Jillian Hogan

Teaching Portfolio
Table of Contents

<u>I. Statement of Teaching Philosophy</u>

My years teaching in a PreK – Grade 8 classroom have led me to think deeply about what is really important about teaching and learning at all ages, including in undergraduate and graduate education. Below, I describe some of my core beliefs about teaching and learning in the classroom, my approach to student mentorship, and my hopes for future teaching. My views have been shaped by Teaching for Understanding (Perkins & Blythe, 1994), Understanding by Design (Wiggins, Wiggins & Tighe, 2005), social constructivism (Vygotsky, 1978), and constructionism (Harel & Papert, 1991).

Principles of Teaching and Learning

Teaching should lead to disciplinary understanding.

Too often, cramming and regurgitation of facts can be mistaken for learning. I do not aim for students just to be able to complete tasks that I ask of them, or recite information that is Google-able. My goals are high -- if I am going to spend time helping students learn, I want the experience to be transformative and not just "another class." I want students to *understand.*

Understanding means that students are able to apply what they have learned to new problems, outside of the classroom, in real-world situations. My research focuses on tools of understanding, which I call habits of mind. These are broad thinking dispositions that are called for when people think in a discipline. In teaching psychology, I want my students to learn to think like a psychologist – which is different from thinking like a historian or mathematician. Students need practice thinking like a psychologist – it's my job to lead them to use habits of mind like *reflection* on prior knowledge and piecing together seemingly disparate pieces of knowledge, *imagining* how what we know can lead to new questions, *observing* data, and *synthesizing* and *expressing* findings in a way that others can understand them and use in their own research and learning.

To help students get to deep understanding, I craft broad questions (sometimes called throughlines or essential understandings) that help students become disciplinary thinkers. In my class on *Psychological Perspectives of Schooling*, these were questions like "What is a school?", "What is the role of a teacher?", "What can be used as evidence of school culture?" In addition to fostering disciplinary thinking, these questions are broad enough to allow students to engage with them from their own perspectives and backgrounds. Students practiced using the habits of mind of an educational psychologist in a carefully-scaffolded final project in which each created a proposal for the founding of an ideal school. Students used their individual understandings, guided by the reoccurring essential questions throughout the semester, in the context of a meaningful project that helped them deepen their understanding and make their learning visible.

Learning is social.

Learning works best when it is social because people are social. Students must encounter the ideas and perspectives of others. One way for that to happen is in conversations with peers. This is possible even in the largest lecture halls through "pair-shares" of ideas, "thought museums" in which students submit their thinking as an artifact and respond to the artifacts of others, small group work in and outside of the lecture hall, and employing (and carefully coaching) students to explain concepts. Social interactions needn't be limited to the four walls of the classroom. When I taught *Psychological Perspectives on Schooling*, we used video conferencing to meet with an expert from the field in each of the covered approaches to learning (Montessori, Waldorf, No excuses, etc.).

Real learning happens when people make mistakes and allow themselves to be vulnerable enough to learn from them. That can't happen when fear or anxiety enter the classroom. Creating a comfortable and inclusive space is cultivated in small ways, like using gender-inclusive language or ensuring size-inclusive seating, and in substantial ways, such as by creating assignments so students must actively make connections with others in the class, and by scaffolding ways to give peer feedback in a safe way. My beliefs about supportive learning communities stem from my years teaching music to special needs populations: students on the autism spectrum, an inclusion school setting, and a school for the gifted.

Formative and varied assessments are the most important assessments.

To show understanding, students must be given the chance to demonstrate what they know, and this may not look the same for every student. This is why I use varied approaches to assignments and assessment. Through project-based assignments, students are forced to show not only that they can recite knowledge or demonstrate fundamental skills, but that they are willing and able to do so within the context of a real-world problem that can be approached from many perspectives and addressed by more than one solution.

Too often, assessment is a scary word - it conjures thoughts of all-nighters studying for a final exam or finishing up a term paper to be marked up with a teacher's red pen. But the most important kind of assessment is formative assessment -- feedback given throughout the semester to help a student grow. Formative assessment is hard work for a teacher, because it means using essay rather than multiple choice tests; insisting on multiple drafts of papers and presentations, breaking every task into small parts to give along-the-way feedback, and continually noting what is and is not sticking with students based on formal and informal observations.

