

Brenda W. Yang

Duke University
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Durham, North Carolina
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Education

Ph.D., Psychology & Neuroscience, Duke University anticipated 2021
Faculty advisor: Elizabeth J. Marsh
Master's committee: Felipe De Brigard, David C. Rubin, Mark R. Leary
Master's thesis: [Fiction as Autobiography](#)

Teaching Credential, Urban Education, Loyola Marymount University 2013

B.S., Neuroscience; *B.A.*, Interdisciplinary Studies, University of Southern California 2012
Thesis advisors: Michael A. Arbib, William R. Handley

Fellowships, Awards, and Honors

Competitive Graduate Research Award: Intelligence Mindsets Across Classrooms 2018
Preparing Future Faculty 2018
Competitive Summer Research Fellowship, Duke University 2018
Trainee Professional Development Award, Society for Neuroscience 2017
Richard Merritt Jr. Science Journalism Award, Duke University 2017
Graduate Research Fellowship, National Science Foundation 2015
James B. Duke Fellowship, Duke University 2015
Teaching Fellow, National Science Teacher Association 2013
Amgen Fellow, Teach for America 2012
Outstanding Student of the Year, University of Southern California Neuroscience Program 2012
Dornsife Scholar, University of Southern California College of Letters Arts and Sciences 2012
Brian Philip Rakusin Scholarship Award, University of Southern California Neuroscience Program 2011
Phi Beta Kappa, University of Southern California 2011
Research Fellowship, University of Southern California Provost's Office 2010
Summer Undergraduate Research Fellowship, University of Southern California 2009

Publications

Yang, B.W., Razo, J., & Persky, A.M. (in press). Testing as a Learning Tool. *American Journal of Pharmaceutical Education*. [Accepted draft](#).

Blondel, D.V., Rosenberg, J., Sansone, A., Godin, E.A., Yang, B.W., Jaglom-Kurtz, L.T., Linennbrink-Garcia, L., Schwartz-Bloom, R.D (in press). Development of an Online Experiment Platform for High School Biology. *Journal of Formative Design in Learning*.

Stanley, M.L., Henne, P. Yang, B.W. & De Brigard, F. (2019). Resistance to Position Change, Motivated Reasoning, and Polarization. *Political Behavior*.

Stanley, M.L., Yang, B.W., & Marsh, E.J. (2018). When the Unlikely Becomes Likely: Qualifying Language Does Not Influence Later Truth Judgments. *Journal of Applied Research in Memory and Cognition*.

- Stanley, M.L.*, Yang, B.W.*, & De Brigard, F. (2018). No Evidence for Unethical Amnesia for Imagined Actions: A Failed Replication and Extension. *Memory & Cognition*. [Preprint](#).
- Marsh, E.J., & Yang, B.W. (2018). Believing Things That Are Not True: A Cognitive Science Perspective on Misinformation. In B. G. Southwell, E. A. Thorson, & L. Sheble (Eds.), *Misinformation and Mass Audiences*. Austin: University of Texas Press. [PDF](#).
- Marsh E.J. & Yang, B.W. (2017). A Call to Think Broadly about Information Literacy. *Journal of Applied Research in Memory and Cognition*. DOI: [10.1016/j.jarmac.2017.09.012](#)
- Stanley, M.L., Dougherty, A., Yang, B.W., Henne, P., & De Brigard, F. (2017). Reasons Probably Wont Change Your Mind: The Role of Reasons in Revising Moral Decisions. *Journal of Experimental Psychology: General*. DOI: [10.1037/xge0000368](#)

Manuscripts in Preparation

- Yang, B.W., Deffler, S.A., & Marsh, E.J. (under review at *Journal of Experimental Psychology: General*). A Comparison of Memories of Fiction and Autobiographical Memories.
- Stanley, M.L.*, Yang, B.W.* & Marsh, E.J. (revise and resubmit at *Journal of Memory and Language*). Asymmetries in Belief Revision.
- Yang, B.W.*, Vargas Retrespo, C.* (*u*), & Marsh, E.J. (draft available). Deceptive Visualizations.
- Yang, B.W.*, Bejjani, C.*, & Hard, B.M. (in preparation). Measuring Intelligence Mindsets with Written Descriptions.
- De Brigard, F., Gessell, B., Yang, B.W., Stewart, G., Marsh, E.J. (draft available). Remembering possible times: Memory for details of episodic past, future, and counterfactual simulations.

*Indicates equal contribution. (*u*) Indicates undergraduate author.

Selected Talks and Presentations

- Yang, B.W. (2019). *Deceptive Graphs: Quantifying the Truncation Effect in Bar Graphs Exploring Interventions*. Talk presented at the Visualization Friday Forum. Durham, NC.
- Yang, B.W., Deffler, S.A. & Marsh, E.J. (2018). *Fiction As Autobiography: Phenomenological Characteristics of Memories of Fiction*. Poster presented at the Annual Meeting of the Psychonomic Society. New Orleans, LA.
- Yang, B.W.*, Bejjani, C.* (2018). *Developing An Implicit Measure of Intelligence Mindset*. Talk presented at the Duke University BRITE Ideas Talk Series. Durham, NC.
- Yang, B.W., Blondel, D.V., Rosenberg, J., Sansone, A., Linennbrink-Garcia, L., Schwarz-Bloom, R.D. (2017). *The Rex virtual experiment platform: Design, implementation, and effects on situational interest*. Poster presented at the Annual Meeting of the Society for Neuroscience. Washington, DC. [osf.io/h79te](#)
- Yang, B.W. & Marsh, E.J. (2016). *Investigating the Phenomenology of Fictional and Personal Memories*. Poster presented at the Annual Meeting of the Psychonomic Society. Boston, MA.
- Yang, B.W. (2016). *Discussion of Zeidman & Maguire (2017); Anterior hippocampus: the anatomy of perception, imagination, and episodic memory*. Talk presented at the Duke University Center for Cognitive Neuroscience Journal Club. Durham, NC.

