

## CURRICULUM VITAE

Ellen Winner

Last updated: Oct 19, 2009

### Contact Information

Department of Psychology  
McGuinn Hall 436  
Boston College  
Chestnut Hill, MA 02467  
(617) 552-4118  
[winner@bc.edu](mailto:winner@bc.edu)  
<http://www2.bc.edu/~winner/>

### Current Positions

1990-to date: Professor, Psychology Dept., Boston College  
1989-to date: Senior Research Associate, Project Zero, Harvard Graduate School of Education

### Previous Employment

1984-90: Associate Professor, Psychology Dept., Boston College  
1984, Summer: Co-teacher of seminar on The Ontogeny of Symbolic Competence, Fifth International Summer Institute for Semiotic and Structural Studies, University of Toronto.  
1978-1984: Assistant Professor, Psychology Dept., Boston College  
1978-1989: Research Associate, Project Zero, Harvard Graduate School of Education  
1976-1978: Teaching Fellow, Dept. of Psychology and Social Relations, Harvard University.  
1973-1975: Research Assistant in Developmental Psychology, Project Zero, Harvard University.  
1971-1973: Teacher (French and Psychology), Brimmer and May School, Chestnut Hill, Ma.  
1971, Feb.-Aug.: Research Assistant, Dept. of Psychiatry, Beth Israel Hospital, Boston, Ma.

### Education

B.A., *magna cum laude*, Radcliffe College (1965-1969). (Major: English Literature)  
School of the Museum of Fine Arts, Boston: (1969-1970). (Painting)  
Harvard University. Special Student in Social Relations: 1970-1971).  
Ph.D., Department of Psychology and Social Relations, Harvard University (1975-1978). (Thesis Title: The Comprehension and Production of Metaphoric Language)

### Awards

Alpha Sigma Nu National Jesuit Book Award in Science for *Gifted Children: Myths and Realities* (1996)  
Fellow, American Psychological Association, Division 10.  
Rudolf Arnheim Award for Outstanding Research by Senior Scholar, Psychology and the Arts, Division 10, American Psychological Association, 2000.

### Fellowships

NIMH Pre-doctoral Fellowship (1975-78).

Livingston Fund Fellowship (1977-78): Symbolic Skills in Chimpanzees Exposed to Sign Language.

Florence Ladd Fellow, Mary Ingraham Bunting Institute, Radcliffe College, 1998-1999.

**Grants: Awarded Through Boston College**

The Spencer Foundation (1981-84): The Development of Non-literal Symbol Use. (Principal Investigator)

National Institutes of Health (1991-1994; 1997-2001): Theory of mind deficits in adult stroke patients. (Co-principal investigator with Hiram Brownell)

Orton Dyslexia Society (1997-1998 / \$5,000): Dyslexia and visual-spatial talents. (Co-Principal Investigator with graduate student, Catya von Karolyi)

International Foundation for Music Research (07/01/2004 - 5/31/2008/\$100,904): A Comparison of the Effect of Music vs. Language Learning on Children's Brain and Cognitive Development (Principal Investigator)

The Dana Foundation (7/1/2005 - 6/30/2008/\$160,000): Effects of Instrumental Music Training on Brain and Cognitive Development in Young Children: A Longitudinal Study.

National Science Foundation 5001224 (9/1/2008 – 8/31/2009/\$199,570 [\$127,521 direct and 72,049 indirect]). Does Training in Acting Foster Theory of Mind, Empathy, and Emotion Regulation?

National Science Foundation DRL-0815588 (8/1/2008 – 7/31/2011/\$991,898 [Administered through Educational Development Center with \$217,764 subcontracted to Boston College: 44,977 direct and 25,317 indirect per year]). Can Visual Arts Learning Improve Geometric Reasoning: A Transfer Study. Co-Principal Investigator with Lynn Goldsmith and Lois Hetland.

Faber-Castell. (Nov 1, 2000 – Oct. 31, 2010/ \$15,000). Does Making Art Improve Mood in Young Children? A Comparison of Art-Making by Hand vs. by Computer.

**Grants: Awarded Through Beth Israel Deaconess Medical Center**

National Science Foundation BCS-013250 (9/15/2002-9/14/2005/\$300,000 [83K direct and 17K indirect per year]). Brain and Cognitive Effects of a String Instrument. Co-Principal Investigator with Gottfried Schlaug. Administered through Beth Israel Deaconess Medical Center.

National Science Foundation BCS-0518837 (10/01/2005-9/30/2008/\$355,909). Effects of Instrumental Music Training on Brain and Cognitive Development in Young Children. Co-Investigator with Gottfried Schlaug.

**Grants: Awarded Through Harvard Project Zero**

National Science Foundation (1977-79; renewed 1980-82): The Development of Metaphoric Operations. (Principal Investigator)

National Institute of Education (1978-81): The Development of Metaphoric Operations. (Principal Investigator)

National Science Foundation (1984-87): Children's Assessment of Truth Value as Evidence. (Principal Investigator)

Rockefeller Brothers' Fund (1984-87): A Comparative Study of Arts Education in China and the United States.

The Rockefeller Foundation (1986-1991): The Assessment of Learning in the Arts and Humanities (in collaboration with the Educational Testing Service).  
Lila Wallace Acheson Readers' Digest Foundation (1991-1995): Evaluation of Lincoln Center Institute (Principal Investigator for the first two years of this project).  
Bauman Foundation (1997-2000): Cognitive Consequences of Arts Education: A Systematic Qualitative and Quantitative Review of the Literature. (Principal Investigator)  
Arts Education Partnership (2000-2001): Arts Education Research Compendium 2001. (Principal Investigator)  
The J. Paul Getty Trust, supplemented by the Ahmanson Foundation (9/01/2003-12/31/2006). Learning and Assessment in the Visual Arts (Co-Principal Investigator with Lois Hetland)  
The Wallace Foundation (2/1/2005-11/30/2007/\$600,000 [\$521,739 direct; \$78,261 indirect). The Qualities of Quality: Excellence in Arts Education and How to Achieve It. Co-Principal Investigator with Steve Seidel, Shari Tishman, Lois Hetland.

### **Grants Panels**

National Science Foundation: REESE Panel. April 23-24, 2007

### **Editorial Positions**

Editorial Board, *Child Development* (1989-1997)  
Associate Editor, *Metaphor and Symbol*  
Consulting Editor, *Journal of Creative Behavior* (1995- )  
Associate Editor, *Poetics* (1996- 2000)  
Consulting Editor, *High Ability Studies* (1996- )  
Editorial Board, *Applied Developmental Science* (1997- 2004)  
Editorial Board, *Journal of Experimental Child Psychology*, (1996- )  
Contributing editor, *Roeper Review* (1997-2003)  
Advisory Panel, *Gifted Education Press Quarterly* (1997- )  
Editorial Board, *International Journal of Education and the Arts* (2000- )  
Editorial/Advisory Board, *Duke Gifted Letter* (2003- )  
Editorial Board, *Neurobiologia*  
Editorial Board, *Arts and Learning Research Journal of the Arts & Learning SIG*, AERA.  
Editorial Board, *Psychology of Aesthetics, Creativity, and the Arts* (2006-2009)  
Editorial Board, *Imagination, Cognition, and Personality* (2009 - )

### **Advisory Boards**

Conservatory Lab Charter School, Brighton, Massachusetts. Board Member, 2006-  
Walnut Hill School, Natick, Massachusetts. Board of Visitors, 2007-  
Advisory Board, American Psychological Foundation Rosen Fund (2003- )

### **Professional Memberships**

American Psychological Association  
Fellow, Division 10 (Elected 1991)  
Chair, Membership & Nominations, Division 10 (1988-90)  
Secretary/Treasurer, Division 10 (1990-93)  
President Elect and Program Chair, Division 10 (1994-95)  
President, Division 10 (1995-96)

Chair, Fellows Nominations Committee, Division 10 (1999-2000)  
American Psychological Society  
*Brain and Behavioral Sciences*: Associate (1997- )  
International Association of Empirical Aesthetics: Fellow (Elected 1998)  
New England Child Language Association  
Society for Research in Child Development

### **University-Wide Committees**

1997-1999: Tenure and Promotion Committee, Boston College  
2001- to date: Academic Integrity Committee, Boston College  
2001- 2002: Masters Degree Work Group, Boston College  
2002- 2005: University Council on Teaching  
2006- : Mentor, Presidential Fellows  
2006- : Search Committee for Dean of College of Arts and Sciences

### **Consultantships**

1998-to date: Communicating Member of Academic Research Committee, International Baccalaureate Organization.  
1996-1997: Consultant to Cybermentor (company setting up curriculum on the internet for gifted children)  
1995-1998: Nueva School: Board Member  
1995: Consultant to Commission on Student Learning in the state of Washington. Consulted on their development of goals and standards in arts education.  
1990: Consultant to NOVA (WGBH Public Television) about major advances in field of psychology for use in development of television series on 20th century discoveries.  
1982-1983: Consultant for National Endowment for the Humanities: Evaluated educational components of El Greco exhibit.

### **Conferences Organized**

The Mozart Effect: Harvard Graduate School of Education Forum on the Mozart Effect, March 16, 2000:  
Beyond the Soundbite: What the Research Actually Shows about Arts Education and Academic Outcomes. The J. Paul Getty Trust, Los Angeles, August 24-26, 2000.

### **Filmed Interviews**

Interviewed about art prodigies in *My Kid Could Paint That* (Sony Pictures), Documentary on a child prodigy released in 2007 <http://www.sonyclassics.com/mykidcouldpaintthat/>

Featured in *My Brilliant Brain* (in UK), TV program produced by Windfall Films for National Geographic and released as *Brain Child* (in US).

[http://www.mindnurture.com/research\\_brain.cfm](http://www.mindnurture.com/research_brain.cfm)

## **Publications**

### **Books**

Winner, E. (1982). *Invented worlds: The psychology of the arts*. Cambridge, MA: Harvard University Press. (Paperback, 1985). (Chinese translation, Garden City Publishing of Taiwan, 1997; Korean translation, Hakjisa Publisher, 2004).

Winner, E. (1988). *The point of words: Children's understanding of metaphor and irony*. Cambridge, MA: Harvard University Press. (Paperback, 1997).

Winner, E. (1996). *Gifted children: Myths and realities*. New York: BasicBooks. Paperback, 1997. Nine translations: French (Aubier), 1997; German (Klett Cotta), 1998; Japanese (NHK, 1998), Portuguese in Brazil (Editore Artes Medicas, Brazil), 1998; Portuguese in Portugal (Divisao Piaget, Portugal), 1998; Chinese (Kunlun, 1998), Swedish (Brain Books, 2000), Croatian (Ostvarenje, 2005), Korean (Hakjisa Publishers, 2005; **Portions reprinted in a German edition, *Kinder voll Leidenschaft (Children with passion)*. Berlin: Lit Verlag, 1007.**

Hetland, L., Winner, E., Veenema, S., & Sheridan, K. (August, 2007). *Studio Thinking: The real benefits of visual arts education*. Teachers College Press.