As a teaching assistant for *Advanced Abnormal Psychology*, I helped the instructor expand a paper assignment so that instead of just submitting a final paper at the end of the semester, students underwent a rigorous and iterative process of peer and teacher feedback on multiple drafts. I encouraged the instructor to see the final paper not just as a summative assessment of what students know, but as an opportunity to teach students the habits of mind needed for scientific inquiry: e.g., choosing a topic, refining a research question, and learning ways to find empirical evidence to answer those questions. I created a number of documents that helped small groups of students scaffold their paper writing experience, and I also facilitated peer-peer feedback on drafts.

Teachers must also be learning.

One of the reasons I am drawn to teaching is because it is a constant way in which to learn. If I weren't learning from my students, I would be missing opportunities to respond to their unique perspectives, and be more culturally responsive. While I engage in growth as a teacher informally in my classroom, I do this more formally through my research (which affords me opportunities to watch K-12 teachers), through programs like the Apprenticeship in College Teaching at Boston College, and by attending workshops about helping English Language Learners with writing assignments at the University of Wisconsin Madison.

Mentoring

Throughout my years as a doctoral student I have actively worked to include undergraduates in my research. This includes mentoring senior thesis students as they design and execute their own studies, and involving undergraduates in all aspects of my own research – literature reviews, study design, data collection, cleaning, and analysis, and formal write-up. I challenge the research assistants in my lab to take a greater role in studies, scaffolding their responsibilities in the same way I would in the classroom. I'm proud that I have coached students to take over almost all logistics and scheduling for a large, multi-year, off-site longitudinal study, and that I recently published a paper with three undergraduate authors (Hogan et al., 2018). These student-authors participated fully in data coding – with my help, they used a pre-existing framework, created a manual to situate the framework in the data with which we were working, met regularly to discuss and debate the coding manual, and independently and jointly coded over 800 minutes of the paper's final dataset. I have several more papers in preparation in which students actively participated in the research process, many of whom will be acknowledged in joint-authorship.

<u>II. Teaching Experience – Higher Education</u>

^ indicates online asynchronous course
^^indicates online hybrid course
non-marked courses reflect in-person synchronous courses

Department of Psychology, Siena College
Teaching Assistant Professor of Psychology
Child Development   Summer 2022^
     200-level course for mostly psychology majors
Adult Development   Spring 2022
     200-level course for mostly psychology majors
General Psychology   Fall 2021, Winter 2021^, Fall 2022
     100-level course for students of all majors
Lifespan Development   Fall 2021, Fall 2022, and Spring 2022
     200-level course for psychology, health studies, and nursing majors

Department of Psychology, College of Idaho
Visiting Assistant Professor of Psychology
Psychological Perspectives on Schooling   May Term 2021^^
     300-level elective course for psychology and education students
Educational Psychology   Fall 2020^^ and Spring 2021^^
     200-level course for psychology and education students
Developmental Psychology   Fall 2020^^ and Spring 2021^^
     200-level course for psychology and education students
General Psychology   Fall 2020^^ and Spring 2021^^
     100-level introductory course for students of all majors

Mead Witter School of Music, University of Wisconsin Madison
Visiting Assistant Professor of Music Education
Teaching Popular Instrumental Music 2   Spring 2020
     Undergraduate laboratory class for preservice teachers
Music Learning and Teaching II   Spring 2020
     Upper level undergraduate seminar for preservice Juniors
Fieldwork in Music Communities   Spring 2020
     Undergraduate course of observation in community settings for preservice Sophomores
Composition, Arrangement, and Orchestration for the Music Educator   Fall 2019
     Upper level undergraduate seminar for preservice teachers
Teaching Popular Instrumental Music 1   Fall 2019
     Undergraduate laboratory class for preservice teachers

