

Jessica Taggart, Ph.D.

Assistant Director and Assistant Professor
Center for Teaching Excellence, University of Virginia
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EDUCATION

- 2020 **Ph.D., Developmental Psychology** University of Virginia
Advisor: Angeline S. Lillard
Dissertation: *As Good as the Real Thing? A Mixed Methods Study of the Perceived Impact of Pretend Play on Children's Self-Efficacy and Competence* (doi: 10.18130/v3-1gt8-7v44)
- 2016 **M.A., Psychology** University of Virginia
- 2012 **B.A., Psychology and English** Johns Hopkins University
Departmental Honors in English

EXPERIENCE

- 2025-present **Assistant Director and Assistant Professor, General Faculty**
Center for Teaching Excellence, University of Virginia
- 2023-2025 **Assistant Director**
Center for Teaching Excellence, University of Virginia
Awards and Recognition
- 2024 POD Network Innovation Award Finalist with Michael Palmer, Derek Bruff, Kristin Sloane, and Jon Thompson for *Teaching Hub: Democratizing Expertise to Crowdsource the Best Teaching and Learning Resources*
- 2020-2023 **Postdoctoral Research Associate**
Center for Teaching Excellence, University of Virginia
- 2017-2020 **Graduate Student Associate**
Center for Teaching Excellence, University of Virginia
Awards and Recognition
- 2019 Career Development Grant from the POD Network
- 2015-2018 **Fellow**
International Max Planck Research School on the Life Course

2014-2020 **Graduate Research Assistant**
Early Development Laboratory, University of Virginia

Awards and Recognition

- 2018 inductee, Raven Society, an honorary society at the University of Virginia
- 2017 Student Travel Award, Biennial Meeting of the Society for Research in Child Development
- 2017 2nd Place Oral Presentation in Natural Sciences, Robert J. Huskey Graduate Research Exhibition at the University of Virginia
- 2016 1st Place Poster Presentation in Social and Behavioral Sciences, Robert J. Huskey Graduate Research Exhibition at the University of Virginia

TEACHING

‡ Designed, † Co-taught, * Teaching Assistant

Awards

2019 Faculty–Student Interaction Grant (\$400) from University of Virginia College Council
2018 All-University Graduate Teaching Award
2018 Department of Psychology Graduate Teaching Award
2017 Faculty–Student Interaction Grant (\$400) from University of Virginia College Council
2017 Distinguished Teaching Fellowship, Department of Psychology

Graduate Courses Taught – University of Virginia

Fall 2021 Research on Teaching and Learning in Higher Education^{‡†}

Undergraduate Courses Taught – University of Virginia

Fall 2024 CavEd Pedagogy Seminar[‡]
Spring 2023-Spring 2024 CavEd Pedagogy Seminar^{‡†}
Fall 2019 Research Methods: Child Development[‡]
Spring 2019 Research Methods & Data Analysis I*
Fall 2018 Child Development^{*Head TA}
Fall 2018 Child Development: Discussion[‡]
Fall 2017 Designing and Conducting Research with Children[‡]
Fall 2016 Child Development*
Fall 2016 Child Development: Discussion (2 sections)
Fall 2015 Infant Development*
Spring 2015 Introduction to Cognition*
Fall 2014 Introduction to Learning*

Guest Lectures – University of Virginia

Fall 2023 *Children’s Preferences* for Play, Imagination, and Learning
Fall 2016, 2018, 2022 *Child Fest: Research Demonstrations* for Child Development
Fall 2018 *Number Development* for Child Development

Mentoring and Supervision

- 2025-Present ***Graduate Research Assistant Supervisor***
Center for Teaching Excellence, University of Virginia
- Mentoring graduate student supporting a cross-institutional, interdisciplinary research project on artificial intelligence in teaching and learning
- 2025-Present ***Consultant on Educational AI Initiatives Supervisor***
Center for Teaching Excellence, University of Virginia
- Mentoring 6 undergraduate students in providing artificial intelligence-related pedagogical development to instructors and learning opportunities to students
- 2024-2025 ***PhD Plus Internship Mentor***
Center for Teaching Excellence, University of Virginia
- Mentored graduate student intern in providing pedagogical development to instructors via workshops, consultations, and resources
- 2018 ***Head Teaching Assistant***
Child Development, Department of Psychology, University of Virginia
- Mentored teaching assistants for lecture (2 TAs) and discussion sections (2 TAs)
- 2015-2020 ***Living Laboratory Supervisor***
Virginia Discovery Museum in partnership with the University of Virginia
- Trained 120+ researchers (undergraduate, graduate, and post-doctoral)
- 2014-2020 ***Graduate Student Advisor***
Early Development Laboratory, University of Virginia
- Mentored 5 Distinguished Majors and supervised 22 research assistants
- 2012-2014 ***Laboratory Coordinator and Research Associate***
Cognitive Development Laboratories, Wesleyan University
- Mentored 7 honors thesis students and supervised 20 research assistants

RESEARCH AND SCHOLARSHIP

Peer-Reviewed Publications

† = co-first authors; * undergraduate co-author

Scholarship of Educational Development and Scholarship of Teaching and Learning

1. Dickens, E., Han, A., Shafiq, N., & **Taggart, J.** (2025). Curriculum developers: An emerging subset of educational developers. *To Improve the Academy: A Journal of Educational Development*, 44(1), 5. doi: 10.3998/tia.5274
2. **Taggart, J.**, & Wheeler, L. B. (2025). Collaborative learning as constructivist practice: A qualitative descriptive study of faculty approaches to student group work. *Active Learning in Higher Education*, 26(1), 59-76. doi: 10.1177/14697874231193938

