

Lucía Magis-Weinberg, M.D., Ph.D.

Postdoctoral Research Fellow | University of California, Berkeley
l.magisweinberg@berkeley.edu | www.luciamagisweinberg.com

EDUCATION

- 2013 - 2017 Ph.D., Experimental Psychology (Developmental)
Department of Experimental Psychology
University College London
- 2012 – 2013 M.Sc., Cognitive Neuroscience
Institute of Cognitive Neuroscience
University College London
- 2011 – 2012 Specialization, Applied Statistics
Institute of Applied Mathematics and Systems
National Autonomous University of México
- 2005 – 2012 M.D. (*Summa cum laude*)
School of Medicine
National Autonomous University of México
-

RESEARCH EXPERIENCE

- 2018 – present Postdoctoral research fellow, Institute of Human Development, UC Berkeley
Mentor: Dr. Ronald E. Dahl
Project: *Digital technology use and wellbeing in children and adolescents in Latin America*
- 2013 – 2017 Ph.D. student, Department of Experimental Psychology, University College London
Supervisors: Dr. Iroise Dumontheil and Dr. Ruud Custers
Dissertation: *Cognitive control development in adolescence*
- 2016 Visiting graduate student, Helen Wills Neuroscience Institute, UC Berkeley
Supervisors: Dr. Carter Wendelken, Dr. Sue Whitfield-Gabrieli, and Dr. Silvia Bunge
Project: *Structural and functional connectivity of the anterior salience and executive control networks in childhood and adolescence*
- 2012 – 2013 M.Sc. student, Institute of Cognitive Neuroscience, University College London
Supervisors: Dr. Lisa Knoll and Prof. Sarah-Jayne Blakemore
Dissertation: *Social influence in risk perception in adolescence*
- 2010 Summer research intern, Department of Neurology, University of Pennsylvania
Supervisor: Dr. Geoffrey Aguirre
Project: *de Bruijn cycles for neural decoding*
-

RESEARCH FUNDING

- 2019 Co-I: Bezos Family Foundation grant for *Growing up amidst technological change*, Postdoctoral project lead, \$464,000
- 2018 Co-PI: Jacobs Foundation grant for *Science of Learning: Understanding the motivation-performance cycle*, \$110,000
- 2018 PI: UC Consortium on the Developmental Science of Adolescence seed grant for *Transitions*, \$9,600
- 2018 Co-I: Anonymous donor grant for *Transitions: A developmentally informed and culturally relevant intervention on technology use in young adolescents in Perú*, Postdoctoral project lead, \$500,000
- 2017 Co-PI: UCL Grand Challenges sponsorship for *Multidisciplinary Workshop on Social Integration of Young People*, \$1,300

AWARDS

2019	ABCD Workshop Travel Award, \$400
2016	Bogue Visiting Scholar Fellowship, \$3,900
2016	Flux Society Travel Award, \$1,000
2014	UCL Graduate School Conference Travel Award, \$250
2014	UCL Travel Grant, Human Factors in Science Symposium, \$130
2014	UCL Cheltenham Festival Travel Award, \$650
2011	Berlin School of Mind and Brain Travel Award, \$2,600
2010	University of Pennsylvania Summer Program in Computational Neuroscience, \$5,000

SCHOLARSHIPS

2013 – 2017	CONACYT Studentship for Ph.D. Program, \$113,000
2017	Guarantors of Brain, Travel Award, \$1,300
2012 – 2013	CONACYT Studentship for MSc Program, \$32,000
2012 – 2013	UCL-Santander Master's Scholarship, \$6,500
2012 – 2013	UCL Global Excellence Postgraduate Scholarship, \$6,500

PUBLICATIONS

*authors contributed equally, student mentee

Magis-Weinberg, L., Custers, R. & Dumontheil, I. (2020). Sustained and transient processes in event-based prospective memory in adolescence and adulthood. *Journal of Cognitive Neuroscience*. (32):10, 1924-1945. doi:10.1162/jocn_a_01604

- Open data: <https://neurovault.org/collections/6073/>

Magis-Weinberg, L. & **Berger E.** (2020). Mind Games: Technology and the Developing Teenage Brain. *Frontiers for Young Minds*. 8:76. doi: 10.3389/frym.2020.00076

Magis-Weinberg, L., Custers, R. & Dumontheil, I. (2019). Rewards enhance proactive and reactive control in adolescence and adulthood. *Social Cognitive and Affective Neuroscience*. Nov,14(11):1219-1232. doi: 10.1093/scan/nsz093

- Open data: <https://neurovault.org/collections/4686/>

Magis-Weinberg, L., Blakemore, S-J. & Dumontheil, I. (2017). Social and non-social relational reasoning during adolescence. *Journal of Cognitive Neuroscience*. Oct;29(10):1739-1754. doi: 10.1162/jocn_a_01153

Knoll, L.J., **Magis-Weinberg, L.**, Speekenbrink, M. & Blakemore, S-J. (2015). Social influence of risk perception during adolescence. *Psychological Science*, 25, 583-592. doi: 10.1177/0956797615569578

Hardwicke, T. E., Jameel, L., Jones, M., Walczak, E. J., & **Magis-Weinberg, L.** (2014). Only Human: Scientists, Systems, and Suspect Statistics. *Opticon1826*, 0(16), Art. 25.

