

Claire 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 2022

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

Awards and fellowships

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

2020–2021 Peekbank team
2021 Undergraduate Research Mentor, University of Chicago
2020 Reviewer, Proceedings of the Cognitive Science Society
2019 Co-reviewer with Dan Yurovsky, Cognition
2016–2017 Psychology Department Student Liaison Committee

Professional Memberships

2018–2021 Cognitive Science Society
2019–2020 Cognitive Development Society
2019–2020 Psychonomic Society
2021 Society for Research in Child Development

Teaching

Winter 2022	<i>Introduction to Language Acquisition</i> , section leader and guest lecturer Professor Susan Goldin-Meadow, University of Chicago
Spring 2021	<i>Introduction to Developmental Psychology</i> , section leader Professor Kate O'Doherty, University of Chicago
Winter 2021	<i>Introduction to Learning and Memory</i> , section leader Professor Akram Bakkour, University of Chicago
Spring 2020	<i>Cognitive Psychology</i> , section leader Professor Monica Rosenberg, University of Chicago
Spring 2020	<i>Fundamentals of Psychology</i> , section leader Professor Kate O'Doherty, University of Chicago
Fall 2014	<i>Introduction to Cognitive Psychology</i> , teaching assistant Professor Nate Kornell, Williams College

Journal Papers

Bergey, C., Marshall, Z., DeDeo, S. & Yurovsky, D. (in press). Learning communicative acts in children's conversations: a Hidden Topic Markov Model analysis of the CHILDES corpora. *Topics in Cognitive Science*.

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. Preprint: <https://psyarxiv.com/pvsw6/>
- 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., Morris, B., & Yurovsky, D. (2021). Remarkings 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