3. Lillard[†], A. S., & **Taggart[†], J.** (2024). Reimagining assessment in a large lecture: An alternative approach inspired by Thomas Jefferson and Maria Montessori. *College Teaching*, 72(3), 168-180. doi: 10.1080/87567555.2022.2140097
4. Streifer, A., Palmer, M., & **Taggart, J.** (2024). From expectations to experiences: Students' perceptions of specifications grading in higher education. *International Journal for the Scholarship of Teaching and Learning*, 18(2). doi: 10.20429/ijstl.2024.180205
5. Byon, H., Park, S., Quatrara, B. A., **Taggart, J.**, & Wheeler, L. B. (2024). Examining the evidence on the statistics prerequisite for admission to Doctor of Nursing Practice programs: Retrospective cohort study. *Asian/Pacific Island Nursing Journal*, 8, e57187.
6. **Taggart, J.**, Wheeler, L. B., & Dela Cruz, K. (2024). Supporting faculty with SoTL through an intensive SoTL Scholars program. *New Directions in Teaching and Learning*, 177, 23-34. doi: 10.1002/tl.20576
7. Apostolellis, P., **Taggart, J.**, & Schwartz*, R. (2023). Creating effective project-based courses: Personal relevance and its relations to successful group work. *European Journal of Engineering Education*, 48(6), 1165-1185. doi: 10.1080/03043797.2023.2245772
8. Metzger, M., & **Taggart, J.** (2020). A longitudinal mixed methods study describing 4th year baccalaureate nursing students' perceptions of inclusive pedagogical strategies. *Journal of Professional Nursing*, 36(4), 229-235. doi: 10.1016/j.profnurs.2019.12.006
9. Metzger, M., **Taggart, J.**, & Aviles, E. (2020). Fourth-year baccalaureate nursing students' perceptions of inclusive learning environments. *Journal of Nursing Education*, 59(5), 256-262. doi: 10.3928/01484834-20200422-04
10. Streifer, A. C., Gravett, E. O., & **Taggart, J.** (2019). Student perceptions of instructors as growing learners: Implications for educational development. *Journal of Faculty Development*, 33(3), 77-82.
11. Bayraktar, B., Henry, D., & **Taggart, J.** (revise/resubmit). Navigating the AI-enabled education landscape: A multifaceted approach to providing effective professional learning and support for instructors.
12. Simotas, S., Allison, K., Koubek, K., DuVall, K., Verkerke, R., **Taggart, J.**, ... & Henry, D. (invited). AI-based feedback and its influence on academic growth. *Journal of Teaching and Learning with Technology*.

Developmental Psychology

1. Eisen[†], S., **Taggart[†], J.**, & Lillard, A. S. (2023). Children prefer familiar fantasy, but not anthropomorphism, in their storybooks. *Journal of Cognition and Development*, 24(1), 129-141.
2. Lillard, A. S., **Taggart, J.**, Yonas, D., & Seale, M. (2023). An alternative to "no excuses": Considering Montessori as culturally relevant pedagogy. *Journal of Negro Education*, 92(3), 301-324.
3. Xing, C., Zax, A., George*, E., **Taggart, J.**, Bass, I., & Barth, H. (2021). Numerical estimation strategies are correlated with math ability in school-aged children. *Cognitive Development*, 60(2), 101089. doi: 10.1016/j.cogdev.2021.101089.
4. **Taggart, J.**, Becker, I., Rauen*, J., Al Kallas*, H., & Lillard, A. S. (2020). What shall we do: Pretend or real? Children's choices and parents' perceptions. *Journal of Cognition and Development*, 21(2), 261-281. doi: 10.1080/15248372.2019.1709469
5. **Taggart, J.**, Ellwood*, M., Vasc, D., Chin*, S., & Lillard, A. S. (2020). Parents' roles and question-asking during pretend and real activities. *Social Development*, 29(3), 767-782. doi: 10.1111/sode.12436

6. Lillard, A. S., & **Taggart, J.** (2019). Pretend play and fantasy: What if Montessori was right? *Child Development Perspectives, 13*(2), 85-90. doi: 10.1111/cdep.12314
 - a. *Selected for free download by the Society for Research in Child Development for special issue during COVID-19.*
7. **Taggart, J.**, Eisen, S., & Lillard, A. S. (2019). The current landscape of US children's television: Violent, prosocial, educational, and fantastical content. *Journal of Children and Media, 13*(3), 276-294. doi: 10.1080/17482798.2019.1605916
8. **Taggart, J.**, Fukuda, E., & Lillard, A. S. (2018). Children's preference for real activities: Even stronger in the Montessori Children's House. *Journal of Montessori Research, 4*(2), 1-9.
9. **Taggart, J.**, Heise, M. J., & Lillard, A. S. (2018). The real thing: Preschoolers prefer actual activities to pretend ones. *Developmental Science, 21*(3). doi: 10.1111/desc.12582
10. Shusterman, A., Cheung, P., **Taggart, J.**, Bass, I., Berkowitz, T., Leonard, J., & Schwartz, A. (2017). Conceptual correlates of counting: Children's spontaneous matching and tracking of large sets reflects their knowledge of the cardinal principle. *Journal of Numerical Cognition, 3*(1), 1-30. doi: 10.5964/jnc.v3i1.65
11. Barth, H., Slusser, E., Kanjlia, S., Garcia, J., **Taggart, J.**, & Chase, E. (2016). How feedback improves children's numerical estimation. *Psychonomic Bulletin & Review, 23*, 1198-1205. doi: 10.3758/s13423-015-0984-3
12. Barth, H., Lesser*, E., **Taggart, J.**, & Slusser, E. (2015). Spatial estimation: A non-Bayesian alternative. *Developmental Science, 18*(5), 853-862. doi: 10.1111/desc.12264

