

# Marianna Zhang

she/her

email [marianna.zhang@stanford.edu](mailto:marianna.zhang@stanford.edu)

website [mariannazhang.github.io](https://mariannazhang.github.io)

code [github.com/mariannazhang](https://github.com/mariannazhang)

## 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. • 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</b> , <a href="#">Stanford Graduate Fellowship in Science &amp; Engineering</a> , 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

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

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- 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  
• 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), *The University of Chicago*  
• 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), *Harvard University*  
• 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), *Yale University*  
• 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

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- 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

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### *Stanford University*

2019–present

- Research Mentor**, Department of Psychology
- 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

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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

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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.