

BEN MORRIS

PhD Student | University of Chicago | Psychology
benmorris@uchicago.edu

Education

- PhD* **University of Chicago**, Psychology 2024
Advisors: Alex Shaw (University of Chicago) (*anticipated*)
 Daniel Yurovsky (Carnegie Mellon University)
- MPhil* **University of Cambridge**, King's College, Developmental Psychology 2016
Advisor: Claire Hughes
Thesis: "Learning to Think about Thinking: Long-term Correlates of Theory of Mind through Middle Childhood"
- BA* **Reed College**, Psychology 2015
Advisor: Jennifer Henderlong Corpus
Thesis: "Preschool Children's Learning and Motivation in Game-Based Contexts"

Honors & Awards

- 2023 Norman H. Anderson Conference Travel Grant, University of Chicago
2022 Norman H. Anderson Conference Travel Grant, University of Chicago
2021 Norman H. Anderson Research Grant, University of Chicago
2019 Norman H. Anderson Conference Travel Grant, University of Chicago
2016 Academic Distinction, University of Cambridge
2015-2016 Sperling Studentship, University of Cambridge
2015 Phi Beta Kappa, Reed College
2015 Opportunity Grant, Reed College
2015 Initiative Grant in Undergraduate Research, Reed College
2011-2015 Commendations for Excellence for Academic Performance, Reed College
2014 CSLI Summer Fellowship, Stanford University
2013 ONPRC Summer Fellowship, Oregon Health and Science University

Publications

- In prep* **Morris, B.**, & Yurovsky, D. (invited revision, minor). A communicative framework for early word learning. *Psychological Review*.
- Published* *Leung, A.C., ***Morris, B.**, & Yurovsky, D. (2021). Children know what words other children know. In *Proceedings of the 43rd Annual Conference of the Cognitive Science Society*.
- *Bergey, C.A., ***Morris, B.**, & Yurovsky, D. (2020). Children hear more about what is atypical than what is typical. In *Proceedings of the 42nd Annual Conference of the Cognitive Science Society*.
- ManyBabies Consortium (2020). Quantifying sources of variability in infancy research using the infant-directed speech preference. *Advances in Methods and Practices in Psychological Science*.
- Morris, B.** & Yurovsky, D. (2019). Pressure to communicate across knowledge asymmetries leads to pedagogically supportive language input. In *Proceedings of the 41st Annual Conference of the Cognitive Science Society*.

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Teaching	Teaching Assistant, <i>Introduction to Developmental Psychology</i> University of Chicago, Instructor: Kate O'Doherty	2022
	Teaching Assistant, <i>Development of Social Cognition</i> University of Chicago, Instructor: Katie Kinzler	2022
	Teaching Assistant, <i>Introduction to Developmental Psychology</i> University of Chicago, Instructor: Kate O'Doherty	2021
	Teaching Assistant, <i>Development of Social Cognition</i> University of Chicago, Instructor: Katie Kinzler	2021
	Teaching Assistant, <i>Developmental Psychology</i> Reed College, Psychology, Instructor: Jennifer Henderlong Corpus	2015
	Teaching Assistant, <i>Research Design and Data Analysis</i> Reed College, Instructor: Kathryn Oleson	2015
	Teaching Assistant, <i>Research Design and Data Analysis</i> Reed College, Psychology, Instructor: Kathryn Oleson	2014
	Service	Diversity & Inclusion Committee , <i>University of Chicago</i>
Travel & Research Committee , <i>University of Chicago</i>		2018- present
President - Psychology Grad Student Organization , <i>UChicago</i>		2021-2022
Graduate Cross-Talks Co-Organizer , <i>University of Chicago</i>		2021- 2022
ReproducibiliTea Co-Founder and Organizer , <i>University of Chicago</i> .		2020- 2022
Graduate Society Social Secretary , <i>University of Cambridge</i>		2015-2016
Teaching Consultant , <i>Reed College, Genetics and Genomics (Sarah Schaack)</i>		2015
Head Student Teacher , <i>Portland Public Schools</i>		2011-2015
Teaching Consultant , <i>Reed College, Ethnomusicology (Morgan Luker)</i>		2014
Student Teacher , <i>Helen Gordon Child Development Center</i>		2013-2014
Student Judicial Board Member , <i>Reed College</i>	2013-2015	
Peer Tutor , <i>Reed College, various courses</i>	2012-2015	
Mentorship	Yibo Pan, Undergraduate Research Assistant (University of Chicago)	2021-present
	Cassie Wilson, Undergraduate Research Assistant (University of Chicago)	2020-2022
	Abbie Klein, Undergraduate Honors Thesis (University of Chicago)	2020
	Madeline Meyers, Undergraduate Research Assistant (University of Chicago)	2017-18
	Emmi Russo, Undergraduate Honors Thesis (University of Chicago)	2017
Invited Presentations	Computational Social Cognition Lab, Yale University	2022
	Developmental Brown Bag, University of Wisconsin, Madison	2021
	Markman Lab, Stanford University	2021
	Developmental Brown Bag, University of Chicago	2021

