

## BENJAMIN C. MORRIS

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

### Education

- PhD** **University of Chicago**, Psychology 2023  
*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 though Middle Childhood"
- BA** **Reed College**, Psychology 2015  
*Advisor:* Jennifer Henderlong Corpus.  
*Thesis:* "Preschool Children's Learning and Motivation in Game-Based Contexts"

### Honors & Awards

- 2019 Norman H. Anderson Conference Travel Grant, University of Chicago  
2016 Academic Distinction, University of Cambridge  
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

- ManyBabies Consortium (in press). Quantifying sources of variability in infancy research using the infant-directed speech preference. *Advances in Methods and Practices in Psychological Science*.
- Morris, B.C.** & 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*.

### Posters & Presentations

- Morris, B.C.** & Shaw, A. (2020, July). "Umm": When children do and do not infer knowledge based on disfluency. Talk to be presented at the Society for Philosophy and Psychology Meeting, Princeton, NJ.
- Morris, B.C.** & 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.C.**, Bergey, C.A., & Yurovsky, D. (2019, October). Child language input does not reflect world frequency: Typical and atypical feature

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description across development. Poster presented at the Cognitive Development Society Meeting Society Meeting, Louisville, KY.

**Morris, B.C. & 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.

**Morris, B.C. & 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.C. & Yurovsky, D.** (2018, May). Modeling the effect of communicative pressure on language input. Poster presented at the Midwest Cognitive Science Cognitive Science Conference, Bloomington, IN.

**Morris, B.C. & 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.C. & 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.

**Morris, B.C., 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.

## **Prior Experience**

### *Research*

**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*

### *Teaching*

**Teaching Assistant, Developmental Psychology** 2015  
*Reed College, Department of Psychology, Instructor: Jennifer Henderlong Corpus*

**Teaching Assistant, Research Design and Data Analysis** 2015  
*Reed College, Department of Psychology, Instructor: Kathryn Oleson*

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**Teaching Assistant, Research Design and Data Analysis** 2014  
*Reed College, Department of Psychology, Instructor: Kathryn Oleson*

*Service* **Travel & Research Committee, University of Chicago** 2018- present  
**Graduate Society Social Secretary, University of Cambridge** 2015-2016  
**Teaching Consultant, Reed College, Genetics and Genomics (Sarah Schaack)** 2015  
**Head Student Teacher, Portland Public Schools** 2011-2015  
**Teaching Consultant, Reed College, Ethnomusicology (Morgan Luker)** 2014  
**Student Teacher, Helen Gordon Child Development Center** 2013-2014  
**Student Judicial Board Member, Reed College** 2013-2015  
**Peer Tutor, Reed College, various courses** 2012-2015

*Mentorship* Abbie Klein, Undergraduate Honors Thesis (University of Chicago) 2020  
Madeline Meyers, Undergraduate Research Assistant (University of Chicago) 2018  
Emmi Russo, Undergraduate Honors Thesis (University of Chicago) 2017

## **Skills**

*Programming* R, Javascript, Python, WebPPL

*Software* Git, Blender, Stata, SAS

*Other* Markdown, HTML, CSS, Mechanical Turk, Qualtrics, PsychoPy, OSF