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## Edward Schellenberg

### Associated Researcher

Department of Social and Organizational Psychology (ECSH)

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[Behaviour Emotion and Cognition]

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## Teaching Activities

Teaching Year	Sem.	Course Name	Degree(s)	Coord
2019/2020	2º	Research Seminar in Psychology - Advanced Issues	Doctorate Degree (PhD) in Lisbon Social Psychology;	No

## Supervisions

- **Ph.D. Thesis**

- Ongoing

Student Name	Title/Topic	Language	Status	Institution
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1	Ana Isabel Costa Correia	Understanding the association between musical expertise and the ability to recognize vocal emotions	English	Developing	ISCTE-IUL
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## Total Citations

<b>Web of Science®</b>	8730
<b>Scopus</b>	7830

## Publications

### • Scientific Journals

#### - Scientific journal paper

1	Vincenzi, M., Correia, A. I., Vanzella, P., Pinheiro, A. , Lima, C. F. & Schellenberg, E. (N/A). Associations between music training and cognitive abilities: The special case of professional musicians. <i>Psychology of Aesthetics, Creativity, and the Arts</i> . N/A - Times Cited Web of Science®: 6 - Times Cited Scopus: 4 - Times Cited Google Scholar: 6
2	Correia, A. I., Lima, C. F. & Schellenberg, E. G. (N/A). Self-awareness of musical ability. <i>Psychology of Aesthetics, Creativity, and the Arts</i> . N/A - Times Cited Google Scholar: 1
3	Schellenberg, E. & Lima, C. F. (2024). Music training and nonmusical abilities. <i>Annual Review of Psychology</i> . 75, 87-128 - Times Cited Web of Science®: 5 - Times Cited Scopus: 6 - Times Cited Google Scholar: 36
4	Lévêque, Y., Schellenberg, E., Fornoni, L., Bouchet, P., Caclin, A. & Tillmann, B. (2023). Individuals with congenital amusia remember music they like. <i>Cognitive, Affective, and Behavioral Neuroscience</i> . 23 (4), 1210-1221 - Times Cited Web of Science®: 1 - Times Cited Scopus: 1
5	Schellenberg, E. G., Correia, A. I. & Lima, C. F. (2023). Is musical expertise associated with self-reported foreign-language ability?. <i>Journal of Experimental Psychology: Human Perception and Performance</i> . 49 (7), 1083-1089 - Times Cited Web of Science®: 1 - Times Cited Scopus: 1 - Times Cited Google Scholar: 2
6	Correia, A. I., Vincenzi, M., Vanzella, P., Pinheiro, A. , Schellenberg, E. G. & Lima, C. F. (2023). Individual differences in musical ability among adults with no music training. <i>Quarterly Journal of Experimental Psychology</i> . 76 (7), 1585-1598 - Times Cited Web of Science®: 5 - Times Cited Scopus: 5 - Times Cited Google Scholar: 8

