Claire Augusta Bergey

(301) 655-9739   cbergey@stanford.edu   clairebergey.net

Present appointment

Postdoctoral scholar in Linguistics

Social Interaction Lab, Stanford University

Education

PhD in Psychology, University of Chicago, 2023

MA in Psychology, University of Chicago, 2019

BA in Psychology conc. Cognitive Science, Williams College, 2017

Awards and fellowships

National Science Foundation SBE Postdoctoral Fellowship (NSF SPRF), 2024-26

University of Chicago Norman H. Anderson Award, 2021, 2023

Diverse Intelligences Summer Institute Fellow, 2021, 2023

John Dewey Prize Lectureship, 2022 (declined due to funding constraints)

Cognitive Science Society Prize for Computational Modeling in Language, 2021

Phi Beta Kappa, 2017

Sigma Xi Scientific Honors, 2017

Williams College Psychology Department 1960s Scholar, 2015-2017

Florence Chapman–Grace C. Dickinson Scholarship, 2016

Williams Bicentennial Psychology Scholarship, 2015

Publications

Tsvilodub, P., Hawkins, R.D., Bergey, C.A., Goodman, N.D., Franke, M. (2024). Relevant answers to polar questions. [submitted]

Bergey, C.A. & DeDeo, S. (2024). From "um" to "yeah": Producing, predicting, and regulating information flow in human conversation. [submitted]

Bergey, C.A., O'Keeffe, M.E., Hawkins, R.D. (2024). A longitudinal analysis of children's communicative acts. *Proceedings of the 46th Annual Meeting of the Cognitive Science Society*. [link]

Bergey, C.A. & Yurovsky, D. (2023). Using contrastive inferences to learn about new words and categories. *Cognition*. [link]

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. *Behavior Research Methods*. [link]

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*. [link] 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*. [link]

Bergey, C. & Yurovsky, D. (2020). Listeners use descriptive contrast to disambiguate novel referents and make inferences about novel categories. *Proceedings of Experiments in Linguistic Meaning*. [link]

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*. [link]

Talks

Martin, J., Casillas, M., King, S., & Bergey, C.A. (2023). Copula absence variation in adult and child corpus speech. Boston University Conference on Language Development 48.

Zettersten, M., Bergey, C. A., and the Peekbank team (2022). Peekbank: Exploring children's word recognition through an open, large-scale repository for developmental eye-tracking data. Plenary Symposium: Methodological advances in gaze-based measures of language understanding. Boston University Conference on Language Development 47.

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 equal contribution.

Poster presentations

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

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

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

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

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

Service
Peekbank database team (2020-2024)
UChicago Reproducibilitea Organizer (2021-2022)
Undergraduate Research Mentor, University of Chicago (2021-2023)
Williams Psychology Department Student Liaison Committee (2016-2017)

Reviews: *Cognition, Journal of Memory and Language, Cognitive Science, repliCATS, Proceedings of the Cognitive Science Society, Budapest CEU Conference on Cognitive Development, Architectures and Mechanisms for Language Processing.*

Teaching
University of Chicago
Introduction to Language Acquisition (2022), section leader and guest lecturer
The Psychology of Communication (2021, 2022), lead teaching assistant
Introduction to Developmental Psychology (2021), section leader
Introduction to Learning and Memory (2021), section leader
Cognitive Psychology (2020), section leader
Fundamentals of Psychology (2020), section leader
Williams College
Introduction to Cognitive Psychology (2014), teaching assistant

Prior work
Research assistant (2015-2017), Concepts and Categories Lab at Williams College
Graphic designer (2016-2017), Williams College Center for Learning in Action
Scene shop assistant (2013-2017), Williams College Theatre Department
Technical Director (2013-2017), Cap & Bells theatre organization