Aguirre, G., Mattar, M., & **Magis-Weinberg, L.** (2011). de Bruijn cycles for neural decoding. *Neuroimage*, 56(3): 1293–1300. doi:10.1016/j.neuroimage.2011.02.005

SUBMITTED PROJECTS

Magis-Weinberg, L., Ballonoff-Suleiman, A., & Dahl, R. (*submitted*). Context, technology digital media and development: implications for early adolescence in LMICS.

Magis-Weinberg, L. (*invited submission, Journal of Children and Media*). Digital citizenship under lockdown: Promoting healthy use of technology for adolescents growing up in Peru during COVID-19.

Cheng, T., **Magis-Weinberg, L.**, Guazzelli Williamson, V., Ladouceur, C.D., Whittle, S., Herting, M., Uban, K., Byrne, M.L., Barendse, M.E.A., Shirtcliff, E.A., & Pfeifer, J.H. (*submitted*). A researcher's guide to the measurement and modeling of puberty in the ABCD Study® at baseline.

- Preprint: <https://psyarxiv.com/4fv3k>

Vu, T., **Magis-Weinberg, L.**, Jansen, B., van Atteveldt, N., Janssen, T., Lee, N., van der Maas, H., Raijmakers, M., Sachistal, M., Meeter, M. (*submitted*) Motivation-achievement cycles in learning: A literature review and research agenda.

Vu, T., Meeter, M., Hofman, A., Jansen, B., **Magis-Weinberg, L.**, & van Atteveldt, N. (*submitted Registered Report*). Motivation-achievement cycle in learning: a longitudinal within-task dynamics.

PROJECTS IN PROCESS

*authors contributed equally, student mentee

Magis-Weinberg, L., Guazelli Williamson, V., **Berger, E.**, Barendse, M., Pfeifer, J., & Dahl, R. (preregistered in the Open Science Framework, <https://osf.io/c8n65/>). Socio-ecological resilience moderates the change in depressive and anxious symptoms during the early weeks of the COVID-19 quarantine among Peruvian adolescents. (LOI under review at *Child Development*)

Barendse, M. & CAPE collaboration. Longitudinal change in mental health of adolescents during the COVID-19 pandemic: a collaborative analysis of 12 samples. (LOI under review at *Child Development*)

Magis-Weinberg, L., **Gys, C.**, **Berger, E.**, Domoff, S., & Dahl, R. (preregistered in the Open Science Framework, <https://osf.io/aegux/>). Online social experiences and loneliness for adolescents during social isolation in response to COVID-19.

McNeilly E.*, Saragosa-Harris, N.*, Mills, K., Dahl, R., & **Magis-Weinberg, L.** (preregistered in the Open Science Framework, <https://osf.io/7u3jt/>). Reward processes during early stages of pubertal development and the association with internalizing symptoms in 9- and 10-year olds in the ABCD Study.

Magis-Weinberg, L., **Berger, E.**, Manago, A., & Dahl, R. (preregistered in the Open Science Framework, <https://osf.io/9hmtu/>). Screen-based Activities and Psychosocial Wellbeing of Youth in the Transition into Secondary School in Perú

ACADEMIC CONFERENCE PRESENTATIONS

*authors contributed equally, student mentee

McNeilly E*., Saragosa-Harris, N*., Mills, K., Dahl, R., & **Magis-Weinberg, L.** (September 2020). Reward processes during early stages of pubertal development and the association with internalizing symptoms in 9- and 10-year olds in the ABCD Study. VIII Flux Congress, Virtual (Poster presentation)

Magis-Weinberg, L., **Berger, E.**, Manago, A., & Dahl, R. (March 2020 – Postponed due to COVID19). Technology-based social comparison and feedback seeking are associated with lower wellbeing among Peruvian and Mexican young adolescents. 2020 Biennial Meeting of the Society for Research on Adolescence, San Diego, USA (Symposium presentation)

Magis, Weinberg, L., Duell, N., Pfeifer, J. (September 2019). VII Flux Preconference Workshop. Beyond the lab: translating developmental neuroscience (Co-Chair)

Magis-Weinberg, L., **Berger, E.**, Manago, A., & Dahl, R. (September 2019). How can developmental cognitive neuroscience inform school-based interventions to foster healthy digital habits in very young adolescents? VII Flux Congress, New York, USA (Symposium presentation)

Magis-Weinberg, L. (July 2019). Healthy use of technology in adolescence. III Workshop on Developmental Paediatrics, Children's Hospital, México City, México (Invited keynote speaker)

Magis Weinberg, L., Custers, R., Dumontheil, I. (March 2019). Proactive and Reactive Processes in Cognitive Control in Adolescence. Society for Research in Child Development. Baltimore, MD. (Oral presentation)

Magis-Weinberg, L. (November 2018). Considering adolescents in primary care. I University Congress on Family Medicine. UNAM, México City, México. (Invited keynote speaker)

