

JILLIAN HOGAN

Curriculum Vitae

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ACADEMIC POSITIONS

Siena College Teaching Assistant Professor of Psychology	September 2021-present
The College of Idaho Visiting Assistant Professor of Psychology	beginning August 2020
University of Wisconsin-Madison Visiting Assistant Professor of Music Education	August 2019-May 2020

EDUCATION

Ph.D., Developmental Psychology, Boston College Advisor: Ellen Winner Dissertation: <i>Ensemble Habits of Mind: Which are Taught (or Not Taught) in High School Music</i>	2021
M.A., Developmental Psychology, Boston College Thesis: <i>Is More Time in General Music Class Associated with Stronger Extra-Musical Outcomes in Kindergarten?</i>	2019
M.M., Music Education, Boston Conservatory Advisor: Rhoda Bernard	2008
B.M., Clarinet Performance, Boston Conservatory	2007

PUBLICATIONS

*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. (2018). [*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. 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. 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. (2022, Spring.) [Colorado TAB keynote speaker spotlight: What TAB teachers believe.](#) *Collage: Journal of the Colorado Art Educators Association*.

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

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

Summer 2022	Siena College Diversity Action Committee Curriculum Diversification Fellowship <i>Bringing Awareness of Medical Stigma towards Marginalized Groups for Students in Healthcare-Related Majors</i>
Spring 2019	Boston College Dissertation Fellowship
2016 – 2019	National Endowment for the Arts, Research: ArtWorks Grant. <i>Evaluating the Effects of Intensive Orchestral Music Programs on Children’s Cognitive and Affective Development and on Children’s Relationship to School</i> (\$20,000; co-PI with Ellen Winner and Sara Cordes.
2017	Boston College Dr. Martin Luther King, Jr. Graduate Student Research & Travel Grant. <i>Examining the Effects of Intensive Group Music Training on the Executive Functioning, Self-perception, and School-liking in Children in Low Socioeconomic Communities</i> (\$500)
2006	William Seymour Scholar for Music Education, Boston Conservatory

INVITED PRESENTATIONS

Research Talks

Keynote Address, TAB Colorado, Denver CO (virtual) <i>Why does TAB work?</i>	January, 2022
Colloquium meeting, Department of Art Education, LMU Munich, Germany (virtual) <i>How do artists think?: The Studio Thinking framework.</i>	January, 2022
Keynote Address, World Principal Conference, Beijing, China <i>Studio Thinking: Teaching broad habits of mind through visual arts.</i>	July, 2017
Interactive Research Symposium, Conservatory Lab Charter School, Dorchester, MA <i>Examining the effects of intensive orchestral music training on children’s executive functioning.</i> With Ellen Winner, Sara Cordes, and Amanda Cantrell	September, 2016
Invited Presentation, Assessing Progression in Creative and Critical Thinking Skills in Education at Organization for Economic Cooperation and Development (OECD), Paris, France <i>Developing and assessing creativity in music education.</i>	April, 2015

Consulting and Professional Development for Teachers

Visual Arts Department Professional Development, Falmouth Public Schools, Falmouth, MA <i>Studio Thinking and assessment</i> (virtual with Lauren Gould-Donahue)	2022
University of Anchorage Online/Anchorage Public Schools, Anchorage, AK <i>TAB-curious? An exploration of choice-based approaches in art education</i> (virtual with Abi Paytoe Gbayee)	June 2021
<i>Studio Thinking for the secondary art teacher</i> (virtual)	June 2020

Performing Arts Department Professional Development, Needham Public Schools, Needham, MA
October 2019 and January 2020
Habits of mind in performing arts education and Giving choices in performing arts classrooms (virtual)

COCAedu Summer Institute – Center of Creative Arts, St. Louis, MO July 2018
Studio Thinking 101 & 201 (for teaching artists; with 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)

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)

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)

Department of Psychology, Siena College

Teaching Assistant Professor of Psychology

Child Development (Summer 2022 virtual asynchronous)

Adult Development (Spring 2022)

Lifespan Development (Fall 2022, Spring 2022, Fall 2021)

General Psychology (Fall 2022, Winter 2021-2022 virtual asynchronous, and Fall 2021)

Department of Psychology, The College of Idaho

Visiting Assistant Professor

Educational Psychology (Fall 2020 virtual hybrid and Spring 2021 virtual hybrid)

Developmental Psychology (Fall 2020 virtual hybrid and Spring 2021 virtual hybrid)

General Psychology (Fall 2020 virtual hybrid and Spring 2021 virtual hybrid)

Psychological Perspectives on Schooling (May Term 2021 virtual hybrid)

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 (Fall 2019)

Teaching Popular Instrumental Music 2 (Spring 2020 virtual pivot)

Music Learning and Teaching II (Spring 2020 virtual pivot)

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

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

Topics in Abnormal Psychology: Advanced Abnormal Psychology (Fall 2014, Spring 2016, and Fall 2018)

Clinical Psychology (Fall 2017)

Abnormal Psychology (Fall 2015)

Introduction to Psychology as a Natural Science (Spring 2015)

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 LaRicca)

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 Independent Study Students at Siena College

Jillian Barend and Allison Thornschildt – Weight Stigma in Developmental Psychology Texts

Undergraduate Senior Thesis and Senior Honors Thesis Students at Boston College

Amanda Cantrell, Julie Choi, Elizabeth Joseph, Alessandra Scorzella, and Ellen Yang –

Examining the Relationship between Orchestral Music Training and Executive Functioning

Susanna Mykoniatis, co-advised with Ellen Winner and Jen Drake) – Drawing to Learn

SELECTED TEACHING EXPERIENCE (PREK - 12)

Strawberry Studio: Music for Exceptional Learners, Brighton, MA

2015-2019

Piano instructor and Owner

Boston Conservatory Program for Students on the Autism Spectrum, Boston, MA (now Berklee Institute for Arts Education and Special Needs) Piano instructor and Program assistant	2009-2015
The Sage School (Independent school for academically gifted children), Foxboro, MA Arts teacher: General music, PreK – Grade 8	2009-2013
Kids Are People School (Private school emphasizing special needs inclusion), Boston, MA General music teacher, paid work Coordinator and General music teacher, volunteer	2008-2009 2006-2008
Sacred Heart School, North Quincy, MA General music teacher, Grades 4-8	2007-2008
Boston Symphony Orchestra, Boston, MA Intern, Musicians in the Schools program	2006-2007

OTHER RESEARCH EXPERIENCE

Organization for Economic Cooperation and Development (OECD), Paris, France Contributor to international research project in Assessing Progression in Creative and Critical Thinking	2015—2019
Abt Associates, Inc., Cambridge, MA CLASS Observational Data Collector, Massachusetts Department of Early Childhood and Care Universal PreKindergarten (UPK) study, Phase II	2009

PROFESSIONAL SERVICE

Siena College Committee for Teaching and Faculty Development, Fall 2022--present

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

Reviewing

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, Teachers College Press

Conference Reviewer

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

ADDITIONAL TRAINING AND LICENSURE

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

[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

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—2016
Society for Research in Child Development, 2015—2020

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

REFERENCES

Ellen Winner
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Sara Cordes
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Boston College
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Rhoda Bernard
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Former Chair, Music Education, Boston Conservatory
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