†] (BA, Stanford → lab manager in Psychology, UCSD)	2019–2021
Alanna Sun (BA, Stanford)	2019–2020
Kristine Cho (BA, Pomona → PhD student in Marketing, UC Berkeley)	2019–2020

Mentor for psychology PhD applicants
Project SHORT (2021–present), Application Statement Feedback Program (ASFP) (2021–present), Stanford Psychology Paths to PhD (2019–present), Stanford Women's Community Center Women in STEM Mentoring (2018–2020)

Science outreach and education for middle schoolers from underprivileged/underrepresented backgrounds
Stanford Science Penpals (2018–2020), The Think Tank educator & events manager (2015–2017; media coverage)

Science communication
Zhang, M. Y. (in press). Gender stereotypes contribute to misperceptions of gender norms across the world. *Gender News*. Clayman Institute for Gender Research, Stanford University.
Zhang, M. Y. (in press). The fundamental moral dilemma of public experts. *Gender News*. Clayman Institute for Gender Research, Stanford University.

ACADEMIC SERVICE & LEADERSHIP

To the discipline
Ad hoc reviewer
Psychological Science (co-reviewer), Cognitive Science Society (CogSci) conference, Budapest CEU Conference on Cognitive Development (BCCCD)

To Stanford University
Diversity Committee, Department of Psychology   2019–2020
- Conducted the first systematic documentation of graduate admission practices across areas of the department, as part of a committee initiative assessing diversity in graduate admissions.
- Twice co-organized an annual public event, Paths to PhD, to communicate information about psychology graduate school and the application process to those from underrepresented backgrounds.
- Co-designed a department climate survey and transparency document for accountability to stakeholders.
- Created & maintain professional development resources, e.g., alumni & funding databases, for graduate students.

Cognitive/Developmental Faculty Search Committee, Department of Psychology   2021–2022
Developmental Area Graduate Admissions, Department of Psychology   2019–2020, 2021–2022
Developmental Area Graduate Interview Weekend, Department of Psychology   2022, 2023
Developmental Brownbag Seminar & Journal club, Department of Psychology   2019–2020

To the University of Chicago
Student Advisory Board, Cognitive Science Program   2017–2018
- Organized a group of undergraduates from psychology, philosophy, and linguistics to work with a faculty member on creating a cognitive science undergraduate major, which launched during the 2022-23 school year.
Faculty Liaison & Peer Mentor, Psi Chi (UC Psych)   2016–2018

LANGUAGES

English (native)
Mandarin Chinese (heritage: advanced listening and speaking, intermediate reading and writing)
Spanish (intermediate)