Peer-Reviewed Presentations and Posters

Scholarship of Educational Development and Scholarship of Teaching and Learning

1. Massey, A., & **Taggart, J.** (accepted). *A Two-Step Exam Review Process to Improve Accessibility and Equity in a Large STEM Class*. [Poster]. Human Anatomy & Physiology Society Annual Conference, Pittsburgh, PA.
2. Tian, J., & **Taggart, J.** (accepted). *Work In Progress: Assessing the Progression of Design Process Learning in First-Year Engineering Students*. American Society for Engineering Education (ASEE) Annual Conference & Exposition, Montreal, Canada.
3. Sweeney, B., & **Taggart, J.** (April 2025). *Promoting Equity in Developmental Science Courses with Open Educational Resources (OER)*. Roundtable at the Society for Research in Child Development's Developmental Science Teaching Institute, Minneapolis, MN.
4. Mickel, B., Yi, F., **Taggart, J.**, & Iskandarova, S. (April 2025). *Empowering Educators: An Open Educational Resource (OER) for Fostering AI Literacy*. AAC&U 2025 Forum on Digital Innovation, online.
5. Ball, T., Bryan, A. L., Zhou, S., Bayraktar, B., Henry, D., & **Taggart, J.** (February 2025). *Effectiveness of AI Onboarding Activities for First-Year Students*. Conference on Higher Education Pedagogy, Blacksburg, VA.
6. Bayraktar, B., Henry, D., **Taggart, J.**, Ball, T., Iskandarova, S., & Yi, F. (February 2025). *Empowering Educators: Communicating about Ethical AI Use in Your Courses*. Pre-conference workshop at Conference on Higher Education Pedagogy, Blacksburg, VA.
7. Streifer, A., Palmer, M., & **Taggart, J.** (February 2025). *Students' Perceptions of Specifications Grading in Higher Education*. Conference on Higher Education Pedagogy, Blacksburg, VA.

8. Wheeler, L. B., & **Taggart, J.** (February 2025). *Leveraging Generative AI as a Partner in Confident Interdisciplinary Teaching*. Conference on Higher Education Pedagogy, Blacksburg, VA.
9. Bayraktar, B., Henry, D., & **Taggart, J.** (November 2024). *Uniting for Impact: Strategies for the Formation of MegaSoTL Collaborations*. POD Talk at POD Network Conference, Chicago, IL.
10. Nasrollahian Mojarad, S., Arend, B., Bartsch, R., Bayraktar, B., Bose, D., Eimers, J., ... & **Taggart, J.** (November 2024). *Frameworks for Elevating SoTL Programming Through Fostering Relationships*. Interactive session at POD Network Conference, Chicago, IL.
11. Bayraktar, B., Henry, D., & **Taggart, J.** (October 2024). *From Concept to Classrooms: Initiating Successful MegaSoTL Projects*. [Poster]. ISSOTL24, French Lick, IN.
12. Skogsberg, K. R., Buffalari, D., Melley, A. H., Peters, S., Bailey, A., & **Taggart, J.** (October 2024). *Getting Started with Alternative Grading*. Workshop at Society for the Teaching of Psychology's Annual Conference on Teaching, Louisville, KY.
13. Samonina, J., & **Taggart, J.** (September 2024). *Enhancing Metacognition in Large-Enrollment Organic Chemistry Courses*. Scholarship of Engineering Education Symposium, Charlottesville, VA.
14. Samonina, J., & **Taggart, J.** (August 2024). *Unlocking Success: Metacognitive Strategies in Large-Enrollment Organic Chemistry Courses*. American Chemical Society National Conference, Denver, CO.
15. Yi, F., Mickel, B., Thorud, J., Bayraktar, B., **Taggart, J.**, Iskandarova, S., ... Ball, T. (July 2024). *Teaching with Artificial Intelligence: A Cross-Institutional Research Study for an Open Educational Resource (OER) Guide*. [Poster]. Teaching and Learning with AI Conference, Orlando, FL.
16. Barker, S., Helmke, B., Mandeltort, L., **Taggart, J.**, & Allen, T. E. (June 2024). *Work in Progress: A Collaborative, Principle-Focused Curriculum Design Process for a BME Undergraduate Program*. American Society for Engineering Education (ASEE) Annual Conference & Exposition, Portland, OR.
17. Li, M., & **Taggart, J.** (June 2024). *Student Perceptions on the Effectiveness of Incorporating Numerical Computations into an Engineering Linear Algebra Course*. American Society for Engineering Education (ASEE) Annual Conference & Exposition, Portland, OR.
18. Byon, H., Park, S., Quatrara, B., **Taggart, J.**, & Wheeler, L. (May 2024). *Exploring the Relevance of Statistics Prerequisite for DNP Program Admission*. Asian American/Pacific Islander Nurses Association Annual Conference, Seoul, South Korea.
19. **Taggart, J.**, Dickens, E., Mandeltort, L., & Warren, C. (November 2023). *Building Educational Developers' Capacity for Curriculum and Department-Focused Work*. Roundtable Discussion at POD Network Conference, Pittsburgh, PA.
20. Wheeler, L. B., & **Taggart, J.** (November 2023). *Doing Double Duty: Collecting SoTL Program Data for Assessment & Scholarship*. POD Network Conference, Pittsburgh, PA.
21. Barker, S., & **Taggart, J.** (June 2023). *Teaching Engineering Design Through a Team-Based Multi-Disciplinary Humanitarian Engineering Project: Effects on Engineering Identity and Sense of Belonging*. American Society for Engineering Education (ASEE) Annual Conference & Exposition, Baltimore, MD.
22. Ridge, R., & **Taggart, J.** (May 2023). *The Impact of "Patient as Teacher Pedagogy" on Student Nurse Empathy*. Innovations in Pedagogy Summit, Charlottesville, VA.
23. Clayton, S., **Taggart, J.**, & Stern, J. (April 2023). *Student Perceptions of Authentic Learning Experiences in Research Methods Courses Years Later*. [Poster]. Society for Research in Child Development's Developmental Science Teaching Institute, Salt Lake City, UT.