### **Special Issues Edited**

Winner, E. and Gardner, H. (Eds.) (1979). *Fact, fiction, and fantasy in childhood*. *New Directions for Child Development*, 1979, 6.

Winner, E. (Ed.) (1993): *Arts PROPEL: An introductory handbook; Arts PROPEL: A handbook for the visual arts; Arts PROPEL: A handbook for imaginative writing; Arts PROPEL: A handbook for music*. (Project Zero, Harvard Graduate School of Education).

Winner, E. (Ed.) (1995). Tenth anniversary issue: Developmental perspectives on metaphor. *Metaphor and Symbolic Activity*, 10, 4.

Winner, E., & Hetland, L. (2000). The arts and academic achievement: What the evidence shows. Double Issue of *Journal of Aesthetic Education*, 34 (3-4), Fall/Winter, 2000.

Winner, E. and Hetland, L. (2001). Beyond the Soundbite: Arts Education and Academic Outcomes. Conference Proceedings from "Beyond the Soundbite: What the Research Actually Shows About Arts Education and Academic Outcomes." Los Angeles: J. Paul Getty Trust. <http://www.getty.edu/foundation/pdfs/soundbite.pdf>

### **Articles/Chapters**

#### **1975**

1. Gardner, H., Kircher, M., Winner, E., & Perkins, D. (1975). Children's metaphoric productions and preferences. *Journal of Child Language*, 2, 125-141.

2. Gardner, H., Winner, E., & Kircher, M. (1975). Children's conceptions of the arts. *Journal of Aesthetic Education*, 9, 60-77.

3. Silverman, J., Winner, E., Rosenstiel, A., & Gardner, H.(1975). On training sensitivity to painting styles. *Perception*, 4, 373-384.

### **1976**

4. Winner, E., Rosenstiel, A., & Gardner, H. (1976). The development of metaphoric understanding. *Developmental Psychology*, 12, 289-297. (Reprinted in J.K.Gardner [Ed.] [1976], *Readings in Developmental Psychology*, Boston: Little Brown.

5. Silverman, J., Winner, E., & Gardner, H. (1976). On going beyond the literal:The development of sensitivity to artistic symbols. *Semiotica*, 18, 4, 291-312.

6. Gardner, H.& Winner, E. (1976). How children learn: Three stages of understanding art. *Psychology Today*, March.

7. Winner, E. (1976). Review of Colin Martindale's *Romantic progression: The psychology of literary history*. *Journal of Aesthetics and Art Criticism*, 34, 4, 501-503.

### **1977**

8. Winner, E.& Gardner, H.(1977). The comprehension of metaphor in brain-damaged patients. *Brain*, 100, 719-727. Reprinted in P. Hanks & R. Giora (Eds.), *Metaphor and Figurative Language: Critical Concepts in Linguistics*. Routledge, 2009.

9. Winner, E. & Gardner, H. (1977). Response to Jose Rosario, In Commentaries and Rejoinders, *Journal of Aesthetic Education*, 11, 101-102.

### **1978**

10. Gardner, H.& Winner, E. (1978). The development of metaphoric competence: Implications for humanistic disciplines. *Critical Inquiry*, 5, 123-141.

11. Gardner, H.& Winner, E. (1978). A study of repetition in aphasic patients. *Brain and Language*, 6, 168-178.

12. Gardner, H., Winner, E., Bechhofer, R., & Wolf, D. (1978). The development of figurative language. In K. Nelson (Ed.), *Children's language*. New York: Gardner Press.

### **1979**

13. Winner, E. (1979). New names for old things: The emergence of metaphoric language. *Journal of Child Language*, 6, 469-491. (Earlier version in *Papers and Reports on Child Language Development*, Stanford University, 1978, 15, 7-16.)

14. Winner, E., McCarthy, M., Kleinman, S., & Gardner, H. (1979). First metaphors. *New Directions for Child Development*, 3,29-42.

15. Winner, E.& Ettliger, G.(1979). Do chimpanzees perceive photographs as representations of objects? *Neuropsychologia*, 17, 3/4, 413-420.

16. Winner, E., Wagner, W., Cicone, M., & Gardner, H. (1979). Measures of metaphor. In E. Winner and H. Gardner (Eds.), *New Directions for Child Development*, 6, 67-76.

17. Gardner, H. & Winner, E. (1979). The child is father to the metaphor. *Psychology Today*, May, 81-91.

### **1980**

18. Winner, E., Engel, M., & Gardner, H. (1980). Misunderstanding metaphor: What's the problem? *Journal of Experimental Child Psychology*, 30, 22-32.

19. Winner, E., McCarthy, M., and Gardner, H. (1980). The ontogenesis of metaphor. In R. Honeck and R. Hoffman (Eds.), *Cognition and figurative language*. Hillsdale, N.J.: Erlbaum.

### **1981**

20. Cicone, M., Gardner, H., & Winner, E. (1981). Understanding the psychology in psychological metaphors. *Journal of Child Language*, 8, 1, 213-216.

21. Wagner, S., Winner, E., Cicchetti, D., & Gardner, H. (1981). "Metaphorical" mapping in human infants. *Child Development*, 52, 728-731.

22. Winner, E. and Gardner, H. (1981). The art in children's drawings. Review of Research in Visual Arts Education, 14, 18-31.

23. Gardner, H. & Winner, E. (1981). First intimations of artistry. In S. Strauss (Ed.), *U-shaped behavioral growth*. New York: Academic Press.

24. Gardner, H., & Winner, E. (1981). Artistry and aphasia. In M. Sarno (Ed.), *Acquired aphasia*. New York: Academic Press.

### **1982**

25. Silberstein, L., Gardner, H., Phelps, E., & Winner, E. (1982). Autumn leaves and old photographs: The development of metaphor preferences. *Journal of Experimental Child Psychology*, 34, 135-150.

26. Winner, E. (1982). Language development. Chapter 4 of H. Gardner's *Developmental Psychology*, 2nd edition. Boston: Little Brown.

### **1983**

27. Demorest, A., Silberstein, L., Gardner, H., & Winner, E. (1983). Telling it as it isn't: Children's understanding of figurative language. *British Journal of Developmental Psychology*, 1, 121-134.

28. Massey, C., Gardner, H., Blank, P., & Winner, E. (1983). Children's sensitivity to stylistic features in literature. *Leonardo*, 16, 3, 204-207.

29. Winner, E., Blank, P., & Gardner, H.(1983). Children's sensitivity to aesthetic properties of line drawings. In J. Sloboda and D. Rogers (Eds.), *The acquisition of symbolic skills*. London:Plenum Press, 1983.

30. Winner, E.and Gardner, H.(1983). Graphic skills: Introduction. In J. Sloboda and D. Rogers (Eds.), *The acquisition of symbolic skills*. London:Plenum Press.

#### **1984**

31. Mendelsohn, E., Robinson, S., Gardner, H., & Winner, E. (1984). Are preschoolers' renamings intentional category violations? *Developmental Psychology*, 20, 187-192.

32. Demorest, A., Meyer, C., Phelps, E., Gardner, H., and Winner, E. (1984). Words speak louder than actions: Understanding deliberately false remarks. *Child Development*, 55, 1527-1534.

33. Blank, P., Massey, C., Gardner, H., & Winner, E. (1984). Perceiving what paintings express. In R.Crozier and A.Chapman (Eds.), *Cognitive processes in the perception of art*. Amsterdam: North Holland Press.

#### **1985**

34. Winner, E.& Pariser, D. (1985). Giftedness in the Visual arts. *Items*, 31, 4, 65-69.

#### **1986**

35. Windmueller, G., Massey, C., Blank, P., Gardner, H., & Winner, E. (1986). Unpacking allegories and metaphors. *Human Development*, 29, 4, 236-240.

36. Winner, E., Rosenblatt, E., Windmueller, G., Davidson, L., & Gardner, H. (1986). Children's perception of "aesthetic" properties of the arts:Domain-specific or pan-artistic? *British Journal of Developmental Psychology*, 4, 149-160. (Earlier version appeared as Winner, E., Davidson, L., Rosenblatt, E., Windmueller, G., and Gardner, H.[1985], Children's sensitivity to aesthetic properties:Domain-specific or pan-artistic? In C. Thomson (Ed.), *The Phylogeny and Ontogeny of Communication Systems, Toronto Semiotic Circle*, 1, 87-93.

37. Andrews, J., Rosenblatt, E., Malkus, U., Gardner, H., & Winner, E.(1986). Children's abilities to distinguish metaphoric and ironic utterances from mistakes and lies. *Communication and Cognition*, 19, 3/4, 281-298.

38. Winner, E. Where pelicans kiss seals.(1986). *Psychology Today*, 20, 8, 24-35.

39. Gardner, H.& Winner, E. (1986). Attitudes and attributes:Children's understanding of metaphor and sarcasm. In M.Perlmutter (Ed.), *Perspectives on Intellectual Development, The Minnesota Symposia on Child Psychology*, 19, 131-152. Hillsdale, N.J.:Erlbaum.

#### **1987**

40. Winner, E., Windmueller, G., Rosenblatt, E., Bosco, L., Best, E., & Gardner, H. (1987). Making sense of literal and nonliteral falsehood. *Metaphor and Symbolic Activity*, 2, 1, 13-32.

41. Winner, E., Dion, J., Rosenblatt, E., & Gardner, H.(1987). Do lateral or vertical reversals affect balance in paintings? *Visual Arts Research*, 13, 2, 1-9.

### **1988**

42. Winner, E., Levy, J., Kaplan, J., & Rosenblatt, E. (1988). Children's understanding of nonliteral language. *Journal of Aesthetic Education*, 22, 1, 51-63. Reprinted in Gardner, H. and Perkins, D. (1988). *Art, mind, and education*. Chicago: University of Illinois Press.

43. Rosenblatt, E.& Winner, E. (1988). The art of children's drawings. *Journal of Aesthetic Education*, 22, 1, 3-15.

44. Winner, E.& Gardner, H. (1988). Creating a world with words. In F.Kessel (Ed.).*The development of language and language researchers:Essays in honor of Roger Brown*. Hillsdale, N.J.:Erlbaum.

45. Rosenblatt, E.& Winner, E. (1988). Is superior visual memory a component of superior drawing ability? In L.Obler and D.Fein (Eds.),*The exceptional brain*. New York: Guilford Press.

46. Winner, E. & Gardner, H. (1988). Review of Michael Parsons' *How we understand art: A Cognitive-Developmental Account of Aesthetic Experience*. *Human Development*, 31, 4, 256-260.

### **1989**

47. Winner, E.(1989). How can Chinese children draw so well? *Journal of Aesthetic Education*, 23, 1, 41-63.

### **1989**

48. Winner, E. (1989).Development in the visual arts. In W. Damon (Ed.), *Child Development Today and Tomorrow*, San Francisco: Jossey Bass.