7	<p>Corrigall, K. A., Tillmann, B. &amp; Schellenberg, E. (2022). Measuring children's harmonic knowledge with implicit and explicit tests. <i>Music Perception</i>. 39 (4), 361-370</p> <p>- Times Cited Web of Science®: 1</p> <p>- Times Cited Scopus: 1</p> <p>- Times Cited Google Scholar: 1</p>
8	<p>Vincenzi, M. , Borella, E. , Sella, E. , Lima, C. F., De Beni, R. &amp; Schellenberg, E. (2022). Music listening, emotion, and cognition in older adults. <i>Brain Sciences</i> . 12 (11)</p> <p>- Times Cited Web of Science®: 1</p> <p>- Times Cited Google Scholar: 2</p>
9	<p>Correia, A. I., Vincenzi, M., Vanzella, P., Pinheiro, A. , Lima, C. F. &amp; Schellenberg, E. (2022). Can musical ability be tested online?. <i>Behavior Research Methods</i>. 54 (2), 955-969</p> <p>- Times Cited Web of Science®: 14</p> <p>- Times Cited Scopus: 14</p> <p>- Times Cited Google Scholar: 20</p>
10	<p>Swaminathan, S., Kragness, H. E. &amp; Schellenberg, E. G. (2021). The musical ear test: Norms and correlates from a large sample of Canadian undergraduates. <i>Behavior Research Methods</i>. 53 (5), 2007-2024</p> <p>- Times Cited Web of Science®: 16</p> <p>- Times Cited Scopus: 16</p> <p>- Times Cited Google Scholar: 18</p>
11	<p>Kragness, H. E., Swaminathan, S., Cirelli, L. K. &amp; Schellenberg, E. (2021). Individual differences in musical ability are stable over time in childhood. <i>Developmental Science</i>. 24 (4)</p> <p>- Times Cited Web of Science®: 21</p> <p>- Times Cited Scopus: 21</p> <p>- Times Cited Google Scholar: 23</p>
12	<p>Schellenberg, E. G. (2020). Well-formed stimuli lead to perceptual asymmetries in discrimination: Evidence from musical chords and rhythms. <i>Auditory Perception and Cognition</i>. 3 (3), 96-112</p> <p>- Times Cited Google Scholar: 1</p>
13	<p>Swathi Swaminathan &amp; Schellenberg, E. (2020). Musical ability, music training, and language ability in childhood. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i>. 46 (12), 2340-2348</p> <p>- Times Cited Web of Science®: 69</p> <p>- Times Cited Scopus: 72</p> <p>- Times Cited Google Scholar: 68</p>
14	<p>Schellenberg, E. (2020). Correlation = causation? Music training, psychology, and neuroscience. <i>Psychology of Aesthetics, Creativity, and the Arts</i>. 14 (4), 475-480</p> <p>- Times Cited Web of Science®: 46</p> <p>- Times Cited Scopus: 49</p> <p>- Times Cited Google Scholar: 56</p>
15	<p>Yune S. Lee, Sanghoon Ahn, Rachael Frush Holt &amp; Schellenberg, E. (2020). Rhythm and syntax processing in school-age children. <i>Developmental Psychology</i>. 56 (9), 1632-1641</p> <p>- Times Cited Web of Science®: 28</p> <p>- Times Cited Scopus: 29</p> <p>- Times Cited Google Scholar: 26</p>

## • Books and Book Chapters

### - Book chapter

1	<p>Swathi Swaminathan &amp; Schellenberg, E. (2021). Music Training. In Tilo Strobach; Julia Karbach; (Ed.), <i>Cognitive</i></p>
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	<p>Training. (pp. 307-318). Cham: Springer International Publishing.</p> <p>- Times Cited Scopus: 9</p> <p>- Times Cited Google Scholar: 26</p>
2	<p>Schellenberg, E. (2020). Music training, individual differences, and plasticity. In Michael S. C. Thomas, Denis Mareschal, Iroise Dumontheil (Ed.), Educational neuroscience: Development across the life span. (pp. 415-441).: Routledge.</p> <p>- Times Cited Google Scholar: 18</p>
3	<p>Schellenberg, E. (2019). Music training, individual differences, and plasticity. In Educational neuroscience: Development across the lifespan. London: Psychology Press.</p>
4	<p>Swathi Swaminathan &amp; Schellenberg, E. (2019). Music training and cognitive abilities: Association, causes, and consequences. In Michael H. Thaut and Donald A. Hodges (Ed.), The Oxford Handbook of Music and the Brain. (pp. 645-670). Oxford: Oxford University Press.</p> <p>- Times Cited Google Scholar: 25</p>
5	<p>Dys, Sebastian P., Schellenberg, E. &amp; McLean, K.C. (2017). Musical identities, music preferences, and individual differences. In Handbook of musical identities. (pp. 247-266). Oxford: Oxford University Press.</p> <p>- Times Cited Google Scholar: 29</p>
6	<p>Swathi Swaminathan &amp; Schellenberg, E. (2016). Music Training. In Cognitive Training. (pp. 137-144).: Springer International Publishing.</p> <p>- Times Cited Scopus: 10</p>
7	<p>Schellenberg, E. (2016). Music and nonmusical abilities. In The Child as Musician: A handbook of musical development. (pp. 149-176).: Oxford University Press.</p> <p>- Times Cited Google Scholar: 262</p>
8	<p>Corrigall, Kathleen A. &amp; Schellenberg, E. (2016). Music cognition in childhood. In The Child as Musician. (pp. 81-101).: Oxford University Press.</p> <p>- Times Cited Google Scholar: 25</p>
9	<p>Schellenberg, E. (2016). Music training and nonmusical abilities. In The Oxford handbook of music psychology . (pp. 415-429). Oxford: Oxford University Press.</p> <p>- Times Cited Google Scholar: 26</p>
10	<p>Corrigall, Kathleen A. &amp; Schellenberg, E. (2015). Liking music: Genres, contextual factors, and individual differences. In Art, Aesthetics, and the Brain. (pp. 263-284). Oxford: Oxford University Press.</p> <p>- Times Cited Google Scholar: 25</p>
11	<p>Swathi Swaminathan &amp; Schellenberg, E. (2014). Arts education, academic achievement and cognitive ability. In Cambridge handbook of the psychology of aesthetics and the arts. (pp. 364-384). Cambridge: Cambridge University Press.</p> <p>- Times Cited Google Scholar: 31</p>
12	<p>Schellenberg, E. (2014). Mozart Effect. In Music in the social and behavioral sciences: An encyclopedia . (pp. 717-718).: Sage.</p>
13	<p>Schellenberg, E. (2014). Intelligence. In Music in the social and behavioral sciences: An encyclopedia. (pp. 620-624).: Sage.</p>