24. Andreoli, J., Flaming, A. L. B., Fournier, E., Hakala, C., Hawkins, G., Smith, A., **Taggart, J.**, & Wheeler, L. B. (November 2022). *POD Writes: Re-Connecting Through the Scholarship of Educational Development*. Interactive session at POD Network Conference, Seattle, WA.
25. Dickens, E., Han, A., Shafiq, N., & **Taggart, J.** (November 2022). *Scale, Strategy, and Stakeholders: The Distinctiveness of Curriculum Development*. POD Network Conference, Seattle, WA.
26. Dickens, M. E., Mandeltort, L., & **Taggart, J.** (June 2022). *Stakeholder Analysis for Department Level Change Initiatives*. [Poster]. International Consortium for Educational Development, Aarhus, Denmark.
27. Wheeler, L., Dickens, M. E., **Taggart, J.** (June 2022). *Leveraging Data to Improve Equity and Justice*. Workshop at International Consortium for Educational Development, Aarhus, Denmark.
28. Dickens, M. E., & **Taggart, J.** (November 2021). *Meeting in the Meso: Educational Development with Departments and Other Groups*. Birds of a Feather session at POD Network Conference, online.
29. Mandeltort, L., Dickens, M. E., & **Taggart, J.** (November 2021). *Personalities, Perspectives, and Politics: The Cultural Work of Curriculum Redesign*. On-demand interactive session at POD Network Conference, online.
30. Beeler-Duden, S., Sargent, Z., & **Taggart, J.** (October 2021). *Creating Community in an Online Developmental Psychology Research Methods Course*. [Poster]. Society for the Teaching of Psychology Annual Conference, online.
31. Lukes, L., Baum, L., Brantmeier, E., Case, K., Henry, D., **Taggart, J.**, Wells, M., & Wheeler, L. (October 2021). *Planning SoTL Faculty Development Initiatives During Uncertain Times*. Preconference workshop at POD Network Conference, online.
32. Lukes, L., Baum, L., Brantmeier, E., Case, K., Henry, D., **Taggart, J.**, Wells, M., & Wheeler, L. (October 2021). *Sustaining SoTL Initiatives by Building a Community of Practice for SoTL Faculty Developers Across Institutions*. [Poster]. ISSOTL, online.
33. **Taggart, J.**, & Beeler-Duden, S. (October 2021). *"I Could Actually Do This": Increasing Students' Confidence and Skills Through Active Learning in a Developmental Psychology Research Methods Course*. [Poster]. Society for the Teaching of Psychology Annual Conference, online.
34. Beeler-Duden, S., **Taggart, J.**, & Sargent, Z. (April 2021). *The Community of Inquiry Framework in a Developmental Psychology Research Methods Course*. Roundtable at the Society for Research in Child Development's Developmental Science Teaching Institute, online.
35. Lukes, L., Baum, L., Brantmeier, E., Case, K., Dauterive, J., Filer, K., Henry, D., **Taggart, J.**, Wells, M., & Wheeler, L. (January 2021). *Creating a Strategic Plan for SoTL at Your Center/Institution*. Post-conference workshop at POD Network Conference, online.
36. Levy, M., **Taggart, J.**, & Cortez, K. (December 2020). *Creating Learning Environments to Support Undergraduates' Explorations of Race*. Roundtable at the Lilly Online Conference.
37. Chen, S. -C., & **Taggart, J.** (September 2020). *Can Individualized Attention Support Students in Going Beyond Typical Grammar Mistakes When Learning Chinese?* Institute of World Languages Roundtable Series, Charlottesville, VA.
38. Metzger, M., & **Taggart, J.** (March 2020). *Inclusive Teaching Strategies and Student Outcomes in 4th-Year Baccalaureate Nursing Students: A Mixed Methods Study*. Nursing Education Research Conference, Washington, D. C. Canceled due to COVID-19.

39. Metzger, M., **Taggart, J.**, & Aviles, E. (May 2019). *Relations Among Inclusive Teaching Strategies and Student Outcomes in 4th-Year Nursing Students*. Innovations in Pedagogy Summit, Charlottesville, VA.
40. **Taggart, J.**, Vasc, D., & Lillard, A. (March 2019). *Active Learning in a Developmental Psychology Research Methods Course*. Poster at the Society for Research in Child Development's Developmental Science Teaching Institute, Baltimore, MD.
41. Parker, H., Bartsch, R., Bose, D., Jenab, F., Laughner, T., Nasrollahian Mojarad, S., ... **Taggart, J.**, & Tobin, T. (submitted). *Expanding the "S" in SoTL: Collaboration, Context, and Dissemination*. Interactive session submitted to POD Network Conference, San Diego, CA.
42. **Taggart, J.**, & Henry, D. (submitted). *Publishing in Partnership: Supporting SoTL Dissemination Across Roles and Institutions*. POD Talk submitted to POD Network Conference, San Diego, CA.