Department of Psychology, Boston College
Teaching Fellow (Co-designer of course)
Psychological Perspectives on Schooling   Fall 2016
     Graduate and upper-level undergraduate seminar for psychology and education majors
     10 students

Teaching Assistant Experience
Abnormal Psychology, Topics in Abnormal Psychology: Advanced Abnormal Psychology, Clinical
Psychology, Psychology of the Arts, Introduction to Psychology as a Natural Science

III. Teaching Experience – PreK-12 Music

General Music

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, Age 3 – Grade 8, paid work   2008-2009
Program coordinator and General music teacher, volunteer   2006-2008

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

Private and Small Group Instrumental Lessons

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

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

Melody Makers Band Program, St. Agnes School, Arlington, MA   2007-2008
Clarinet Instructor

University of Massachusetts Youth Wind Ensemble   2004
Clarinet section coach

Other Teaching

Oxford Street Daycare Cooperative, Cambridge, MA   2008
Substitute Teacher

IV. Future Teaching Interests

I am a naturally curious person, and preparing courses is one of my favorite ways to learn more. As such, I am willing and prepared to teach a number of courses beyond those I've listed below, which indicate my primary teaching and research interests.

Psychology:
Developmental Psychology/Human Development (at all areas of the lifespan)
Introductory Psychology
Psychology of the Arts (broadly, or in one particular arts discipline)
Development in the Arts (broadly, or in one particular arts discipline)
Development of Humor
Psychology of Television

Research Methods:
Mixed Methods Research
Qualitative Research in Psychology/Education
Research Practicum

Education/Educational Psychology:
Educational Psychology
Social-Emotional Learning/Development
Learning in the Arts (broadly, or in one particular arts discipline)
Psychological Perspectives on Schooling/Learning
Habits of Mind
The Paradox of Choice on Motivation
Theories of Intelligence

Music Education:
Philosophy of Music Education
General Music Methods
Informal Music Learning
Composition in the Classroom
Student Teaching and Practicum Supervision
Curriculum Design
Assessment Theories

V. Pedagogical Training and Licensure

Apprenticeship in College Teaching Program, Boston College	Completed 2018
Flipped classroom cohort for faculty through Boston College Center for Teaching Excellence	2016
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

College of Idaho
2021 Spring Term

Course: PSY-201-03: PSY-201-03 Developmental Psychology-PSY-201-03
Instructor: Jillian Hogan *
Response Rate: 19/29 (65.52 %)

1 - I gave this course my best effort.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	13	68.42%		
Agree	(2)	6	31.58%		
Neutral	(3)	0	0.00%		
Disagree	(4)	0	0.00%		
Strongly Disagree	(5)	0	0.00%		1.32
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
19/29 (65.52%)	1.32	0.48	1.00

2 - Regardless of any requirement to take this course, my initial enthusiasm for the course was:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Interested	(1)	11	57.89%		
Interested	(2)	8	42.11%		
Neutral	(3)	0	0.00%		
Uninterested	(4)	0	0.00%		
Very Uninterested	(5)	0	0.00%		1.42
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
19/29 (65.52%)	1.42	0.51	1.00

3 - This course was well-organized.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	13	68.42%		
Agree	(2)	5	26.32%		
Neutral	(3)	1	5.26%		
Disagree	(4)	0	0.00%		
Strongly Disagree	(5)	0	0.00%		1.37
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
19/29 (65.52%)	1.37	0.60	1.00

4 - Overall, this course was a worthwhile learning experience.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	13	68.42%		
Agree	(2)	6	31.58%		
Neutral	(3)	0	0.00%		
Disagree	(4)	0	0.00%		
Strongly Disagree	(5)	0	0.00%		1.32
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
19/29 (65.52%)	1.32	0.48	1.00

Course: PSY-201-03: PSY-201-03 Developmental Psychology-PSY-201-03
Instructor: Jillian Hogan *
Response Rate: 19/29 (65.52 %)

5 - The instructor was available to me outside of class.