14	<p>Schellenberg, E. &amp; Weiss, M.W. (2013). Music and cognitive abilities. In <i>The psychology of music</i>. (pp. 499-550). Amsterdam: Elsevier.</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 164</li> <li>- Times Cited Scopus: 157</li> <li>- Times Cited Google Scholar: 1190</li> </ul>
15	<p>Corrigall, K.A. &amp; Schellenberg, E. (2013). Music: The language of emotion. In <i>Handbook of psychology of emotions: Recent theoretical perspectives and novel empirical findings</i>. (pp. 299-325).: Nova Science Publishers.</p> <ul style="list-style-type: none"> <li>- Times Cited Scopus: 11</li> <li>- Times Cited Google Scholar: 29</li> </ul>
16	<p>Schellenberg, E. (2012). Cognitive performance after music listening: A review of the Mozart effect. In <i>Music, health, and wellbeing</i> . (pp. 324-338). Oxford: Oxford University Press.</p>
17	<p>Weiss, M.W. &amp; Schellenberg, E. (2011). Augmenting cognition with music. In <i>Augmenting cognition</i> . (pp. 103-125). Lausanne: EPFL Press.</p> <ul style="list-style-type: none"> <li>- Times Cited Scopus: 1</li> <li>- Times Cited Google Scholar: 5</li> </ul>
18	<p>Hunter, Patrick G. &amp; Schellenberg, E. (2010). Music and emotion. In <i>Music perception</i> . (pp. 129-164). New York: Springer.</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 101</li> <li>- Times Cited Google Scholar: 260</li> </ul>
19	<p>Schellenberg, E. (2009). Musikunterricht, geistige Fähigkeiten und Sozialkompetenzen: Schlussfolgerungen und Unklarheiten. In <i>Pauken mit Trompeten? Lassen sich Lernstrategien, Lernmotivation und soziale Kompetenzen durch Musikunterricht fördern?</i>. (pp. 114-124).: Bundesministerium für Bildung und Forschung.</p> <ul style="list-style-type: none"> <li>- Times Cited Google Scholar: 23</li> </ul>
20	<p>Hannon, E.E. &amp; Schellenberg, E. (2008). Frühe entwicklund von musik und sprache. In <i>Musikpsychologie: Das neue handbuch</i> . (pp. 131-143).: Rowohlt Verlag.</p> <ul style="list-style-type: none"> <li>- Times Cited Google Scholar: 25</li> </ul>
21	<p>Thompson, William Forde &amp; Schellenberg, E. (2006). Cognitive bases of music listening. In <i>MENC handbook of musical cognition and development</i> . (pp. 72-123). Oxford: Oxford University Press.</p>
22	<p>Schellenberg, E. (2006). Exposure to music: The truth about the consequences. In <i>The child as musician: A handbook of musical development</i> . (pp. 111-134).: Oxford University Press.</p> <ul style="list-style-type: none"> <li>- Times Cited Google Scholar: 147</li> </ul>
23	<p>Nantais, K.M. &amp; Schellenberg, E. (2004). The Mozart effect: An artifact of preference?. In <i>Experimental psychology: Understanding psychology research</i> .: Wadsworth.</p> <ul style="list-style-type: none"> <li>- Times Cited Google Scholar: 469</li> </ul>
24	<p>Schellenberg, E. (2003). Does exposure to music have beneficial side effects?. In <i>The cognitive neuroscience of music</i>. (pp. 430-448).: Psychology Press.</p> <ul style="list-style-type: none"> <li>- Times Cited Google Scholar: 136</li> </ul>
25	<p>Thompson, William Forde &amp; Schellenberg, E. (2002). Cognitive constraints on music listening. In <i>The new handbook of research on music teaching and learning</i> . (pp. 461-486). New York: Oxford University Press.</p>
26	<p>Adam, Barry D., Sears, Alan &amp; Schellenberg, E. (2001). Men who have sex with other men. In <i>Investigating deviance: An anthology</i>. (pp. 24-36). Los Angeles: Roxbury.</p>

