

Claire Augusta Bergey

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Education

2017–present University of Chicago
PhD Student in Cognitive Psychology
Advisors: Susan Goldin-Meadow and Daniel Yurovsky
M.A. in Social Sciences, 2019
Ph.D. expected 2023

2013–2017 Williams College
B.A. with Highest Honors
Psychology and Cognitive Science
Advisor: Safa Zaki

Awards and fellowships

2022 John Dewey Prize Lectureship (awarded and declined)

2021, Fall University of Chicago Norman H. Anderson Award

2021 Diverse Intelligences Summer Institute Fellow

2021 Cognitive Science Society Prize for Computational Modeling in Language

2021, Spring University of Chicago Norman H. Anderson Award

2017 Phi Beta Kappa

2017 Sigma Xi Scientific Honors

2015–2017 Williams College Psychology Department 1960s Scholar

2016 Florence Chapman–Grace C. Dickinson Scholarship

2015 Williams Bicentennial Psychology Scholarship

Service

2021–2022 UChicago Reproducibility Organizer

2020–2022 Peekbank team

2021–2022 Undergraduate Research Mentor, University of Chicago

2021 repliCATS reviewer

2020 Reviewer, Proceedings of the Cognitive Science Society

2019 Co-reviewer with Dan Yurovsky, Cognition

2016–2017 Williams Psychology Department Student Liaison Committee

Professional Memberships

2018–2022 Cognitive Science Society

2019–2020 Cognitive Development Society
2019–2020 Psychonomic Society
2021 Society for Research in Child Development

Teaching

Winter 2022 *Introduction to Language Acquisition*, section leader and guest lecturer
Professor Susan Goldin-Meadow, University of Chicago
Summer 2021 *Talking to Others: the Psychology of Communication*, lead teaching assistant
& 2022 Instructor Ashley Leung, University of Chicago Pre-College Session
Spring 2021 *Introduction to Developmental Psychology*, section leader
Professor Kate O’Doherty, University of Chicago
Winter 2021 *Introduction to Learning and Memory*, section leader
Professor Akram Bakkour, University of Chicago
Spring 2020 *Cognitive Psychology*, section leader
Professor Monica Rosenberg, University of Chicago
Spring 2020 *Fundamentals of Psychology*, section leader
Professor Kate O’Doherty, University of Chicago
Fall 2014 *Introduction to Cognitive Psychology*, teaching assistant
Professor Nate Kornell, Williams College

Journal Papers

Bergey, C.A. & Yurovsky, D. Using contrastive inferences to learn about new words and categories. *Under review at Cognition*.

Zettersten, M. Yurovsky, D., Xu, T.L., Uner, S., Tsui, A., Schneider, R.M., Saleh, A., Meylan, S., Marchman, V.A., Mankewitz, J., MacDonald, K., Long, B., Lewis, M., Kachergis, G., Handa, K., deMayo, B., Carstensen, A., Braginsky, M., Boyce, V., Bhatt, N., Bergey, C.A., Frank, M.C. (2022). Peekbank: An open, large-scale repository for developmental eye-tracking data of children’s word recognition. Accepted at Behavior Research Methods. *Behavior Research Methods*. <https://link.springer.com/article/10.3758/s13428-022-01906-4>

Bergey, C., Marshall, Z., DeDeo, S. & Yurovsky, D. (2022). Learning communicative acts in children’s conversations: a Hidden Topic Markov Model analysis of the CHILDES corpora. *Topics in Cognitive Science*. <https://doi.org/10.1111/tops.12591>

Proceedings Papers

Bergey, C., Marshall, Z., DeDeo, S. & Yurovsky, D. (2021). Learning communicative acts in children’s conversations: a Hidden Topic Markov Model analysis of the CHILDES corpus. Proceedings of the 43rd annual meeting of the Cognitive Science Society. Awarded the Cognitive Science Society Prize for Computational Modeling in Language.

