

# Heidi Maria Westerlund

## List of Publications by Year in descending order

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Version: 2024-02-01

34  
papers

496  
citations

840776

11  
h-index

752698

20  
g-index

39  
all docs

39  
docs citations

39  
times ranked

201  
citing authors

#	ARTICLE	IF	CITATIONS
1	Interrogating intercultural competence through a "pedagogy of interruption": A metasynthesis of intercultural outreach projects in music teacher education. <i>Research Studies in Music Education</i> , 2022, 44, 380-398.	1.1	5
2	Visions for intercultural music teacher education in complex societies. <i>Research Studies in Music Education</i> , 2022, 44, 293-312.	1.1	8
3	Hidden elitism: the meritocratic discourse of free choice in Finnish music education system. <i>Music Education Research</i> , 2022, 24, 417-429.	1.4	6
4	The Paradox of Democracy in Popular Music Education: Intersectionalizing "Youth" Through Curriculum Analysis. <i>Landscapes: the Arts, Aesthetics, and Education</i> , 2021, , 135-149.	0.4	2
5	Introduction: The Politics of Diversity in Music Education. <i>Landscapes: the Arts, Aesthetics, and Education</i> , 2021, , 1-11.	0.4	2
6	Professional reflexivity and the paradox of freedom: Negotiating professional boundaries in a Jewish Ultra-Orthodox female music teacher education programme. <i>International Journal of Music Education</i> , 2021, 39, 424-437.	1.5	5
7	The Politics of Reflexivity in Music Teachers' Intercultural Dialogue. <i>Landscapes: the Arts, Aesthetics, and Education</i> , 2021, , 39-52.	0.4	2
8	The Mnemonist's legacy: on memory, forgetting, and ableist discourse in twenty-first-century inclusive music education. <i>Music Education Research</i> , 2020, 22, 360-370.	1.4	0
9	Narrating arts education research impact in and through research policy: affordances and constraints for professional transformation. <i>Arts Education Policy Review</i> , 2020, , 1-13.	1.4	1
10	Narrating Change, Voicing Values, and Co-constructing Visions for Intercultural Music Teacher Education. <i>Landscapes: the Arts, Aesthetics, and Education</i> , 2020, , 177-193.	0.4	5
11	The Discomfort of Intercultural Learning in Music Teacher Education. <i>Landscapes: the Arts, Aesthetics, and Education</i> , 2020, , 47-61.	0.4	9
12	Lost in translation? Neuroscientific research, advocacy, and the claimed transfer benefits of musical practice. <i>Music Education Research</i> , 2019, 21, 4-19.	1.4	19
13	Shaping imagined communities through music: Lessons from the School Song practice in Nepal. <i>International Journal of Music Education</i> , 2019, 37, 512-523.	1.5	3
14	The return of moral questions: expanding social epistemology in music education in a time of super-diversity. <i>Music Education Research</i> , 2019, 21, 503-516.	1.4	12
15	The Performativity of Performance: , 2019, , 55-68.		3
16	Initiating mobilizing networks: Mapping intercultural competences in two music teacher programmes in Israel and Finland. <i>Research Studies in Music Education</i> , 2018, 40, 67-88.	1.1	21
17	Performing disability in music teacher education: Moving beyond inclusion through expanded professionalism. <i>International Journal of Music Education</i> , 2018, 36, 34-46.	1.5	30
18	A cosmopolitan culture-bearer as activist: Striving for gender inclusion in Nepali music education. <i>International Journal of Music Education</i> , 2018, 36, 533-546.	1.5	12

#	ARTICLE	IF	CITATIONS
19	Identity Formation and Agency in the Diverse Music Classroom. , 2017, , 493-509.		15
20	Social Innovations in Music Education: Creating Institutional Resilience for Increasing Social Justice. Action, Criticism & Theory for Music Education, 2017, 16, .	0.6	16
21	Knowledge Production Beyond Local and National Blindspots: Remedying Professional Ocularcentrism of Diversity in Music Teacher Education. Action, Criticism & Theory for Music Education, 2017, 16, 78-107.	0.6	23
22	More than Just Music: Reconsidering the Educational Value of Music in School Rituals. Philosophy of Music Education Review, 2017, 25, 112.	0.4	7
23	The ethics of survival: Teaching the traditional arts to disadvantaged children in post-conflict Cambodia. International Journal of Music Education, 2016, 34, 90-103.	1.5	17
24	Participatory assessment and the construction of professional identity in folk and popular music programs in Finnish and Australian music universities. International Journal of Music Education, 2015, 33, 476-490.	1.5	4
25	Teaching as improvisational experience: Student music teachersâ€™ reflections on learning during an intercultural project. Research Studies in Music Education, 2015, 37, 55-75.	1.1	29
26	Learning on the Job: Designing Teaching-Led Research and Research-Led Teaching in a Music Education Doctoral Program. Landscapes: the Arts, Aesthetics, and Education, 2014, , 91-103.	0.4	4
27	Envisioning collaborative composing in music education: learning and negotiation of meaning in <i>operabyou.com</i>. British Journal of Music Education, 2013, 30, 207-222.	0.3	17
28	Who needs theory anyway? The relationship between theory and practice of music education in a philosophical outlook. British Journal of Music Education, 2011, 28, 37-49.	0.3	7
29	Immigrant students' development of musical agency â€œ exploring democracy in music education. British Journal of Music Education, 2010, 27, 225-239.	0.3	36
30	Response to Susan Laird, â€œMusical Hunger: A Philosophical Testimonial of Miseducationâ€• Philosophy of Music Education Review, 2009, 17, 81-85.	0.4	0
31	Garage rock bands: a future model for developing musical expertise?. International Journal of Music Education, 2006, 24, 119-125.	1.5	100
32	RECONSIDERING AESTHETIC EXPERIENCE IN PRAXIAL MUSIC EDUCATION. Philosophy of Music Education Review, 2003, 11, 45-62.	0.4	11
33	Digging Dalcroze, or, Dissolving the Mindâ€™Body Dualism: Philosophical and practical remarks on the musical body in action. Music Education Research, 2001, 3, 203-214.	1.4	38
34	Travel agency of musical meanings? Discussion on music and context in Keith Swanwick's Interculturalism. British Journal of Music Education, 2001, 18, 261-274.	0.3	7