

Chen Cheng

Department of Psychology, University of Massachusetts Boston, 100 Morrissey Blvd., Boston, MA 02125

Chen.Cheng001@umb.edu, (617)-230-0780

EDUCATION

University of Massachusetts Boston, Boston, MA PhD. Developmental and Brain Sciences; Advisor: Dr. Erik Blaser	2014/09 - present
East China Normal University, Shanghai, China M.A., Developmental Psychology; Advisor: Dr. Biao Sang Thesis title: Emotion and emotion regulation in middle school and high school adolescents – a developmental study	2012/09 – 2014/06
Zhejiang University, Hangzhou, China B.S., Psychology, Honors Program; B.A., Finance Thesis title: Development of ‘hot’ executive function in adolescents	2008/02 – 2012/06
University of California, Los Angeles, LA, CA Student Exchange Program	2009/08 – 2009/09

AWARDS/GRANTS

Awarded by University of Massachusetts Boston Graduate Assistantship First Year Fellowship, University of Massachusetts Boston Professional Development Grant	2014 – present 2014 – 2015 2016/05
Awarded by East China Normal University National Prize Scholarship for Graduate Student	2013/10
Awarded by Zhejiang University National Prize Scholarship for Undergraduate Student	2009/10

RESERACH EXPERIENCE

Project Investigator, Social Cognitive Development Lab, East China Normal University 2013/03- 2014/08
Designed research on subliminal processing of facial emotional expression in children with ASD
Programmed using E-prime, adopted affective priming paradigm, standardized human facial expression pictures
Assisted in conducting experiments on emotional regulation research using ERP

Research Assistant, Child Development Center, Zhejiang University 2010/10- 2011/09
Assisted projects on relationship of children’s temperament with executive function and social behaviors
Conducted experiments on development of number understanding and number estimation in 3- to 5-year old children

PUBLICATIONS

- Deng, X., Ding, X., **Cheng, C.**, & Chou, H. M. (2016). Feeling Happy and Sad at the Same Time? Subcultural Differences in Experiencing Mixed Emotions between Han Chinese and Mongolian Chinese. *Frontiers in psychology*, 7.
- Song, Y., Hakoda, Y., Sanefuji, W., & **Cheng, C.** (2015). Can They See It? The Functional Field of View Is Narrower in Individuals with Autism Spectrum Disorder. *PLoS one*, 10(7), e0133237.
- Ding, X., Coplan, R. J., Sang, B., Liu, J., Pan, T., & **Cheng, C.** (2015). Young Chinese children's beliefs about the implications of subtypes of social withdrawal: A first look at social avoidance. *British Journal of Developmental Psychology*. DOI: 10.1111/bjdp.12081
- Ding, X., Coplan, R. J., Sang, B., Liu, J., Pan, T., & **Cheng, C.** (2015). Starting small: Revisiting young children's perceptions of social withdrawal in China. *British Journal of Developmental Psychology*, 33(2), 183-186.
- Ding, X., Zhang T., Deng X., Sang B., Fang L., & **Cheng C.** (2015). "Alone but not lonely" or "alone and also lonely": Cultural differences on relations between unsociability and adjustment functioning. *Advances in Psychological Science* (Chinese Version) 23(3), 439-447
- Cheng, C.**, Hu J. W., & Sang B. (2013). Cognitive neuroscience studies on adolescence risk-taking and its implications to educational practice. *Journal of East China Normal University (education & science)* (Chinese Version) 31(2), 56-62

CONFERENCE PUBLICATIONS

- Cheng C.**, Kaldy Z., Dhungana S., & Blaser E. (2017, April). Using Object History to Predict Future Behavior: Are Young Infants Essentialists? Poster to be presented at the *Biennial Meeting of the Society for Research in Child Development*, Austin, Texas
- Cheng C.**, Kaldy Z., & Blaser E. (2016, May). Development of Visual Working Memory in 13- to 16-month olds in an anticipatory looking task. Poster presented at the *International Conference on Infant Studies*, New Orleans, LA
- Cheng C.**, Kaldy Z., & Blaser E. (2016, May). Accounting for cognitive effort in a visual working memory task in 13- and 15-month old infants. Poster presented at the *Annual Meeting of Vision Science Society*, St. Pete Beach, Florida.
- Hong F., Doan S., Sang B., **Cheng C.**, Ku Y. X. (2014, July). Are Contextual Effects on Facial Recognition Altered by Participants' Mood? A Cross Culture Study. Poster presented at the *International Society for the Study of Behavioral Development*, Shanghai, China.

TEACHING & TRAINING EXPERIENCE

University of Massachusetts Boston

Graduate Teaching Program	Ongoing
Teaching assistant, Perception (Psych 255) Instructor: Dr. Erik Blaser	2014/9 – 2016/5
Teaching assistant, Infancy and Childhood Development (Psych 241) Instructor: Dr. Zsuzsa Kaldy	2015/9 – 2015/12

PROFESSIONAL SERVICES

Undergraduate Mentor, Psychology Connections Committee	2014/9 - 2016/5
Advisor & Proctor for undergraduate students/classes	2016/9 – 2016/12

Website designer and developer, University of Massachusetts Boston Human Vision Lab website 2015/9 - present

Skills

Languages: Mandarin Chinese (Native)/ English (Fluent)/ Japanese (Basic)

Programming: E-Prime, Matlab, Visual Basic, Psyscope;

Statistical software: SPSS; R; Matlab; Graph Pad; Excel

Technique: Eye tracking (Engineering assistant in Tobii Technology, Shanghai, China, 2013/9 – 2013/12)

Certified Senior Counselor by Department of Training and Employment, Ministry of Labor and Social Security, China