Jillian Hogan

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	12	63.16%		
Agree	(2)	6	31.58%		
Neutral	(3)	1	5.26%		
Disagree	(4)	0	0.00%		
Strongly Disagree	(5)	0	0.00%	1.42
No Answer	(0)	0	0.00%		

| | 0   25   50   100 | Question | | |

Response Rate	Mean	STD	Median
19/29 (65.52%)	1.42	0.61	1.00

6 - The instructor returned graded work in a timely manner.

Jillian Hogan

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	14	73.68%		
Agree	(2)	5	26.32%		
Neutral	(3)	0	0.00%		
Disagree	(4)	0	0.00%		
Strongly Disagree	(5)	0	0.00%	1.26
No Answer	(0)	0	0.00%		

| | 0   25   50   100 | Question | | |

Response Rate	Mean	STD	Median
19/29 (65.52%)	1.26	0.45	1.00

7 - What do you perceive as the strengths and weaknesses of this course? You may use this space to elaborate on any of your answers above.

Response Rate	11/29 (37.93%)

• I think a strength would be the baby assignment. It really showed you first hand what it was like to have a growing child, only virtually.

• This course was well organized and easy to follow

• Strengths: online, makes everything easy accessible Weakness: the form of the book, tooo easy for a class of this level

• I think the Macmillan learning curves helped me personally prepare the information for tests and activities.

• I liked this course! I wish I could have taken it in person- the group work in breakout rooms was pretty choppy and awkward to no fault of Dr. Hogan. Online teaching is tough.

• I loved this course it was all super interesting material to much and every week I was reading or hearing professor Hogan teach me something I had no idea about. This course was organzied and detailed.

• I think that some strengths of this course is that it was outlined what was required of us weakly and I really appreciated having those reminders in the announcements. Some weaknesses of this course is that this course occasionally lacked an application aspect that I enjoy having or how this would apply to a real life situation.

• It was super enjoyable, and formatted easily to the online environment. I liked the way it was set up, and how it was applicable to current ideas in our society. Pretty flexible overall.

• This course was very well organized with clear objectives.

• This course was cleanly organized with weekly assignments that applied to the weekly lectures. Open-note exams focusing on growth and understanding instead of mass memorization was also greatly appreciated. Overall, the course was well organized and interesting. The material was engaging and taught in a logical chronological order that made sense. If I were to offer one dissatisfaction with the course, it would be that what was lectured on was the same information as we did in the assigned textbook readings, at which point I felt that the readings should be optional if we didn't understand or wanted to understand more deeply a certain concept so that it didn't seem so much like busy-work. However, I can also understand how it was simply another way to reinforce the information. I did however also miss the opportunities for discussion and debate that I had had in other class instructed by Jill.

• No complaints. It was a good class.

Course: PSY-201-03: PSY-201-03 Developmental Psychology-PSY-201-03

Instructor: Jillian Hogan *

Response Rate: 19/29 (65.52 %)

8 - What do you perceive as the strengths and weaknesses of Jillian Hogan? You may use this space to elaborate on any of your answers above. -	
Response Rate	12/29 (41.38%)

• A really enjoyed Professor Hogan's excitement and encouragement through the course. She was always happy and just had this really fun personality that made going to her class enjoyable.

• Jill Hogan was a good instructor for this class

• Professor Hogan is a wonderful professor and I would love to take another class from her. Her personality makes her lectures fun to watch and promotes class interaction.

• Strength: understanding where students are coming from. Weakness: too nice

• Her lectures were comprehensive, clear, and similar to the material. She showed kindness, understanding and genuine interest in her students and in the material.

• This is the second class I have had with Professor Hogan and she is nothing but amazing. She is prepared and so understanding and does group, and in class activities which keeps online learning not as difficult or frustrating.

• I really appreciated the way that Jill lectured in an orderly fashion that was easy to follow, Jill was compassionate and understanding when asking for extensions or if we needed to turn in late work, and she was helpful if I ever had any questions. I am not sure I have any specific weaknesses that I can point out for Jill.

• She was super friendly and flexible to her students needs. The students being th enumber one priority to her. A very patient and caring professor.

• Hogan was understand of the currents state that the students were in. If she felt the students were overwhelmed she would give the day dedicated to work or encourage us to rest. She was very welcoming and an easy person to go and to talk to in the online environment.

