

Marianna Zhang

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RESEARCH INTERESTS

Primary: Development of categories and concepts, language and thought
Secondary: Identity over time, word learning, pragmatics, metaphor, non-literal language

EDUCATION

Sep 2018 – present (expected 2023) PhD student in Developmental Psychology
Stanford University, Palo Alto, CA
• Adviser: Ellen Markman

2014 –2018 Bachelor of Arts with Honors in Psychology, Minor in Philosophy
The University of Chicago, Chicago, IL
• GPA: 3.85/4.00 (Psychology: 3.85, Philosophy: 3.89)
• Honors thesis: Perspective-taking in mental imagery of the actions of others.
• Advisers: Daniel Casasanto & Susan Goldin-Meadow

ACADEMIC EXPERIENCES

Jul 2019 Participant in [Diverse Intelligences Summer Institute \(DISI\)](#)
Organized by **University of California, Los Angeles (UCLA)**
Hosted by The University of St. Andrews, St Andrews, Scotland

Aug 2018 Participant in [Concepts in Action: Representation, Learning, and Application \(CARLA\) Summer School](#)
Institute of Cognitive Science, **University of Osnabrück**, Osnabrück, Germany

Michaelmas 2016 Visiting Student in Psychology and Philosophy
St Catherine's College, University of Oxford, Oxford, England

RESEARCH EXPERIENCE

Oct 2014 – Jun 2018 **Research Assistant**
[Experience and Cognition Lab](#) (PI: Dr. Daniel Casasanto), *The University of Chicago*
• Found that mental imagery and language processing about the actions of others involves simulation of others' bodily perspective in an embodied cognition fMRI study (honors thesis).
• 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.

Jun – Aug 2016 **Summer Research Intern**
[Laboratory for Developmental Studies](#) (PI: Dr. Susan Carey), *Harvard University*

- Investigated formal explanations and domain information as potential sources of information in how children and adults develop representations of natural kinds.
- Presented a poster, presented work-in-progress talks at lab meetings, and ran sessions of a cognitive science reading group.

Jun – Aug 2015

Summer Research Intern

[Cognition and Development Lab](#) (PI: Dr. Frank Keil), *Yale University*

- 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.
- Presented biweekly work-in-progress talks at lab meetings.

HONORS AND AWARDS

2019	Diversity Travel Award , Cognitive Development Society (CDS)
2019	Norman H. Anderson Research Award , Department of Psychology, Stanford University
2018	Phi Beta Kappa , The University of Chicago
2018	NSF Graduate Research Fellowship Award, Honorable Mention
2018	Regina Casper Fellow, Stanford Graduate Fellowship in Science & Engineering , Stanford University
2017	Earl R. Franklin Research Fellowship , Department of Psychology, The University of Chicago
2016	Student Leadership Recognition and Access Award , Student Government, The University of Chicago
2015, 2016, 2018	Dean's List , The University of Chicago (ineligible 2017)
2014	University Merit Scholarship , The University of Chicago
2014	National Merit Scholar , National Merit Scholarship Corporation
2014	AP Scholar with Distinction , College Board

PUBLICATIONS

- Gijssels, T., **Zhang, M. Y.**, Lucero, C., Berman, M. G., & Casasanto, D. (2019). Understanding language about other people's actions. In *Proceedings of the 41st Annual Conference of the Cognitive Science Society*. Austin, TX: Cognitive Science Society.
- 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.

TALKS & PRESENTATIONS

- Zhang, M. Y.** & Markman, E. M. (2019). Essentially blocked: the role of structural factors in blocking essentialism. Poster to be presented at Cognitive Development Society (CDS) Conference, Louisville, KY.
- 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.

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.

TEACHING

- Sep 2019 – Mar 2020 **Teaching Fellow for Psychology 1**
[Psychology One Program](#), Department of Psychology, *Stanford University*
- Sep 2013 – Jun 2014 **Teaching Intern for English 10**
Department of English, *Hunter College High School*
- Taught classes 2-3 times every semester. Graded assignments and held office hours.
 - Developed lesson plans, curriculum plans, assignment prompts, and an essay writing resource that is still being circulated by the department. Awarded the English Department Award for Service to the Department.

