

Susan Hallam

List of Publications by Year in descending order

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Version: 2024-02-01

118
papers

4,219
citations

101543

36
h-index

138484

58
g-index

124
all docs

124
docs citations

124
times ranked

1844
citing authors

#	ARTICLE	IF	CITATIONS
1	Academic self-concepts in adolescence: Relations with achievement and ability grouping in schools. <i>Learning and Instruction</i> , 2009, 19, 201-213.	3.2	173
2	The development of metacognition in musicians: Implications for education. <i>British Journal of Music Education</i> , 2001, 18, 27-39.	0.3	150
3	The Effects of Background Music on Primary School Pupils' Task Performance. <i>Educational Studies</i> , 2002, 28, 111-122.	2.4	140
4	The Development of Expertise in Young Musicians: Strategy Use, Knowledge Acquisition and Individual Diversity. <i>Music Education Research</i> , 2001, 3, 7-23.	1.4	119
5	The power of music in the lives of older adults. <i>Research Studies in Music Education</i> , 2013, 35, 87-102.	1.1	102
6	The Predictors of Achievement and Dropout in Instrumental Tuition. <i>Psychology of Music</i> , 1998, 26, 116-132.	1.6	99
7	Professional Musicians' Approaches to the Learning and Interpretation of Music. <i>Psychology of Music</i> , 1995, 23, 111-128.	1.6	95
8	Higher education music students'™ perceptions of the benefits of participative music making. <i>Music Education Research</i> , 2007, 9, 93-109.	1.4	94
9	A conceptual framework for understanding musical performance anxiety. <i>Research Studies in Music Education</i> , 2007, 28, 83-107.	1.1	89
10	Active music making: a route to enhanced subjective well-being among older people. <i>Perspectives in Public Health</i> , 2013, 133, 36-43.	1.6	89
11	Musical Motivation: Towards a model synthesising the research. <i>Music Education Research</i> , 2002, 4, 225-244.	1.4	88
12	Raising Standards: Is ability grouping the answer?. <i>Oxford Review of Education</i> , 1999, 25, 343-358.	2.0	87
13	The development of practising strategies in young people. <i>Psychology of Music</i> , 2012, 40, 652-680.	1.6	85
14	Primary pupils' experiences of different types of grouping in school. <i>British Educational Research Journal</i> , 2004, 30, 515-533.	2.5	80
15	Music Listening and Cognitive Abilities in 10- and 11-Year-Olds: The Blur Effect. <i>Annals of the New York Academy of Sciences</i> , 2005, 1060, 202-209.	3.8	78
16	What are the effects of ability grouping on GCSE attainment?. <i>British Educational Research Journal</i> , 2005, 31, 443-458.	2.5	69
17	Trainee primary-school teachers'™ perceptions of their effectiveness in teaching music. <i>Music Education Research</i> , 2009, 11, 221-240.	1.4	68
18	Ability grouping in secondary schools: Effects on pupils'™ self-concepts. <i>British Journal of Educational Psychology</i> , 2001, 71, 315-326.	2.9	67

