

E. EMORY DAVIS, PH.D.

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PROFESSIONAL PROFILE

Behavioral scientist and researcher with 10+ years of experience in cognitive development, language acquisition, linguistics, and psychology. Expertise in research project management, primary data collection, experimental design, scientific writing, and data analysis using quantitative and qualitative methods. 10+ years of experience developing and maintaining relationships with customers, clients, and collaborators.

SKILLS

Quantitative and qualitative data collection and analysis

- Design and implement empirical research studies with children and adults
- Code and analyze language data, behavioral data, and eye-tracking data
- Descriptive and inferential statistical methods, including regression analysis
- Proficient in R and Excel; basic knowledge of Python, Unix, HTML
- Data collection through survey platforms including Qualtrics, SurveyMonkey, QuestionPro, Google Forms

Leadership, collaboration and management

- Supervision, training, and mentoring of research assistants
- Collaboration with diverse teams in multiple professional settings
- Establish and maintain relationships and partnerships with labs, child care centers, families, clients, and customers

Research and professional communication

- Writing for peer-reviewed publications
- Data visualization
- Presenting research to technical and non-technical audiences
- Participant recruitment

EDUCATION

Ph.D., Cognitive Science, Johns Hopkins University, 2019

M.A., Cognitive Science, Johns Hopkins University, 2016

B.A., Linguistic Anthropology (Psychology Minor), Barnard College, Columbia University, 2007

PROFESSIONAL EXPERIENCE

Postdoctoral Research Fellow

January 2020-Present

Johns Hopkins University, Department of Cognitive Science and School of Education | Baltimore, MD

- Serve as project lead examining development and use of visual-spatial representations in children and adults, using experimental and computational approaches to gather and analyze behavioral and eye-tracking data
- Design and administer empirical research studies on spatial cognition, language acquisition, and cognitive development; identify and conduct appropriate statistical analyses using R
- Coordinate interdisciplinary research team on data collection, coding, and analysis; development and implementation of proprietary software; and preparation of publications and presentations
- Prepare research findings for publication in peer-reviewed journals and for presentations at conferences, departmental talks, and other venues; published 3 papers and gave 7 conference presentations
- Supervise, train, and mentor 7 research assistants for 1-6 semesters of in-person and remote work in the Language and Cognition Lab
- Review scientific literature to identify research and methods relevant to current projects
- Manage 2 Institutional Review Board protocols for Language and Cognition Lab; helped to develop the lab's online data collection protocol
- Assist with managing expenses and budget for NSF research grant and Language and Cognition Lab funds
- Designed and taught first-year science seminar course on Theory of Mind for 2 sections of 18 students

Graduate Student Researcher, Teaching Assistant, and Course Instructor August 2014-December 2019
Johns Hopkins University, Department of Cognitive Science | Baltimore, MD

- Designed and implemented corpus-based and empirical research studies on children's language development, and analyzed data from these studies using a range of statistical methods in R
- Prepared research findings for publication in peer-reviewed journals and for presentations at academic conferences and departmental talks
- Supervised and mentored 6 undergraduate research assistants for 1-5 semesters
- Instructor for 3 undergraduate-level courses and teaching assistant for 7 graduate- and undergraduate-level courses; taught over 350 students in total
- Established and maintained working relationships with local child-care centers for participant recruitment and running experiments on site

eMarketing Advisor

December 2012– July 2014

Informz, Inc. | Saratoga Springs, NY

- Provided client trainings and technical support on email marketing product capabilities
- Developed and maintained a trusted relationship with clients, advised on email marketing best practices
- Uncovered revenue opportunities with existing clients to sell new features and professional services
- Worked with software development team to resolve product issues and identify improvement areas

Sales Representative, Humanities, Social Sciences, & Languages

January 2012 – November 2012

McGraw-Hill Higher Education | New York, NY

- Developed and implemented textbook sales strategies for Albany, NY-based territory of 12 colleges and universities, consulting with sales management and product teams
- Determined customer needs and worked with customers to create print and digital course solutions
- Built relationships with key decision makers, including faculty, administrators, bookstore managers
- Provided presentations, training, and support for digital and custom products

Market Development Coordinator, Psychology and Education

October 2007 – January 2012

McGraw-Hill Higher Education | New York, NY

- Planned, implemented, and evaluated market development strategies for key first edition textbooks, growth titles, and digital products, working with editorial, marketing, and sales teams
- Arranged product development activities with instructors; worked directly with over 1200 faculty and customers on short- and long-term projects

SELECTED PUBLICATIONS & PRESENTATIONS

- **Davis, E. E.**, & Haque, N. Effects of COVID-19 pandemic social isolation on children's Theory of Mind development. Poster: Cognitive Development Society Biennial Conference, Madison, WI, 2022.
- Shelton, A. L., **Davis, E. E.**, Cortesa, C. S., Jones, J. D., Hager, G. D., Khudanpur, S., & Landau, B. (2022). Characterizing Spatial Construction Processes: Cognitive Constraints and Variability. *Cognitive Science* 46(1), e13081.
- **Davis, E. E.**, & Landau, B. (2021). Seeing and believing: The relationship between perception and mental verbs in acquisition. *Language Learning and Development* 17(1), 26.
- **Davis, E. E.**, & Landau, B. Seeing vs. Seeing That: Children's Understanding of Direct Perception and Inference Reports. (2021). *Proceedings of Experiments in Linguistic Meaning* 1, 125-135.
- **Davis, E. E.** & Landau, B. What counts as seeing? Young children's comprehension of Direct Perception and Inference reports. Talk: 46th Annual Boston University Conference on Language Development, 2021.
- **Davis, E. E.**, Jones, J. D., McKee, K. K., Shelton, A. L., & Landau, B. The importance of stability in children's and adults' block-building. Poster: Annual Virtual Meeting of the Cognitive Science Society, 2021.
- Landau, B., **Davis, E. E.**, Cortesa, C. S., Jones, J. D., & Shelton, A. L. (under review). Young children's copying of block constructions: Remarkable constraints in a highly complex task. *Developmental Science*.
- Landau, B., **Davis, E. E.**, Gürcanlı, O., & Wilson, C. (under review). How does English encode 'tight' vs. 'loose-fit' motion events? It's complicated. *Language Learning and Development*.