• Jill was always kind and timely with assigning homework and returning grades. She was well educated in the subject of developmental psychology and it showed. She also graded on growth with opportunities to improve and to learn which I greatly appreciated. Sometimes for the sake of time Jill would rush through information and it would make it difficult to follow along, although access to her slides and recorded lectures somewhat made up for this.

• Professor Jill is very kind and understanding in regards to disabilities and accomodations.

• She is an awesome teacher.

9 - The course improved my understanding of the subject material.					
Response Option	Weight	Frequency	Percent	Percent Responses	
Strongly Agree	(1)	13	68.42%		
Agree	(2)	6	31.58%		
Neutral	(3)	0	0.00%		
Disagree	(4)	0	0.00%		
Strongly Disagree	(5)	0	0.00%		
Response Rate	19/29 (65.52%)				

10 - The course elements (readings, homework, exams, etc.) had clear instructions and purposes and helpedme learn.					
Response Option	Weight	Frequency	Percent	Percent Responses	
Strongly Agree	(1)	14	73.68%		
Agree	(2)	4	21.05%		
Neutral	(3)	1	5.26%		
Disagree	(4)	0	0.00%		
Strongly Disagree	(5)	0	0.00%		
Response Rate	19/29 (65.52%)				

11 - During class the instructor used time well.					
Response Option	Weight	Frequency	Percent	Percent Responses	
Strongly Agree	(1)	13	68.42%		
Agree	(2)	6	31.58%		
Neutral	(3)	0	0.00%		
Disagree	(4)	0	0.00%		
Strongly Disagree	(5)	0	0.00%		
Response Rate	19/29 (65.52%)				

Course:	PSY-201-03: PSY-201-03 Developmental Psychology-PSY-201-03
Instructor:	Jillian Hogan *
Response Rate:	19/29 (65.52 %)

12 - Jillian Hogan based my grade on criteria I understood.					
Response Option	**Weight**	**Frequency**	**Percent**	**Percent Responses**	
Strongly Agree	(1)	15	78.95%		
Agree	(2)	4	21.05%		
Neutral	(3)	0	0.00%		
Disagree	(4)	0	0.00%		
Strongly Disagree	(5)	0	0.00%		
Response Rate	19/29 (65.52%)				

13 - Jillian Hogan provided feedback that helped me understand what I was doing well and how I needed to improve.					
Response Option	**Weight**	**Frequency**	**Percent**	**Percent Responses**	
Strongly Agree	(1)	15	78.95%		
Agree	(2)	4	21.05%		
Neutral	(3)	0	0.00%		
Disagree	(4)	0	0.00%		
Strongly Disagree	(5)	0	0.00%		
Response Rate	19/29 (65.52%)				

College of Idaho
2020 Fall Term

Course: PSY-100-05: PSY-100-05 General Psychology-PSY-100-05
Instructor: Jillian Hogan *
Response Rate: 25/33 (75.76 %)

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1 - I gave this course my best effort.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	13	52.00%		
Agree	(2)	10	40.00%		
Neutral	(3)	2	8.00%		
Disagree	(4)	0	0.00%		1.56
Strongly Disagree	(5)	0	0.00%		
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
25/33 (75.76%)	1.56	0.65	1.00

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2 - Regardless of any requirement to take this course, my initial enthusiasm for the course was:

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Interested	(1)	14	56.00%		
Interested	(2)	7	28.00%		
Neutral	(3)	3	12.00%		
Uninterested	(4)	1	4.00%		1.64
Very Uninterested	(5)	0	0.00%		
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
25/33 (75.76%)	1.64	0.86	1.00

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3 - This course was well-organized.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	5	20.00%		
Agree	(2)	9	36.00%		
Neutral	(3)	9	36.00%		
Disagree	(4)	2	8.00%		2.32
Strongly Disagree	(5)	0	0.00%		
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
25/33 (75.76%)	2.32	0.90	2.00

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4 - Overall, this course was a worthwhile learning experience.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	11	44.00%		
Agree	(2)	8	32.00%		
Neutral	(3)	6	24.00%		
Disagree	(4)	0	0.00%		1.80
Strongly Disagree	(5)	0	0.00%		
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
25/33 (75.76%)	1.80	0.82	2.00

Course:	PSY-100-05: PSY-100-05 General Psychology-PSY-100-05
Instructor:	Jillian Hogan *
Response Rate:	25/33 (75.76 %)

5 - The instructor was available to me outside of class.

