

# JILLIAN HOGAN

Curriculum Vitae

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## ACADEMIC POSITIONS

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Siena College  
Assistant Professor of Psychology

Beginning September 2021

The College of Idaho  
Visiting Assistant Professor of Psychology

August 2020 – May 2021

University of Wisconsin-Madison  
Visiting Assistant Professor of Music Education

August 2019-May 2020

## EDUCATION

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Ph.D., Developmental Psychology, Boston College  
Advisor: Ellen Winner  
Dissertation: *Ensemble Habits of Mind: Teaching Thinking in the High School Music Ensemble*

expected 2021

M.A., Developmental Psychology, Boston College  
Advisor: Ellen Winner  
Thesis: *Is More Time in General Music Class Associated with Stronger Extra-Musical Outcomes in Kindergarten?*

2019

M.M., Music Education, Boston Conservatory  
Advisor: Rhoda Bernard

2008

B.M., Clarinet Performance, Boston Conservatory

2007

## PUBLICATIONS

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\*denotes undergraduate student collaborator

\*\*denotes post-baccalaureate student collaborator

#denotes practicing K-12 teacher collaborator

### Books

Hogan, J., Hetland, L., Jaquith, D. & Winner, E. (2018). [\*Studio thinking from the start: The K-8 art educator's handbook\*](#). New York: Teachers College Press.

### Chapters

Hogan, J. & Winner, E. (2019). [\*Habits of mind as a framework for assessment in music education\*](#). In D. Elliot, M. Silverman, & G. McPherson (Eds.), *Handbook of philosophical and qualitative perspectives on assessment in music education*. New York: Oxford University Press.

### Refereed Journals

Hogan, J., Jaquith, D. & Gould, L. (Accepted). [Shifting perceptions about quality in art education](#). *Art Education*, 73(4), 8-13. doi.org/10.1080/00043125.2020.1746161

Hogan, J., \*Murdock, K., \*Hamill, M., \*Lanzara, A. & Winner, E. (2018). [Looking at the process: Examining creative and artistic thinking in fashion designers on a reality television show](#). *Frontiers in Psychology: Performance Science*, 9 (Special Issue in Novel Approaches for Studying Creativity in Problem Solving and Artistic Performance). doi: 10.3389/fpsyg.2018.02008

Hogan, J., Cordes, S., Holochwost, S., Ryu, E., Diamond, A. & Winner, E. (2018). [Is more time in general music class associated with stronger extra-musical outcomes in kindergarten?](#) *Early Childhood Research Quarterly*, 45 (Special Issue in the Arts and Early Childhood). 238-248. doi.org/10.1016/j.ecresq.2017.12.004

### Manuscripts

Hogan, J., Cordes, S., Holochwost, S., Ryu, E., Diamond, A. & Winner, E. (in preparation). Examining the effects of intensive orchestral music programs on young children's executive functioning, self-perception, and relationship to school: A randomized controlled study.

Hogan, J. (in preparation). Concentrated thinking: Using reality television to show habits of mind in visual art classes.

Hogan, J., Lawson, J., Ryu, E., & Winner, E. (in preparation). Psychometric assessment of three habits of mind in fourth grade visual art students.

Hogan, J., Brownell, H. & Winner, E. (in preparation). Kids weigh in: Fourth graders' rationale for keeping art, music, and physical education in schools.

Hogan, J. (in preparation). They don't like us as much as we think they do: What fourth graders think about general music class.

### Other Writings

Hogan, J. (2015, September). [Review of the book *Engaging musical practices: A sourcebook for middle school general music*, ed. S. Burton]. *Music Educators Journal*, 102, doi:10.1177/0027432115590347

## AWARDS

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- 2021 Frank X. Barron Award for superior contributions to the psychology of aesthetics, creativity, and the arts by students; American Psychological Association Division 10
- 2018 First Place Talk, American Psychological Association Division 10 Student Research Showcase
- 2017 Most Popular Talk, American Psychological Association Division 10 Student Research Showcase
- 2017 Society for Research in Child Development Student Travel Award
- 2007 Sigma Alpha Iota Award for Academic Excellence

