

Yuan Meng

University of California, Berkeley
Department of Psychology
Tolman Hall 1228
Berkeley, CA 94720

Phone: (626) 675-4914
Email: yuan_meng@berkeley.edu
Homepage: <https://yuanmeng.blog>
GitHub: <https://github.com/Yuan-Meng>

Education

Ph.D., Psychology, **University of California, Berkeley**, 2016–Present, advised by Professor Fei Xu

B.Sc., Psychology, **Beijing Normal University**, Beijing, China, 2012–2016

Awards

Conference Travel Grant, \$1500, Graduate Division, University of California, Berkeley, 2017

Berkeley Fellowship for Graduate Study (*awarded to top incoming graduate students*), University of California, Berkeley, 2016–2018

Outstanding Senior Thesis (*top 3%*), Beijing Normal University, 2016

First-Class Scholarship (*top 10%*), Beijing Normal University, 2014, 2015

National Scholarship (*top 1%, most prestigious scholarship for Chinese undergraduates*), Ministry of Education, China, 2014

Second-Class Scholarship (*top 20%*), Beijing Normal University, 2013

Publications

- 2 Meng, Y., Bramley, N. R., & Xu, F. (2018). Children's causal interventions combine discrimination and confirmation. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*.
- 1 Meng, Y., Griffiths, T. L., & Xu, F. (2017). Inferring intentional agents from violation of randomness. *Proceedings of the 39th Annual Conference of the Cognitive Science Society*.

Talks

- 3 *Children's causal interventions combine discrimination and confirmation*. The Annual Conference of the Cognitive Science Society, Madison, Wisconsin, July 2018.
- 2 *Children's causal interventions combine discrimination and confirmation*. Developmental Colloquium, Department of Psychology, UC Berkeley, Spring 2018.
- 1 *How does thinking inform doing? The effect of explaining on causal intervention*. Developmental Colloquium, Department of Psychology, UC Berkeley, Spring 2017.

Posters

- 2 **Meng, Y., & Xu, F. (2017).** Children's causal intervention strategy is a combination of discrimination and confirmation. Poster presented at the CDS preconference workshop on *Question-Asking in Childhood: Development, Continuity, and Constraints*, Oregon, USA, October 12.
- 1 **Meng, Y., Griffiths, T. L., & Xu, F. (2017).** Inferring intentional agents from violation of randomness. Poster presented at *the 39th Annual Meeting of the Cognitive Science Society*, London, UK, July 26–29.

Research Experience

Berkeley Early Learning Lab, UC Berkeley, Fei Xu, PhD student, Fall 2016–Present.

Infant and Children Lab, Beijing Normal University, Qingfen Hu, Research Assistant, Winter 2013–Spring 2016, Thesis Student, Fall 2015–Spring 2016.

Psycholinguistics Laboratory, Beijing Normal University, Baoguo Chen, Research Assistant, Fall 2013.

Teaching Experience

Classical Studies in Psychology, Teaching Assistant, Spring–Fall 2016, Beijing Normal University

Mentorship

Summer Interns

Alicia Zeng, Vanderbilt University, 2017

Angela Chen, Boston University, 2017

Caroline Wheeler, Carleton College, 2017

Research Assistants

Katherine Zeng, UC Berkeley, Spring 2017–Fall 2017

Anqi Li, UC Berkeley, Spring 2017–Present

Shaili Davuluru, UC Berkeley, Spring 2017–Present

Celia Diffely, UC Berkeley, Spring 2017–Present

Terry Yau, UC Berkeley, Spring 2018–Present

Skills

Modeling/Data Analysis: R, JAGS, SPSS

Experimentation: Amazon Mechanical Turk, Qualtrics, jHab, EPrime

Document Preparation: L^AT_EX, Markdown/R Markdown

Languages: Mandarin (native), English (fluent)

Last updated: April 14, 2018