Developmental Psychology

1. **Taggart, J.**, & Lillard, A. S. (October 2019). *Parents' Beliefs About the Benefits of Pretend Play in Early Childhood*. [Poster]. Cognitive Development Society, Louisville, KY.
2. Fukuda, E., **Taggart, J.**, Becker, I., & Lillard, A. (March 2019). *Young Children Gravitate to Real Activities Over Pretend Play*. [Poster]. Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
3. **Taggart, J.**, Ellwood, M., Vasc, D., Chin, S., & Lillard, A. (March 2019). *Parents' Different Behavior During Pretend Versus Real Interactions with Children*. [Poster]. Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
4. **Taggart, J.** (June 2018). *Children Prefer Real Activities to Their Pretend Alternatives*. Academy of the International Max Planck Research School on the Life Course, Berlin, Germany.
5. Heise, M. J., Cardwell, G. S., **Taggart, J.**, & Lillard, A. S. (October 2017). *Emotion Regulation in Preschoolers: Comparing Pretend Play to Another Activity*. [Poster]. Cognitive Development Society, Portland, OR.
6. **Taggart, J.**, Heise, M. J., & Lillard, A. S. (October 2017). *The Real Thing: Preschoolers Prefer Actual Activities to Pretend Ones*. [Poster]. Cognitive Development Society, Portland, OR.
7. Xing, C., Zax, A., George, E., **Taggart, J.**, Bass, I., & Barth, H. (October 2017). *Proportion Estimation Strategy in Number Line Estimation and Non-Verbal Numerical Acuity Correlate with Math Ability in 6- to 8-Year-Olds*. [Poster]. Cognitive Development Society, Portland, OR.
8. **Taggart, J.**, Eisen, S., Shumway, M., & Lillard, A. (April 2017). *Home Television Viewing and Children's Empathy and Social Skills*. [Poster]. Biennial Meeting of the Society for Research in Child Development, Austin, TX.
9. **Taggart, J.**, & Lillard, A. (April 2017). *When There's a Will and a Way: Does Children's Enjoyment of "Just Thinking" Depend on Contextual Framing and Executive Function?* [Poster]. Biennial Meeting of the Society for Research in Child Development, Austin, TX.
10. **Taggart, J.** (March 2017). *The Real Thing: Children Prefer True Activities to Pretend Ones*. Robert J. Huskey Graduate Research Exhibition at the University of Virginia.
11. **Taggart, J.** (October 2016). *Home Television Viewing and Children's Empathy and Social Skills*. Academy of the International Max Planck Research School on the Life Course, Berlin, Germany.
12. **Taggart, J.**, Al Kallas, H., Auyeung, A., Eisen, S., & Lillard, A. (March 2016). *Through Another's Eyes: Does Perspective-Taking Influence Children's Prosocial Behavior Following Storybook Reading?* [Poster]. Robert J. Huskey Research Exhibition, Charlottesville, VA.

13. **Taggart, J.**, Lillard, A., & Wilson, T. (January 2016). *Do Children Enjoy “Just Thinking”?* [Poster]. Society for Personality and Social Psychology, San Diego, CA.
14. Barth, H., Lesser, E., **Taggart, J.**, Slusser, E., Bass, I., Reichelson, S., & Schwab, A. (October 2015). *Intuitive Proportional Reasoning and Development in Spatial Memory.* [Poster]. Cognitive Development Society, Columbus, OH.
15. Shusterman, A., Cheung, P., Sarbh, S., & **Taggart, J.** (October 2015). *Limitations in Children’s Induction of the Cardinality Principle: Evidence from the Give-A- Number Task with Larger Quantities.* [Poster]. Cognitive Development Society, Columbus, OH.
16. **Taggart, J.**, Rauen, J., Lillard, A., & Wilson, T. (October 2015). *Do Children and Their Parents Enjoy “Just Thinking”?* [Poster]. Cognitive Development Society, Columbus, OH.
17. Westgate, E. C., Wilson, T. D., **Taggart, J.**, Lillard, A., & Buttrick, N. (May 2015). *Alone With Your Thoughts: Lifespan Differences in Enjoyment of Intentional Reverie.* [Poster]. Spring 2015 Academy of the International Max Planck Research School on the Life Course, Ann Arbor, MI.
18. Barth, H., **Taggart, J.**, & George, E. (April 2015). *Links Between Lab-Based Measures of Numerical Competence and TEMA Scores.* [Poster]. National Council of Teachers of Mathematics Research Conference, Boston, MA.
19. Barth, H., Lesser, E., **Taggart, J.**, Slusser, E., Bass, I., Reichelson, S., & Schwab, A. (March 2015). *A Non-Bayesian Explanation of Adults’ and Children’s Biased Spatial Estimates.* [Poster]. Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
20. Roberts, J., **Taggart, J.**, Bass, I., & Barth, H. (March 2015). *Influence of Minimal Group Membership on Children’s Ideas of Equality.* [Poster]. Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
21. Shusterman, A., Gibson, D., Berkowitz, T., **Taggart, J.**, & Melvin, S. (July 2014). *Exact Understanding of Small Number Language in Toddlers: Evidence from Looking Time Measures.* [Poster]. International Conference on Infant Studies, Berlin, Germany.
22. Barth, H., George, E., & **Taggart, J.** (April 2013). *An Investigation of Numerical Estimation, Numerical Acuity, and Math Ability.* [Poster]. Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
23. Stahl, A., **Taggart, J.**, & Feigenson, L. (April 2013). *Surprising Events Boost Preschoolers’ Word Learning.* [Poster]. Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Invited Presentations

1. **Taggart, J.** (November 2016). *Engaging Families in Psychological Science Through Museum Research Partnerships.* Invited talk at Community Psychology Lunch at the University of Virginia, Charlottesville, VA.
2. **Taggart, J.** (December 2015). *Establishing and Maintaining Museum Research Partnerships Through Living Laboratory®.* Invited talk at the National Living Laboratory Initiative Implementer’s Meeting, Baltimore, MD.