Jillian Hogan

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	11	44.00%		
Agree	(2)	11	44.00%		
Neutral	(3)	3	12.00%		
Disagree	(4)	0	0.00%		1.68
Strongly Disagree	(5)	0	0.00%		
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
25/33 (75.76%)	1.68	0.69	2.00

6 - The instructor returned graded work in a timely manner.

Jillian Hogan

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	6	24.00%		
Agree	(2)	16	64.00%		
Neutral	(3)	2	8.00%		
Disagree	(4)	1	4.00%		1.92
Strongly Disagree	(5)	0	0.00%		
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
25/33 (75.76%)	1.92	0.70	2.00

7 - What do you perceive as the strengths and weaknesses of this course? You may use this space to elaborate on any of your answers above.

Response Rate	16/33 (48.48%)

• The course was well planned and interesting, but due to being online almost no one voluntarily participated in discussions.

• N/A

• No pressing weaknesses or strengths

• Some strengths of this course was providing homework that graded it as you went so you know when you got it done, having due dates, being flexible, and using homework as a study guide for the test. This class overall went really good, I can not find much weaknesses from this course.

• I think that the course did a good job of giving an introductory level of knowledge about the topic.

• This course had a lot of self learning through the textbook, but Jill provided us with other material to help us understand better. To me it was interest to mainly learn from the text book but the videos and things she also provided I learned quite a bit. I loved that this course had a study day which has helped me so much in the long run. I genially am interested in learning more about psychology.

• Too much reading by ourselves! We could have had more direct instruction rather than being divided into groups and do the activities in groups!

• I think this course has very interesting information to offer its students. However, I found it hard on multiple occasions to understand and tie together concepts that I had learned.

• n/a

• Somewhat over-reliant on the online textbook.

• Flexibility when the work had to be turned in.

• The use of electronics resources was well applied, using both given resources and random resources. It covered a broad margin of topics and gave a general idea of what the psychology major curriculum may look like. The weaknesses of this course was probably just relative to the time limit. We couldn't hit all of the materials we could have. There were these "moments of zen" that were a requirement which I think was both good and bad. It was supposed to make us give us a break but it kind of felt more like a requirement for me. Like I needed to get this done and so I stressed about it.

• It was overall pretty good, not super challenging and good for an intro class.

• I liked the curriculum used for this course and I feel that the exams reflected the homework well. However, assignments were repetitive and reading heavy, with little work that applied what was learned in the readings. In addition to the heavy reading load, countless hours of videos and lectures were assigned last minute and outside of class time.

• Jill was super patient and aided in giving her students a positive learning experience. It was helpful in ways that it worked with my other courses and mental health. I feel like this course helped me in various ways when it came to learning about psychology and how to promote my own mental health

• Very good way to start off the psychology courses

Course: PSY-100-05: PSY-100-05 General Psychology-PSY-100-05

Instructor: Jillian Hogan *

Response Rate: 25/33 (75.76 %)

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8 - What do you perceive as the strengths and weaknesses of Jillian Hogan? You may use this space to elaborate on any of your answers above. -

Response Rate	17/33 (51.52%)

• This class by far my favorite and I really liked Jill. She made learning easy and stress free and was the most willing of all my teachers to help me. The class was organized at the beginning but I think it kind of got disorganized throughout the time of the course.

• Not sure due to being online.

• not as many experiments done during class

• She was very considerate of all her students, more than willing to help and go into detail on matters that were confusing.

• Some strengths of professor Hogan would be she is super understanding and flexible with all this covid 19 and different time zones and all that. I did not really come up with any problems with this class every class was planned and completed with learning something new, group work, and lecturing.