MENTORING AND OUTREACH

- Jun – Aug 2019 **Research Mentor**, Department of Psychology, *Stanford University*
Aarthi Papat (Undergraduate, Stanford University)
[Psych-Summer Research Program](#)
- Jun – Aug 2019 Kristine Cho (Undergraduate, Pomona College)
[Center for the Study of Language and Information \(CSLI\) Summer Internship Program](#)
- Oct 2018 – Jun 2019 **Mentor**
[Women in STEM Mentoring Program](#), *Stanford University*
- Mentoring a female Stanford undergraduate student from an underrepresented background interested in graduate school in the sciences.
- Oct 2018 – present **Penpal**
Ambassador to the Department of Psychology (Jul 2019 – present)
[Stanford Science Penpals](#), *Stanford University*
- Exchanging letters with a low-income student at a Chicago-area middle school interested in science.
- Sep 2015 – Dec 2017 **Events Manager**
[The Think Tank](#), *The University of Chicago*
- Taught underrepresented elementary and middle school students about the brain (e.g. 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.
- Sep 2013 – Jun 2014 **Writing Tutor**
Writing Center, *Hunter College High School*
- Nominated by a teacher to be one of the inaugural writing tutors; assisted high schoolers with writing for humanities and social sciences classes.

PSYCHOLOGY SERVICE

- Jul 2019 – present **Member, Diversity Committee**
Department of Psychology, *Stanford University*
- Jun 2019 – present **Co-organizer, Developmental Area Brownbag talk series**
Department of Psychology, *Stanford University*

- Feb – Mar 2019 **Reviewer, Summer Internship Admissions Committee**
[Center for the Study of Language and Information \(CSLI\)](#), *Stanford University*
- Jun 2017 – Jun 2018 **Chair, Student Advisory Board**
Cognitive Science Program, *The University of Chicago*
- Organized a group of undergraduates to work with a faculty member to establish a cognitive science program, including an undergraduate workshop, public talk series, and an undergraduate major.
- Mar 2016 – Jun 2018 **Faculty Liason**
Peer Mentor
[Psi Chi \(UC Psych\)](#), *The University of Chicago*
- 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 **Co-President** (Jun 2019 – present)
[Quiz Bowl](#), *Stanford University*
- Vice President of Club Activities** (May 2017 – Jun 2018)
- Treasurer** (May 2015 – Jun 2016)
[College Bowl](#), *The University of Chicago*
- Captain, Head Editor** (May 2012 – Jun 2014)
[Quiz Bowl](#), *Hunter College High School*
- Organizing trips to quizbowl tournaments across the country.
 - Managing club communication, hosting events, and creating recruitment materials.
 - Negotiated and managed a budget on the order of tens of thousands of dollars for a prestigious and fast-growing team. Launched a pilot financial aid program, an anonymous club atmosphere survey, and advice materials for newcomers.
 - Oversaw the production, editing, and distribution of a set of quizbowl questions to tournaments nationwide. Conducted outreach to teams in the region.
- Jul 2014 – present **PACE Representative to Climate Action Committee** (Jul 2019 – present)
- Member of Event Management & Outreach Committees** (Jul 2019 – present)
- Director of Communications** (Jul 2015 – Aug 2017)
- Member of Question Set Certification Committee** (Sept 2014 – Sept 2015)
- Staff Coordinator** (Oct 2014 – Jul 2015)
[Partnership for Academic Competition Excellence](#)
- Developing an action plan in tandem with multiple other quizbowl organizations for reducing the carbon footprint of our activities.
 - Proposing and working on projects for improving diversity and inclusion in the quizbowl community, including a code of conduct for a national tournament, a directory of quizbowlers from underrepresented backgrounds, and more.
 - Produced outreach campaigns and press releases, and served as the public face for a national 501(3)(c) nonprofit.
 - Reviewed and certified the quality of high school quizbowl question sets.
 - Recruited and coordinated travel for more than a hundred staff for a national quizbowl tournament.
- Nov 2014 – Jun 2018 **Financial & Publicity Director** (May 2017 – Jun 2018)

Dancer

[Rhythmic Bodies in Motion](#), *The University of Chicago*

- Managed a budget and fundraising campaigns for a dance company. Spearheaded outreach to students from low-income backgrounds and with limited previous dance experience.

LANGUAGES

English (Native)

Mandarin Chinese (Near-native listening and speaking, intermediate reading and writing)

Spanish (Intermediate)