Other Scholarly Work

Book Chapters

1. Lillard, A. S., & **Taggart, J.** (accepted). “The JeffMonte Method”: A method for using specifications grading in a large lecture inspired by Thomas Jefferson and Maria Montessori.

Getting Started with Alternative Grading in the Psychology Classroom: Rationale and Resources. Society for the Teaching of Psychology e-book.

2. Kansky, J., & **Taggart, J.** (2021). Creating new courses using backward design. In K. Armstrong, L. Genova, J. W. Greenlee, & D. Samuel (Eds.), *Teaching Gradually: Practical Pedagogy for Graduate Students, by Graduate Students*. Stylus Publishing.
3. **Taggart, J.**, Eisen, S. L., & Lillard, A. S. (2018). Pretense. In M. H. Bornstein, M. E. Arterberry, K. L. Fingerman, & J. E. Lansford (Eds.), *The SAGE Encyclopedia of Lifespan Human Development*. SAGE.

Blogs

1. Lillard, A. S. & **Taggart, J.** (2018, November 19). Pretend play is less beneficial for early child development than play that's rooted in real life. *Child and Family Blog*. Lamb, M. (Ed.). A project of Cambridge and Princeton Universities.
2. Lillard, A. S. & **Taggart, J.** (2018, March 1). Children prefer the real thing to pretending. *The Science Breaker*. Partner of the University of Geneva.
3. **Taggart, J.** (2018, July 9) Sometimes reality is better than pretending. *Blog on Learning and Development*. An initiative of the Jacobs Foundation.

Educational Resources

1. **Taggart, J.** (n.d.). Teaching Hub Collections: <https://teaching.virginia.edu/curators/4521>
2. **Taggart, J.** (n.d.). Scholarship of Teaching and Learning (SoTL) Researcher Guide for IRB-SBS: <https://hrpp.research.virginia.edu/teams/irb-sbs/researcher-guide-irb-sbs/scholarship-teaching-and-learning-sotl>
3. **Taggart, J.**, & Wheeler, L. B. (n.d.). University of Virginia Scholarship of Teaching and Learning Programming Resources. An Open Access Resource: <https://osf.io/nzfdt>
4. Yi, F., Mickel, B., & **Taggart, J.** (n.d.). Fostering AI Literacy: A Guide for Educators in Higher Education – Faculty Learning Community Resource: <https://pressbooks.library.virginia.edu/flc-ai/>
5. Yi, F., **Taggart, J.**, & Mickel, B. (n.d.). The Progressive AI Literacy Framework: <https://bit.ly/AILitFramework>
6. Lukes, L., Baum, L., Brantmeier, E., Case, K., Abbot, S., Henry, D., **Taggart, J.**, Wells, M., & Wheeler, L. (2022). SoTL Strategic Planning Worksheet. An Open Access Resource: <http://hdl.handle.net/1920/12990>

Grants and Fellowships

1. Co-Principal Investigator. Bayraktar, B., **Taggart, J.**, & Henry, D. (\$93,000, funded; March 2024-August 2026). *Preparing Students and Educators for Ethical AI Integration in Higher Education*. State Council of Higher Education for Virginia Fund for Excellence and Innovation.
2. Co-Principal Investigator. Lukes, L. Brantmeier, E., Case, K., Filer, K., Wells, M., Wheeler, L., & **Taggart, J.** (\$20,000, funded to GMU; \$5,000 each to UVA, JMU, & VT; November 2020-May 2021). *Energizing Scholarship of Teaching and Learning (SoTL) Production in Virginia through the Development of a Regional Community of Practice for SoTL Faculty Developers*. 4-VA Grant, University of Virginia.
3. Project Team. Palmer, M., Bach, D., Mandeltort, L., Wheeler, L., **Taggart, J.**, & Williams, C. (\$54,900, funded; January 2020-June 2021). *Nurturing Sustainable, Relationship-Rich Academic Environments*. Mini-Grants to Develop Student Identity, Agency, and Sense of Purpose, Coalition for Life-Transformative Education.

4. Principal Investigator. **Taggart, J.** (\$1,000, funded; December 2019-December 2020). *As Good as the Real Thing? The Perceived Impact of Pretend Play on Children's Self-Efficacy and Competence*. Dissertation Research Award, American Psychological Association.
5. Co-Principal Investigator. **Taggart, J.**, Vasc, D., & Wheeler, L. (\$4,500, funded; January 2019-December 2021). *Effective Undergraduate Research Methods Courses in Psychology*. Small Grants for Teaching Projects, Association for Psychological Science Fund for Teaching and Public Understanding of Psychological Science.
6. Co-Investigator. **Taggart, J.**, & Lillard, A. S. (\$216,253, unfunded). *The Influence of Engagement in Pretend and Real Activities on Children's Self-Efficacy*. John Templeton Foundation.
7. Co-Principal Investigator. **Taggart, J.**, & Lillard, A. S. (\$1,775, funded; May 2017-May 2018). *Children's Preference for and Engagement in Pretend and Real Activities in the Montessori Classroom*. Mini-Grant Award, American Montessori Society.
8. Principal Investigator. **Taggart, J.** (\$3,000, funded; September 2015-April 2016). National Living Laboratory Stipend Award.
9. Principal Investigator. **Taggart, J.** (\$3,000, funded; September 2014-April 2015). National Living Laboratory Stipend Award.