### **1990**

49. Casey, M., Winner, E., Brabeck, M., & Sullivan, K. (1990).Visual-spatial abilities in art, maths, and science majors: Effects of sex, handedness, and spatial experience. In K. Gilhooly, M. Keane, R. Logie, & G. Erdos (Eds.), *Lines of thinking: Reflections on the psychology of thought*. Vol. 2, p. 275-294. New York: Wiley.

### **1991**

50. Casey, M., Winner, E., DaSilva, D., & Hayes, R.(1991). Does processing style affect recall of the Rey-Osterrieth or Taylor Complex Figures? *Journal of Clinical and Experimental Neuropsychology*, 13, 4, 600-606.

51. Winner, E., Casey, M., DaSilva, D., and Hayes, R.(1991). Spatial abilities and reading deficits in visual art students. *Empirical Studies of the Arts*, 9, 1, 51-63.

52. Winner, E., & Leekam, S.(1991). Distinguishing irony from deception: Understanding the speaker's second-order intention. *British Journal of Developmental Psychology*, *9*, 257-270.

53. Sullivan, K. & Winner, E. (1991). When 3-year-olds understand ignorance, false belief and representational change. *British Journal of Developmental Psychology*, *9*, 159-171.

### **1991**

54. Gardner, H., and Winner, E. (1991). The course of creative growth: A tribute to Joachim Wohlwill. In R. Downs, L. Liben, and D. Palermo (Eds.), *Visions of aesthetics, the environment, and development: The legacy of Joachim Wohlwill*. Hillsdale, N.J.:Erlbaum, 23-43.

55. Winner, E. (1991). Arts PROPEL: A Sketch. In P. McKeon, G. Sullivan, D. Walker, & A. Weate (Eds.), *Occasional Seminars in Art Education*, *3*, 47-57.

56. Gardner, H., Winner, E., & Rehak, A. (1991). Artistry and aphasia. In M. T. Sarno (Ed.), *Acquired aphasia*. (2nd ed.) New York:Academic Press. (Updated and revised version of #24, above).

### **1993**

57. Casey, M., Winner, E., Benbow, C., Hayes, R., & DaSilva, D.(1993). Skill at image generation: Handedness interacts with strategy preference for individuals with ability in math, science, and art. *Cognitive Neuropsychology*, *10*, 1, 57-77.

58. Sullivan, K., & Winner, E. (1993). Three-year-olds' understanding of false mental states: the influence of trickery. *Journal of Experimental Child Psychology*, *56*, 135-148. (Lead article)

59. Winner, E.(1993). Exceptional artistic development: The role of visual thinking. *Journal of Aesthetic Education*, *27*, 4, 31-44.

60. Winner, E., & Casey, M.(1993). Cognitive profiles of artists. In G. Cupchik & J. Laszlo (Eds.), *Emerging visions: Contemporary approaches to the aesthetic process*. Cambridge University Press.

61. Winner, E., & Gardner, H.(1993). Metaphor and irony: Two levels of understanding. Invited chapter prepared for A. Ortony (Ed.), *Metaphor and thought* (2nd edition).Cambridge: Cambridge University Press.

63. Winner, E., & Martino, G. (1993). Giftedness in the Visual Arts and Music. In K. Heller, F. Monks, & A. H. Passow (Eds.), *International Handbook of Research and Development of Giftedness and Talent*, Pergamon Press.

### **1994**

63. Torff, B. & Winner, E. (1994). Don't throw out the baby with the bathwater: On the role of innate factors in musical accomplishment. (Commentary). *The Psychologist*, *7*, 8, 361-362.

### **1995**

64. Dews, S., & Winner, E. (1995). Muting the meaning: A social function of irony. *Metaphor and Symbolic Activity*, 10, 1, 3-19.
65. Sullivan, K., Winner, E., & Hopfield, N. (1995). How children tell a lie from a joke: The role of second-order mental state attributions. *British Journal of Developmental Psychology*, 13, 191-204.
66. Dews, S., Kaplan, J., & Winner, E. (1995). Why not say it directly? The social function of irony. *Discourse Processes*, 19, 3, 347-367. Reprinted in *Irony in Language and Thought: A Cognitive Science Reader*. Mahwah, NJ: Lawrence Erlbaum, in press.
67. Martino, G., & Winner, E. (1995). Talents and disorders: The relationship between sex, handedness, and college major. *Brain and Cognition*, 29, 66-84.
68. De Groot, A., Kaplan, J., Rosenblatt, E., Dews, S., & Winner, E. (1995). Understanding vs. discriminating nonliteral utterances: Evidence for a dissociation. In E. Winner (Ed.), *Developmental perspectives on metaphor*. *Metaphor and Symbolic Activity*, 10, 4, 255-273.
69. Winner, E. (1995). Introduction to 10<sup>th</sup> Anniversary Special Issue: Developmental Perspectives on Metaphor. *Metaphor and Symbolic Activity*, 10(4), 247-253.

## 1996

70. Dews, S., Winner, E., Kaplan, J., Rosenblatt, E., Hunt, M., Lim, K., McGovern, A., Qualter, A., & Smarsh, B. (1996). Children's understanding of the meaning and functions of verbal irony. *Child Development*, 67, 3081-3085.
71. Winner, E. (1996). The rage to master: The decisive case for talent in the visual arts. In K. A. Ericsson (Ed.), *The road to excellence: The acquisition of expert performance in the arts and sciences, sports and games* (p. 271-301). Hillsdale, NJ: Erlbaum.
72. Winner, E., (1996). Assessing the impact of aesthetic education: A response to Maxine Greene's presentation. *Proceedings of Conference on Aesthetic Education at Lincoln Center: Ongoing Inquiry*.
73. Winner, E. (1996). What drawings by atypical populations can tell us. Discussion of symposium. *Visual Arts Research*, 90-95.
74. Winner, E. (1996). The miseducation of our gifted children. Commentary. *Education Week*, Oct. 19, Vol. 16 (7), pp.44, 35. Reprinted GT-CyberSource, [www.gtcybersource.org](http://www.gtcybersource.org), 2004.

## 1997

75. Brownell, H., Pincus, D., Blum, A., Rehak, A., & Winner, E. (1997). The effects of right hemisphere brain-damage patients' use of terms of personal reference. *Brain and Language*, 57, 1, 60-79.

76. Rice, C., Winner, E., Sullivan, K., Tager-Flusberg, H., & Koinos, D.(1997). When 3-year-olds pass the appearance-reality test. *Developmental Psychology*, 33, 1, 54-61.

77. Winner, E. (1997). Giftedness vs. creativity in the visual arts. *Poetics*, 24, 6, 349-377. Shortened versions reprinted in *Gifted Education International; Art Times*, July, 1997. and *Tempo* (Quarterly publication of Texas Association for the Gifted and Talented), Spring, 1999.

78. Winner, E. (1997). Exceptionally high intelligence and schooling. *The American Psychologist*, 52, 10, 1070-1081.

79. Kirnarskaya, D., & Winner, E. (1997). Musical ability in a new key: Exploring the expressive ear for music. *Psychomusicology*, 16, 2-16. [The 1997 volume was published in 1999].

80. Dews, S., & Winner, E. (1997). Attributing meaning to deliberately false utterances. In C. Mandell & A. McCabe (Eds.). *The problem of meaning: Behavioral and cognitive perspectives* (pp. 377-414). Amsterdam: Elsevier Press.

81. Winner, E. (1997). Reply to Nancy Robinson's review of *Gifted children: Myths and realities*. *Journal of Creative Behavior*, 31, 3, 229-234.

## 1998

82. Winner, E., Brownell, H., Happé, F., Blum, A., & Pincus, D. (1998). Distinguishing lies from jokes: Theory of mind deficits and discourse interpretation in right hemisphere brain-damaged patients. *Brain and Language*, 62, 89-106.

83. Happé, F. G. E., Winner, E., & Brownell, H.H. (1998). The getting of wisdom: Theory of mind in old age. *Developmental Psychology*, 34, 2, 358-362.

84. Winner, E., & Karolyi, C. (1998). Giftedness and egalitarian education: A zero sum? *National Association of Secondary School Principals Bulletin*. 82, 595, 47-60. (Invited paper).

85. Winner, E., & von Karolyi, C. (1998). Artistry and aphasia. In M. T. Sarno (Ed.), *Acquired aphasia*. (3rd. ed.) (pp. 375-411). New York: Academic Press. (Updated and revised version of #56, above.)

86. Winner, E. (1998). Don't confuse necessity with sufficiency or science with policy. Commentary on Howe, M.J.A, Davidson, J.W., & Sloboda, J.A. Innate Talents: Reality or Myth. *Brain and Behavioral Science*, 21, 3, 430-1.

## 1999

87. Winner, E. (1999). Uncommon talents: Gifted children, prodigies, and savants. *Scientific American Presents: Exploring Intelligence*, 9, 4, 32-37.

88. Happé, F. G. E., Brownell, H.H., & Winner, E. (1999). Acquired theory of mind impairments following right-hemisphere stroke. *Cognition*, 70, 211-240.

89. Dews, S., & Winner, E. (1999). Obligatory processing of literal and nonliteral meanings in verbal irony. *Journal of Pragmatics*, 31, 1579-1599. Reprinted in *Irony in Language and Thought: A Cognitive Science Reader*. Mahwah, NJ: Lawrence Erlbaum, in press.

90. Winner, E., & Nuzzo, J. (1999). Gifted students need help, too. *The Boston Globe*, Jan. 2. A15, Op-ed page. Reprinted in newsletter of Oregon Association for the Gifted, February, 1999.

91. Winner, E., & Hetland, L. (1999). Mozart and the SATs: Studying the arts for the wrong reasons. *The New York Times* (Op-ed), March 4, p. A25. Reprinted in *Haaretz* (Israel); 3/7/99; *Fortworth Star Telegram* (3/6/99); *Desert News*, Salt Lake City (3/99).

## 2000

92. Schwoebel, J., Dews, S., Winner, E., & Srinivas, K. (2000). Obligatory processing of the literal meaning of ironic utterances: Further evidence. *Metaphor and Symbol*, 15, Nos. 1&2, 47-61. (Special issue, ed. A. Katz).

93. Winner, E. (2000). The origins and ends of giftedness. *American Psychologist*, 55, 1, 159-169. Reprinted in Lerner, R.B., Jacobs, F., Wertlieb, D. (Eds.). (in press). *Promoting positive child, adolescent, and family development: A handbook of program and policy innovations*. Thousand Oaks, CA: Sage Publications.

94. Winner, E., & Cooper, M. (2000). Mute those claims: No evidence (yet) for a causal link between arts study and academic achievement. *Journal of Aesthetic Education*, 34 (3-4), 11-75.

95. Vaughn, K., & Winner, E. (2000). SAT scores of students with four years of arts: What we can and cannot conclude about the association. *Journal of Aesthetic Education*, 34 (3-4), 77-89.

96. Moga, E., Burger, K., & Winner, E. (2000)? Does studying the arts engender creative thinking? Evidence for near but not far transfer. *Journal of Aesthetic Education*, 34 (3-4), 91-104.