## GRANTS AND FELLOWSHIPS

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- Spring 2019 Boston College Dissertation Fellowship
- 2016 – 2019 National Endowment for the Arts, Research: ArtWorks Grant. *Evaluating the Effects of Intensive Orchestral Music Programs on Children’s Cognitive and Affective Development and on Children’s Relationship to School* (\$20,000; co-PI with Ellen Winner and Sara Cordes.
- 2017 Boston College Dr. Martin Luther King, Jr. Graduate Student Research & Travel Grant. *Examining the Effects of Intensive Group Music Training on the Executive Functioning, Self-perception, and School-liking in Children in Low Socioeconomic Communities* (\$500)
- 2006 William Seymour Scholar for Music Education, Boston Conservatory

## INVITED PRESENTATIONS

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### Research Talks

- Keynote Address, World Principal Conference, Beijing, China July, 2017  
*Studio Thinking: Teaching broad habits of mind through visual arts.*
- Interactive Research Symposium, Conservatory Lab Charter School, Dorchester, MA September, 2016  
*Examining the effects of intensive orchestral music training on children’s executive functioning.*  
With Ellen Winner, Sara Cordes, and Amanda Cantrell
- Invited Presentation, Assessing Progression in Creative and Critical Thinking Skills in Education at Organization for Economic Cooperation and Development (OECD), Paris, France April, 2015  
*Developing and assessing creativity in music education.*

### **Consulting for Teachers**

- Visual Art Department Professional Development, Falmouth Public Schools, MA  
*Studio Thinking* (virtual, with elementary art teacher Lauren Gould) 2021-2022
- University of Anchorage/Anchorage Public Schools, Anchorage, AK  
*TAB-curious? An exploration of choice-based approaches in art education*  
(virtual; with middle school art teacher Abi Peytoe-Gbayee) June 2021
- Studio Thinking for the secondary art teacher* (virtual) June 2020
- Performing Arts Department Professional Development, Needham Public Schools, MA  
October 2019 and January 2020  
*Habits of mind in performing arts education and Giving choices in performing arts classrooms.*
- COCAedu Summer Institute – Center of Creative Arts, St. Louis, MO July 2018  
*Studio Thinking 101 & 201* (for teaching artists; with K-8 art teacher Julie Toole)  
and *The arts teach thinking!* (conference keynote address for general classroom teachers)
- Specials Showcase Professional Development Day, Seven Hills Charter School, Worcester, MA  
April 2016  
*Habits of mind as teaching goals and advocacy tools for music education.*

### **CONFERENCE PRESENTATIONS (RESEARCH)**

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#### **Symposia Chaired and Organized**

Hogan, J. (2020, August). *Arts and creativity interventions in learning and teaching*. Data-blitz organizer and chair. American Psychological Association (with Ross Anderson, Jennifer Drake, Magda Grohman, Jessica Hoffman, and Heather Snyder), Washington, D.C. [Symposium cancelled due to COVID-19].

Hogan, J. & Winner, E. (2019, August). *Mixed methods approaches to examining teacher perceptions in the arts and creativity*. Symposium organizer and co-chair. American Psychological Association (with Thalia Goldstein and Jen Katz-Buonincontro), Chicago, IL.

#### **Spoken Presentations**

Hogan, J. (2020, August). *Children's arguments for keeping music and art education in schools*. In J. Hogan (Data-blitz chair), "Arts and creativity interventions in learning and teaching." Paper to be presented at American Psychological Association Conference, Washington, D.C. [Presentation cancelled due to COVID-19].

Hogan, J. (2020, June). *How Pedagogical Approach Influences Fourth Graders' Justifications for Visual Art Education*. Paper to be presented at Leveraging Creativity, Symposium of Arts, Entrepreneurship, and Innovation Lab and Center for Cultural Innovation, Indianapolis, IN. [Presentation cancelled due to COVID-19].

Hogan, J. (2020, February). *They don't like us as much as we think they do: Fourth graders opinions of general music class*. Paper to be presented at Embracing Agency and Activism: Policy and the Future of Music Education/New Directions in Music Education conference, East Lansing, MI.