- Zettersten, M., Bergey, C., Bhatt, N., Boyce, V., Braginsky, M., Carstensen, A., deMayo, B., Kachergis, G., Lewis, M., Long, B., MacDonald, K., Mankewitz, J., Meylan, S., Saleh, A., M. Schneider, R., Tsui, A., Uner, S., Xu, T.L., Yurovsky, D., Frank, M.C. (2021). Peekbank: Exploring children's word recognition through an open, large-scale repository for developmental eye-tracking data. Proceedings of the 43rd annual meeting of the Cognitive Science Society. Preprint: <https://psyarxiv.com/ep693/>
- Bergey, C. & Yurovsky, D. (2020). Listeners use descriptive contrast to disambiguate novel referents and make inferences about novel categories. Proceedings of the annual Experiments in Linguistic Meaning Conference. Published by the Linguistic Society of America. <https://doi.org/10.3765/elm.1.4946>
- Bergey, C.*, Morris, B.* & Yurovsky, D. (2020). Children hear more about what is atypical than what is typical. Proceedings of the 42nd annual meeting of the Cognitive Science Society. Preprint: <https://psyarxiv.com/5wvu8/>

Talks

- Bergey, C., Marshall, Z., DeDeo, S. & Yurovsky, D. (2021). Learning communicative acts in children's conversations: a Hidden Topic Markov Model analysis of the CHILDES corpus. 43rd annual meeting of the Cognitive Science Society.
- Bergey, C., Morris, B., & Yurovsky, D. (2021). Remarking on the atypical: Implications for language learning and modeling. Dubrovnik Conference on Cognitive Science.
- Bergey, C.*, Morris, B.* & Yurovsky, D. (2021). Children hear more about what is atypical than what is typical. Meeting of the Society for Research in Child Development.
- Bergey, C. & Yurovsky, D. (2020). Listeners use descriptive contrast to disambiguate novel referents and make inferences about novel categories. Experiments in Linguistic Meaning Conference.
- Bergey, C.*, Morris, B.* & Yurovsky, D. (2020). Children hear more about what is atypical than what is typical. 42nd annual meeting of the Cognitive Science Society.
- Bergey, C. & Yurovsky, D. (2020). Children use presupposition to infer new word–referent mappings. Budapest CEU Conference on Cognitive Development.
- Bergey, C. & Yurovsky, D. (2018). When over-description is informative: Specification prompts inferences about a referent's category. Midwestern Cognitive Science Conference.

* Denotes joint first authorship.

Posters

- Zettersten, M., Bergey, C., Bhatt, N., Boyce, V., Braginsky, M., Carstensen, A., deMayo, B., Kachergis, G., Lewis, M., Long, B., MacDonald, K., Mankewitz, J., Meylan, S., Saleh, A., M. Schneider, R., Tsui, A., Uner, S., Xu, T.L., Yurovsky, D., Frank, M.C. (2021). Peekbank: Exploring children's word recognition through an open, large-scale repository

for developmental eye-tracking data. 43rd annual meeting of the Cognitive Science Society.

Bergey, C., Kisa, Y., Casasanto, D., & Yurovsky, D. (2020, July). Where does the conceptual space–time asymmetry come from? 42nd annual meeting of the Cognitive Science Society.

Zaki, S. & Bergey, C. (2019, November). Juxtaposition during training induces category-specific effects on accuracy and feature attention. 60th annual meeting of the Psychonomic Society.

Bergey, C. & Yurovsky, D. (2019, October). Children use presupposition to infer new word-referent mappings. Biennial meeting of the Cognitive Development Society.

Morris, B., Bergey, C. & Yurovsky, D. (2019, July). Child language input does not reflect world frequency: Typical and atypical feature description across development. 41st annual meeting of the Cognitive Science Society.

Bergey, C. & Yurovsky, D. (2019, July). Listeners use descriptive contrast to disambiguate novel referents. 41st annual meeting of the Cognitive Science Society.

Bergey, C. & Yurovsky, D. (2018, July). Available referents and prompt specificity influence induction of feature typicality. 40th annual meeting of the Cognitive Science Society.

Prior work

2015-2017	Research assistant Concepts and Categories Lab at Williams College
2016–2017	Graphic designer Williams College Center for Learning in Action
2013–2017	Scene shop assistant (construction, electrics) Williams College Theatre Department
2013–2017	Technical Director and Board Member (2014–2016) Director; scenic and lighting designer (various projects) Cap & Bells, theatre organization