

GRACE BENNETT-PIERRE

(she/her)

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EDUCATION

Ph.D., Temple University , Philadelphia, PA	2024
Developmental Psychology, Quantitative Concentration	
Dissertation: <i>Understanding the structure and correlates of non-rigid spatial skills</i>	
Advisor: Dr. Elizabeth Gunderson	
B.A., Wellesley College , Wellesley, MA	2016
Psychology	
Honors Thesis: <i>Memory for imagined relationships and the connection between fantasy orientation and social ability</i>	
Advisor: Dr. Tracy Gleason	

RESEARCH POSITIONS

Visiting Postdoctoral Fellow, University of Colorado Boulder , Boulder, CO	2024-present
Cooperative Institute for Research in Environmental Sciences (CIRES)	
Center for Education, Engagement, and Evaluation; NOAA's Science on a Sphere	
Advisor: Dr. Anne Gold	
Social Science Research Coordinator, Stanford University , Stanford, CA	2016-2019
Laboratory of Dr. Hyowon Gweon	

AWARDS & HONORS

CU Boulder Outstanding Postdoc of the Year – Honorable Mention	2025
University of Colorado Boulder UROP Faculty Team Grant (\$4,000)	2025
Postdoctoral Association of Colorado, Boulder Travel Award (2 nd Place)	2025
Association for Women in Psychology Distinguished Publication Award	2024
Temple University Public Policy Lab Graduate Fellowship	2023-2024
Sigma Xi Society	2016
Stanford University Center for the Study of Language and Information Internship	2015
Wellesley College Provost's Research Grant	2015
Wellesley College Science Center Student Travel Grant	2014
Wellesley College Global Citizenship Program (Field Museum, Chicago, IL)	2014

PUBLICATIONS

[†]Indicates equal contributions

^{*}Indicates undergraduate mentee

Tian, J., **Bennett-Pierre, G.**[†], Tavassolie, N.[†], Zhang, X., D'Antonio, E., Sylverne, L., Newcombe, N. S., Weinraub, M., Hindman, A., Newton, K., & Gunderson, E. A. (2025). Month-Long Parent-Led Spatial Intervention Is Ineffective in Improving Children's Spatial Skills. *Mind Brain and Education*.

Bennett-Pierre, G., Shipley, T.F., Newcombe, N.S., Gunderson, E. A. (2025). Developing a novel measure of non-rigid, ductile spatial skill. *Cognitive Research: Principles and Implications*. 10, 13.
<https://doi.org/10.1186/s41235-025-00621-w>

Bennett-Pierre, G., Chernuta, T.*, Altamimi, R.*, & Gunderson, E. A. (2024). Effects of praise and “easy” feedback on children’s persistence and self-evaluations. *Journal of Experimental Child Psychology*, 247, 106032, <https://doi.org/10.1016/j.jecp.2024.106032>

Tian, J., **Bennett-Pierre, G.**†, Tavassolie, N. †, Newcombe, N. S., Weinraub, M., Hindman, A. H., Newton, K. J., & Gunderson, E. A. (2023). A growth mindset message leads parents to choose more challenging learning activities. *Journal of Intelligence*, 11(10), 193. <https://doi.org/10.3390/jintelligence11100193>

Bennett-Pierre, G., Weinraub, M., Newcombe, N. S., & Gunderson, E. A. (2023). This is hard!: Children's and parents' talk about difficulty during dyadic interactions. *Developmental Psychology*. 59(7), 1268–1282. <https://doi.org/10.1037/dev0001555>

Bennett-Pierre, G., & Gunderson, E. A. (2023). Fiber arts require spatial skills: How a stereotypically feminine practice can help us understand spatial skills and improve spatial learning. *Sex Roles*, 88(1-2), 1-16. <https://doi.org/10.1007/s11199-022-01340-y>

MANUSCRIPTS IN PREPARATION

Bennett-Pierre, G., Peddicord, H., Russell, B., Gupta, S., Kirst, A., Benitez, Y.*, Patchett, E.*, Herrig, R.*, Hotzfeld, R.*, McDougall, C., & Gold, A. (in prep). NOAA’s Science On a Sphere: Use-cases and Practitioner Insights.

Zhu P., Abutto, A., Asaba, M., Shah, A. D., **Bennett-Pierre, G.**, Wu, J., Jara-Ettinger, J., Yildirim, I., & Gweon, H. (under review). Humans infer task difficulty by thinking about human-object interactions.

CONFERENCE PROCEEDINGS PAPERS

Leonard, J. A., **Bennett-Pierre, G.**, & Gweon, H. (2019). Who is better? Preschoolers infer relative competence based on efficiency of process and quality of outcome. *Proceedings of the 41st Annual Conference of the Cognitive Science Society*.

Yildirim, I., Saeed, B., **Bennett-Pierre, G.**, Gerstenberg, T., Tenenbaum, J., & Gweon, H. (2019). Explaining intuitive difficulty judgments by modeling physical effort and risk. *Proceedings of the 41st Annual Conference of the Cognitive Science Society*; Preprint: <https://arxiv.org/abs/1905.04445>

Bennett-Pierre, G., Asaba, M., & Gweon, H. (2018). Preschoolers consider expected task difficulty to decide what to do and whom to help. *Proceedings of the 40th Annual Conference of the Cognitive Science Society*.