97. Burger, K., & Winner, E. (2000). Instruction in visual art: Can it help reading skills? *Journal of Aesthetic Education*, 34 (3-4), 277-293.

98. Keinanen, M., Hetland, L., & Winner, E. (2000). Teaching cognitive skills through dance: Evidence for near but not far transfer. *Journal of Aesthetic Education*, 34 (3-4), 295-306.

99. Winner, E. (2000). Giftedness: Current theory and research. *Current Directions in Psychological Science*, 9, 5, 153-156.

100. Winner, E., von Karolyi, C., & Malinsky, D. (2000). Dyslexia and visual-spatial talents: No clear link. *International Dyslexia Association Newsletter*, Spring, 27-30.

101. Winner, E., & Martino, G. (2000). Giftedness in nonacademic domains: The case of the visual arts and music. In K. Heller, F. Monks, R. Subotnik, & R. Sternberg (Eds.). *International Handbook of Giftedness and Talent*, Elsevier Press. (Updated and revised version of #63, above, for second edition).

102. Winner, E. (2000). Can you learn to be a genius? Debate with Michael Howe. *The Guardian*, April 22, Saturday Review Section, p. 2.

103. Winner, E., & Hetland, L. (2000). Introduction. The arts in education: Evaluating the evidence for a causal link. *Journal of Aesthetic Education*, 34 (3-4), 3-10.

104. Winner, E., & Hetland, L. (2000). Does studying the arts enhance academic achievement? A mixed picture emerges. Commentary. *Education Week*, November 1, p. 64, 46.

## **2001**

105. Winner, E., von Karolyi, C., Malinsky, D., French, L., Seliger, C., Ross, E., & Weber, C. (2001). Dyslexia and visual-spatial talents: Compensation vs. deficit model. *Brain and Language*, 76, 81-110.

106. Dennis, M., Purvis, K., Barnes, M., Wilkinson, M., & Winner, E. (2001). Understanding of literal truth, ironic criticism, and deceptive praise following childhood head injury. *Brain and Language*, 78, 1-16.

107. Winner, E. (2001). Catching up with gifted kids. *Cerebrum: The Dana Forum on Brain Science*, 3, 1, 37-54.

108. Hetland, L., and Winner, E. (2001). The arts and academic achievement: What the evidence shows. *Arts Education Policy Review*, 102, 5, 3-6.

109. Brownell, H., Griffin, R., Winner, E., Friedman, O., & Happé, F. (2001). Cerebral lateralization and theory of mind. In S. Baron-Cohen, H. Tager-Flusberg, & Cohen (Eds.), *Understanding other minds: Perspectives from autism and cognitive neuroscience*. Oxford: Oxford University Press. (Second edition).

110. Winner, E. (2001). Thoughts on the thoughts of Rudolf Arnheim. In S. Corwin (Ed.). *Exploring the legends. Guideposts to the future*. National Art Education Association.

## **2002**

111. Winner, E. (2002). Creativity and talent. In M. H. Bornstein, L. Davidson, C. L. M. Keyes, K. A. Moore, & The Center for Child Well-being (Eds.). *Well-being: Positive development across the life course*. Mahwah, NJ: Erlbaum.

112. Winner, E., & Martino, G. (2002). Artistic Giftedness. In N. Colangelo and G. Davis (Eds.), *Handbook of Gifted Education*, 3<sup>rd</sup> edition. (pp. 335-349). Needham Heights, MA.: Allyn and Bacon.

## 2003

113. Sullivan, K., Winner, E., & Tager-Flusberg, H. (2003). Can adolescents with Williams Syndrome tell the difference between lies and jokes? *Developmental Neuropsychology*, 23, 87-105.

114. Friedman, O., Griffin, R., Brownell, H., & Winner, E. (2003). Problems with the Seeing = Knowing Rule. *Developmental Science*, 6, 5, 505-513.

115. Von Karolyi, C., Winner, E., Gray, W., & Sherman, G. (2003). Dyslexia linked to talent: Global visual-spatial ability. *Brain and Language*, 85, 3, 427-431.

116. Winner, E. Musical giftedness (2003). *Bulletin of Psychology and the Arts*, 4, 1, 2-5.

## 2004

117. Zaitchik, D., Koff, E., Brownell, H., Winner, E., & Albert, M. (2004). Inference of mental states in patients with Alzheimer's disease. *Cognitive Neuropsychiatry*, 9, 4, 303-313.

118. Overy, K., Norton, A. C., Cronin, K. T., Gaab, N., Alsop, D. C., Winner, E., & Schlaug, G. (2004). Imaging melody and rhythm processing in young children. *NeuroReport*, 15, 11, 1723-6.

119. Hetland, L., and Winner, E. (2004). Cognitive transfer from arts education to non-arts outcomes: Research evidence and policy implications. In E. Eisner and M. Day (Eds.), *Handbook of Research and Policy in Art Education* (pp.135-161). Mahwah, NJ: Lawrence Erlbaum Associates.

120. von Karolyi, C., & Winner, E. (2004). Dyslexia and visual-spatial talents: Are they connected? In T. Newman & R. Sternberg (Eds.), *Students with both gifts and learning disabilities: Identification, assessment, and outcomes* (pp. 95-117). New York: Kluwer Academic/Plenum Publishers.

121. Winner, E. (2004). Art history can trade insights with the sciences. *Chronicle of Higher Education*, July 2, B10-12.

## 2005

122. De Petrillo, L., & Winner, E. (2005). Does art improve mood? A test of a key assumption underlying art therapy. *Art Therapy: Journal of the American Art Therapy Association*, 22, 4.

123. Norton, A., Winner, E., Cronin, K., Overy, K., Lee, D.J., & Schlaug, G. (2005). Are there pre-existing neural, cognitive, or motoric markers for musical ability? *Brain and Cognition*, 59, 124-134.

124. Cooper, M., Griffin, R., & Winner, E. (2005). Is subjective appearance altered by verbal information? Children's understanding of colorblindness. *Psychologia*, 45, 193-204.

125. von Karolyi, C., & Winner, E. (2005). Extreme giftedness. In R. Sternberg & J. Davidson (Eds.), *Conceptions of giftedness* (2<sup>nd</sup> edition). New York: Cambridge University Press.

126. von Karolyi, C., & Winner, E. (2005). Investigations of visual-spatial abilities in dyslexia. In F. Columbus (Ed.), *Focus on Dyslexia Research* (p.1-25), Hauppauge, NY: Nova Science.

127. Winner, E. (2005). Howard Gardner: A biography. In Fisher, C.B. & Lerner, R. M. (Eds.). *Applied developmental science: An encyclopedia of research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

128. Schlaug, G., Norton, A., Overy, K., & Winner, E. (2005). Effects of music training on the child's brain and cognitive development. *Annals of the New York Academy of Science*, 1060, 219-230.

## **2006**

129. Zaitchik, D., Koff, E., Brownell, H., & Winner, E. (2006). Inference of beliefs and emotions in patients with Alzheimer's disease. *Neuropsychology*, 20, 1, 11-20.

130. Winner, E. (2006). Development in the arts: Music and drawing. In W. Damon (Ed.), *Handbook of Child Psychology, vol. 2 (Cognitive Language and Perceptual Development)*, R. Siegler & D. Kuhn, volume editors) (pp. 859-904). NY: Wiley.

131. Winner, E., Hetland, L., Veenema, S., Sheridan, K., & Palmer, P. (2006). Studio thinking: How visual arts teaching can promote disciplined habits of mind. In P. Locher, C. Martindale, L. Dorfman, (Eds.), *New Directions in Aesthetics, Creativity, and the Arts* (189-205). Baywood Publishing.

132. Griffin R., Friedman, O., Ween, J., Winner, E., Happé, F. & Brownell, H. (2006). Theory of mind and the right cerebral hemisphere: Refining the scope of impairment. *Laterality*, 11(3), 195-225.

133. Hetland, L., Winner, E., Veenema, S., & Sheridan, K. (2006). Engage, express, envision, explore: New thinking on arts education. *Walnut Hill Magazine*, Winter, p. 22-24.

134. Winner, E., & Gardner, H. (2006). On being a couple in psychology. *Observer*. 19, 11, 29-30.

## **2007**

135. Winner, E. (2007). Visual thinking in arts education: Homage to Rudolf Arnheim. *Psychology of Aesthetics, Creativity, and the Arts*, 1, 1, 25-31.

136. Winner, E., & Hetland, L. (2007). Art for our sake. *Boston Globe*. Sept 2, E1-2. Reprinted in *Arts Education Policy Review*, May/June, 2008.

137. Winner, E., & Gardner, H. (2007). Harvard Project Zero: The First Forty Years. Evaluating the Impact of Arts and Cultural Education (pp. 143-150). European and International Symposium, Centre Pompidou, Paris, La Documentation Francaise.

## 2008

138. Winner, E. (2008). Development in the arts: Music and drawing. In W. Damon (Ed.), *Child and adolescent development: An advanced course*. NY: Wiley. Abridged Version of # 148.
139. Hetland, L., & Winner, E. (2008). Continuing the Dialogue: A Reply to Burchenal/Housen/Rawlinson/Yenawine. *National Arts Education Association News* June, p. 24.
140. Forgeard, M., Schlaug, G., Norton, A., & Winner, E. (2008). The relationship between music and phonological processing in normal-reading and dyslexic children. *Music Perception*, 25(4): 383-390.
141. Forgeard, M., Winner, E., Norton, A.C., & Schlaug, G. (2008). Practicing a musical instrument in childhood is associated with enhanced verbal ability and nonverbal reasoning. *PLoS ONE*, 3(10):e3566.
142. Dalebroux, A., Goldstein, T., & Winner, E. (2008). Short-Term Mood Repair through Art-Making: Positive Emotion is More Effective than Venting. *Motivation and Emotion*, 32(4), 288-295.

## 2009

143. Drake, J., & Winner, E. (2009). Precocious realists: Perceptual and cognitive characteristics. *Proceedings of the Royal Society, Philosophical Transactions Series B*. 364, 1449-1558.
144. Winner, E. Toward broadening our understanding of giftedness: The spatial domain. In F. D. Horowitz, R. F. Subotnik, & D. J. Matthews (Eds.) (2009). *The Development of Giftedness and Talent Across the Lifespan* (pp. 75-85). Washington, DC: American Psychological Association.
145. Collins, A., Sarkisian, N., & Winner, E. (2009). Flow and Happiness in Later Life: An Investigation into the Role of Daily and Weekly Flow Experiences. *Journal of Happiness Studies*.
146. Goldstein, T.R. & Winner, E. (2009). Living in alternative and inner worlds: Early signs of acting talent. *Creativity Research Journal*, 21(1), 1-8.
147. Hyde, K., Lerch, J., Norton, A.C., Forgeard, M., Winner, E., Evans, A., & Schlaug (2009). Music training shapes structural brain development. *Journal of Neuroscience*, 29(10):3019-3025.
148. Hetland, L., & Winner, E. (2009). Studio Thinking: A First Step Toward a Study of Transfer from the Visual Arts. In K.Borg & V. Lindberg (Eds.), *Kunskapande, Kommunikation och Bedömning i Gestaltande Undervisning*(47-57). Stockholm University Press.