#	ARTICLE	IF	CITATIONS
19	Pupils' liking for school: Ability grouping, self-concept and perceptions of teaching. <i>British Journal of Educational Psychology</i> , 2005, 75, 297-311.	2.9	66
20	An evaluation of the Social and Emotional Aspects of Learning (SEAL) programme: promoting positive behaviour, effective learning and well-being in primary school children. <i>Oxford Review of Education</i> , 2009, 35, 313-330.	2.0	66
21	Professional Musicians' Orientations to Practice: Implications for Teaching. <i>British Journal of Music Education</i> , 1995, 12, 3-19.	0.3	64
22	Parent-teacher-pupil interactions in instrumental music tuition: a literature review. <i>British Journal of Music Education</i> , 2003, 20, 29-44.	0.3	64
23	Gender differences in musical instrument choice. <i>International Journal of Music Education</i> , 2008, 26, 7-19.	1.5	62
24	Conceptions of Musical Ability. <i>Research Studies in Music Education</i> , 2003, 20, 2-22.	1.1	57
25	Secondary school teachers' pedagogic practices when teaching mixed and structured ability classes. <i>Research Papers in Education</i> , 2005, 20, 3-24.	3.0	57
26	Learning a musical instrument: The influence of interpersonal interaction on outcomes for school-aged pupils. <i>Psychology of Music</i> , 2011, 39, 102-122.	1.6	57
27	Supporting conservatoire students towards professional integration: one-to-one tuition and the potential of mentoring. <i>Music Education Research</i> , 2012, 14, 25-43.	1.4	54
28	Secondary school teachers' attitudes towards and beliefs about ability grouping. <i>British Journal of Educational Psychology</i> , 2003, 73, 343-356.	2.9	51
29	Research Section: Can the use of background music improve the behaviour and academic performance of children with emotional and behavioural difficulties?. <i>British Journal of Special Education</i> , 2003, 25, 88-91.	0.4	49
30	Revolution, evolution or a Trojan horse? Piloting assessment for learning in some Scottish primary schools. <i>British Educational Research Journal</i> , 2007, 33, 605-627.	2.5	49
31	Can active music making promote health and well-being in older citizens? Findings of the music for life project. <i>London Journal of Primary Care</i> , 2016, 8, 21-25.	0.9	45
32	The development of memorisation strategies in musicians: implications for education. <i>British Journal of Music Education</i> , 1997, 14, 87-97.	0.3	42
33	The perceived benefits of participative music making for non-music university students: a comparison with music students. <i>Music Education Research</i> , 2011, 13, 149-172.	1.4	42
34	Perceived benefits of active engagement with making music in community settings. <i>International Journal of Community Music</i> , 2012, 5, 155-174.	0.5	40
35	What predicts level of expertise attained, quality of performance, and future musical aspirations in young instrumental players?. <i>Psychology of Music</i> , 2013, 41, 267-291.	1.6	40
36	Ability Grouping in English Secondary Schools: Effects on Attainment in English, Mathematics and Science. <i>Educational Research and Evaluation</i> , 2002, 8, 299-318.	1.6	39

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37	Secondary school pupils' satisfaction with their ability grouping placements. <i>British Educational Research Journal</i> , 2007, 33, 27-45.	2.5	36
38	Ability Grouping Practices in the Primary School: A survey. <i>Educational Studies</i> , 2003, 29, 69-83.	2.4	34
39	Constructing Ability Groups in the Secondary School: Issues in practice. <i>School Leadership and Management</i> , 2002, 22, 163-176.	1.6	30
40	Understanding what it means for older students to learn basic musical skills on a keyboard instrument. <i>Music Education Research</i> , 2008, 10, 285-306.	1.4	30
41	Does active engagement in community music support the well-being of older people?. <i>Arts and Health</i> , 2014, 6, 101-116.	1.6	30
42	Pupils' perceptions of informal learning in school music lessons. <i>Music Education Research</i> , 2018, 20, 213-230.	1.4	30
43	Prevalence of streaming in UK primary schools: evidence from the Millennium Cohort Study. <i>British Educational Research Journal</i> , 2013, 39, 514-544.	2.5	29
44	Secondary school pupils' preferences for different types of structured grouping practices. <i>British Educational Research Journal</i> , 2006, 32, 583-599.	2.5	28
45	The role of musical possible selves in supporting subjective well-being in later life. <i>Music Education Research</i> , 2014, 16, 32-49.	1.4	28
46	Changes in motivation as expertise develops: Relationships with musical aspirations. <i>Musicae Scientiae</i> , 2016, 20, 528-550.	2.9	28
47	Conservatoire students' perceptions of Master Classes. <i>British Journal of Music Education</i> , 2009, 26, 315-331.	0.3	26
48	Grouping practices in the primary school: what influences change?. <i>British Educational Research Journal</i> , 2004, 30, 117-140.	2.5	25
49	The incidence and make up of ability grouped sets in the UK primary school. <i>Research Papers in Education</i> , 2013, 28, 393-420.	3.0	25
50	Mapping Music Education Research in the UK. <i>Psychology of Music</i> , 2004, 32, 239-290.	1.6	24
51	Teachers' perceptions of the impact on students of the Musical Futures approach. <i>Music Education Research</i> , 2017, 19, 263-275.	1.4	24
52	Genre effects on higher education students' text reading for understanding. <i>Higher Education</i> , 2000, 39, 279-296.	4.4	23
53	Ability groupings in the primary school: issues arising from practice. <i>Research Papers in Education</i> , 2003, 18, 45-60.	3.0	22
54	The perceived impact of playing music while studying: age and cultural differences. <i>Educational Studies</i> , 2010, 36, 431-440.	2.4	21