SERVICE

Annual Programs and Multi-Day Workshops

* Designed or Co-Designed; n.b., organized by focus and effort

Scholarship of Teaching and Learning

2019-present ***Scholarship of Teaching and Learning (SoTL) Scholars Program****

Center for Teaching Excellence, University of Virginia

- Lead (2023 onward) / Co-facilitate (2019-2022) program designed to guide faculty through the systematic study of teaching and learning using methods appropriate to disciplinary epistemologies through a three-day institute and four follow-up workshops

2020-present ***Scholarship of Teaching and Learning (SoTL) Faculty Learning Community****

Center for Teaching Excellence, University of Virginia

- Facilitate faculty learning communities on topics of interest, including research about remote instruction, evaluating student learning, student engagement, equitable collaborative learning, and teaching with artificial intelligence

2025-present ***Writing About Teaching Series****

Center for Teaching Excellence, University of Virginia

- Co-facilitate workshop series to support instructors in writing about teaching, including topics such as communicating the “so what”, identifying journal venues, AI-supported literature reviews, and structuring an empirical article; as well as host regular writing meet-ups.

Generative AI in Teaching and Learning

2024-present *Faculty AI Guides Program**

Center for Teaching Excellence, University of Virginia

- Co-facilitate two-day institute to orient Faculty AI Guides to applications and implications of generative AI tools in higher education, and support ongoing professional development through monthly learning community meetings

2025 *Fostering AI Literacy for Students and Ourselves**

Learning Design & Technology/Center for Teaching Excellence, University of Virginia

- Co-facilitated six-session learning community designed to develop faculty artificial intelligence (AI) literacy and explore practical strategies for integrating AI literacy into course design

2024 *AI-Enhanced Writing Assignment Design**

Center for Teaching Excellence, University of Virginia

- Co-facilitated two-day workshop on using generative AI tools to create AI-infused writing assignments and communicate them transparently to students

Course and Curriculum Design

2020-present *Curriculum (Re)Design Program**

Center for Teaching Excellence, University of Virginia

- Co-facilitate 18-month (average) curriculum (re)design process for departments and programs and consult with additional faculty interested in curriculum work but not currently participating in the program

2024-present *Course Design Institute*

Center for Teaching Excellence, University of Virginia

- Facilitate a small group during a week-long course design institute

2020-present *c³Design (Course Design)**

Center for Teaching Excellence, University of Virginia

- Facilitate course design institute for instructors in two-week sessions in synchronous and asynchronous formats
- Designed and facilitated six-week session in hybrid format for the Rising Scholars Postdoctoral Fellows Program in 2021 and 2022

Consultations

2018-2021 *New Consultant Training*

Center for Teaching Excellence, University of Virginia

- Co-facilitate training on one-on-one consultations, classroom observations, and student focus groups in two half-day workshops

Continuously Offered Workshops

* Designed or Co-Designed

2023-2024 *Teaching Writing in a Time of Generative AI**

Writing Across the Curriculum/Center for Teaching Excellence, University of Virginia

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- Co-facilitated workshop to introduce instructors to generative AI in the context of writing instruction in the college classroom

- 2023-2024 ***Reflective Teaching Statements****
Center for Teaching Excellence, University of Virginia
 - Facilitated workshop for graduate students on writing and evaluating reflective teaching statements

- 2023-2024 ***Principles of Effective Assessment****
Center for Teaching Excellence, University of Virginia
 - Co-designed and facilitated new faculty orientation session on principles of effective assessment, including the emerging impact of AI on assessment

- 2023-2024 ***You as a Teacher****
Center for Teaching Excellence, University of Virginia
 - Co-designed and facilitated new faculty orientation session on articulating strengths and values as an instructor and leveraging those personal characteristics for student learning and instructor wellbeing

- 2022 ***Teaching as a Graduate Student***
Center for Teaching Excellence, University of Virginia
 - Provided new graduate student instructors with one-session training on strategies for teaching as a graduate student at the University of Virginia

- 2021-2022 ***Reflective Teaching Statements***
Center for Teaching Excellence, University of Virginia
 - Co-facilitated workshop for graduate students and postdoctoral scholars on writing and evaluating reflective teaching statements, with a follow-up session to provide feedback on participants' teaching statements

- 2017-2019 ***Responding to Student Work: Writing in the Humanities and Social Sciences****
Teaching as a Graduate Student Workshop, Center for Teaching Excellence
 - Provided new graduate student instructors with one-session training on evaluating writing and providing feedback quickly, fairly, and effectively

- 2017-2019 ***Teaching the First Days of Class and Creating Inclusive Classrooms****
Teaching as a Graduate Student Workshop, Center for Teaching Excellence
 - Provided new graduate student instructors with one-session training on strategies for creating a positive and inclusive learning environment

- 2015-2019 ***Conducting and Communicating Child Development Research in Museums****
Department of Psychology, University of Virginia
 - Trained undergraduate, graduate, and post-doctoral researchers to conduct and communicate child development research in museums

Asynchronous Online Trainings

* Designed or Co-Designed

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2022 ***Departmental Equity Review Training and Resources****
Center for Teaching Excellence, University of Virginia

Other Workshops

* Designed or Co-Designed

2025 ***Communicating About Ethical AI Use with Students****
State Council of Higher Education for Virginia

- Co-facilitated webinar for instructors across Virginia on developing a transparent, learning-focused AI policy statement and communicating it to students

2025 ***Now that AI Has Changed the Classroom: Fostering Trust and Transparency with Students****
Writing Across the Curriculum/Center for Teaching Excellence, University of Virginia

- Co-facilitated workshop with a team of 4 undergraduate students on effectively communicating with students about generative AI, from course policies and assignments to open dialogues in the classroom

2022 ***From Pathways to Courses****
Center for Teaching Excellence, University of Virginia

- Co-facilitated workshop for the Religious Studies department on collaboratively articulating learning objectives for courses within three different pathways in the program's redesigned undergraduate major