## In press

Goldstein, T.R. & Winner, E. A new lens on the development of social cognition: The study of acting. In C. Milbrath & C. Lightfoot (Eds.), *The arts and human development*, Taylor and Francis.

Schlaug, G., Forgeard, M., Zhu, L., Norton, A.C., Norton, A., & Winner, E. Training-induced neuroplasticity in young children. *Annals of the New York Academy of Sciences*.

Goldstein, T., Wu, K., & Winner, E. Actors Are Experts in Theory of Mind but Not Empathy. *Imagination, Cognition, and Personality*.

### **Under Review**

Drake, J.E., Redash, A., Coleman, K., Haimson, J., Mottron, L., & Winner, E. 'Autistic' Local Processing Bias Also Found in Children Gifted in Drawing.

Goldstein, T., De Luca, J., & Winner, E. Text Recall is Facilitated by "Acting Out" the Text.

Coleman, K., Drake, J., & Winner, E. Short-Term Mood Repair Through Art: Effects of Medium, Strategy, and Product Permanence.

### **Letters to the Editor**

Winner, E. (1999). Differing views on 'gifted'. *Education Week*, November 17.

Winner, E., & Nuzzo, J. (1999). Gifted students need help, too. *The Boston Globe*, Jan. 2. A15, Op-ed page. Reprinted in newsletter of Oregon Association for the Gifted, February, 1999.

Winner, E., & Hetland, L. (2002). Drop in SAT scores: Cause, correlation. Letter to the editor, *Education Week*, December 11.

Winner, E., & Hetland, L. (2002). Beyond the evidence given: A critical commentary on critical links. Invited commentary, *Arts Education Policy Review*.

### **Other publications**

Seidel, S., Tishman, S., Winner, E., Hetland, L., & Palmer, P. (2009). The qualities of quality: Understanding excellence in arts education. Commissioned by the Wallace Foundation. Cambridge, MA: Project Zero, Harvard Graduate School of Education.

### **Media Appearances**

Guest on Talk of the Nation, WBUR (National Public Radio), on academic outcomes of arts education, September 20, 2000.

Guest on CBS 60 Minutes: Interview with Charlie Rose about Marla Olmsted, putative child prodigy in art, February 23, 2005.

Guest on The Connection, WBUR (National Public Radio), on what happens to child prodigies when they grow up, July 6, 2005.

Guest on Voice of America radio on child prodigies, July 18, 2005

Films interviewed in: Class Act; My Kid Could Paint That; My Brilliant Brain

### **Colloquia and Conference Presentations**

#### **1975**

Can preadolescents produce metaphoric figures. In "And Pharaoh's heart hardened," symposium presented at Society for Research in Child Development, Denver, April, 1975.

#### **1976**

The development of metaphoric language. Wheaton College Psychology Colloquium, December, 1976.

#### **1977**

What does it take to understand a metaphor? Society for Research in Child Development, New Orleans, March, 1977.

The metaphoric function of early language. New England Psychological Association, Clark University, November, 1977.

New names for old things. New England Psychological Association, Boston University, November, 1977.

#### **1978**

New names for old things. Tenth Annual Stanford Child Language Research Forum, Stanford, April, 1978.

The pragmatics of metaphor comprehension. New England Child Language Association, Boston University, October, 1978.

#### **1979**

Understanding psychological metaphors: Getting half-way there. In "Metaphor and narrative in child language," symposium presented at American Psychological Association, September, 1979.

Understanding metaphor. Colloquium, Dept. of Applied Psycholinguistics, Boston University, October, 1979

#### **1980**

The verdict on child metaphor. American Association for Music Therapy, Boston, March, 1980.

The role of the visual and verbal arts in childhood. Series of workshops led at Muskingum College, Ohio, April, 1980.

The art in children's drawings. Conference on Representation and Metaphor, University of Illinois, Champaign-Urbana, October, 1980.

#### **1981**

Aesthetic aspects of children's drawings: A new look. Symposium organized and chaired at Society for Research in Child Development, Boston, April, 1981.

Are children's drawings balanced? In "Aesthetic aspects of children's drawings: A new look," Symposium presented at Society for Research in Child Development, Boston, April, 1981. (with E. Mendelsohn and G. Garfunkel.)

Knowing that it isn't so: Understanding non-literal statements. Colloquium, Dept. of Linguistics, Brown University, March, 1981.

The acquisition of metaphor. Colloquium, Dept. of Psychology, McGill University, March, 1981.

The visual and verbal art of the child. Colloquium, Dept. of Communications, University of Montreal, March, 1981.

Telling it as it isn't: Understanding non-literal speech acts. Colloquium, Dept. of Psychology, Smith College, October, 1981.

The cognitive psychology of the arts. Colloquium, Dept.of Psychology, New School for Social Research, December, 1981.

### **1982**

What should a cognitive psychology of the arts study? Colloquium, Cognitive Science Group, Boston College, March, 1982.

Children's conceptions of the arts. American Educational Research Association, New York, March, 1982.

Children's sensitivity to aesthetic aspects of line drawings. NATO Conference on Symbolic Skills, University of Keele, England, July, 1982.

First language acquisition. Symposium chaired at Boston University Conference on Language Development, October, 1982.

Children's ability to distinguish sincere, sarcastic, and deceptive utterances. Colloquium, Dept.of Applied Psycholinguistics, Boston University, November, 1982.

### **1983**

Getting the point:Children's understanding of figurative language. Colloquium, Dept.of Psychology, Boston University, February, 1983.

Sensitivity to aesthetic aspects of the arts. Sixth Annual Loyola Music Symposium, New Orleans, February, 1983.

Metaphor in language. Presentation in R.Brown's seminar on Language and Communication, Dept.of Psychology, Harvard University, February, 1983.

The psychology of the arts. Undergraduate Psychology Caucus, Boston College, 1983.

Creativity in normal and gifted children. Psychiatry Grand Rounds, Massachusetts General Hospital, Boston, March, 1983.

Children's understanding of allegory and metaphor. Society for Research in Child Development, Detroit, April, 1983.

Aesthetic aspects of child art. Chair and discussant, Symposium presented at Conference on Psychology and the Arts, Cardiff, Wales, September, 1983.

Children's sensitivity to style and composition in literature. Conference on Psychology and the Arts, Cardiff, Wales, September, 1983.

Perceiving what paintings express. Conference on Psychology and the Arts, Cardiff, Wales, September, 1983.

Children's sensitivity to the worlds of the arts. Lecture and seminar given as part of the Senior Scholars' Seminar, Gettysburg College, Gettysburg, Pennsylvania, December, 1983.

### **1984**

Decision making in the arts. Decision Making Center, Tufts University, April, 1984.

Cognitive psychology of the arts. Colloquium and seminar, Dept.of Art Education, Ohio State University, May, 1984.

The state of the psychology of the arts. Seminar, Scarborough College, University of Toronto, June, 1984.

The development of artistic symbolization. Paper presented as part of colloquium on The Phylogeny and Ontogeny of Communication, Fifth International Summer Institute for Semiotic and Structural Studies, University of Toronto, June, 1984.

How psychologists study the arts. Rockefeller Brothers' Fund Seminar of Exploration, Dedham, Massachusetts, August, 1984.

Children's understanding of sarcasm, hyperbole, and understatement. American Psychological Association, Toronto, August, 1984.

Sensitivity to aesthetic aspects of the arts:A developmental study. American Psychological Association, Toronto, August, 1984.

Creativity in normal and gifted children. Psychiatry Grand Rounds, Mount Auburn Hospital, Cambridge, Massachusetts, September, 1984.

Attitudes and attributes:Children's understanding of metaphor and sarcasm. Minnesota Symposium on Child Psychology, October, 1984.

Why art education is necessary and not just nice. Massachusetts Elementary School Principals' Association, Holy Cross College, Worcester, Massachusetts, October, 1984.

### **1985**

Art is a basic skill.Concord Area Special Education Collaborative, January, 1985.

The place of the arts in elementary education. Council of Chief State School Officers, National Meeting on the Arts, Boston, Massachusetts, May, 1985.

Story understanding beyond grammar: Children's sensitivity to compositional principles specific to fictional stories.Poster presented at Society for Research in Child Development, Toronto, April, 1985.

The development of artistic ability:Does it decline with age?Workshop presented at Reggio Emilia, Italy, June, 1985.

Children and the arts. Art and Music Workshop for Classroom Teachers, Conference on "Accent on the Arts," University of Tennessee, Knoxville, Tennessee, July, 1985.

### **1986**

Why arts education is necessary and not just nice. Paper presented at conference on "Implementing the Fine Arts," Maryland State Department of Education, Baltimore, Maryland, April 15, 1986.

Is superior visual memory a component of giftedness in drawing? Colloquium presented to Psychology Department, Wellesley College, April, 1986, and to CUNY Graduate Center, May, 1986.

Rules of pictorial composition:Do they exist? Paper presented at the annual meetings of the American Psychological Association, Washington, D.C., August, 1986.

Attitudes and attributes:Children's understanding of metaphor and irony. Colloquia given at Clark University, Brandeis University, Harvard University, and Pennsylvania State University, Fall, 1986 and Winter, 1987.

Invented worlds:The psychology of art. Paper presented at Eastern Seaboard Conference of the American Society for Adolescent Psychiatry, "Creativity and Adolescence," Philadelphia, September, 1986.

When a cognitive approach to the arts is not enough. Respondent on panel at Annual Conference of International Council of Fine Arts Deans, November, 1986.

### **1987**

Basic Skills, Creativity, and Visual Thinking: A Comparison of Chinese and American Methods of Teaching the Visual Arts. Paper presented at Institute for Thinking: Critical and Creative. Harvard Graduate School of Education, July, 1987.

### **1988**

Development in the Visual Arts: How Universal? Paper presented at Heinz Werner Institute Conference on Development and the Arts, Clark University, October,

1987; at Psychiatry Grand Rounds, Mount Auburn Hospital, Cambridge, Massachusetts; and at Symposium on Recent Developments in the Psychology of Art, University of Michigan, March, 1988.

Visual-spatial abilities in young artists. Paper presented at conference on Art and the Brain, Chicago, May, 1988.

Visual-spatial abilities in art, math, and science majors: The roles of sex, handedness, and spatial experience. (With M. Casey, M. Brabeck, and K. Sullivan). Paper presented (by M. Casey) at International Conference on Thinking, Aberdeen, Scotland, August, 1988.

The course of creative growth: A tribute to Joachim Wohlwill. Presented at conference, "The legacy of Joachim Wohlwill," Department of Psychology, Pennsylvania State University, October, 1988.

### **1989**

Discrimination and interpretation of metaphor and irony: Evidence for a dissociation. Paper presented at Society for Research in Child Development, Kansas City, April, 1989.

Adult-level performance by the average child: Chinese children's drawings. Paper presented at Society for Research in Child Development, Kansas City, April, 1989.

