

The Contributors

Charles Byrne

Charles Byrne is a Senior Lecturer in the Faculty of Education, University of Strathclyde. Recent research interests include the development of powerful learning environments, thinking in music and aspects of flow theory in music education. Publications include articles for the *British Journal of Music Education*, the *International Journal of Music Education*, *Music Education Research* and *Music Education International*.

Lana Carlton

Lana Carlton is currently studying for her PhD within the Psychology Department at Glasgow Caledonian University. Her interests lie within the social psychology of music and particularly the areas of musical identities and the uses of music in everyday life.

Peter Cope

Peter Cope is a Professor of Education and head of the Institute of Education at the University of Stirling. He is interested in the informal learning of musical instruments by children and adults.

Malcolm Floyd

After studying at London, Exeter and Oxford universities, Malcolm Floyd worked as an instrumental teacher for two years. He then taught in Kenya at all levels of education. While there he started his research into Kenyan musics, was national champion on a traditional musical instrument in the Kenya Music Festival of 1984 and published several texts for primary school music. On returning to England he taught in a secondary school before joining King Alfred's College, Winchester, in 1993. While there he has written articles, edited books and presented his work on ethnomusicology and music education at conferences. His PhD on Maasai music and education was awarded by the Birmingham Conservatoire in 2000. He is currently Programme Leader for an MA in Performing Arts.

David Hargreaves

David Hargreaves is Professor of Child Development and Director of the Centre for International Research in Music Education (CIRME), University of Surrey Roehampton. He is also Visiting Professor at the University of Gothenburg, Sweden, and at the Inter-University Institute of Macau. He has recently published two books: *Musical Learning and Development: The International Perspective* (with Adrian North, Continuum, 2001) and *Musical Identities* (with Raymond MacDonald and Dorothy Miell, Oxford University Press, 2002).

Alexandra Lamont

Alexandra Lamont is a Lecturer in Psychology of Music and currently Director of the MSc in Music Psychology in the Department of Psychology, Keele University. Coming from a multidisciplinary background, having studied, taught and researched in the fields of music, education and psychology, she carries out research into musical understanding with infants, children and adults.

Raymond MacDonald

Raymond A. R. MacDonald is Lecturer in Psychology at Glasgow Caledonian University. He has also worked as artistic director for a music production company, Sounds of Progress, working with individuals who have special needs. He is an experienced jazz saxophonist and was named Scottish Jazz Musician of the Year 2002 by the *Sunday Herald*. Recent publications include the edited book *Musical Identities* (Oxford, 2002) and an article on the pain-reducing effects of music for *Psychology of Music*.

Nigel Marshall

Nigel Marshall received his PhD on the development of musical style sensitivity in children from the University of Durham in 2001. After a career as a primary school teacher, he has been a Research Associate at CIRME since 2001. His research interests include the developing identities of music pupils and teachers, and the developmental psychology of music.

Deborah Mawer

Deborah Mawer is Senior Lecturer in Music at Lancaster University, and from 1996 to 2000 was Vice-President of the Society for Music Analysis. She has also taught in further education and in schools. Her research focuses on analysis in relation both to French music (*Darius Milhaud*, 1997; *The Cambridge Companion to Ravel*, 2000) and education, including publications for *BJME*, *Musicus: Computer Applications in Music Education* and the Teaching Learning Technology Programme, and an invited paper for the International Society for Music Education.

Susan Monks

Susan Monks is a singing teacher and music specialist at an independent secondary school. She trained as a primary school teacher and gained joint honours in Education and Music at London University. Having recently gained an MA in Psychology for Musicians, Susan is working on a PhD at the University of Sheffield, researching the psychological aspects of the singing voice. She continues to give recital programmes specialising in English and French song, and has just recorded a CD for the British Music Society.

Gary Spruce

Gary Spruce is subject leader for the music line of the Open University's modular, flexible PGCE course. Prior to this he was a head of music at two Birmingham comprehensive schools. He has edited and written chapters on music education for a number of books and given papers on music education at conferences in many parts of the world. He has served on a QCA working group auditing and evaluating published classroom music materials and is an examiner for A-level and the European Baccalaureate exam. In his spare time he is responsible for the music section at a Birmingham theatre where he has composed and directed music for a range of productions.

Mark Tarrant

Mark Tarrant received his PhD on music and social development in adolescence from the University of Leicester in 2000. Following a lectureship at the University of Leicester, he joined the Department of Psychology at Keele University in 2001. His research interests include the relationship between identity and group musical performance, and the role of music in the expression of national identity.