

Marianna Zhang

she/her

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EDUCATION

Stanford University	2024 (expected)
PhD student in Developmental Psychology, Department of Psychology	
• Adviser: Ellen Markman	
The University of Chicago	2018
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:	development of social category representations
Secondary:	language and thought, pragmatics, conceptual ethics, speech acts

HONORS & AWARDS

Research Data Grant , Stanford Institute for Research in the Social Sciences (\$1500)	2021
Diversity Travel Award , Cognitive Development Society (CDS) (\$500)	2019
Norman H. Anderson Research Award , Psychology, Stanford University (\$2000)	2019
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)	2018
Earl R. Franklin Research Fellowship , Psychology, The University of Chicago (\$3000)	2017
Student Leadership Recognition and Access Award , Student Government, The University of Chicago (\$250)	2016
Dean's List , The University of Chicago (ineligible 2017)	2015, 2016, 2018
University Merit Scholarship , The University of Chicago	2014

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. Let's talk structure: the positive consequences of structural representations. Poster to be presented at the Society for Personality & Social Psychology conference, San Francisco, CA.	2022
Talk presented at Budapest CEU Conference on Cognitive Development, 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. (slides)	2021
Poster presented at the 43rd Annual Conference of the Cognitive Science Society, virtual. (abstract , poster)	2021
Talk presented at Stanford University Department of Psychology Developmental Area Brownbag. (talk)	2021

- Zhang, M. Y.** & Markman, E. M. Essentially blocked: the role of structural factors in blocking essentialism.
Poster presented at Cognitive Development Society Conference, Louisville, KY. ([poster](#)) 2019
Talk presented at Stanford University Department of Psychology Developmental Area Brownbag. 2019
- Gijssels, T., **Zhang, M. Y.**, 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. ([abstract](#)) 2019
- Zhang, M. Y.**, Gijssels, T., & Casasanto, D. 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. ([poster](#)) 2018
- Zhang, M.**, 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. ([poster](#)) 2016

RESEARCH EXPERIENCE

- Selected attendee, [Diverse Intelligences Summer Institute \(DISI\)](#) Jul 2019
Organized by *University of California, Los Angeles (UCLA)* at *University of St Andrews*
- Selected attendee, [Concepts in Action: Representation, Learning, and Application \(CARLA\) Summer School](#) Aug 2018
Institute of Cognitive Science, *University of Osnabrück*
- Research Assistant 2014–2018
[Experience and Cognition Lab](#) (PI: Dr. Daniel Casasanto), *The University of Chicago*
- 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 Research Intern Summer 2016
[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.
 - Ran sessions of a cognitive science reading group for fellow interns.
- Summer Research Intern Summer 2015
[Cognition and Development Lab](#) (PI: Dr. Frank Keil), *Yale University*
- Established that a decision-making context reduces 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

- Stanford University*
- [Graduate Teaching Consultant](#) 2020–present
Graduate Teaching Consultant Coordinator 2021–present
Center for Teaching & Learning
- Provide individualized teaching feedback to graduate students across the university.
 - Design & teach workshops on topics including student engagement, leading discussions, and inclusive pedagogy.
 - Train and manage a team of more than a dozen graduate teaching consultants.
 - Evaluate graduate student needs using focus groups and surveys, and contributed to a funding proposal for a graduate teaching certificate program.
 - Designing a university-wide advice line for teaching-related questions.
- Teaching Assistant** (*online course)

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

- Provided feedback to lead instructors on lecture and assignment design.
- Graded assessments, including project-based assignments.

[Introduction to Psychology](#) (Psych 1) Autumn 2019, Winter 2020, Spring 2020*

- 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 new lesson plans & an online teaching guide for sections during COVID-19.
- Provided learner-oriented feedback on written assignments and exams. & teaching feedback to fellow TAs.
- Invited back in a two-quarter teaching program for a third quarter of teaching.

MENTORING & OUTREACH

Stanford University

Research Mentor

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

Natalie Sarmiento (Undergraduate, Stanford University) 2021–present

Amy Miyahara (Undergraduate, Stanford University) 2021–present

[Psych-Summer Research Program](#) 2021

Alex Riklin (Undergraduate, Stanford University) 2021–present

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

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 elementary and middle school students about the brain and neuroplasticity at schools on the South Side of Chicago and at science festivals.
- Organized outreach events on campus, at neighborhood schools, and festivals to promote diversity in STEM.

ACADEMIC SERVICE

Stanford University

Reviewer 2019, 2020

Interim 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.

Member, Diversity Committee, Department of Psychology 2019–2020

- 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.
- Created and maintained professional development resources for graduate students.

Reviewer / Prospectives' Weekend Organizer, developmental area graduate admissions 2019–2020, 2022
Department of Psychology

Co-organizer, Developmental area brownbag talk series & journal club 2019–2020
Department of Psychology

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 to discuss creating a cognitive science program.

Faculty Liaison & Peer Mentor, [Psi Chi \(UC Psych\)](#) 2016–2018

- 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

Quizbowl leadership (various) 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.
- Currently creating a directory of quizbowlers from underrepresented backgrounds to spotlight their visibility, particularly for editing and leadership positions.
- Instituted club financial aid programs, and a code of conduct for a national tournament. Drafted press releases and managed communications for a non-profit. Wrote profiles of quizbowlers from underrepresented backgrounds.