

JILLIAN HOGAN

Curriculum Vitae

(978)807-9894

jillian.a.hogan@gmail.com

www.jillhoganinboston.com

ACADEMIC POSITIONS

Siena College
Teaching Assistant Professor of Psychology

September 2021-present

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

Ph.D., Developmental Psychology, Boston College 2021

Advisor: Ellen Winner

Dissertation: *Ensemble Habits of Mind: Which are Taught (or Not Taught) in High School Music*

M.A., Developmental Psychology, Boston College 2019

Thesis: *Is More Time in General Music Class Associated with Stronger Extra-Musical Outcomes in Kindergarten?*

M.M., Music Education, Boston Conservatory 2008

Advisor: Rhoda Bernard

B.M., Clarinet Performance, Boston Conservatory 2007

Graduate Certificate, Mindfulness Studies, Lesley University expected 2026

PUBLICATIONS

+ denotes shared first authorship

*denotes undergraduate or post-baccalaureate student collaborator

denotes practicing K-12 teacher collaborator

Books

Ferrari, J. # & Hogan, J.+ (under contract, expected 2026). *What artists do: Teaching and learning for today's choice-based (TAB) art classroom*. New York: Teachers College Press.

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. (forthcoming). [Using book clubs to engage students, activate prior knowledge, and transfer learning across contexts](#). In J. McIntyre & K. Brakke (Eds.) *Teaching Developmental Psychology: Contemporary Activities and Approaches*. Society for Teaching of Psychology e-book.

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., Cordes, S., Holochwost, S., Ryu, E. & Winner, E. (2023). [Participation in intensive orchestral music training does not cause gains in executive functioning, self-perception, or attitudes towards school in young children](#). *Psychology of Aesthetics, Creativity and the Arts*.

Hogan, J., Jaquith, D. & Gould, L. (2020). [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

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> (\$2,500)
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Summer 2022 and 2023	Siena College Summer Scholars Program funding <i>To support undergraduate student stipends for research in the discussion of weight in Lifespan Development textbooks</i> (\$4,148)
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. (2023, May). *Ensemble habits of mind: Which are taught (and which are not) in high school music*. Paper presented at virtual American Education Research Association conference [Presentation cancelled due to illness].

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 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

in-person: Spring and Fall 2023, Spring and Fall 2024, Spring 2025

virtual asynchronous: Summers 2024, 2023, and 2022; Winter 2023

General Psychology

in person: Fall 2024, 2023, 2022, and 2021; Spring 2025

virtual asynchronous: Winter 2022, 2023 and 2024; Summer 2023 and 2024

Lifespan Development

in person: Spring 2024, 2023, and 2022; Fall 2022 and 2021

Adult Development

in-person: Spring 2022

Learning

virtual asynchronous: Summer 2024

Department of Psychology, The College of Idaho

Visiting Assistant Professor

Educational Psychology

virtual hybrid: Fall 2020 and Spring 2021

Developmental Psychology

virtual hybrid: Fall 2020 and Spring 2021

General Psychology

virtual hybrid: Fall 2020 and Spring 2021

Psychological Perspectives on Schooling

virtual hybrid: May Term 2021

Mead Witter School of Music, University of Wisconsin-Madison

Visiting Assistant Professor

Composition, Arrangement, and Orchestration for the Music Educator

in person: Fall 2019

Teaching Popular Instrumental Music 1

in person: Fall 2019

Teaching Popular Instrumental Music 2

virtual pivot: Spring 2020

Music Learning and Teaching II

virtual pivot: Spring 2020

Fieldwork in Music Communities

virtual pivot: Spring 2020; co-taught with Walter Rich

Department of Psychology, Boston College

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

Psychological Perspectives on Schooling

in person: Fall 2016; co-taught with Mahsa Ershadi

Student Mentorship

Undergraduate Independent Study Students at Siena College

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

Hailey Memery – A Scoping Review of Academic Book Clubs in Higher Education

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

2009-2015

(now Berklee Institute for Arts Education and Special Needs)

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 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

Organization for Economic Cooperation and Development (OECD), Paris, France 2015—2019
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

Teaching for Artistic Behavior, Inc. Advisory Board, Fall 2019--present

Siena College Committee for Teaching and Faculty Development, Fall 2022—present
Subcommittee to organize Faculty Fridays (professional development series, 2023-2024)
Organizer and panelist – *Faculty Perspectives on Attendance Policies* (Spring 2024)
Co-organizer and panelist - *AI and Chat GPT: They're not so bad!* (Spring 2023)
Organizer and facilitator – *Alternative Assessment* (Spring 2023)

Siena College Academic Technology Advisory Committee, Spring 2024 – present

Siena College Diversity Action Committee
Presenter – *Theory of Mind as a Framework for Caring about Others* (Spring 2024)

American Psychological Association Division 10
Member at large, Executive Board, 2024 -- present
Student representative to the Executive Board, 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 and Book Reviewer

Art/Research International; BMC Psychology; Child Development; Excessive Bodies: A Journal of Artistic and Critical Fat Praxis and World Making; Frontiers in Psychology; International Journal of Educational Research; International Journal of Early Years Education; Journal of Thinking Skills and Creativity; Psychology of Aesthetics, Creativity, and the Arts; 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 2020-2023

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
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
Professor Emerita of Psychology
Boston College
140 Commonwealth Ave.
Chestnut Hill, MA 02467
winner@bc.edu

Max Levine
Professor and Chair of Psychology
Siena College
515 Loudon Road
Loudonville, NY 12211

Dan Hulseapple
Assistant Director of Academic Counseling
Siena College Higher Education Opportunity Program (HEOP)
515 Loudon Road
Loudonville, NY 12211

Sara Cordes
Professor of Psychology
Boston College
140 Commonwealth Ave.
Chestnut Hill, MA 02467
sara.cordes@bc.edu

Pat McQuillan
Retired Professor, Lynch School of Education
Boston College
140 Commonwealth Ave.
Chestnut Hill, MA 02467
mcquilpa@bc.edu