

UCL iMerc Newsletter — Vol. 21, December 2025

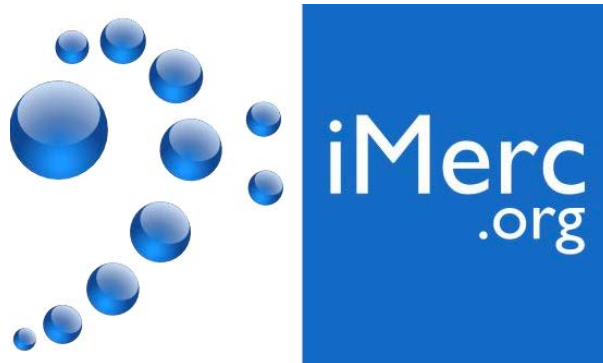
About us

Over the past 20 years, we have been developing the International Music Education Research Centre (iMerc) at the UCL Institute of Education to celebrate and disseminate our extensive research in the field of music education, broadly conceived. In the beginning, we often held our research seminars over several days, such as in different European cities to allow our doctoral students to have more intensive support as a community, to listen to local researchers, and to share their ongoing research journeys. These 'Travelling Research Seminars' visited Ireland (Limerick), Spain (Barcelona), Italy (Bologna) and Sweden (Malmö) and helped us to establish our international profile. With the advent of the Covid-19 pandemic in 2020, we have been meeting more regularly, both online and in person, to continue to share new research and insights related to diverse topics in music education. We are a group of researchers at doctoral and post-doctoral levels, as well as senior researchers, with a shared curiosity and interest in advancing basic and applied research. In line with our mission, the monthly seminars continue to foster a sense of shared endeavour amongst colleagues who are based in the UK, across mainland Europe (such as Portugal, Germany, Greece, Skandinavia), Asia (China, including Hong Kong), Latin America, USA and Australia. Opportunity is taken each month to be informed of research news and various current

research projects, including opportunities to listen to the latest research from our invited speakers. If you would like to know more or to join us, please contact us.

Our upcoming SEMPRES Student Study Day will take place on **Wednesday, 21 January 2026**, 11am-1pm GMT via Zoom and in room 938 at the IOE. We are pleased to invite you to join us online [HERE](#) or in person. Everyone is welcome!

In This Issue



1 - Credit: iMerc

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iMerc/ SEMPRES Student Study Day, 26 November 2025



2 - Credits: SEMPRES, Professor Graham Welch, Alison Slade, Catherine Lytle, Eunice Tang, Inés Soriano Monzó, Jiayi Wang, Joana Maia, Jon Paul Mayse, Mark Rowles, Sandra Oberoi, Shannon Skeffington, Shike Guo, Xiaqing Wu, Yi Wang, Zhengyi Du, Ziyang Cao