Conference Presentations

- *Leung, A.C., ***Morris, B.**, & Yurovsky, D. (2022, January). Children know what words other children know. Talk presented at the Budapest Conference on Cognitive Development, Online.
- *Leung, A.C., ***Morris, B.**, & Yurovsky, D. (2021, July). Children know what words other children know. Talk presented at the Cognitive Science Society Annual Meeting, Online.
- Morris, B.** & Shaw, A. (2021, June). “Umm”: When children do and do not use speech disfluencies to infer knowledge. Talk presented at the Society for Philosophy and Psychology, Online.
- *Bergey, C.A., ***Morris, B.**, & Yurovsky, D. (2021, April). Children hear more about what is atypical than what is typical. Talk presented at the Society for Research on Child Development Biannual Meeting, Online.
- Morris, B.**, Yurovsky, D. & Shaw, A. (2021, April). Children use speech disfluencies to make social inferences. Talk presented at the Society for Research on Child Development Biannual Meeting, Online.
- *Bergey, C.A., ***Morris, B.**, & Yurovsky, D. (2020, July). Children hear more about what is atypical than what is typical. Talk presented at the Cognitive Science Society Meeting, Online.
- Morris, B.**, Appleby, E., Shadrach, L., Troxell-Whitman, Z., & Corpus, J.H. (2015, February). Gender dynamics in parent-to-child and child-to-parent attention-seeking behaviors. Talk presented at the annual meeting of the Oregon Academy of Science, Psychology section, Portland, OR.

Poster Presentations

- Morris, B.**, & Shaw, A. (2023, March). "Umbrellas keep you dry": Children use listener design to infer others' knowledge. Poster to be presented at the Society for Research on Child Development, Salt Lake City, UT.
- Morris, B.**, Yurovsky, D., & Shaw, A. (2022, April). The many meanings of "um": Children interpret disfluencies differently across contexts. Poster presented at the Cognitive Development Society Meeting, Madison, WI.
- Morris, B.** & Shaw, A. (2020, January). “Umm”: When children do and do not use speech disfluencies to infer knowledge. Poster presented at the Budapest CEU Conference on Cognitive Development (BCCCD), Budapest, Hungary.
- Morris, B.**, Bergey, C.A., & Yurovsky, D. (2019, October). Child language input does not reflect world frequency: Typical and atypical feature description across development. Poster presented at the Cognitive Development Society Meeting, Louisville, KY.
- Morris, B.** & Yurovsky, D. (2019, July). Pressure to communicate across knowledge asymmetries leads to pedagogically supportive language input. Poster presented at the 41st Cognitive Science Society Meeting, Montreal, Canada.

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- Morris, B.** & Yurovsky, D. (2018, July). Planning and communicative pressure leads to language input that supports learning. Poster presented at the 40th Cognitive Science Society Conference, Madison, WI.
- Morris, B.** & Yurovsky, D. (2018, May). Modeling the effect of communicative pressure on language input. Poster presented at the Midwest Cognitive Science Conference, Bloomington, IN.
- Morris, B.** & Yurovsky, D. (2017, October). Communicative pressure can lead to language input that supports learning. Poster presented at the Cognitive Development Society Biennial Conference, Portland, OR.
- Morris, B.** & Corpus, J.H. (2016, April). Preschool children's learning and motivation in game-based learning contexts. Poster presented at the American Educational Research Association Annual Meeting, Washington, D.C.

*Both authors contributed equally.

**Prior
Research
Experience**

- Communication and Learning Lab**, PI: Daniel Yurovsky *2016-2018*
University of Chicago, Lab Manager
- Centre for Family Research**, PI: Claire Hughes *2015-2016*
University of Cambridge, Master's Student and Research Assistant
- Children's Motivation Project**, PI: Jennifer Henderlong Corpus *2013-2015*
Reed College, Undergraduate Thesis Student and Research Assistant
- Language and Cognition Lab**, PI: Michael C. Frank *Summer 2014*
Stanford University, CSLI Summer Intern (advised by Molly Lewis)
- Oregon National Primate Research Center**, PI: Christa Helms *Summer 2013*
Oregon Health and Science University, Summer Intern
- Adolescent Health Research Program**, PI: Kristen Anderson *2012-2013*
Reed College, Research Assistant