Magis Weinberg, L., Van den Bos, W., Dahl, R. (September 2018). The impact of age and puberty on impulse control and reward sensitivity in early adolescence in the ABCD study. VI Flux Congress, Berlin, Germany. (Poster presentation)

Magis Weinberg, L., Custers, R., Dumontheil, I. (September 2017). Prospective memory in adolescence and adulthood. V Flux Congress, Portland, OR. (Poster presentation)

Magis Weinberg, L., Custers, R., Dumontheil, I. (April 2017). Enhancement of cognitive control in adolescence and adulthood. Society for Research in Child Development. Austin, TX. (Oral presentation)

Magis Weinberg, L., Custers, R., Dumontheil, I. (September 2016). Enhancement of cognitive control in adolescence and adulthood. IV Flux Congress. St Louis, MO. (Poster presentation)

Magis Weinberg, L., Blakemore, S-J., Dumontheil, I. (September 2015). Social and non-social reasoning in adolescence and adulthood. III Flux Congress. Leiden, The Netherlands. (Poster presentation)

TEACHING EXPERIENCE

2020	Invited lecturer <i>Clinical Research Methods</i> (Graduate seminar) Department of Psychology Central Michigan University
2017	Undergraduate/ postgraduate lecturer <i>Social Cognition</i> (BSc + MSc, Advanced social psychology course) Department of Experimental Psychology University College London
2014 – 2016	Postgraduate teaching assistant Research and Quantitative Methods in Psychology (BSc) Department of Experimental Psychology University College London

MENTORSHIP

Graduate level

2020 – present	Estelle Berger (Clinical Psychology Ph.D., UO – former lab manager at UCB)
2020 – present	Alexa Zimbalist (Epidemiology MSc, UCB)
2020 – present	Victoria Guazzeli Williamson (Clinical Psychology Ph.D., U.O.)
2019 – present	Elizabeth McNeilly (Clinical Psychology Ph.D., U.O.)
2019 – present	Natalie Saragosa-Harris (Developmental Psychology Ph.D., UCLA)
2018 – present	Stefanny Ibarra Castillo (Linguistics MSc, PUCP)

Postbaccalaureate level

2018 – 2020	Estelle Berger (Psychology, UCB)
2019 – present	Christopher Gys (Psychology, UCB)

Undergraduate level

2018 – present	Daniela Muñoz López (Psychology, UCB),
2018 – present	Karina Velasco (Integrative Biology, UCB)
2018 – present	Sonia Domínguez (Linguistics, UCSC)
2018 – present	Marcela Damonte (Linguistics, PUCP)
2018 – present	Camila Quispe Martijena (Psychology, PUCP)
2018	Data science workshop leader, Science Club Mexico
2016 – 2017	Sara Tofiq (Psychology, UCL)

High-school level

2018 – present Mentor for Women in STEM, Future Leaders, US-Mexico Foundation (2 students)
2013 – 2017 Secondary school tutor, Brilliant Club (over 200 students)
2014 – 2015 Supervisor of A levels students for in2ScienceUK (2 students)

AD-HOC REVIEWER

Scientific Reports PlosOne
Developmental Science Journal of Adolescent Health
Psychological Science Perspectives on Psychological Science

MEMBERSHIPS AND PROFESSIONAL SERVICE

2020 – SRA Inclusion, Equity and Social Justice committee member
2020 – SRA International committee member
2018 – present CONACYT National System of Researchers (SNI), first level
2018 – present Society for Research in Adolescence (SRA)
2016 – present Society for Research in Childhood Development (SRCD)
2013 – present Developmental Cognitive Neuroscience (Flux)
2013 – present Society for Affective Neuroscience (SANS)

OUTREACH AND PUBLIC ENGAGEMENT

2015 – present Executive Editor and Co-founder, NeuroMexico.org, one of the leading sites of science communication in Latin America
2018 Scientist at the Science of Learning Zone
Wellcome Trust Neuroscience and Education team
2017 Co-organizer of UCL Grand Challenges Multidisciplinary Workshop on Social Integration of Young People, June 27, 2017.
2015 – 2017 Co-organizer of Cognitive Research Issues At University College London (CRITUCL): A peer-led, postgraduate discussion group
2017 Young Driver Focus conference 2017
Talk: “Inside the teenage brain”
2015 Co-organizer of *Is Science Broken?* Press coverage in Nature News: <http://goo.gl/zv4y36>
Experimental Psychology, University College London

TECHNICAL EXPERTISE

International projects: Design and evaluation of large-scale field projects in schools
Coordination of local and remote in-country teams
Project management and execution
Professional development and training of research partners
Cross-cultural research experience
Data acquisition: Recruitment and testing of developing populations
Neuropsychological testing
Questionnaires and experimental tasks
Brain Imaging: Data acquisition, Processing and Analysis
1.5 Tesla MRI scanning
Task-based and resting state fMRI and connectivity analyses
Software: R Statistics (cross-sectional and longitudinal modelling)
Matlab, SPM, CONN Toolbox, FSL
Cogent and E-prime

LANGUAGES

Spanish (native)
English (bilingual)