

Ben Morris

Postdoctoral Associate | Department of Psychology | Yale University
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Present Appointment

Postdoctoral Associate in Psychology
Yale University, Computational Social Cognition Lab (*PI*: Julian Jara-Ettinger)

Education

<i>PhD</i>	University of Chicago , Psychology <i>Advisor</i> : Alex Shaw	2024
<i>MA</i>	University of Chicago , Psychology <i>Advisors</i> : Alex Shaw & Daniel Yurovsky	2021
<i>MPhil</i>	University of Cambridge , King's College, Developmental Psychology Graduated with Academic Distinction <i>Advisor</i> : Claire Hughes	2016
<i>BA</i>	Reed College , Psychology Graduated Phi Beta Kappa <i>Advisor</i> : Jennifer Henderlong Corpus	2015

Honors & Awards

Provost Dissertation Fellowship, University of Chicago	2023
Ruth Sosis Memorial Fellowship for Service, University of Chicago	2023
Dewey Lectureship Teaching Award, University of Chicago	2023
Norman H. Anderson Conference Travel Grant, University of Chicago	2023
Norman H. Anderson Research Grant, University of Chicago	2021
Norman H. Anderson Conference Travel Grant, University of Chicago	2019
Academic Distinction, University of Cambridge	2016
Sperling Studentship, University of Cambridge	2015-16
Phi Beta Kappa, Reed College	2015
Opportunity Grant, Reed College	2014
Initiative Grant in Undergraduate Research, Reed College	2015
Commendation for Excellence for Academic Performance, Reed College	2011-15
CSLI Summer Fellowship, Stanford University	2014
ONPRC Summer Fellowship, Oregon Health and Science University	2013

Publications

<i>In prep</i>	Morris, B. , & Yurovsky, D. (invited revision). A communicative framework for early word learning. <i>Psychological Review</i> .
	Morris, B. , Yurovsky, D., & Shaw, A. (invited revision). "Um..." Thinking out loud: Children infer social meaning from speech disfluencies. <i>Child Development</i> .
<i>Published</i>	Morris, B. , & Shaw, A. (2024). "Oh! Um. . . Sure": Children and adults use other's linguistic surprisal to reason about expectations and learn

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stereotypes. In *Proceedings of the 46th Annual Conference of the Cognitive Science Society*.

*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*.

Invited Presentations	Social Learning Lab, Stanford University	2023
	Language And Cognition Lab, Stanford University	2023
	Department of Comparative Cultural Psychology, Max Planck Institute	2023
	Computational Social Cognition Lab, Yale University	2022
	Developmental Brown Bag, University of Wisconsin, Madison	2021
	Markman Lab, Stanford University	2021
Teaching	Infant Communication (UChicago, Instructor of Record)	2024
Teaching Assistant	Human Language and Interaction (UChicago, Marisa Casillas)	2023
	Introduction to Developmental Psychology (UChicago, Kate O'Doherty)	2022
	Development of Social Cognition (UChicago, Katherine Kinzler)	2022
	Introduction to Developmental Psychology (UChicago, Kate O'Doherty)	2022
	Development of Social Cognition (UChicago, Katherine Kinzler)	2021
	Developmental Psychology (Reed College, Jennifer Henderlong Corpus)	2015
	Research Design and Data Analysis (Reed College, Kathryn Oleson)	2015
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<i>Guest Lecturer</i>	Human Language and Interaction	2023
	The Psychology of Communication (Summer course for Highschoolers)	2022, 2023
<i>Pedagogical Development</i>	Equitable Teaching in the Socials Sciences and Humanities (10 wk course, Yale)	
	CCTE 50000: Course Design and College Teaching (Semester Course, UChicago)	
	Individual Teaching Observation and Consultation (UChicago)	
	Teaching in the Age of AI (Workshop, UChicago)	
	Inclusive Teaching: Belonging, Structure, and Active Learning (UChicago)	
	Gamification for Higher Education (Workshop, UChicago)	
	Fundamentals of Teaching (4 wk course, UChicago)	

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Service	Diversity & Inclusion Committee , <i>University of Chicago</i>	2021- 2024
	Travel & Research Committee , <i>University of Chicago</i>	2018-2024
	Student Peer Mentor , <i>University of Chicago</i>	2019-2024
	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	Sophie Lau, Undergraduate Honors Thesis (Yale University)	2024-2025
	Sooyoun Zong, Masters Thesis Student (University of Chicago)	2023-2024
	Emma Tung, Undergraduate Research Assistant (University of Chicago)	2023-2024
	Yibo Pan, Undergraduate Research Assistant (University of Chicago)	2020-2023
	Cassie Wilson, Undergraduate Research Assistant (University of Chicago)	2020-2022
	Abbie Klein, Undergraduate Honors Thesis (University of Chicago)	2019-2020
	Madeline Meyers, Undergraduate Research Assistant (University of Chicago)	2017-18
	Emmi Russo, Undergraduate Honors Thesis (University of Chicago)	2016-17

Conference Presentations

- Morris, B.** & Shaw, A. (2024, July). Oh! Um. . . Sure”: Children and adults use other’s linguistic surprisal to reason about expectations and learn stereotypes. Talk presented at the Cognitive Science Society Annual Meeting, Rotterdam, NL.
- *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.

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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. (2024, March). "Umbrellas keep you dry": Children use listener design to infer others' knowledge. Poster presented at the Cognitive Development Society, Pasadena, CA.
- Morris, B.,** & Shaw, A. (2023, March). "Umbrellas keep you dry": Children use listener design to infer others' knowledge. Poster 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.
- 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.

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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