Hogan, J. & Blumert, S. (2019, August). *Music teachers' perceived obstacles to teaching thinking in the high school music ensemble*. Paper presented at American Psychological Association Conference, Chicago, IL.

Hogan, J. & Winner, E. (2019, August). *Ensemble habits of mind: Observed realities vs teacher perceptions in high school music classes*. In J. Hogan & E. Winner (Symposium co-chairs), "Mixed methods approaches to examining teacher perceptions in the arts and creativity." Paper presented at American Psychological Association Conference, Chicago, IL.

Hogan, J. (2018, August). *Are extra-musical outcomes affected by time in general music class?* Short talk presented at Division 10 Student Research Showcase at American Psychological Association Conference, San Francisco, CA.

Hogan, J. (2018, July). *Modern band and Teaching for Artistic Behavior: Long-lost cousins*. Paper presented at Modern Band Colloquium, Fort Collins, CO.

Hogan, J. (2018, July). *Habits of mind as a lens for looking at traditional ensembles, their deficits, and the potential of modern bands*. Paper presented at Modern Band Colloquium, Fort Collins, CO.

Hogan, J. (2017, October). *The effects of art teacher values and approaches on fourth graders' justifications for art education*. Paper presented at Art Education Research Institute, Naperville, IL.

Hogan, J. (2017, August). *Teaching thinking: Habits of mind in the high school band, choir, and orchestra*. Short talk presented at Division 10 Student Research Showcase at American Psychological Association conference, Washington, DC.

Hogan, J. (2017, April). *Ensemble habits of mind: Preliminary findings on thinking in the high school music ensemble*. Talk presented at Global Arts Psychology Seminar, Boston, MA Hub.

### **Poster Presentations**

Hogan, J., \*Murdock, K., \*Hamill, M., \*Lanzara, A., & Winner, E. (2018, August). [Looking at the process: Examining artistic thinking in fashion designers on a reality TV show](#). Poster presented at American Psychological Association conference, San Francisco, CA.

Hogan, J. (2018, May). *The values of high school ensemble music teachers and how those influence pedagogical goals*. Poster presented at Narrative Inquiry in Music Education international conference, Boston, MA.

Hogan, J. & Winner, E. (2017, August). [Fourth graders' rationale for keeping art education in schools: Do art teachers agree?](#) Poster presented at American Psychological Association conference, Washington, DC.

Hogan, J., Cordes, S., Diamond, A. & Winner, E. (2017, April). [The effects of intensive general music class on Kindergartners' executive functioning and self-perception](#). Poster presented at Society of Research in Child Development conference, Austin, TX.

Hogan, J. & Winner, E. (2017, April). ["When would we get our wiggles out?": Children's arguments for keeping art, music, and physical education in school](#). Poster presented at Society of Research in Child Development conference, Austin, TX.

Hogan, J. & Winner, E. (2015, August). [Ensemble habits of mind: What is actually taught in high school music ensembles? Preliminary results.](#) Poster presented at American Psychological Association conference, Toronto, Ontario, Canada.

### **CONFERENCE WORKSHOPS (FOR TEACHERS)**

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Hogan, J. (2019, March). *Tim Gunn says to Make It Work! Studio Thinking and reality television.* Workshop presented at the National Art Education Association, Boston, MA.

Winner, E., Hogan, J., Jaquith, D., #Conde, C., #Knight, C., #Toole, J. (2019, March). *Studio Thinking in action in the elementary art room.* Workshop to be presented at the National Art Education Association, Boston, MA.

Hogan, J., Jaquith, D., #Gould, L., #Gsell, N., #Karp, C., #Kastle, S., #Knight, C., & #Yahn, C. (2019, March). *Using Studio Habits of Mind for formative assessment.* Workshop to be presented at the National Art Education Association, Boston, MA.

Hogan, J., Jaquith, D. & Hetland, L. (2018, March). *Stretch and explore with Studio Thinking at the elementary level!* Workshop presented at the National Art Education Association, Seattle, WA.

