

Marianna Zhang

she/her

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EDUCATION

- 2024 (expected) PhD student in Developmental Psychology
Department of Psychology
Stanford University
• Adviser: Ellen Markman
- 2018 Bachelor of Arts with Honors in Psychology, Minor in Philosophy
The University of Chicago
• Honors thesis: Perspective-taking in mental imagery of the actions of others.
• 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 [Diversity Travel Award](#), Cognitive Development Society (CDS) (\$500)
2019 [Norman H. Anderson Research Award](#), Department of Psychology,
Stanford University (\$2000)
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 (3 years)
2017 [Earl R. Franklin Research Fellowship](#), Department of Psychology,
The University of Chicago (\$3000)
2016 [Student Leadership Recognition and Access Award](#), Student Government,
The University of Chicago (\$250)
2015, 2016, 2018 **Dean's List**, The University of Chicago (ineligible 2017)
2014 [University Merit Scholarship](#), The University of Chicago

PUBLICATIONS

- 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. ([abstract](#))

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.
- 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.

RESEARCH EXPERIENCE

- | | |
|-------------|---|
| Jul 2019 | Invited participant in Diverse Intelligences Summer Institute (DISI)
Organized by University of California, Los Angeles (UCLA)
Hosted by The University of St. Andrews
<ul style="list-style-type: none"> • 3 week immersion summer school in cognitive science with global participants, and catalyst for research collaboration. |
| Aug 2018 | Invited participant in Concepts in Action: Representation, Learning, and Application (CARLA) Summer School
Institute of Cognitive Science, University of Osnabrück |
| 2014–2018 | Research Assistant
Experience and Cognition Lab (PI: Dr. Daniel Casasanto), <i>The University of Chicago</i>
<ul style="list-style-type: none"> • 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. |
| Summer 2016 | Summer Research Intern
Laboratory for Developmental Studies (PI: Dr. Susan Carey), <i>Harvard University</i>
<ul style="list-style-type: none"> • 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. |
| Summer 2015 | Summer Research Intern
Cognition and Development Lab (PI: Dr. Frank Keil), <i>Yale University</i>
<ul style="list-style-type: none"> • 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. |

TEACHING

Stanford University
2020–present

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

- Autumn 2019
Winter 2020
Spring 2020 (online)
- 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

Stanford University

2019–present

Research Mentor

Mercedes Muñoz (Undergraduate, Boston University, summer 2020)

[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

2020

Reviewer

Psychological Science

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

- 2019–2020 Department of Psychology
Co-organizer, Developmental Area Brownbag talk series
- 2019–2020 Department of Psychology
Reviewer & Prospectives' Weekend Organizer,
Developmental Area Graduate Admissions Committee
- The University of Chicago*
2017–2018 Department of Psychology
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

- 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.