• I feel like one strength is that she makes the classes interactive and had the people go into small groups and work together so it wasn't just lecturing.

• Jill Hogan has been super amazing on making sure we understand, and take care of our selves in the process. Which I absolutely loved because she understood that with the work we are put under we tend to take care of ourselves less. the only weakness could be grading however I completely understand where she is coming from and how long it takes to grade things. Jill is a very understanding person, and was amazing :)

• She is a really knowledgeable preofessor and amazing!

• I think she is extremely understanding and flexible. This was a major help for me because there were times when I was overwhelmed with my class load and Jill would help me. The only weaknesses I feel my professor had was organization and her teaching method. However, it think time difference and lack of in person contact was to blame.

• n/a

• I found her lecture videos were really well made and really helped me to get a grasp on the subjects.

• She helped outside of class.

• Professor Hogan was fairly easygoing and helped us better our scores by adjusting things like our test time limits. She was accommodating. I think her weaknesses were organization at the beginning of the term but she quickly figured it out. She also had reasons for it so it wasn't too bad. It was just hard to know when something was due.

• Strengths - she is easy to talk to and makes the material make sense weaknesses - a bit absent minded

• Professor Hogan is an educated woman who has a strong background in psychology. She knows what she's talking about, and I appreciated her use of examples throughout lectures to explain ideas. However, she rarely held to her word in regards to when assignments and lectures would be posted to canvas. Lectures were mostly reading directly from slides, which made them not very intriguing. I did not like how she assigned two weeks of work at a time, often not when she said she would, therefore giving us less time to complete more work. I often found myself refreshing canvas daily, for numerous days after she said our homework would be posted. There was never a consistent structure which made it difficult to get in to a routine and be able to get the most out of this course.

• Jill is one of the sweetest professors I have had and is full of genuine kindness. You can tell she actually cares about her students and is willinging to do anything for us to have a good learning experience. Not only was she patient but her learning style was super helpful and made me actually want to do the work. I loved the lecture videos also and how she would constantly push us to keep going.

• Did a great job

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9 - The course improved my understanding of the subject material.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	14	56.00%		
Agree	(2)	8	32.00%		
Neutral	(3)	3	12.00%		
Disagree	(4)	0	0.00%		
Strongly Disagree	(5)	0	0.00%		1.56
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
25/33 (75.76%)	1.56	0.71	1.00

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10 - The course elements (readings, homework, exams, etc.) had clear instructions and purposes and helped me learn.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	11	44.00%		
Agree	(2)	11	44.00%		
Neutral	(3)	3	12.00%		
Disagree	(4)	0	0.00%		
Strongly Disagree	(5)	0	0.00%		1.68
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
25/33 (75.76%)	1.68	0.69	2.00

College of Idaho
2020 Fall Term

Course: PSY-100-05: PSY-100-05 General Psychology-PSY-100-05

Instructor: Jillian Hogan *

Response Rate: 25/33 (75.76 %)

11 - During class the instructor used time well.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	6	24.00%		
Agree	(2)	14	56.00%		
Neutral	(3)	4	16.00%		
Disagree	(4)	1	4.00%		2.00
Strongly Disagree	(5)	0	0.00%		
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
25/33 (75.76%)	2.00	0.76	2.00

12 - Jillian Hogan based my grade on criteria I understood. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	11	44.00%		
Agree	(2)	11	44.00%		
Neutral	(3)	3	12.00%		
Disagree	(4)	0	0.00%		1.68
Strongly Disagree	(5)	0	0.00%		
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
25/33 (75.76%)	1.68	0.69	2.00

13 - Jillian Hogan provided feedback that helped me understand what I was doing well and how I needed to improve. -

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(1)	8	32.00%		
Agree	(2)	14	56.00%		
Neutral	(3)	2	8.00%		
Disagree	(4)	1	4.00%		1.84
Strongly Disagree	(5)	0	0.00%		
No Answer	(0)	0	0.00%		

Response Rate	Mean	STD	Median
25/33 (75.76%)	1.84	0.75	2.00