Adolescent development in the arts. Paper presented in Stockholm, Sweden, May, 1989.

Irony comprehension and the child's theory of mind: Colloquium presented at Ontario Institute for Studies in Education, January, 1989; Boston University Psychology Department, April, 1989; Linkoping and Uppsala Universities, Sweden, May, 1989; Harvard Psychology Department, October, 1989.

Recognizing visual stimuli: Does it help to be an artist. (With K. Sullivan).

Paper presented (by K. Sullivan) at American Psychological Association, New Orleans, August, 1989.

### **1990**

Using visual arts portfolios to track the development of student learning. Presented at Institute on New Modes of Assessment, Harvard Graduate School of Education, July, 1990.

Art education in china. Conversation hour, Division 10, APA, Boston, August, 1990

### **1991**

New Modes of assessment in the arts: An overview of Arts Propel Presentation made at Burlington Public Schools, December 1990; Swarthmore Public Schools, November 1990; Reading Public Schools, January 1991.

When 3-year-olds understand false belief. Poster, Society for Research in Child Development, April 1991.

Metacognition in the visual arts. Luncheon Address to Museum Education Division, National Art Education Association, Atlanta, March 1991.

Assessment in the arts. Keynote address at conference, "The Arts and Academic Excellence," Ohio Alliance for Arts Education, Canton Ohio, April, 1991.

Assessment in the arts: An overview of Arts PROPEL. Presented at Theoretical Perspectives: Research into children's cognition and knowledge in the visual arts. University of New South Wales, Australia, July, 1991.

### **1992**

Three-year-olds' understanding of mental states: The influence of trickery. (With Kate Sullivan). Presented at 22nd Annual Symposium of the Jean Piaget Society, May, 1992, Montreal, Canada.

Mental state understanding in children with mild cognitive delay. (With Kate Sullivan, Gary Siperstein, Daryl Engdahl). Presented at APA, Division 7, August, 1992, Washington, D.C.

Arts Education and aesthetic education: Current work at Harvard Project Zero. Presented as part of Symposium on Project Zero: Past, Present, and Future. APA, Division 10, August, 1992, Washington, D.C.

Metaphor and irony: Two levels of understanding. Invited address, APA, Division 10, August, 1992, Washington, D.C.

Theory of mind and politeness: The effects of brain-damage on patients' use of terms of personal reference. (With H. Brownell and D. Pincus). Presented at Academy of Aphasia, October, 1992, Toronto, Canada.

### **1993**

Young three-year-olds understand false belief when observing or participating in deception. Poster presented at SRCD, March, 1993. (With K. Sullivan)

How children tell a lie from a joke: the role of second-order mental state attributions. Poster presented at SRCD, March, 1993. (With K. Sullivan)

Left-handed "spatial" males: verbal deficits and auto-immune disorders. Poster presented at APA, Division 40, August, 1993. (With G. Martino)

Muting the meaning: A social function of irony. Paper presented at APS as part of a symposium on nonliteral language, June, 1993. (With S. Dews)

### **1994**

Understanding others' mental states. Colloquium presented to the Department of Psychology, Boston University, November, 1993, and to Boston City Hospital, Department of Pediatrics, February, 1994.

Obligatory processing of the literal and nonliteral meanings of ironic utterances. Poster presented at APS, July, 1994. (With S. Dews)

Three-year-olds' understanding of the appearance-reality distinction in the context of deception and reduced information-processing demands. Poster presented at 13th Biennial Conference on Human Development, Pittsburg, April 15, 1994, and SRCD, March, 1995. (With C. Rice, D. Koinos, K. Sullivan, & H. Tager-Flusberg)

Emergence of artistic response and artistic creation. Paper presented at Conference on Arts in their Infancy: The Sources of Artistic Behavior, Maryland Institute, College of Art, June, 1994.

Attributional bias in right-hemisphere damaged patients with impaired discourse comprehension. Academy of Aphasia, Oct., 1994. (With H. Brownell & A. Blum)

Recent work in theory of mind with children and right-hemisphere damaged patients. Developmental Psychology Colloquium, University of California, Berkeley (October, 1994), Stanford University (October, 1994), and University of California, Santa Cruz (February, 1995).

Giftedness in music: Issues in the lives of gifted children. Talk given at San Francisco Conservatory of Music, November, 1994.

### **1995**

Some misconceptions about giftedness. Colloquium presented at Institute for Personality and Social Research, University of California, Berkeley (April, 1995) and Dept. of Psychology, Stanford University (June, 1995).

Giftedness in the visual arts and music: Cognitive and biological factors. In *Hearing, Seeing, and Thinking in Music and the VisualArts: Issues of Development*. Symposium presented at the Jean Piaget Society, Berkeley, June, 1995.

The rage to master: The decisive case for talent in the visual arts. Paper presented at The Acquisition of Expertise, Walkulla Springs, Florida, 1995.

Affective issues in the lives of gifted children. Panel participant at the Nueva School, Hillsborough, California, May, 1995.

Issues in arts education assessment. Informal presentation to Commission on Student Learning, Western Washington University, Bellingham, Washington, July 24-5, 1995.

Discussant, Symposium entitled "Infusing the arts across the curriculum." (Bruce Torff, Chair). American Psychological Association, August, 1995.

Discussant, Symposium entitled "Drawing development and talent in autistic and mentally retarded individuals." (Claire Golomb, Chair). American Psychological Association, August, 1995.

Giftedness and its myths. Paper presented at symposium entitled "Forging links between creativity and moral behavior." The Society for Excellence through Education, Israel Arts and Science Academy. Jerusalem, August 30, 1995.

### **1996**

Why education needs the arts. (1996) Keynote address, Foxboro Regional Theater, Foxboro, Mass, May 8.

Creativity vs. Giftedness in the Visual Arts. (1996). Division 10 Presidential Address, American Psychological Association, Toronto, August. (Also presented at conference on Creativity at Risk, Alliance of Artists' Communities, Brown University, November, 1996).

The Future of the Psychology of the Arts: Three Divisional Presidents Reflect (1996). In a symposium on the future of the psychology of art, American Psychological Association, Toronto, August.

Gifted Children: Myths and Realities. (1996). Harvard Education Forum, Harvard Graduate School of Education, Sept. 25. Presentation and discussion taped for public radio moderated by John Merrow.

Issues in the Education of Gifted Children. (1996). Talk sponsored by Northwestern University School of Education and Social Policy, invited by the "Foundation for Human Potential," December 8; Also presented at Worthington-Kilbourne School District, Worthington, Ohio, Dec. 9, and to the Connecticut Association for the Gifted, Farmington, Ct, May 7, 1997.

### **1997**

Spatial ability, verbal ability, handedness, and autoimmune disorders in college athletes. Poster session presentation at the Ninth Annual American Psychological Society Convention, Washington, DC, 1997. (with G. Martino & D. Kimmet).

Do female athletes have high spatial ability? Poster session presentation at the Sixty Eighth Annual Meeting of the Eastern Psychological Association, Washington, D.C., (with G. Martion & S. Seery).

Gifted children. Keynote speaker, Nevada Association for Gifted and Talented. University of Nevada, Reno, March, 1997.

Happé, F.G.E., Winner, E., & Brownell, H. H. (1997). Exploring the brain basis of theory of mind: Data from right-hemisphere damaged patients and normal elderly individuals. Poster presented at Society for Research in Child Development, Washington, D.C., April 3-5 (with F. Happe & H. Brownell).

Is the emperor wearing any clothes? Discussant comments on K. Gergen & M. Gergen, Performative Psychology III, American Psychological Association, Chicago, 1997.  
Learning disabilities and giftedness: The relationship between reading disabilities and visual-spatial talents. Paper presented at the Sixth New England Joint Conference on Specific Learning Disabilities, Oct. 24, 1997, Marlborough, Massachusetts (with C. von Karolyi).  
The transition from prodigy to creator: Why so few make it. Remarks presented at Symposium: Developing the Young Artist Today. International Society of Performing Artists, Carnegie Hall, New York, New York, December 15, 1997.

### 1998

The role of the right-hemisphere and the frontal lobes in theory of mind, in Symposium, Behavioral and Neurological Similarities of Clinical Populations with High-Level Language Disorders. Eastern Psychological Association, Boston, March, 1998 (with H. Brownell).

Is dyslexia associated with visual spatial talents? Paper presented as part of symposium, Dyslexia: A Byproduct of Diversity. Learning Disabilities Network Conference, Dedham, Massachusetts, March 24, 1998.

The miseducation of our gifted children. Michigan Alliance for Gifted Education, Troy, Michigan, April 25, 1998.

### 1999

Does studying the arts make you smarter? Bunting Institute, Radcliffe College, March 3, 1999.

Telling jokes from lies. In Symposium, Young Children's Ability to Differentiate Pretense from Reality, Society for Research in Child Development, Albuquerque, New Mexico, April, 1999.

Dyslexia and visual-spatial ability: Compensation vs. deficit model. Society for Research in Child Development, Albuquerque, New Mexico, April, 1999 (with D. Malinsky).

Dyslexia and visual-spatial skill. Shriver Research Center, April 29, 1999.

Giftedness vs. creativity in the visual arts. Talk presented at Festschrift for Sylvia Feinberg, Tufts University, Eliot Pearson School of Child Development, June, 1999.

Understanding other minds, Governor's School of North Carolina, July 24, 1999.

Does studying the arts lead to cognitive/academic outcomes? Invited address, American Psychological Association, August, 1999.

Arts education and academic outcomes. Paper presented at Social Science Research Council Workshop on the Role of the Arts in People's Lives, October 3, 1999.

### 1996-1999: Gifted Children: Myths and Realities:

Murray Research Center, Radcliffe College, March 1996.

"Genesis: Breathing Life into Learning through the Arts," Conference at University of Montana School of Fine Arts, June 21, 1996.

MIT Medical Department Staff Education Lunch, December 5.

North Shore Hospital, July, 1997.

Cambridge City Hospital, 1997.

Behavioral Neuroscience Seminar, sponsored jointly by the Neuropsychology Program of Children's Hospital and the Dept. of Psychiatry, Harvard Medical School, January 15, 1998.

Evangelische Akademie, Bad Boll, Germany, January 27, 1998.

Keynote address at the Michigan Alliance for Gifted Education, April 25, 1998.

Brookline Public Schools, Brookline, Massachusetts, May 18, 1998.

Fourth Annual New England Conference on Education of the Gifted and Talented, Nashua, NH, Oct. 23, 1998. Office of Work and Family, Harvard University, Oct. 27, 1998.

Leslie College Faculty Development Day, Jan. 20, 1999.

Boston College School of Education Diversity Seminar, March 15, 1999.

Keynote address at alumni conference at Governor's School of North Carolina, July 24, 1999.

Invited address at American Psychological Association, August, 1999.

Chestnut Hill School, Chestnut Hill, MA., October, 1999.

## **2000**

Does studying the arts make you smarter? AERA invited address, April 25, 2000.