3 - Credits: Inés Soriano Monzó, SEMPRES



4 - Credits: Joana Maia, SEMPRES



5 - Credits: Catherine Lytle, SEMPRES



6 - Credits: Mark Rowles, SEMPRE



7 - Credits: Xiaoqing Wu, SEMPRE



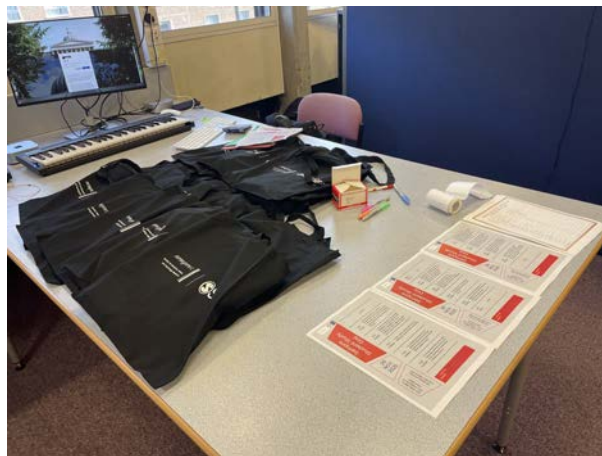
8 - Credits: Ziyang Cao, SEMPRE



9 - Credits: Jon Paul Mayse, SEMPRE



10 - Credits: Shannon Skeffington, SEMPRES



11 - Credits: Eunice Tang, SEMPRES





12 - Credits: Eunice Tang, SEMPRES

Celebrating a Successful Sempres Student Study Day

[The Sempres Student Study Day](#) brought together a diverse group of doctoral researchers attending both in person at UCL and online to share research across music psychology, music education, and related fields. The event welcomed 46 participants, including 12 doctoral presenters from nine university departments and conservatoires, with international representation from Germany, Spain, China, Korea, and the UK.

The day offered a vibrant mix of presentations on topics from AI in music education to cross-cultural performance anxiety, mood and music, infant language learning through song, multisensory concert experiences, choral singing and hearing impairment, and more. The atmosphere was lively and collegial: participants engaged in stimulating discussion, made new connections, and many stayed on after the formal session to continue conversations over refreshments.

Thank you to everyone who contributed to making the Study Day such a success. We hope the event has inspired new ideas and collaborations, and we look forward to seeing how these student research projects grow and develop in the months and years ahead.

**Sempre
Student Study
Day**



**26
NOV
2025**

Rm 938, iMerc,
UCL Institute of
Education
20 Bedford Way,
London WC1H 0AL

	Opening
11:00–11:12AM	1. Breaking the Binary: Teacher Perspective on AI in Music Classroom in Germany and South Korea, Madlen Poguntke (Hochschule für Musik und Theater)
11:12–11:24AM	2. Musical Composition and Artificial Intelligence: An Exploration into the Creative Capabilities of AI as a Collaborator within Higher Education, Tamara Elmes (University of Hull)
11:24–11:36AM	3. Music, Mood, and the Self, Shannon Skeffington (Oxford Brookes University)
11:36–11:48AM	4. Investigating the Role of Music Listening in the Lives of Individuals Experiencing Psychosis, Mark Rowles (Royal College of Music)
11:48–12:00PM	5. Is Song a Super Stimulus for Infant Language Learning? An Intervention Study, Alice Bowmer (Goldsmiths, University of London)

Zoom link: <https://ucl.zoom.us/j/93010281590>
Website: <https://sempre.org.uk/conference/sempre-student-study-day/>

13 - Credit: SEMPRES

**Sempre
Student Study
Day**

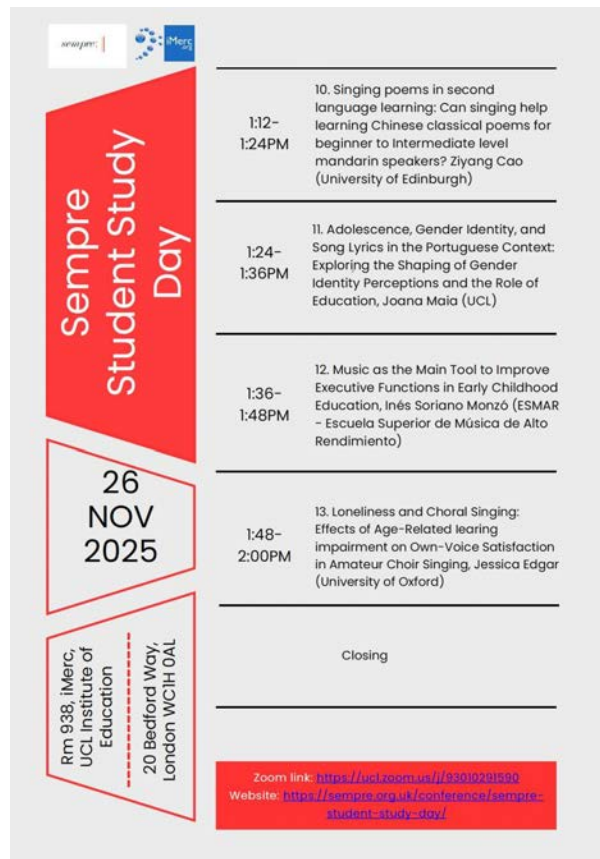
**26
NOV
2025**

Rm 938, iMerc,
UCL Institute of
Education
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London WC1H 0AL

