

# Marianna Zhang

she/her

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## EDUCATION

<b>Ph.D., Psychology</b> , Stanford University	expected Jun 2024
<ul style="list-style-type: none"> <li>Dissertation: Promoting children's structural reasoning about social categories.</li> <li>Committee: Ellen M. Markman, Steven O. Roberts, Tobias Gerstenberg</li> </ul>	
<b>B.A., Psychology</b> with Honors & Minor in Philosophy, The University of Chicago	2018
<ul style="list-style-type: none"> <li>Honors thesis: Perspective-taking in mental imagery of the actions of others. (<a href="#">pdf</a>)</li> <li>Advisers: Daniel Casasanto &amp; Susan Goldin-Meadow</li> <li>Tutorials in Metaphor and Philosophy of Cognitive Science, St. Catherine's College, Oxford</li> </ul>	
	Autumn 2017

## RESEARCH TRAINING

Selected attendee, <a href="#">Diverse Intelligences Summer Institute (DISI)</a>	Jul 2019
Organized by <i>University of California, Los Angeles (UCLA)</i> at <i>University of St Andrews</i>	
Selected attendee, <a href="#">Concepts in Action: Representation, Learning, and Application (CARLA) Summer School</a>	Aug 2018
Institute of Cognitive Science, <i>University of Osnabrück</i>	
Research Assistant, <a href="#">Experience and Cognition Lab</a> (PI: Dr. Daniel Casasanto), <i>The University of Chicago</i>	2014–2018
Research Intern, <a href="#">Laboratory for Developmental Studies</a> (PI: Dr. Susan Carey), <i>Harvard University</i>	Summer 2016
Research Intern, <a href="#">Cognition and Development Lab</a> (PI: Dr. Frank Keil), <i>Yale University</i>	Summer 2015

## AWARDS & HONORS

<b>Graduate Dissertation Fellowship</b> , Clayman Institute for Gender Research, <i>Stanford University</i>	2023–2024
Graduate Feminist Award, Vice Provost for Graduate Education/Women's Community Center, <i>Stanford</i>	2022
Graduate Research Opportunity, School of Humanities and Sciences, <i>Stanford University</i> (\$3000)	2022
<b>Summer Collaborative Research Fellowship</b> , Stanford Impact Labs, <i>Stanford University</i> (\$4000)	2022
<b>Graduate Poster Award</b> Runner-Up, <i>Society for Personality and Social Psychology (SPSP)</i>	2022
Research Data Grant, Institute for Research in the Social Sciences, <i>Stanford University</i> (\$1500)	2021
<b>Diversity Travel Award</b> , <i>Cognitive Development Society (CDS)</i>	2019
<b>Norman H. Anderson Research Award</b> , Department of Psychology, <i>Stanford University</i> (\$2000)	2019
Regina Casper <b>Stanford Graduate Fellowship in Science &amp; Engineering</b> , <i>Stanford University</i>	2018–2021
Dean's Distinguished University Fellowship, <i>Ohio State University</i> (3 years, declined)	2018
<b>Phi Beta Kappa</b> , The University of Chicago	2018
<b>Graduate Research Fellowship, Honorable Mention</b> , <i>National Science Foundation</i>	2018
<b>Earl R. Franklin Research Fellowship</b> , Department of Psychology, <i>The University of Chicago</i> (\$3000)	2017
<b>Student Leadership Recognition and Access Award</b> , Student Government, <i>The University of Chicago</i>	2016
Dean's List, <i>The University of Chicago</i> (ineligible 2017)	2015, 2016, 2018
<b>University Merit Scholarship</b> , <i>The University of Chicago</i>	2014

## PUBLICATIONS

\*co-first author

- Zhang, M. Y.\***, Sullivan, J. N.\*, Markman, E. M. & Roberts, S. O. (in prep). Children's structural thinking about social inequalities. *Child Development Perspectives*.
- Zhang, M. Y.\*** & Markman, E. M. (in press). Let's talk structure: the positive consequences of structural representations. In *Proceedings of the 45th Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
- 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 Conference of the Cognitive Science Society* (pp. 1967–1972). Austin, TX: Cognitive Science Society. ([paper](#))

