

# Marianna Zhang

she/her

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## EDUCATION

2024 (expected)	PhD student in Developmental Psychology Department of Psychology <b>Stanford University</b> • Adviser: Ellen Markman
2018	Bachelor of Arts with Honors in Psychology, Minor in Philosophy <b>The University of Chicago</b> • Honors thesis: Perspective-taking in mental imagery of the actions of others. ( <a href="#">pdf</a> ) • Advisers: Daniel Casasanto & Susan Goldin-Meadow

## RESEARCH INTERESTS

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

## HONORS & AWARDS

2019	<a href="#">Diversity Travel Award</a> , Cognitive Development Society (CDS) (\$500)
2019	<a href="#">Norman H. Anderson Research Award</a> , Department of Psychology, Stanford University (\$2000)
2018	<b>Phi Beta Kappa</b> , The University of Chicago
2018	<b>NSF Graduate Research Fellowship Award, Honorable Mention</b>
2018	<b>Regina Casper Fellow, <a href="#">Stanford Graduate Fellowship in Science &amp; Engineering</a></b> , Stanford University (3 years)
2017	<a href="#">Earl R. Franklin Research Fellowship</a> , Department of Psychology, The University of Chicago (\$3000)
2016	<a href="#">Student Leadership Recognition and Access Award</a> , Student Government, The University of Chicago (\$250)
2015, 2016, 2018	<b>Dean's List</b> , The University of Chicago (ineligible 2017)
2014	<a href="#">University Merit Scholarship</a> , The University of Chicago

## 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. ([doi](#)) ([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. (2019). Essentially blocked: the role of structural factors in blocking essentialism. Poster presented at Cognitive Development Society (CDS) Conference, Louisville, KY. ([pdf](#))

- Gijssels, T., **Zhang, M. Y.**, Lucero, C., Berman, M. G., & Casasanto, D. (2019). Understanding language about other people's actions. Poster presented at the 41st Annual Conference of the Cognitive Science Society.
- 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. ([pdf](#))
- 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. ([pdf](#))

## RESEARCH EXPERIENCE

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|-------------|---|
| Jul 2019    | <p>Invited participant in <a href="#">Diverse Intelligences Summer Institute (DISI)</a><br/>         Organized by University of California, Los Angeles (UCLA)<br/>         Hosted by The University of St. Andrews</p> <ul style="list-style-type: none"> <li>• 3 week immersion summer school in cognitive science with global participants, and catalyst for research collaboration.</li> </ul>  |
| Aug 2018    | <p>Invited participant in <a href="#">Concepts in Action: Representation, Learning, and Application (CARLA) Summer School</a><br/>         Institute of Cognitive Science, University of Osnabrück</p>  |
| 2014–2018   | <p>Research Assistant<br/> <a href="#">Experience and Cognition Lab</a> (PI: Dr. Daniel Casasanto), <i>The University of Chicago</i></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Established that language processing about one's own actions involves simulation of one's own bodily experience in an embodied cognition tDCS study.</li> <li>• Examined whether loudness affects perception of temporal duration in a study testing a cross-domain mapping proposed by metaphor theory.</li> </ul> |
| Summer 2016 | <p>Summer Research Intern<br/> <a href="#">Laboratory for Developmental Studies</a> (PI: Dr. Susan Carey), <i>Harvard University</i></p> <ul style="list-style-type: none"> <li>• Investigated formal explanations and domain information as potential sources of information in how children and adults develop representations of natural kinds.</li> <li>• Presented a poster, presented work-in-progress talks at lab meetings, and ran sessions of a cognitive science reading group.</li> </ul>   |
| Summer 2015 | <p>Summer Research Intern<br/> <a href="#">Cognition and Development Lab</a> (PI: Dr. Frank Keil), <i>Yale University</i></p> <ul style="list-style-type: none"> <li>• Established that a decision-making context reduces particular biases in causal reasoning, such as the latent scope bias.</li> <li>• Studied what strategies are used in comparing explanations, and whether we evaluate explanatory candidates by iterative comparison.</li> <li>• Presented biweekly work-in-progress talks at lab meetings.</li> </ul>   |

## TEACHING

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*Stanford University*

2020–present

Autumn 2019

Winter 2020

Spring 2020 (online)

**[Graduate Teaching Consultant](#)**, Center for Teaching & Learning

**Teaching Fellow for [Psychology One Program](#)**, Department of Psychology

- Led 2 discussion sections of 12-18 students each quarter.
- Graded assignments and exams. Developed lesson plans and online teaching guide for sections.
- Student evaluations of overall teaching effectiveness: 4.5/5 (autumn), 4.73/5 (winter), 4.78/5 (spring)
- Provided feedback to other TFs.
- Invited back in a two-quarter teaching program for a third quarter of teaching.

## MENTORING & OUTREACH

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*Stanford University*

2019–present

**Research Mentor**

Mercedes Muñoz (Undergraduate, Boston University, 2020–present)

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

Melissa Santos (Undergraduate, Stanford University, 2019–present)

Psychology Honors Thesis

Aarthi Popat (Undergraduate, Stanford University, 2019–present)

[Psych-Summer Research Program](#)

Psychology Honors Thesis

Alanna Sun (Undergraduate, Stanford University, 2019–2020)

Kristine Cho (Undergraduate, Pomona College, 2019–2020)

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

2018–2020

**Mentor**

[Women in STEM Mentoring Program](#)

- Mentored female Stanford undergraduate students from underrepresented backgrounds interested in graduate school in the sciences.

2018–2020

**Penpal**

[Stanford Science Penpals](#)

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

*The University of Chicago*

2015–2017

**Events Manager**

[The Think Tank](#)

- 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.

## ACADEMIC SERVICE

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*Stanford University*

2020

**Interim Coordinator, Summer Internship**

2019, 2020

**Reviewer, Summer Internship**

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

- 2019–present      **Member, Diversity Committee**  
Department of Psychology
- 2019–2020      **Co-organizer, Developmental Area Brownbag talk series**  
Department of Psychology
- 2019–2020      **Reviewer & Prospectives' Weekend Organizer,**  
**Developmental Area Graduate Admissions Committee**  
Department of Psychology
- The University of Chicago*  
2017–2018      **Chair, Student Advisory Board**  
Cognitive Science Program
- 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.
- 2016–2018      **Faculty Liason**  
**Peer Mentor**  
[Psi Chi \(UC Psych\)](#)
- 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

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- 2008–present      **Various quizbowl leadership positions**  
Hunter College High School, The University of Chicago, Stanford University,  
[Partnership for Academic Competition Excellence](#)
- Advocating for and developing diversity & inclusion initiatives in an academic competition community at the institutional and national level. Instituted financial aid programs at club programs, a code of conduct for a national tournament event, and public profiles of quizbowlers from underrepresented backgrounds. Creating a directory of quizbowlers from underrepresented backgrounds.