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:	social categories and language
Secondary:	language and thought, pragmatics, conceptual ethics, speech acts, identity over time

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. *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)

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.	2022
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. (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,   2018
        Chicago, IL. (poster)

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   2016
        Poster Day, Cambridge, MA. (poster)

RESEARCH EXPERIENCE

Diverse Intelligences Summer Institute (DISI)   Jul 2019

Organized by *University of California, Los Angeles (UCLA)* at *University of St Andrews*

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

*indicates online course

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 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 to craft a proposal for a graduate teaching certificate program.
- Design a university-wide help line for teaching-related questions.

Teaching Assistant

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 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
- Lead or co-lead weekly professional development/journal club meetings for undergraduate 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)   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 at 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 at 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

Editor, Application Statement Feedback Program (ASFP)   2021
Mentor, Women in STEM Mentoring Program   2018–2020
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, 2021
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
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.