Yang, B.W., Lee J-Y, & Arbib, M.A. (2010). *Eye Movements and the Unfolding of the SemRep Semantic Representation in Scene Description*. Poster presented at the Conceptual Structure, Discourse, and Language Conference (CSDL) and Embodied and Situated Language Processing Workshop (ESLP). La Jolla, CA.

Lee J-Y, Yang, B.W., & Arbib, M.A. (2010). *Eye Movements and the Temporal Unfolding of Scene Description*. Poster presented at the Neurobiology of Language Conference. San Diego, CA.

Selected Education & Teaching Experience

Course Coordinator, Duke University 2018 - 2019

Course: Introduction to Psychology

Supervisor: Bridgette Martin Hard

Summary: Coordinated two semesters of a large, introductory psychology course including: mentorship of undergraduate teaching fellows, developing summative assessments, and coordinating course and department assessments

Graduate Teaching Assistant, Duke University 2015 - 2017

Courses: Cognitive Psychology, Personality Psychology

Supervisors: Ruth Day, Mark Leary

Undergraduate Student Mentor, Duke University 2016 - present

Undergraduate Students: Jennifer Park, Camila Vargas (Jerome Bruner Award Winner), Ben Thier, Ceren Ebrem

Projects: The Impact of Internet Search Speed on Memory Metacognition, How Do Misleading Graphs Mislead?

Primary Instructor, PUC Community Charter Early College High School 2012 - 2015

Courses: Anatomy and Physiology, Biology

Results: Students scored 88% Proficient or Advanced on the 10th Grade Life-Science CST in the 2013 to 2014 school year, and 81% in 2012 to 2013. (CA state average 54%, 2014 to 2015 not reported.)

Teach for America Professional Learning Community Leader 2014 - 2015

Description: Designed and facilitated a series of workshops for first-year life science teachers

Topics: Setting Goals, Crafting Driving Questions for Student Inquiry, Discourse Strategies to Fuel Analysis and Engagement

Primary Instructor, John Hopkins Center for Talented Youth Summer 2015

Course: Cognitive Psychology

Summary: Designed and executed an intensive 3 week course to gifted youth. One highlight is a book of colloquially answered cognitive psychology/neuroscience "What if...?"s written and illustrated as a class. [PDF](#).

Primary Instructor, SPEAR Middle School Academy at University of California, Berkeley Summer 2014

Courses: Biology

Education & Teaching Presentations

Yang, B.W.*, Yust, P.* (June 2019). *Clinical Psychology Without Case Studies*. Talk to be presented at the Psychology One Conference. Durham, NC.

Yang, B.W. (2015). *Computers and Content: Can we teach digital literacy TOO?*. Workshop at the Partnerships to Uplift Communities (PUC) Community of Practice Professional Development Day. Los Angeles, CA.

Yang, B.W. (2014). *Capitalizing on cloud tech to support student achievement*. Workshop at the PUC Community of Practice Professional Development Day. Los Angeles, CA.

Service

Entering Mentoring Facilitator, Duke Institute for Brain Sciences	2019
Reviewer for Internal Grants, Duke P&N	2018 - present
Co-Founder, Duke P&N Graduate Mentoring Exchange	2017 - present
Peer Mentor, Duke P&N	2018
Organizer, R Workshop for Psychologists and Neuroscientists	2017
Mentor, Women in Science and Engineering	2017
Planning Committee Co-Chair, Psychology and Neuroscience First Year Festival	2016
Chair, University of Southern California Center for Excellence in Teaching	2012
Undergraduate Representative, University of California Neuroscience Executive Committee	2012

Outreach

Blog post on The Novice Professor blog. Yang, B.W. (2019). [Creating community-based accountability with a Daily Writing Challenge](#).

Freelance science writer for the Federation of Associations in Behavioral and Brain Sciences or [FABBS](#). (2019).

Blog post for the Duke Libraries. Yang, B.W. (2019). [Find your haven at Oasis Perkins](#).

Duke Libraries focus groups study and report. Chapman, Joyce; Daly, Emily; Daniel, Linda; Hartsell-Gundy, Arianne; Wofford, Brittany; Yang, Brenda. (2018). [Understanding the experiences and needs of first-generation students at Duke](#). Blog post.

Publication on the Scientific American Guest Blog. Yang, B.W. (2016). [Are Our Scientific Heroes Too Heroic?](#)

Publication on the Duke Professional Development Blog. Yang, B.W. (2016). [How to Take Your Teaching Skills Anywhere](#).

Science Education Intern, Duke Science Education	2015 - 2018
<i>Supervisors:</i> Rochelle Schwarz-Bloom, Dimitri Blondel	

Founding President, Interaxon	2013 - 2012
<i>Description:</i> Launched USC Interaxon , an outreach organization sharing neuroscience lessons with K to 12 students in South LA	

Professional Affiliations

Association for Psychological Science (APS), Society for Applied Research in Memory and Cognition (SAR-MAC), Psychonomic Society

updated May 9, 2019