The relationship between the arts and academic achievement. Presentation (via video) at the 27<sup>th</sup> International Congress of Psychology, Stockholm, July, 2000.

Learning in the arts: Implications for our understanding of mind. Rudolf Arnheim Award Presentation, American Psychological Association, August, 2000.

August 24-26, 2000: The relationship between studying the arts and academic achievement: No evidence (yet) for a causal relationship. Paper presented at Beyond the Soundbite: What the Research Actually Shows about Arts Education and Academic Outcomes. The J. Paul Getty Trust, Los Angeles.

What the evidence shows about transfer from music to math, music to reading, visual arts to reading, dance and reading, dance to nonverbal reasoning, arts to creative thinking. Paper presented at Beyond the Soundbite: What the Research Actually Shows about Arts Education and Academic Outcomes. The J. Paul Getty Trust, Los Angeles, August 24-26, 2000.

Is genius a dimension? Paper distributed (in my absence due to illness) at Positive Psychology Conference, Glasbern Resort, Fogelsville, PA, Oct 16-17, 2000.

Gifted children: Myths and realities. Lecture given at Smithsonian Institution, Washington, D.C., Oct. 18, 2000, as part of a series entitled "Getting Smart: The Nature and Meaning of Intelligence."

Guest on Talk of the Nation, National Public Radio to discuss the relationship between arts and academic achievement, September, 2000.

Griffin, R., Friedman, O., **Winner, E.**, & Brownell H. (June, 2000). The neurocognitive architecture of folk psychological reasoning. Paper presented at the Jean Piaget Society meeting. Montreal, Quebec, Canada.

## **2001**

What the Research shows About Transfer of Learning from Arts to Academics: January 22, 2001, at Lincoln Center Institute, New York City.

The Role of Music in Education. Panel Discussant, Jewish Community Day School, Newton, Massachusetts, June 6, 2001

Friedman, O., & **Winner, E.** (Co-Chairs). (April, 2001). Symposium: The Future of the False Belief Task. Society for Research in Child Development, Minneapolis, MN.

Goldmines and Minefields in Arts Education Research. (March, 2001). Colloquium, Harvard Graduate School of Education.

The Arts and Academic Achievement: What the Evidence Shows. (August 6, 2001). Keynote address, The Arts for Learning Summer Conference, Young Audiences of New Jersey, Princeton, New Jersey;

The Arts and Academic Achievement. Presentation to The Education Cooperative, Wellesley, MA, November, 2001.

Gifted Children: Myths and Realities: Presentation to the Sage School Parents' Association, Foxboro, Massachusetts, November 29, 2001.

The Astonishing Drawing Skills of Savants. Invited presentation at Art and Optics, New York Institute for the Humanities, December 1-2, 2001.

The Problematic Relationship between the Arts and Academic Achievement: What the Evidence Shows (Thus Far). Colloquium presented to the Arts in Education Program, Harvard Graduate School of Education, December 5, 2001.

## **2002**

Does arts education improve children's academic performance? Invited colloquium, Department of Psychology, Boston University, January 23, 2002.

Beyond the Soundbite: Arts Education and Academic Outcomes. Cambridge Forum, March 27, 2002. (recorded on National Public Radio).

Research on arts education: What kinds of effects should we expect to find? Paper presented at "Taking the Measure of Culture," Conference held at Princeton University Center for Arts and Cultural Policy Studies, June 7-8, 2002.

Giftedness and the Brain. Presentation at H-130: The Educated Brain: Studies in Neuroeducation, Course given at Harvard Graduate School of Education, October, 2002.

## **2003**

The Gifted Child. Talk presented to Psychiatry Resident Program, McLean Hospital, Jan 30.

Can Science be Applied to Art History? Commentary at Conference, Measuring Art Conference, American University in Paris, June 1, 2003.

Studio Thinking: How Visual Arts Teaching Can Promote Disciplined Habits of Mind. Art of Teaching Forum, Cotsen Family Foundation, The Getty Center, Los Angeles, July 24, 2003.

The brain basis of talent, Icelandic Education Society, August 7, 2003.

Learning and cognition in the visual arts, Icelandic Education Society, August 8 and 12, 2003.

Dyslexia and spatial skills: Is there a relation?, Icelandic Education Society, August 12, 2003.

Learning and cognition in the visual arts. Stockholm Institute of Education, August 21, 2003.

Gifted children: New perspectives from psychology and biology. Keynote presentation at New Perspectives on Gifted Education, Summer Institute for the Gifted and Montclair State University, October 17, 2003.

Giftedness in music and art. Presentation at New Perspectives on Gifted Education, Summer Institute for the Gifted and Montclair State University, October 17, 2003.

The path from prodigy to big-c creator: Why do so few make it? Presentation at New Perspectives on Gifted Education, Summer Institute for the Gifted and Montclair State University, October 17, 2003.

The Kids Got Rhythm: An fMRI Study of Rhythm Processing in Children Ages 5-7 (K. Overy, A. Norton, N. Gaab, K. Cronin, D. Alsop, **E. Winner**, G. Schlaug). Poster at Society for Neurosciences, New Orleans, November, 2003.

Effects of music training on children's brain and cognitive development (G.Schlaug, **E.Winner**, A.Norton, K. Cronin, and K.Overy). Poster at Society for Neurosciences, New Orleans, November, 2003.

## **2004**

Effect of Music Training on Children's Brain and Cognition. (With G. Schlaug). Cognitive Theory and the Arts, Harvard Humanities Center. Feb. 17, 2004.

Gifted children. McLean Hospital seminar for child psychiatry residents. March 4, 2004.

- Learning and Cognition in the arts. Conference on Arts and the Brain. Institute for Body, Mind, and Spirituality. Lesley University, Cambridge, Mass., April 24, 2004.
- Teaching and Learning in the Visual Arts. (with L. Hetland). Passion and Industry conference. National Arts and Learning Collaborative at Walnut Hill School for the Arts, April 30, 2004.
- Giftedness in the Arts. Keynote address at the Seventh Henry B. and Jocelyn Wallace National Research Symposium on Talent Development. University of Iowa, May 25, 2004.
- Gifted Children: Myths and Realities. Harvard Mind/Brain/Behavior Junior Symposium, Sept 15, 2004.
- Can Science Inform Art History? Talk given to the Boston College Presidential Scholars Program, November 2, 2004.
- Artistic Giftedness. Invited talk at the 5<sup>th</sup> Ibero-Americano Congress on Gifted and Talented, Universidad Tecnica Particular de Loja, November 11, 2004.
- Schlaug, G., Lee, D. J., Overy, K., Cronin, K., Norton, A., **Winner, E.** (2004). Does brain anatomy predict musicianship? *Neuroimage* 2004, p.22S.
- Overy, K., Norton, A., Cronin, K., Gaab, N., Alsop, D., **Winner, E.**, Schlaug, G. (2004). After one year of musical training, young children show a left-hemispheric shift for melody processing. *Neuroimage*, 22S, p.S53.
- Cronin, K., Overy, K., Norton, A., Marchina, S., **Winner, E.**, Schlaug, G. (2004). The effects of experience and brain maturity on neural correlates of music processing. *Neuroimage*, 22S, p.S51.
- Schlaug, G., Norton, A., Overy, K., Cronin, K., Lee, D.J., **Winner, E.** (2004). Effects of music training on children's brain and cognitive development. *ICMPC8*, Evanston, IL
- Overy, K., Norton, A. C., Cronin, K. T., Gaab, N., Alsop, D. C., **Winner, E.**, Schlaug, G. (2004). Comparing rhythm and melody discrimination in young children using fMRI. *ICMPC8*, Evanston, IL.
- Music and development. Talk presented to Dover-Sherborne school district, Nov. 29, 2004.
- Do the arts enhance children's cognitive and brain development? Harvard Graduate School of Education, December 1, 2004.
- Studio Thinking: How Visual Arts Teaching Can Foster Disciplined Habits of Mind. Paper presented at symposium entitled "Future Research in Visual Arts Education," Education Policy Dept., J. Paul Getty Trust, Dec. 5-7, 2004.

## 2005

- Gifted children. McLean Hospital seminar for child psychiatry residents. March 2, 2005.
- Winner, E.**, & Hetland, L. Studio thinking: How visual arts teaching fosters disciplined habits of mind. National Arts Education Association, Boston, March 6, 2005.
- Winner, E.**, Norton, A., Cronin, K., Overy, K. Lee, D., & Schlaug, G. (2005). Are there pre-existing neural, cognitive, or motoric markers for musical ability. Poster, *Cognitive Neuroscience Society*, April 10-12, New York City.
- Giftedness, IQ, and the Brain. Conference on Learning and the Brain. Cambridge, MA., April 28, 2005.
- Collins, A.L., **Winner, E.** & Smyer, M. A. (2005). Happiness in Old Age: A Preliminary Investigation into the Role of Flow. Presented at the annual meeting of the American Psychological Association, Washington, DC.

Studio Thinking: Thinking and learning in the visual arts. Presented at Symposium called Honoring Rudolf Arnheim at 100, American Psychological Association, Washington, DC.

Hetland, L, Sheridan, K, **Winner, E.**, Veenema, K, & Palmer, P. The Studio Thinking Framework: A Descriptive Model for Teaching and Learning in the Visual Arts. Paper presented at AERA, April, 2005.

Giftedness in the arts. Keynote address, Confratute, University of Connecticut, July 19, 2005.

Effects of Music Training on Brain and Cognitive Development. Presented at Dana Arts Consortium Meeting, San Francisco, Oct. 26-28, 2005.

Giftedness in the arts. Keynote address, National Association for Gifted Children, Nov. 11, 2005.

Brain Imaging Findings from Longitudinal Study of Effects of Music Training on Brain Development. Invited presentation to Dana Imaging Grant Fundees breakfast, Society for Neuroscience, Washington, D.C., Nov. 14, 2005.

Respondent, Conference on Incorporating Conceptions of Giftedness into Theories and Research on Child Adolescent, and Adult Development. Graduate Center, City University of New York, December 12, 2005.

## 2006

Gifted children. McLean Hospital seminar for child psychiatry residents. Feb. 23, 2006.

Effects of music training on brain and cognitive development. Presented at Symposium on Music Research, Dept. of Psychology, Harvard University, March 10.

The role of the arts in children's cognitive and brain development. Presentation at PERC (Philosophy and Education Research Center), April 5, 2006.

Gifted children. Parent Advocate Group for Excellence, Livingston School District, Livingston, New Jersey, April 25, 2006.

The effects of instrumental music training on children's brain and cognitive development. Conference on Learning and the Brain. Cambridge, MA., May 2, 2006.

Hetland, L., Sheridan, K., Veenema, S., & **Winner, E.** Developing artistic mind: The Studio Thinking Framework. Paper presented at Tradition in Transition Conference, Umea, Sweden, May 15-18, 2006.

Giftedness and creativity in the arts: What would Piaget have said? Plenary Address delivered at the 2006 annual meetings of the Jean Piaget Society, Baltimore, MD, June 1-3, 2006.

