

Lucía Magis-Weinberg, M.D., Ph.D.

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Current position: Postdoctoral Research Fellow
Institute of Human Development
University of California, Berkeley

Incoming position: Assistant Professor in Developmental Psychology
Department of Psychology
University of Washington (January 2022)

EDUCATION

2013 - 2017 Ph.D., Developmental Psychology
Department of Experimental Psychology
University College London

2012 – 2013 M.Sc., Cognitive Neuroscience (Developmental)
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 well-being 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 <i>Transitions</i> , \$9,600
2018	Co-I: Anonymous donor grant for <i>Transitions: A developmentally informed and culturally relevant intervention on technology use in young adolescents in Perú</i> , Postdoctoral project lead, \$500,000
2017	Co-PI: UCL Grand Challenges sponsorship for <i>Multidisciplinary Workshop on Social Integration of Young People</i> , \$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

12. **Magis-Weinberg, L., Gys, C., Berger, E., Domoff, S., & Dahl, R.** (in press). Positive and Negative Online Experiences and Loneliness in Peruvian Adolescents During The COVID-19 Lockdown. *Journal of Research in Adolescence*. Special issue on

11. **Magis-Weinberg, L., Suleiman A.B., & Dahl, R.**, (2021). Context, development and digital media: implications for very young adolescents in LMICs. *Frontiers in Psychology*. Special issue on Digital Media and Social Connection in the Lives of Children, Adolescents and Families. 12:632713. doi: 10.3389/fpsyg.2021.632713

10. 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. (2021) A researcher's guide to the measurement and modeling of puberty in the ABCD Study® at baseline. *Frontiers in Endocrinology*. 12:608575. doi: 10.3389/fendo.2021.608575

9. Vu, T. V., **Magis-Weinberg, L.**, Jansen, B. R. J., van Atteveldt, N., Janssen, T., Lee, N., van der Maas, H. L. J., Raijmakers, M. E. J., Sachisthal, M., & Meeter, M. (2021). Motivation-achievement cycles in learning: A literature review and research agenda. *Education Psychology Review*.

8. **Magis-Weinberg, L.** (2021) Digital citizenship under lockdown: promoting the healthy use of technology for adolescents growing-up in Perú during COVID-19. *Journal of Children and Media*. 15:1, 77-80, doi: 10.1080/17482798.2020.1858910

7. **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/>

6. **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
 - Appears in Peters, S., van Atteveldt, N., Massonié, J., Vogel, S. E., eds. (2020). *Everything You and Your Teachers Need to Know About the Learning Brain*. Lausanne: Frontiers Media SA. doi: 10.3389/978-2-88966-026-1
 5. **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/>
 4. **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
 3. 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
 2. Hardwicke, T. E., Jameel, L., Jones, M., Walczak, E. J., & **Magis-Weinberg, L.** (2014). Only Human: Scientists, Systems, and Suspect Statistics. *Opticon*1826, 0(16), Art. 25.
 1. 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
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PROJECTS UNDER REVIEW

*authors contributed equally, student mentee

5. **Guazelli Williamson, V.**, **Berger, E.**, Barendse, M., Pfeifer, J., Dahl, R., & **Magis-Weinberg, L.** (under review) Personal and caregiver resilience relate to lower internalizing symptoms among adolescents during the strictest period of COVID19 lockdown in Perú.
 - Pre-registration: <https://osf.io/c8n65/>
 4. **Magis-Weinberg, L.**, Domoff, S., Muñoz Lopez, D. E., Berger, E., Zimbalist, A., & Dahl, R. (2021, July 19). Problematic Media Use and Symptoms of Anxiety and Depression During the Pandemic: An Investigation among Peruvian Adolescents in low- and middle-income Settings.
 - Preprint: psyarxiv.com/yf7ac
 3. **Magis-Weinberg, L.**, Berger, E., Gys, C., & Dahl, R. (2021, February 15). Study Protocol: Transitions, a school-based intervention to promote digital citizenship in low- and middle-income secondary school students in Perú. doi.org/10.31219/osf.io/gzc82
 - Preprint: <https://osf.io/gzc82/>
 2. Barendse, M., Flannery, J. E., Cavanagh, C., Aristizabal, M., Becker, S. P., Berger, E., ... **Magis-Weinberg, L.**, ... Pfeifer, J. H. (under review). Longitudinal change in adolescent depression and anxiety symptoms from before to during the COVID-19 pandemic: An international collaborative of 12 samples.
 - Preprint: <https://psyarxiv.com/hn7us/>
 1. 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.
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PROJECTS IN PROCESS