Hogan, J. & Stewart, E. (2016, April). *Music and art: Curricular cousins.* Workshop presented at Connecticut Music Educators Association Conference, Hartford, CT.

Hogan, J. (2015, October). *Hearing your students think: Habits of mind as teaching goals and advocacy tools in the high school ensemble classroom.* Workshop presented at National Association for Music Education In-Service conference, Nashville, TN.

Hayen, T., Hogan, J., Snow, V., & Velazquez, M. (2015, May). *Teaching techniques for students on the autism spectrum.* Workshop presented at Teaching Music to Students on the Autism Spectrum conference, Boston, MA.

Hogan, J. (2014, June). *Community, ambiguity, emotionality, and other intangibles: Resources to bring music-making into your learning community.* Workshop presented at Alternative Education Resource Organization conference, Brookville, NY.

Hogan, J. (2014, May). Panel discussant on *Teaching private lessons to students on the autism spectrum* at Teaching Music to Students on the Autism Spectrum conference, Boston, MA.

Hogan, J. & Stewart, E. (2013, October). *"I have too many ideas!": How we can challenge gifted learners through choice.* Workshop presented at New England Conference on Gifted and Talented Education, Portland, ME.

## **TEACHING EXPERIENCE (HIGHER EDUCATION)**

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### **Department of Psychology, Siena College**

*Assistant Professor*

Developmental Psychology (Fall 2021)

General Psychology (Fall 2021)

### **Department of Psychology, The College of Idaho**

*Visiting Assistant Professor (all courses virtual due to COVID-19).*

Educational Psychology (Fall 2020 and Spring 2021)

Developmental Psychology (Fall 2020 and Spring 2021)

General Psychology (Fall 2020 and Spring 2021)

Psychological Perspectives on Schooling (May Term 2021)

### **Mead Witter School of Music, University of Wisconsin-Madison**

*Visiting Assistant Professor*

Composition, Arrangement, and Orchestration for the Music Educator (Fall 2019)

Teaching Popular Instrumental Music 1 and 2 (Fall 2019 and Spring 2020)

Music Learning and Teaching II (Spring 2020)

Fieldwork in Music Communities (Spring 2020; co-taught with Walter Rich)

### **Department of Psychology, Boston College**

*Teaching Fellow (designed course, co-instructor of record):*

Psychological Perspectives on Schooling (Fall 2016; co-taught with Mahsa Ershadi)

*Teaching Assistantship*

Introduction to Psychology as a Natural Science

Clinical Psychology

Abnormal Psychology

Advanced Abnormal Psychology

### **Guest Lecturing**

Art and Elementary Education, University of Wisconsin Madison (Invited by Mary Hoefflerle)

*Focusing on Thinking: Studio Thinking and Teaching for Artistic Behavior* Fall 2019 and 2020

Teachers & Educational Reform, Boston College (Invited by Patrick McQuillan)

Spring 2019

*Thinking in the Arts*

Special Needs and the Gifted Child, Berklee College of Music, Boston, MA (Invited by Vicki LaRiccia)

*Gifted Children* Summers 2017 and 2018

Creative Arts in Education, Roosevelt University, Chicago, IL (Invited by Becky McTague) Fall 2016

*Habits of Mind in the Elementary Arts Classroom*

### **Student Mentorship**

Undergraduate Senior Thesis and Senior Honors Thesis Students

Amanda Cantrell, Julie Choi, Elizabeth Joseph, Alessandra Scorzella, Chris Tripoli (Co-advised with Ellen Winner), Susanna Mykoniatis (Co-advised with Ellen Winner and Jen Drake), Ellen Yang (Co-advised with Sara Cordes)

## **SELECTED TEACHING EXPERIENCE (PREK - 12)**

Strawberry Studio: Music for Exceptional Learners, Brighton, MA 2015-2019  
Piano instructor and Owner

The Reynolds Center for Teaching, Learning, and Creativity/Fablevision Learning, Boston, MA  
Fab@School MaSTEAM Pilot Site Coordinator 2017-2018

Boston Conservatory Program for Students on the Autism Spectrum, Boston, MA 2009-2015  
Piano instructor and Program assistant