Art not just for arts sake: Does arts learning transfer? Paper presented as part of Creativity, Giftedness, and Novelty: Frills or Fundamentals. Symposium Session chaired by Lynn Liben, at annual meetings of the Jean Piaget Society, Baltimore, MD, June 1-3, 2006.

Gifted children: Myths and realities. Invited address, 9<sup>th</sup> Asia-Pacific Conference on Giftedness, Taipei, Taiwan, Aug.3, 2006.

Giftedness and the brain: What do we know. Invited workshop, 9<sup>th</sup> Asia-Pacific Conference on Giftedness, Taipei, Taiwan, July 31, 2006.

Educating the whole child: What the academic curriculum can learn from the arts. National Taiwan University, August, 2006.

Remarks on arts and education. Tokyo University, August 6, 2006.

Giftedness in the arts. Esther Katz Rosen invited annual address, APA, August, 2006.

Artistic Giftedness and Artistic Thinking. University Child Development School, Seattle, Washington. September 28-29, 2006.

The aims of arts education. Presentation at conference, “Swimming upstream: Challenging the Premises and Practices Driving American Education.” School of Education, Stanford University, October 7, 2006.

Effects of instrumental music and acting training on children's cognitive development: The first 16 months of a longitudinal study. Paper presented at Workshop on “Arts and Cognition: From Correlations to Causation.” University of California Santa Barbara, November 28-30, 2006.

Learning and thinking in the arts. Presentation at Center for Engineering Educational Outreach. Tufts University, December 4, 2006.

## **2007**

**Winner, E., & Gardner, H.** Harvard Project Zero: The First Forty Years. Evaluating the Impact of Arts and Cultural Education. European and International Symposium, Centre Pompidou, Paris, Jan. 10-12, 2007.

Giftedness in the arts. Distinguished Lecture Series, Gifted Students Institute, School of Education and Human Development, Southern Methodist University, Dallas, Texas, February 7, 2007.

The role of the arts in developmental psychology. Developmental Lunch, Department of Psychology, Yale University, February 21, 2007.

Effects of music training on brain and cognitive development. Invited lecture given to Psychology of Music class taught by Eugenia Costa-Giomi, Music Department, University of Texas, Austin, April 19, 2007.

The aims of arts education. University of Texas, Austin. Texas Faces the Future Distinguished Lecture and Arts Education Summit, April 19, 2007.

Exemplary programs in arts education. Texas Center for Education Policy, University of Texas, Austin. Texas Center for Education Policy, Texas Faces the Future Arts Education Summit, April 20, 2007.

Goldstein, T.R. & **Winner, E.** (2007, March). Understanding Representational Diversity: One Achievement Early or Several Achievements Over Time? Co-Chairs of Symposium given at the Society for Research in Child Development (SRCD). With Paul Bloom, Deena Skolnik Weisberg, Jennifer Van Reet, Angeline Stoll Lillard, and Michael Chandler. Boston MA.

Educational Policy for Gifted Children. Address given to the Council of Scientific Society Presidents in Washington DC May 7 2007.

Learning, thinking, and transfer in the arts. Colloquium given at Department of Psychology, University of Toronto, May 14, 2007.

Goldstein, T.R., & Winner, E. “My Conscience Hath a Thousand Several Tongues” (Richard III, 5.3): Effects of Acting on Memory, Theory of Mind, and Empathy. Poster presented at the Jean Piaget Society meeting. Amsterdam, Holland, May 31-June 1, 2007.

Goldstein, T.R., & Winner, E. Extroversion, imitation, and emotion regulation: Early predictors of acting talent. (Poster presented at Association for Psychological Science, Washington, D.C., May 24-27, 2007.

Studio thinking: The real benefits of visual arts education. South Carolina Alliance for Arts Education Conference. Greenwood, South Carolina, Sept. 28, 2007.

Serious learning in the arts. National Collegiate Honors Council keynote. Denver, CO, Nov 2-2007.

Goldstein, T., & Winner, E. Bringing literature to life: Acting strategies and theory of mind. Literature and Theory of Mind Conference, Purdue University, Nov. 2, 2007.

Studio thinking: The real benefits of visual arts education. The Art Institute of Boston at Leslie University. Nov. 15, 2007.

Habits of mind: Thinking in the visual arts. Learning and the Brain, Cambridge, MA. Nov 17, 2007.

Gifted children: Myths and realities. Learning and the Brain, Cambridge, MA. Nov 18, 2007.

The value of art in education. Salem State College, Dec. 1, 2007.

## **2008**

Why teach the arts? The wrong question. Dean's Seminar, Boston College, Feb. 6, 2008

Why teach the arts? The wrong question. Presented at Symposium on Creativity and Intellect to faculty of University Child Development School, Seattle, WA, Feb11, 2008; and to public audience at University Child Development School, Seattle, WA on Feb 11, evening, 2008.

Child Art: The Typical Child, The Child Prodigy, Why They Sometimes Get Confused. Presented at Symposium on Creativity and Intellect to faculty of University Child Development School, Seattle, WA, Feb11, 2008; and to public audience at University Child Development School, Seattle, WA on Feb 12, 2008.

Why teach the arts? Presented at Professional Day on Role of Performing Arts in Education Waynelete school, Portland, Maine, Feb. 24, 2008.

Learning from the arts: Reggio Emilia-US. Presentation at Centro Internazionale Loris Malaguzzi, Reggio Emilia, Italy, March 19, 2008.

Learning in the Visual Arts: Is There Transfer? American Educational Research Association, Invited Address for Division C, Section 2 (Fine Arts, Humanities, Social Sciences), New York, NY, March 28, 2008.

Gifted Children: Myths and Realities. Keynote address presented at Perspectives on Creativity, Holy Family University, Newtown, PA, March 29, 2008.

Intensive Music Training Increases Corpus Callosum Size in Children. (Schlaug, G.S., Forgeard, M., Norton, A., Norton, A.C., Bachorik, J., Iyengar, U., & **Winner**, E.. San Francisco: Cognitive Neuroscience Society, April 14, 2008.

The Relation between Music and Phonological Processing in Normal-Reading Children and Children with Dyslexia. (Marie Forgeard, Ellen Winner, Andrea Norton, Camilla Rosam, & Gottfried Schlaug. San Francisco: Cognitive Neuroscience Society, April 14, 2008.

Why Teach the Arts? The Wrong Question. Honors Convocation Public Lecture, University of Idaho, April 18, 2008

Address to the Honors Convocation Students, University of Idaho, April 19, 2008.

Promoting Creativity and Engagement via the Arts Curriculum. Workshop for the Foresight Mental Capital and Wellbeing Project: Perspectives on Equipping Children for the Future. The Royal Society, London, April 24-25, 2008.

Thinking in and out of the arts. NSF workshop on Art, Creativity, and Learning, June 11-13, 2008.

- Engendering Empathy: Lessons from Adolescent Theatre Performers and Audience Members. (Goldstein, T.R. & **Winner**, E.) (2008, June). Paper presented at the annual meeting of the Jean Piaget Society, Quebec, Canada.
- Compassion or Emotion Matching?: A Study of Empathy and Theatre. (Jacobson, G., Goldstein, T.R., & **Winner**, E.) (2008, May). Poster presented at Association for Psychological Science Annual Convention, Chicago, Illinois.
- Forgeard, M., **Winner**, E., Norton, A., & Schlaug, G. (2008). The relationship between music and language skills in unimpaired and struggling readers. *Music, Language, and the Mind*. July 10-13. Tufts University.
- Drake, J., & **Winner**, E. (2008). Precocious realists: Perceptual and cognitive characteristics. Conference on Talent and Autism, Royal Society, London, Sept. 28-29.
- Winner**, E. (2008). How children see pictures, how they see art. GILS Lecture Series, Museum of Fine Arts, Boston, Nov. 18.
- Winner**, E. (2008). Relationship between Music and Phonological Processing in Children with Dyslexia. Conference on Learning and the Brain, Cambridge, Mass., Nov. 22.
- Goldstein, T., & **Winner**, E. (2008). Theater experience and building social-cognitive skills. Conference on Learning and the Brain, Cambridge, Mass., Nov. 22.

## 2009

- Winner**, E. (2009). Giftedness in the Visual Arts: What We Can Learn From the Study of Child Artists and Autistic Savants. Thursday Mornings Talk Series, Mt. Auburn Hospital, January 15.
- Winner**, E. (2009). Understanding and responding to the other: What developmental psychology can contribute. Presentation to interdisciplinary seminar, *Hosting the Stranger*, Dept. of Philosophy, Boston College, Feb. 4.
- Winner**, E. (2009). Remembering Rudolf Arnheim. *Rudolf Arnheim and the Moving Image*, Carpenter Center, Harvard University, March 6, 2009.
- Goldstein, T., & **Winner**, E. (2009). Co-Chairs of Symposium, *Expertise in Theory of Mind: Does it Exist?* Society for Research in Child Development, Denver, CO., April 3.
- Goldstein, T., & **Winner**, E. (2009). Teaching theory of mind through acting classes. Paper presented at Society for Research in Child Development, Denver, CO., April 3.
- Drake, J., Coleman, K., Redash, A., & **Winner**, E. (2009). Local processing bias in children skilled in realistic drawing. Poster presented at Society for Research in Child Development, Denver, CO, April 4.
- Winner**, E., & Schlaug, G. (2009). Music training in early childhood alters the brain. Paper presented at Learning, Arts and the Brain Summit, American Visionary Art Museum, Baltimore, MD. Conference sponsored by the Johns Hopkins University School of Education's Neuro Education Initiative and the Dana Foundation.
- Falco, C., & **Winner**, E. (2009). *Cross-Disciplinary Lessons Learned from Art and Science*. National Art Education Association, Minneapolis, MN, April 18.
- Winner**, E., & Hetland, L. (2009). *Learning in the Visual Arts: What and How?* National Art Education Association, Minneapolis, MN, April 19.
- Winner**, E. (2009). Giftedness in academic and non-academic domains. Paper presented at the Third International Education Conference, Munster University, Munster, Germany, Sept. 9-12.

- Winner, E.** (2009). Learning in the Arts and Beyond the Arts. Paper presented at the Third International Education Conference, Munster University, Munster, Germany, Sept. 9-12.
- Winner, E.** (2009). Recent research on gifted children. Presentation to Honors Program, Wheelock College, Boston, MA, Oct. 26.
- Winner, E.** (2009). Does training in acting lead to expertise in social cognition? Presentation at the Art, Creativity and Learning Workshop, Annual Science of Learning Center Awardees Conference, National Science Foundation, Nov. 16, Arlington, VA.
- Halwani, G., Zhu, L., Norton, A.C., Louis, P., **Winner, E.**, & Schlaug, G. (2009). White Matters: Investigating the Effects of Musical Training on Temporo-Frontal Fiber Tracts in Children. Psychonomics Society, Boston, MA., Nov. 19-22.
- Winner, E.** (2010). Cognitive and brain consequences of learning in the arts. Invited Address, Association for Psychological Science, Boston, MA., May 27-30.