	Break
12:00–12:12PM	
12:12–12:24PM	6. Exploring the Interplay of Culture, Self-Efficacy, and Music Performance Anxiety in Chinese and UK Music Students, Jiarui (Bella) Zhang (University of Edinburgh)
12:24–12:36PM	7. The Development of Free Improvisation in Higher Music Education in the Early 21st Century, Xiaoqing Wu (University of Edinburgh)
12:36–12:48PM	8. Smelly Music, Jon Paul Mayse (Guildhall School of Music and Drama)
12:48–1:00PM	9. A Workshop Based Approach to Bridging Global Musical Practices with English Secondary School Classrooms, Catherine Lytle (UCL)
1:00–1:12PM	Break

Zoom link: <https://ucl.zoom.us/j/93010281590>
Website: <https://sempre.org.uk/conference/sempre-student-study-day/>

14 - Credit: SEMPRES



Sempre Student Study Day

26 NOV 2025

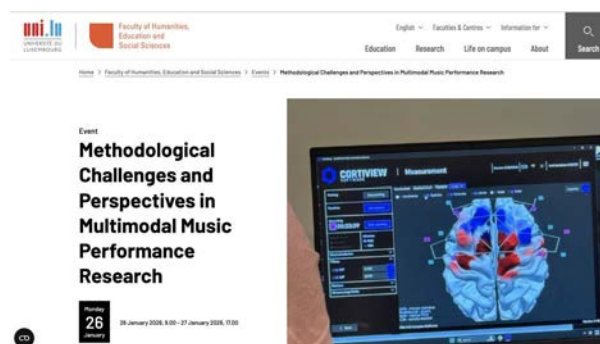
Rm 938, iMerc,
UCL Institute of
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20 Bedford Way,
London WC1H 0AL

1:12– 1:24PM	10. Singing poems in second language learning: Can singing help learning Chinese classical poems for beginner to intermediate level mandarin speakers? Ziyang Cao (University of Edinburgh)
1:24– 1:36PM	11. Adolescence, Gender Identity, and Song Lyrics in the Portuguese Context: Exploring the Shaping of Gender Identity Perceptions and the Role of Education, Joana Maia (UCL)
1:36– 1:48PM	12. Music as the Main Tool to Improve Executive Functions in Early Childhood Education, Inés Soriano Monzó (ESMAR – Escuela Superior de Música de Alto Rendimiento)
1:48– 2:00PM	13. Loneliness and Choral Singing: Effects of Age-Related hearing impairment on Own-Voice Satisfaction in Amateur Choir Singing, Jessica Edgar (University of Oxford)
Closing	

Zoom link: <https://ucl.zoom.us/j/83010291530>
 Website: <https://sempre.org.uk/conference/sempre-student-study-day/>

15 - Credit: SEMPRE

Symposium Spotlight: Methodological Challenges and Perspectives in Multimodal Music Performance Research



University of Luxembourg

Faculty of Humanities, Education and Social Sciences

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Event

Methodological Challenges and Perspectives in Multimodal Music Performance Research

26 January 2026, 9:00 – 27 January 2026, 17:00

CORTVIEW

16 - Credit: University of Luxembourg

A two-day international symposium will take place at the University of Luxembourg in January 2026, organised by the SAMUSE project (IAS – Audacity) at the Institute of Musicology and the Arts. The event focuses on *Methodological Challenges and Perspectives in Multimodal Music Performance Research*. Details can be found [HERE](#).

The symposium brings together leading scholars working with psychophysiological and biomechanical approaches to explore the cognitive, emotional, and motor dimensions of

music performance. Emphasis will be placed on the methodological complexities of multimodal data collection, analysis, interpretation, and questions of ecological validity. The event aims to foster interdisciplinary exchange across musicology, neuroscience, engineering, and computer science, while identifying future research directions.