*authors contributed equally, student mentee

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

Magis-Weinberg, L., Domoff, S., Berger, E.L., Zimbalist, A., Dahl, R. (April 2021). Problematic Media use During the Pandemic: An Investigation among Peruvian Youth. Panel: Children's Problematic Media Use and Mental Health Concerns During the COVID-19 Pandemic. 2021 Biennial Meeting of the Society for Research in Child Development. (Symposium presentation).

Magis-Weinberg, L., Gys, C., Berger, E., Domoff, S., & Dahl, R. (April 2021). Online Social Experiences and Loneliness for Peruvian Adolescents During Social Isolation in Response to COVID-19. Panel. Longitudinal Peer and Family Relationships Impact on Adolescent Mood During COVID-19. 2021 Biennial Meeting of the Society for Research in Child Development. (Symposium presentation).

Berger, E., Pfeifer, J., Dahl, R. & Magis-Weinberg, L. (April 2021). Association of online and offline autonomy and competence with internalizing symptoms among adolescents during the COVID-19 lockdown in Perú

Panel: Technology, Media & Child Development. 2021 Biennial Meeting of the Society for Research in Child Development. (Poster presentation).

Guazzelli Williamson, V., Berger, E., Barendse, M., Pfeiffer, J., Dahl, R., & **Magis-Weinberg, L.** (April 2021). Socio-ecological resilience moderates the change in depressive and anxious symptoms during the early weeks of the COVID-19 quarantine among Peruvian adolescents. **Panel:** Solicited Content: Global South. 2021 Biennial Meeting of the Society for Research in Child Development. (Poster presentation).

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)

INVITED TALKS

June 2021

Centre for Brain and Cognitive Development
Birkbeck, University of London
Bridging research and practice: promoting social connection among Latin American adolescents through digital media

March 2021

Department of Psychology
University of Washington
Early Adolescence: A Window of Opportunity for Building Social Worlds, Online and Offline

TEACHING EXPERIENCE

2020

Invited lecturer
Capstone Course on Adolescent Development (Undergraduate seminar)
Department of Psychology
Temple University

2020

Invited lecturer
Clinical Research Methods (Graduate seminar)
Department of Psychology
Central Michigan University

2017

Undergraduate/ postgraduate lecturer
Social Cognition (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

Elizabeth Sherwin (Epidemiology MPH, UCB)

2020 – present

Victoria Guazzeli Williamson (Clinical Psychology Ph.D., U.O.)

2020

Alexa Zimbalist (Epidemiology MPH, UCB)

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	Perspectives on Psychological Science
Developmental Science	Journal of Medical Internet Research
Psychological Science	Frontiers in Psychology
PlosOne	Journal of Adolescence
Journal of Adolescent Health	Human Behavior and Emerging Tech

MEMBERSHIPS AND PROFESSIONAL SERVICE

2020 – SRA COVID-19 Task Force
2020 – SRA International committee member
2020 SRA Inclusion, Equity and Social Justice 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, implementation, 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

Brain Imaging: Neuropsychological testing
Questionnaires and experimental tasks
Data acquisition, Processing and Analysis
1.5 Tesla MRI scanning

Software: Task-based and resting state fMRI and connectivity analyses
R Statistics (cross-sectional and longitudinal modelling)
Matlab, SPM, CONN Toolbox, FSL
Cogent and E-prime

LANGUAGES

Spanish (native)
English (bilingual)