

# Marianna Zhang

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## EDUCATION

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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 • Autumn 2017: tutorials in Metaphor and Philosophy of Cognitive Science, St. Catherine's College, Oxford

## RESEARCH INTERESTS

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Primary:	Development of categories and concepts, language and social categories
Secondary:	Language and thought, identity over time, word learning, pragmatics, metaphor

## HONORS & AWARDS

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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	Dean's Distinguished University Fellowship, Ohio State University (3 years, declined)
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

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- 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

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- Zhang, M. Y.** & Markman, E. M. (2021). Let's talk structure: the positive consequences of structural representations. Poster to be presented at the Annual Conference of the Cognitive Science Society.
- Zhang, M. Y.** & Markman, E. M. (2021). Let's talk structure: the positive consequences of structural representations. Talk presented at Stanford University Department of Psychology Developmental Area Brownbag, virtual. ([pdf](#))
- 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    | Invited participant, <a href="#">Diverse Intelligences Summer Institute (DISI)</a><br>Organized by <i>University of California, Los Angeles (UCLA)</i> at <i>University of St Andrews</i><br>• 3-week immersion summer school in cognitive science with global participants, and catalyst for research collaboration.   |
| Aug 2018    | Invited participant, <a href="#">Concepts in Action: Representation, Learning, and Application (CARLA) Summer School</a><br>Institute of Cognitive Science, <i>University of Osnabrück</i>  |
| 2014–2018   | Research Assistant<br><a href="#">Experience and Cognition Lab</a> (PI: Dr. Daniel Casasanto), <i>The University of Chicago</i><br>• Found that mental imagery and language processing about others' actions involves simulation of others' bodily perspective in an embodied cognition fMRI study.<br>• Established that language processing about one's own actions involves simulation of one's own bodily experience in an embodied cognition tDCS study.<br>• 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<br><a href="#">Laboratory for Developmental Studies</a> (PI: Dr. Susan Carey), <i>Harvard University</i><br>• Investigated formal explanations and domain information as potential sources of information in how children and adults develop representations of natural kinds.<br>• Ran sessions of a cognitive science reading group.   |
| Summer 2015 | Summer Research Intern<br><a href="#">Cognition and Development Lab</a> (PI: Dr. Frank Keil), <i>Yale University</i><br>• 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.

## TEACHING

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*Stanford University*

2020–present

**Graduate Teaching Consultant**, Center for Teaching & Learning

Graduate Teaching Consultant Coordinator, Center for Teaching & Learning (2021–)

- Provide individualized teaching feedback to teaching assistants across the university.
- Design and teach workshops on student engagement, discussion sections, and inclusive pedagogy to teaching assistants and instructors.
- Evaluate graduate student needs using focus groups and surveys to craft a proposal for a university-wide graduate teaching certificate program.

Spring 2021 (online)

**Teaching Assistant for Psych 60 (Introduction to Developmental Psychology)**

Summer 2021 (online)

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

Autumn 2019

**Teaching Fellow for Psych One (Introduction to Psychology)**

Winter 2020

- Student evaluations of teaching effectiveness: 4.5/5 (autumn), 4.73/5 (winter), 4.78/5 (spring)

Spring 2020 (online)

- 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.
- Provided individualized teaching feedback to other teaching fellows.
- 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)

[CSLI Summer Internship](#) 2020 (co-mentor with Nicky Sullivan): How does language affect children's developing representations of race?

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

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, 2019–present)

[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, 2019–2020)

[CSLI Summer Internship](#) 2019: Recategorization and Behavioral Change

2018–2020

**Mentor**, [Women in STEM Mentoring Program](#)

2018–2020

**Penpal**, [Stanford Science Penpals](#)

- Exchanged letters 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 (esp. 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*

2019, 2020

**Reviewer (2019, 2020) & Interim Coordinator (2020)**

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

- Coordinated mentors and interns, and helped design intern welcome and program activities when an in-person internship shifted to remote.

2019–2020

**Member, Diversity Committee**, Department of Psychology

- 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.

2019–2020

**Reviewer & Prospectives' Weekend Organizer,**  
**Developmental Area Graduate Admissions Committee**

Department of Psychology

2019–2020

**Co-organizer, Developmental Area Brownbag talk series & Journal Club**

Department of Psychology

### *The University of Chicago*

2017–2018

**Chair, Student Advisory Board**, Cognitive Science Program

- Organized a group of undergraduates from psychology, philosophy, and linguistics to work with a faculty member to discuss creating a cognitive science program.

2016–2018

**Faculty Liaison & 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

**Quizbowl leadership**

*Hunter College High School, The University of Chicago, Stanford University,*

[Partnership for Academic Competition Excellence](#)

- Leading diversity & inclusion initiatives at the university and institutional/national levels in an academic competition community.
- Currently creating a directory of quizbowlers from underrepresented backgrounds to spotlight visibility, particularly for editing and leadership positions.
- Instituted financial aid programs at club programs, and a code of conduct for a national tournament. Wrote feature profiles of quizbowlers from underrepresented backgrounds.