## RESEARCH PRESENTATIONS

Asaba, M., <b>Zhang, M. Y.</b> , Leonard, J. A. Children's representations of others' gender biases. Poster at Society for Research in Child Development (SRCD) Biennial Meeting, Salt Lake City, UT.	2023
<b>Zhang, M. Y.</b> , 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 presented at Cognitive Development Society, Madison, WI. ( <a href="#">poster</a> )	2022
<b>Zhang, M. Y.</b> & Markman, E. M. Let's talk structure: the positive consequences of structural representations. Poster to be presented at Cognitive Science Society, virtual.	2023
Talk to be presented at Society for Philosophy & Psychology, Pittsburgh, PA.	2023
Invited talk presented at Developmental Colloquium, University of California-Santa Cruz.	2022
Poster presented at the Society for Personality & Social Psychology conference, San Francisco, CA. ( <a href="#">poster</a> ) (received Graduate Poster Award, Runner-Up)	2022
Talk presented at Budapest CEU Conference on Cognitive Development (BCCCD), virtual.	2022
Talk presented at Harvard Women in Psychology Trends in Psychology conference, virtual.	2021
Invited talk presented at Leonard Learning Lab lab meeting, Yale University. ( <a href="#">slides</a> )	2021
Poster presented at Cognitive Science Society, virtual. ( <a href="#">abstract</a> , <a href="#">poster</a> )	2021
Talk presented at Stanford University Department of Psychology Developmental Area Brownbag. ( <a href="#">talk</a> )	2021
Invited talk presented at Causality in Cognition lab meeting, Stanford University.	2020
<b>Zhang, M. Y.</b> & Markman, E. M. Essentially blocked: the role of structural factors in blocking essentialism. Poster presented at Cognitive Development Society Conference, Louisville, KY. ( <a href="#">poster</a> )	2019
Talk presented at Stanford University Department of Psychology Developmental Area Brownbag.	2019
Gijssels, T., <b>Zhang, M. Y.</b> , Lucero, C., Berman, M. G., & Casasanto, D. Understanding language about other people's actions. Poster presented at the 41st Annual Conference of the Cognitive Science Society, Montreal, QC. ( <a href="#">abstract</a> )	2019
<b>Zhang, M. Y.</b> , Gijssels, T., & Casasanto, D. Perspective-taking in mental imagery of the actions of others. Poster presented at the University of Chicago Psychology Honors Day Symposium, Chicago, IL. ( <a href="#">poster</a> )	2018
<b>Zhang, M.</b> , Haward, P., & Carey, S. 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. ( <a href="#">poster</a> )	2016

## TEACHING

\*online

### *Stanford University*

<b>Graduate Teaching Consultant</b> , Center for Teaching & Learning	2020–present
<b>Graduate Teaching Consultant Coordinator</b> , Center for Teaching & Learning	2021–present
<ul style="list-style-type: none"> <li>• Provide individualized teaching feedback to graduate students across the university.</li> <li>• Train and manage a team of more than a dozen graduate teaching consultants.</li> <li>• Evaluate graduate student needs using focus groups and surveys, contributed to a funding proposal for a graduate teaching certificate program, launched a university-wide teaching helpline for teaching-related questions.</li> <li>• Design &amp; teach workshops on e.g. student engagement, group work, leading discussions, inclusive pedagogy:</li> </ul>	
<b>Zhang, M. Y.</b> & various co-facilitators. Leading discussions in the humanities & social sciences. Invited workshop taught at TA Orientation, Stanford University.	Mar 2021*, Sept 2021*, Sept 2022
<b>Zhang, M. Y.</b> Engaging students in the classroom. Invited workshop taught at Psychology TA Orientation, Psychology, Stanford University.	Sept 2022
<b>Zhang, M. Y.</b> & Guzman, K. Making groups work in class. Invited workshop for Teach the Teachers, School of Earth, Stanford University (cancelled).	Apr 2022
<b>Zhang, M. Y.</b> & Williams, L. Student engagement online. Invited workshop for TA Seminar, Civil and Environmental Engineering, Stanford University.	Oct 2020*
<b>Teaching Assistant</b> Advanced Research (Psych 198)	Autumn 2022

Introduction to Developmental Psychology (Psych 60) Spring 2021\*, Summer 2021\*

- Led a student activity on language and thought.
- Graded project-based assessments, and helped craft lecture and assignment design.

Introduction to Psychology (Psych 1) Autumn 2019, Winter 2020, Spring 2020\*

- Student ratings of teaching effectiveness: 4.5/5 (autumn 2019), 4.73/5 (winter 2020), 4.78/5 (spring 2020\*)
- Led 2 sections of 12-18 students each quarter. Developed new lesson plans & an online teaching guide for sections during COVID-19.
- Provided learning-oriented feedback on written assignments and exams, as well as teaching feedback to fellow TAs.
- Invited back in a two-quarter teaching program for a third quarter of teaching.

