

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. (pdf) • Advisers: Daniel Casasanto & Susan Goldin-Meadow • Autumn 2017: tutorials in Metaphor and Philosophy of Cognitive Science, St. Catherine's College, University of Oxford

RESEARCH INTERESTS

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

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

Chestnut, E. K., Zhang, M. Y. , & Markman, E. M. (2021). "Just as good": Learning gender stereotypes from attempts to counteract them. <i>Developmental Psychology</i> , 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 <i>Proceedings of the 38th Annual Conference of the Cognitive Science Society</i> (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)
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- 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, Diverse Intelligences Summer Institute (DISI)
Organized by <i>University of California, Los Angeles (UCLA)</i> at <i>University of St Andrews</i>
• 3-week immersion summer school in cognitive science with global participants, and catalyst for research collaboration. |
| Aug 2018 | Invited participant, Concepts in Action: Representation, Learning, and Application (CARLA) Summer School
Institute of Cognitive Science, <i>University of Osnabrück</i> |
| 2014–2018 | Research Assistant
Experience and Cognition Lab (PI: Dr. Daniel Casasanto), <i>The University of Chicago</i>
• 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 2016 | Summer Research Intern
Laboratory for Developmental Studies (PI: Dr. Susan Carey), <i>Harvard University</i>
• 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>
• 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
- Provide individualized teaching feedback to teaching assistants, and strategize with them to address teaching challenges.
 - Create materials and teach workshops on student engagement & inclusive pedagogy to teaching assistants and instructors.
- Autumn 2019 **Teaching Fellow for [Psychology One Program](#)**, Department of Psychology
- Winter 2020
- Spring 2020 (online)
- Led 2 sections of 12-18 students each quarter. Graded assignments and exams. Student evaluations of teaching effectiveness: 4.5/5 (autumn), 4.73/5 (winter), 4.78/5 (spring)
 - Developed lesson plans & an online teaching guide for sections during COVID-19.
 - Provided individualized teaching feedback to other teaching fellows.
 - 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, 2020–present)

[CSLI Summer Internship 2020](#) (co-mentor with Nicky Sullivan)

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

Psychology Honors Thesis, received [Stanford Undergraduate Research Major Grant](#):

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

[Psych-Summer Research Program 2019](#)

Psychology Honors Thesis, received [Stanford Undergraduate Research Major Grant](#): “Just as Good”: The Extrapolation of Individual Directional Statements to Group Stereotypes

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

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

[CSLI Summer Internship 2019](#)

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

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

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.