2021 ***Introduction to Using Data for Majors/Minors Equity Review****
Center for Teaching Excellence, University of Virginia

- Co-facilitated workshop for department chairs; directors of undergraduate programs; and directors of diversity, equity, and inclusion to support an evidence-based review of majors and minors programs

2021 ***Articulating Learning Proficiencies***
Center for Teaching Excellence, University of Virginia

- Co-facilitated workshop for the University of Virginia School of Data Science on articulating learning proficiencies

2019 ***Conducting Focus Groups****
Scholarship of Teaching and Learning (SoTL) Scholars Program

- Facilitated focus group training for graduate research assistants

Cross-Institutional Collaborations

2023-present ***AI + SoTL: A Mega-SoTL Project***
Bridgewater College, George Mason University, James Madison University, Roanoke College, University of Virginia, Virginia Commonwealth University, Washington and Lee University

- Cross-institutional Scholarship of Teaching and Learning projects on generative AI across institutions of higher education in Virginia

2021-present ***Educational Developers Facilitating Program/Curriculum Design***

University of British Columbia and University of Virginia

- Research collaboration to better understand curriculum support work across institutions in the United States and Canada

2020-2023 ***SoTL Collaboratory***

George Mason University, James Madison University, University of Mary Washington, University of Virginia, Virginia Commonwealth University, Virginia Polytechnic Institute and State University

- Regional community of practice for faculty developers that engage and support faculty doing Scholarship of Teaching and Learning (SoTL) work

Professional Growth

2024-2025 ***Institute on AI, Pedagogy, and the Curriculum***

American Association of Colleges and Universities

- Participated in year-long online institute designed to help departments, programs, colleges, and universities respond effectively to the challenges and opportunities AI presents for courses and curricula. Teams develop and implement AI action plans for their classrooms, curricula, and campuses.

2021 ***Institute for New Educational Developers***

Claremont and University of LaVerne Centers for Teaching and Learning

- Participated in three-day institute that brings together new and established educational developers to provide the mentorship, ideas, relationship-building, and skill development.

2017 ***Course Design Institute***

Center for Teaching Excellence, University of Virginia

- Participated in one-week intensive course design program to develop new courses that promote significant, long-term learning

2016–2020 ***Tomorrow's Professor Today***

Center for Teaching Excellence, University of Virginia

- Participated in teacher training program through a pedagogy seminar, consultations, faculty advisement, and the creation of a teaching portfolio

2014–2016 ***Graduate Teacher Training Program***

Department of Psychology, University of Virginia

- Participated in three-course disciplinary training on effective teaching

University Service

2021 ***Abstract Selection Committee Co-Chair and Subject Leader***

Office of Graduate and Postdoctoral Affairs, University of Virginia

- 2021 ***Symposium Planning Committee***
Office of Graduate and Postdoctoral Affairs, University of Virginia
- 2018-2020 ***Teaching Representative***
Department of Psychology, University of Virginia
- 2018-2020 ***Member, Undergraduate Psychology Program and Curriculum Committee***
Department of Psychology, University of Virginia
- 2015-2020 ***Coordinator, Living Laboratory***
Virginia Discovery Museum in partnership with the University of Virginia
- 2017-2018 ***Coordinator, Database and Recruitment***
Child Development Laboratories at the University of Virginia
- 2016-2018 ***Representative, Developmental Area***
Department of Psychology, University of Virginia
- 2016-2018 ***Chair, Professional Issues Committee***
Department of Psychology, University of Virginia
- 2016-2017 ***Consultant***
Virginia Discovery Museum
- 2015, 2017 ***Co-Chair, Developmental Area Speaker Series***
Department of Psychology, University of Virginia
- 2015-2017 ***Co-Chair, Psychology Newsletter***
Department of Psychology, University of Virginia
- 2014-2016 ***Member, Professional Issues Committee***
Department of Psychology, University of Virginia

Professional Service

- 2025-present ***Member, Teaching Committee***
Society for Research in Child Development (SRCD)
- 2023-present ***Member, Scholarship of Teaching and Learning Special Interest Group***
POD Network
- 2022-present ***Member, Scholarship Committee***
POD Network
- 2022-2023 ***Mentor***
FLI Proud Structured Mentorship Program, Johns Hopkins University

2020-2022 *Sub-Committee on Scholarship Application Co-Chair, Scholarship Committee*
POD Network

2017–2020 *Mentor*
Association for Psychological Science Student Caucus

Reviewing

Ad Hoc Manuscript Reviewer

American Journal of Play (2023)
Child Development (2022)
College Teaching (2022–2025)
Developmental Science (2016)
Diaspora, Indigenous, and Minority Education (2021)
European Journal of Engineering Education (2023)
Journal of Children and Media (2023–2025)
Journal of Cognition and Development (2016, 2023–2025)
Parenting: Science and Practice (2023)
PLOS ONE (2021)
Psychology of Popular Media (2021)

Conference Proposal Reviewer

University of Virginia Innovations in Pedagogy Summit (2021, 2025)
International Consortium for Educational Development (2021)
POD Network (2021–2025)
University of Virginia Postdoc Research Symposium (2021, 2023)

Grants Reviewer

POD Network Research Grants (2021, 2024–)

Evaluation and Selection Committees at the University of Virginia

All University Graduate Teaching Awards Selection Committee (2024–2025)
Distinguished Teaching Fellowship Selection Committee (2020)
Diversifying Psychology Visit Day (2017)
Scholarship of Teaching and Learning (SoTL) Research Grants (2023)
Teaching Evaluation Committee (2016-2017)

Memberships

POD Network
Society for Research in Child Development
Society for the Teaching of Psychology
National Center for Faculty Development & Diversity