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55	Blast from the past: Conservatoire students' experiences and perceptions of public master classes. <i>Musicae Scientiae</i> , 2012, 16, 286-306.	2.9	20
56	Benefits experienced by older people in group music-making activities. <i>Journal of Applied Arts and Health</i> , 2012, 3, 183-198.	0.4	19
57	Using the musical score to perform: A study with Spanish flute students. <i>British Journal of Music Education</i> , 2012, 29, 193-212.	0.3	18
58	Do prior experience, gender, or level of study influence music students' perspectives on master classes?. <i>Psychology of Music</i> , 2012, 40, 683-699.	1.6	16
59	Can the adoption of informal approaches to learning music in school music lessons promote musical progression?. <i>British Journal of Music Education</i> , 2017, 34, 127-151.	0.3	16
60	Are there differences in practice depending on the instrument played?. <i>Psychology of Music</i> , 2020, 48, 745-765.	1.6	16
61	Ability grouping in the secondary school: attitudes of teachers of practically based subjects. <i>International Journal of Research and Method in Education</i> , 2008, 31, 181-192.	1.9	15
62	Bringing different generations together in music-making: An Intergenerational Music Project in East London. <i>International Journal of Community Music</i> , 2011, 4, 207-220.	0.5	14
63	The Characteristics of Older People Who Engage in Community Music Making, Their Reasons for Participation and the Barriers They Face. <i>Journal of Adult and Continuing Education</i> , 2012, 18, 21-43.	3.9	14
64	Introduction: Perspectives on the power of music. <i>Research Studies in Music Education</i> , 2013, 35, 83-86.	1.1	14
65	Conservatoire students' experiences and perceptions of instrument-specific master classes. <i>Music Education Research</i> , 2014, 16, 176-192.	1.4	14
66	Scaffolding, organizational structure and interpersonal interaction in musical activities with older people. <i>Psychology of Music</i> , 2014, 42, 430-447.	1.6	14
67	Are there gender differences in instrumental music practice?. <i>Psychology of Music</i> , 2017, 45, 116-130.	1.6	14
68	Exclusion from School: What can help prevent it?. <i>Educational Review</i> , 2001, 53, 169-179.	3.7	13
69	Different ways of experiencing music-making in later life: Creative music sessions for older learners in East London. <i>Research Studies in Music Education</i> , 2013, 35, 103-118.	1.1	13
70	Learning about what constitutes effective training from a pilot programme to improve music education in primary schools. <i>Music Education Research</i> , 2008, 10, 485-497.	1.4	12
71	Interaction in instrumental learning: the influence of interpersonal dynamics on parents. <i>International Journal of Music Education</i> , 2009, 27, 94-106.	1.5	12
72	Processes of Instrumental Learning: The Development of Musical Expertise. , 2012, , .		12

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73	What impact does teaching music informally in the classroom have on teachers, and their pedagogy?. Music Education Research, 2017, 19, 42-59.	1.4	12
74	Pedagogy in the Secondary School. , 0, , 68-97.		12
75	Partnership working and possible selves in music education. International Journal of Music Education, 2014, 32, 84-97.	1.5	11
76	The impact of instrumental music learning on attainment at age 16: a pilot study. British Journal of Music Education, 2016, 33, 247-261.	0.3	11
77	Musicality. , 2006, , 93-110.		11
78	From leisure to work: amateur musicians taking up instrumental or vocal teaching as a second career. Music Education Research, 2011, 13, 307-325.	1.4	10
79	The perceptions of non music staff and senior management of the impact of the implementation of the Musical Futures approach on the whole school. British Journal of Music Education, 2016, 33, 133-157.	0.3	10
80	Contexts for Music Learning and Participation. , 2020, , .		10
81	Pupils' perceptions of an alternative curriculum: Skill Force. Research Papers in Education, 2007, 22, 43-63.	3.0	9
82	â€œPossible selvesâ€™ of young people in a mainstream secondary school and a pupil referral unit: a comparison. Emotional and Behavioural Difficulties, 2010, 15, 153-169.	1.2	9
83	Conceptions of musical understanding. Research Studies in Music Education, 2016, 38, 133-154.	1.1	9
84	Teachersâ€™ and studentsâ€™ music preferences for secondary school music lessons: reasons and implications. Music Education Research, 2018, 20, 22-31.	1.4	9
85	Evaluation of Behavioural Management in Schools: A Review of the Behaviour Improvement Programme and the Role of Behaviour and Education Support Teams. Child and Adolescent Mental Health, 2007, 12, 106-112.	3.5	8
86	Ability Grouping: year group differences in selfâ€™concept and attitudes of secondary school pupils. Westminster Studies in Education, 2002, 25, 7-17.	0.1	7
87	Managed moves: school and local authority staff perceptions of processes, success and challenges. Emotional and Behavioural Difficulties, 2015, 20, 432-447.	1.2	7
88	Relationships between practice, motivation, and examination outcomes. Psychology of Music, 2021, 49, 3-20.	1.6	7
89	Gender differences in perceptions of studying for the GCSE. International Journal of Inclusive Education, 2010, 14, 795-811.	2.6	6
90	A philosophical perspective on leading music activities for the over 50s. International Journal of Lifelong Education, 2013, 32, 353-377.	2.3	6