Gweon, H., Asaba, M., & **Bennett-Pierre, G.** (2017). Reverse-engineering the process: Adults and preschoolers’ ability to infer the difficulty of novel tasks. *Proceedings of the 39th Annual Conference of the Cognitive Science Society*.

CONFERENCE PRESENTATIONS

Bennett-Pierre, G., Peddicord, H., Russell, B., Gupta, S., Kirst, A., Benitez, Y*., Patchett, E.*, Herrig, R.*, Hotzfeld, R.*, McDougall, C., & Gold, A. (2025). Data literacy insights: Lessons from NOAA’s Science On a Sphere’s User Community. *Poster presented at the Association of Science and Technology Centers 2025 Conference, San Francisco, CA*.

Bennett-Pierre, G., Peddicord, H., Russell, B., Gupta, S., Kirst, A., Benitez, Y.*, Patchett, E.*, Herrig, R.*, Hotzfeld, R.*, McDougall, C., & Gold, A. (2025). NOAA's Science On a Sphere: Use-cases and practitioner insights. *Poster presented at the Gordon Research Conference: Visualization in Science and Education 2025 Conference, Lewiston, ME.*

Bennett-Pierre, G., Tian, J., Tavassolie, N., Zhang, X., D'Antonio, E., Sylverne, L., Newcombe, N., Weinraub, M., Hindman, A., Newton, K., & Gunderson, E. (2025). A parent-led spatial activities intervention. *Symposium talk in "The what and how of parents' socialization: Exploring the bridging role of children's psychological processes" at the American Educational Research Association, Denver, CO.*

Bennett-Pierre, G., & Gunderson, E. (2025). Fiber arts require spatial skills. *Invited talk at the Association for Women in Psychology 2025 Conference, Santa Fe, NM.*

Bennett-Pierre, G., Shipley, T., Newcombe, N., & Gunderson, E. (2024). All tied up: Developing the knot reasoning task, a novel measure of non-rigid spatial thinking. *Poster presented at the Cognitive Development Society 2024 Conference, Pasadena, CA.*

Bennett-Pierre, G., Chernuta, T.*, Altamimi, R.*, & Gunderson, E. (2023). Effects of praise and "easy" feedback on children's persistence after failure on an online puzzle. *Poster presented at the American Psychological Association 2023 Conference, Washington, DC.*

Chernuta, T.*, **Bennett-Pierre, G.,** Altamimi, R.*, & Gunderson, E. (2023). Gender similarities in parents' motivational beliefs and children's persistence after failure. *Poster accepted at the American Psychological Association 2023 Conference, Washington, DC.*

Bennett-Pierre, G., Weinraub, M., Newcombe, N., & Gunderson, E. (2022). "This is hard!": Children and parents talk about difficulty during dyadic interactions in two observational datasets. *Poster presented at the Cognitive Development Society 2022 Conference, Madison, WI.*

Bennett-Pierre, G., Weinraub, M., Newcombe, N., & Gunderson, E. (2021). "This is hard!": Children and parents talk about difficulty during a dyadic interaction. *Poster presented at the Society for Research in Child Development 2021 Conference, virtual.*

Ueki, P.*, **Bennett-Pierre, G.,** & Gunderson, E. (2020). "This is hard!" Children's statements about difficulty relate to duration of parent-child dyads' task engagement. *Poster presented at the Eastern Psychological Association 2021 Conference, virtual.*

Bennett-Pierre, G., Asaba, M., & Gweon, H. (2017). Preschoolers consider expected task difficulty to decide what to do and whom to help. *Poster presented at the Cognitive Development Society 2017 Conference, Portland, OR.*

Bennett-Pierre, G., & Gleason, T. (2016). Remembering the imaginary: Memory for imagined relationships and the connection between fantasy orientation and social ability in adolescents. *Poster presented at the Fenway Psychology Research Conference at Emmanuel College, Boston, MA.*

Bennett-Pierre, G. (2015). Who finished first?: Children's understanding of the relationship between physics, effort and time. *Talk presented at the Tanner Conference at Wellesley College.*

Bennett-Pierre, G., Elabbady, L., & Mahbub, M. (2014). Happy today, happy tomorrow: Effects of mood on future thinking. *Poster presented at the New England Psychological Association 2014 Conference, Lewiston, ME.*

TEACHING EXPERIENCE

Teaching Assistant for Psych 1003: Statistics for Psychology, Temple University Spring	2023
Teaching Assistant for Psych 2501: Behavioral Neuroscience, Temple University Spring	2022
Teaching Assistant for Psych 1003: Statistics for Psychology, Temple University Spring	2021

SERVICE

Speaker, CIRES Science Pathways Program	2025-2026
Member, AWP Distinguished Publication Award Committee	2025
Co-Chair, Gordon Research Seminar <i>Visualization in Science and Education: Visualization for Impact</i>	2024-2025
Colloquium Committee, Temple University <i>Developmental Area Student Representative</i>	2022-2023
Temple University Graduate Student Association <i>Strike Captain</i>	2022-2023
<i>Director of Community Outreach</i>	2021-2022
<i>Organizing Committee Member</i>	2020-2021
Psychology Graduate Students for Inclusivity, Temple University <i>Developmental Area Arm Co-Leader</i>	2020-2022

PROFESSIONAL AFFILIATIONS

Society for the Psychological Study of Social Issues	2023-2024
American Psychological Association	2023-2024
Cognitive Development Society	2017-present
Society for Research in Child Development	2021-2022
Cognitive Science Society	2017-2018