The Sage School (Independent school for academically gifted children), Foxboro, MA 2009-2013  
Arts teacher: General music, PreK – Grade 8

Kids Are People School (Private school emphasizing special needs inclusion), Boston, MA  
General music teacher, paid work, PreK – Grade 8 2008-2009  
Coordinator and General music teacher, volunteer 2006-2008

Sacred Heart School, North Quincy, MA 2007-2008  
General music teacher, Grades 4-8

Boston Symphony Orchestra, Boston, MA 2006-2007  
Intern, Musicians in the Schools program

## **OTHER RESEARCH EXPERIENCE**

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Organization for Economic Cooperation and Development (OECD), Paris, France 2015—present  
Contributor to international research project in Assessing Progression in Creative and Critical Thinking

Abt Associates, Inc., Cambridge, MA 2009  
CLASS Observational Data Collector, Massachusetts Department of Early Childhood and Care  
Universal PreKindergarten (UPK) study, Phase II

## **PROFESSIONAL SERVICE**

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### **Ad-hoc Manuscript Reviewer**

Art/Research International, Child Development, Frontiers in Psychology, International Journal of Educational Research, International Journal of Early Years Education, Journal of Thinking Skills and Creativity, Translational Issues in Psychological Science

### **Ad-hoc Book Proposal Reviewer**

Teachers College Press

### **Ad-hoc Conference Submission Reviewer**

Choice-based art education Special Interest Group of National Art Education Association, American Psychological Association Division 10

### **American Psychological Association Division 10**

Student Representative, 2018-2019



**New England Chapter of the American Orff-Schulwerk Association**

Executive Board member, 2011-2014

**Arts/Learning of Massachusetts, Natick, MA**

Advocacy and Network Leadership Team, 2012-2014

**MENC: The National Association for Music Education (now NAfME)**

Boston Conservatory collegiate chapter President, 2006-2007

Chapter won one of nine national Chapter of Excellence awards for programs completed during my time as president

**ADDITIONAL TRAINING AND LICENSURE**

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Mentee in Mentorship Program through APA Division 10 2020-present

Apprenticeship in College Teaching Program, Boston College Completed 2018

Flipped Classroom cohort for faculty through Boston College Center for Teaching Excellence 2016

Twenty-seven post-baccalaureate graduate and undergraduate credits in psychology, Harvard Extension School and University of Massachusetts Boston 2011-2014

Levels 1 and 2 teacher training in music and movement education, American Orff-Schulwerk Association 2009-2010

Selected coursework in Children's House American Montessori Society certification, New England Montessori Teacher Education Center 2009

Teaching Licensure in Massachusetts  
Initial license, Music, All areas, K-12

**MEDIA**

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[Sunil Iyengar talks about our null findings on general music and executive functioning, and the value of negative findings.](#)

*National Endowment for the Arts* blog  
October 4, 2018

[Jill's hometown newspaper reports on \*Studio Thinking from the Start\*](#)

*The Item*, Clinton, MA  
July 22, 2018

[Jill talks about the Boston Conservatory Music Program for Students on the Autism Spectrum \(now the Berklee Institute for Arts Education and Special Needs\)](#)

*Boston Globe*  
February 24, 2011

## **PROFESSIONAL AFFILIATIONS**

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American Educational Research Association, 2020—present  
American Psychological Association, 2014—present  
American Psychological Association Division 10, 2014—present  
American Psychological Association Division 15, 2015--present  
Society for Music Perception and Cognition, 2014—present  
Society for Research in Child Development, 2015—present

National Association for Music Education (NAfME; formerly known as MENC), 2003—present  
Massachusetts Music Educators Association (MMEA), 2003—present  
American Orff Schulwerk Association, 2011—present  
Organization of American Kodaly Educators, 2015—present

## **REFERENCES**

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Ellen Winner  
Professor Emerita  
Boston College  
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Chestnut Hill, MA 02467  
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Sara Cordes  
Associate Professor of Psychology  
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Rhoda Bernard  
Managing Director, Berklee Institute for Arts Education and Special Needs  
Former Chair, Music Education, Boston Conservatory  
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