## MENTORING & OUTREACH

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### *Stanford University*

#### **Research Mentor** (11 to date)

- Organize & lead weekly meetings on skills and professional development for research assistants.

Sachin Allums (Undergraduate, Stanford University) 2022–present

Linda Liu (Undergraduate, Stanford University) 2022–present

[Psych-Summer Research Program](#) 2022

Kamilah Cole (Undergraduate, UC Berkeley) 2022

[CSLI Summer Internship](#) 2022: To See or Not to See? Colorblind vs. Color-Conscious Methods of Discussing Race with Children

Amy Miyahara (Undergraduate, Stanford University) 2021–present

[Psych-Summer Research Program](#) 2021

Psychology Honors Thesis (received [Stanford Undergraduate Research Major Grant](#))

Natalie Sarmiento (Undergraduate, Stanford University) 2021–2022

Alex Riklin (Undergraduate, Stanford University) 2021–2022

Mercedes Muñoz (Undergraduate, Boston University; now PhD student in Psychology, Duke) 2020–2021

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

Melissa Santos (Undergraduate, Stanford University; now lab manager in Psychology, Yale) 2019–2021

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; now lab manager in Psychology, UCSD) 2019–2021

[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; now PhD student in Marketing, UC Berkeley) 2019–2020

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

**Mentor for Pre-Graduate School Applicants, [Project SHORT](#)** 2021–present

**Personal Statement Editor, [Application Statement Feedback Program \(ASFP\)](#)** 2021–present

**Mentor, [Women in STEM Mentoring Program](#), Women’s Community Center** 2018–present

**Penpal, [Stanford Science Penpals](#)** 2018–2020

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

### *The University of Chicago*

**Events Manager, [The Think Tank](#)** 2015–2017

- Taught about neuroscience and neuroplasticity & organized outreach events at the university, at neighborhood schools serving URM students, and at science festivals to promote diversity in STEM. ([media coverage](#))

## ACADEMIC SERVICE & LEADERSHIP

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#### **Ad hoc reviewer,**

Psychological Science

Budapest CEU Conference on Cognitive Development (BCCCD), Cognitive Science Society (CogSci) conference

*Stanford University*

**Cognitive/Developmental Faculty Search Committee**, Department of Psychology 2021–2022

**Admissions Reviewer &** 2019, 2020, 2022

**Internship Coordinator** 2020, 2022

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

- Helped design mentorship contracts, mentor training, orientation, and program activities for mentors and interns.

**Diversity Committee**, Department of Psychology 2019–2020

- Conducted the first systematic documentation of admission practices across the department, as part of an initiative assessing diversity in graduate admissions in the department.
- 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.
- Helped design a department climate survey and a transparency document to hold the committee's work accountable to stakeholders.
- Created and maintains professional development resources, e.g. alumni & funding databases, for graduate students.

**Graduate Admissions Reviewer & Prospectives' Weekend Organizer** for developmental area 2019–2020, 2022

Department of Psychology

**Co-organizer, developmental brownbag seminar & journal club** 2019–2020

Department of Psychology

[Volunteer](#), Stanford Food Pantry 2019–present

Second Harvest of Silicon Valley x Stanford Residential & Dining Enterprises (RD&E)

*The University of Chicago*

**Chair, 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 designing a cognitive science undergraduate major, which launched during the 2022-23 school year.

**Faculty Liaison & Peer Mentor, Psi Chi (UC Psych)** 2016–2018

- Organized and advertised quarterly public psychology talks by faculty speakers.
- Mentored undergraduates about the psychology major and department, research, and professional development.

**Quizbowl leadership (various positions)** 2008–present

Hunter College High School, The University of Chicago, Stanford University, [Partnership for Academic Competition Excellence](#)

- Leading diversity & inclusion initiatives at university, institutional, & national levels in an academic competition community. Instituted a code of conduct for a national tournament. Wrote profiles of quizbowlers from underrepresented backgrounds. Reviewed applications for a college scholarship for low-income quizbowlers. Currently creating a directory of quizbowlers from underrepresented backgrounds to spotlight their visibility, particularly for editing and leadership positions.
- Managed 5-figure budgets, financial policies (e.g. instituting club financial aid programs), and recruitment (emphasizing outreach to gender and racial minorities and first-gen/low-income students) for various clubs.
- Drafted press releases & managed social media and public communications as director of communications for a 501(3)(c) non-profit.