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91	Ability Grouping: year group differences in self-concept and attitudes of secondary school pupils. <i>Westminster Studies in Education</i> , 2002, 25, 7-17.	0.1	5
92	Well-Being and Music Leisure Activities through the Lifespan. , 2017, , .		5
93	Motivation to Learn. , 2016, , .		5
94	What contributes to successful whole-class Ensemble Tuition?. <i>British Journal of Music Education</i> , 2019, 36, 229-241.	0.3	4
95	Gender differences in musical motivation at different levels of expertise. <i>Psychology of Music</i> , 2020, 48, 657-673.	1.6	4
96	Practising. , 2012, , .		3
97	Young peopleâ€™s and parentâ€™s perceptions of managed moves. <i>Emotional and Behavioural Difficulties</i> , 2016, 21, 205-227.	1.2	3
98	Lifelong Musical Possible Selves: Adult Music Learning and Participation. , 2020, , 123-141.		3
99	Staff perceptions of the success of an alternative curriculum: Skill Force. <i>Emotional and Behavioural Difficulties</i> , 2010, 15, 63-74.	1.2	2
100	Motivation to learn. , 2012, , .		2
101	Subject domain differences in secondary school teachers' attitudes towards grouping pupils by ability. <i>Zbornik Instituta Za Pedagoska Istrazivanja</i> , 2008, 40, 369-387.	0.3	2
102	Are there differences in practicing and motivation between beginners playing different musical instruments?. <i>Orfeu</i> , 2018, 3, 54-84.	0.2	2
103	Young Adults from Divorced and Intact Families: Possible Selves Relating to Future Family Life. <i>International Journal of Adolescence and Youth</i> , 2003, 11, 91-111.	1.8	1
104	Exploring the Role of Nationality, Gender and Educational Level on the Possible Selves of Greek and UK Young Adults from Divorced and Intact Families. <i>International Journal of Adolescence and Youth</i> , 2005, 12, 1-27.	1.8	1
105	The provision of educationally focused parenting programmes in England. <i>European Journal of Special Needs Education</i> , 2007, 22, 307-326.	3.0	1
106	Benefits of continuing professional development (CPD) programmes in music for KS2 (primary) teachers through the example of the London Symphony Orchestra (LSO) On Track programme. <i>Music Education Research</i> , 2012, 14, 149-169.	1.4	1
107	Individuality in the learning of musical skills. , 2012, , .		1
108	Musical Potential. , 2016, , .		1

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109	Can active music making promote health and well-being in older citizens? Findings of the Music for Life Project. <i>London Journal of Primary Care</i> , 0, , 1-5.	0.9	1
110	Exploring the Role of Nationality, Gender and Educational Level on the Possible Selves of Greek and UK Young Adults from Divorced and Intact Families. <i>International Journal of Adolescence and Youth</i> , 2003, 11, 205-230.	1.8	0
111	ALTERNATIVE CURRICULUM: The integration of an alternative curriculum: Skill Force. <i>British Journal of Special Education</i> , 2009, 36, 131-139.	0.4	0
112	Changes in perceptions of studying for the GCSE among Year 10 and Year 11 pupils. <i>Educational Studies</i> , 2010, 36, 153-163.	2.4	0
113	Musical potential. , 2012, , .		0
114	Is there a role for educational psychologists in facilitating managed moves?. <i>Educational Psychology in Practice</i> , 2017, 33, 323-333.	1.0	0
115	Modelo conceitual para a compreensÃ£o da ansiedade na performance musical. <i>Orfeu</i> , 2018, 3, 116-144.	0.2	0
116	Musical Possible Selves and Self-directed Music Learning Across the Lifespan. , 2020, , 203-222.		0
117	Peer Learning and the Construction of Musical Possible Selves. , 2020, , 181-201.		0
118	The Role of Further and Higher Education in Shaping Musical Possible Selves. , 2020, , 81-101.		0