Key Information

Date: 26–27 January 2026

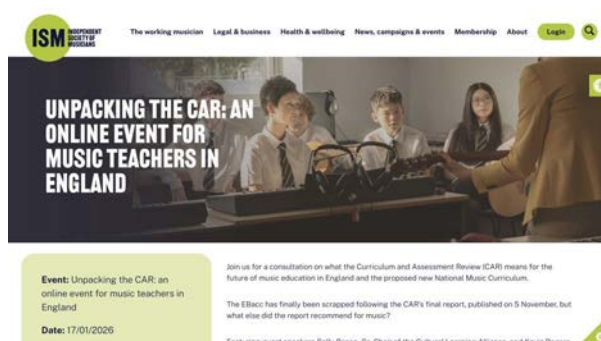
Time: 9:00–17:00

Venue: Belval Campus, Esch-sur-Alzette, Luxembourg

Six keynote speakers and six PhD presentations

Free attendance with registration [HERE](#)

Online Event: Unpacking the CAR for Music Teachers in England



17 - Credit: The Independent Society of Musicians

An online consultation hosted by the Independent Society of Musicians will take place on 17 January, focusing on the implications of the Curriculum and Assessment Review for music education in England and the development of a new National Music Curriculum.

With the final CAR report published on 5 November and the EBacc now removed, the event will examine what the review recommends for music and how the government has responded.

The session will feature contributions from Sally Bacon, Co Chair of the Cultural Learning Alliance, and Kevin Rogers, music education specialist, who will highlight the key findings of the report and their significance for music teachers.

Participants will also be invited to take part in breakout discussions, offering a chance to share perspectives on how music can be better supported in state schools and what should be prioritised in a new National Music Curriculum.

The free event will be held on 17 January from 10.00 to 12.30, with advance registration required. Details can be found [HERE](#).

Call for Papers: Chamber Music, Synergies Through Time, Places and Spaces

A call for papers has been announced for the conference *Chamber music: synergies through time, places and spaces*, to be held on 13 March 2026 at the Norwegian Church Arts Centre in Cardiff, Wales. Proposals are invited from postgraduate students and early career researchers for academic papers and lecture recitals of up to 20 minutes, followed by a ten minute question and answer session. Contributors should note that no piano will be available at the venue.

The conference will explore the socio cultural interdependence of Western art chamber music performance across historical periods. It will examine chamber music in performance and pedagogical contexts and consider the impact of chamber music performers on the communities they engage with. Submissions are welcomed from across music research, including musicology, music pedagogy, practice as research, and interdisciplinary approaches.

Proposed topics may include factors influencing shifts in chamber music practices, the impact of expanding performance contexts such as concert halls and festivals, the social role of chamber music performers in historical or contemporary settings, and interdisciplinary approaches reflecting the diverse ways chamber music is experienced by performers and communities.

Submissions should include an abstract of no more than 300 words and a short biography of up to 150 words. Proposals must be submitted by 17 December 2025 at 6pm GMT via the online form: <https://forms.gle/uEjaVL7wWLQo7SEHA>. Applicants will be notified of decisions by early January 2026. The working language of the conference will be English.

Further details are available at <https://chambermusicresearch.com>. Enquiries should be directed to chambermusicresearch@outlook.com.

A limited number of travel bursaries are available to selected presenters who are members of the Royal Musical Association, awarded on the basis of financial need.

The organisers gratefully acknowledge the support of the Royal Welsh College of Music and Drama, Cardiff University School of Music, the Royal Musical Association, and the Albert and Eugenie Frost Music Trust.

Upcoming UCL iMerc Research Seminar

Please note that our next UCL iMerc research seminar will be on Wednesday, 21 January 2026, 11.00-1.00 GMT. Please mark this date on your diary. If you're interested in sharing your work, we'd love to hear from you. Please feel free to get in touch. Thank you for all your continued engagement!

Contact Us

Visit us on the website at <https://www.imerc.org/>

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