27	Trehub, Sandra E., Schellenberg, E. & Hill, D.S. (1997). The origins of music perception and cognition: A developmental perspective. In Perception and cognition of music. (pp. 96-120). Sussex: Psychology Press. - Times Cited Google Scholar: 193
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• **Other Publications**

- **Non-peer-reviewed papers**

1	Schellenberg, E., Weiss, M.W., Chen Peng & Shayan Alam (2019). Accurate implicit memory for the key and tempo of unfamiliar showtunes. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i> .
2	SAINDON, MATHIEU R., Laura K. Cirelli, Schellenberg, E., VAN LIESHOUT, PASCAL & Trehub, Sandra E. (2017). Children's and adults' perception of questions and statements from terminal fundamental frequency contours. <i>The Journal of the Acoustical Society of America</i> . 141 (5), 3123-3131 - Times Cited Web of Science®: 4 - Times Cited Scopus: 4 - Times Cited Google Scholar: 5
3	Weiss, Michael W., Schellenberg, E. & Trehub, Sandra E. (2017). Generality of the Memory Advantage for Vocal Melodies. <i>Music Perception: An Interdisciplinary Journal</i> . 34 (3), 313-318 - Times Cited Web of Science®: 15 - Times Cited Scopus: 8 - Times Cited Google Scholar: 14
4	SAINDON, MATHIEU R., Trehub, Sandra E., Schellenberg, E. & van Lieshout, P.H.H.M. (2017). When is a question a question for children and adults?. <i>Language Learning and Development</i> . 13 (3), 274-285 - Times Cited Web of Science®: 9 - Times Cited Scopus: 11 - Times Cited Google Scholar: 16
5	Swathi Swaminathan, Schellenberg, E. & Khalil, Safia (2017). Revisiting the association between music lessons and intelligence: Training effects or music aptitude?. <i>Intelligence</i> . 62, 119-124 - Times Cited Web of Science®: 84 - Times Cited Scopus: 73 - Times Cited Google Scholar: 120
6	Weiss, Michael W., Trehub, Sandra E., Schellenberg, E. & Habashi, Peter (2016). Pupils dilate for vocal or familiar music. <i>Journal of Experimental Psychology: Human Perception and Performance</i> . 42 (8), 1061-1065 - Times Cited Web of Science®: 46 - Times Cited Scopus: 43 - Times Cited Google Scholar: 58
7	Andrade, Paulo E., Patrícia Vanzella, Andrade, Olga V. C. A. & Schellenberg, E. (2016). Associating emotions with Wagner's music: A developmental perspective. <i>Psychology of Music</i> . 45 (5), 752-760 - Times Cited Web of Science®: 8 - Times Cited Scopus: 8 - Times Cited Google Scholar: 15
8	SAINDON, MATHIEU R., Trehub, Sandra E., Schellenberg, E. & VAN LIESHOUT, PASCAL (2015). Children's identification of questions from rising terminal pitch. <i>Journal of Child Language</i> . 43 (05), 1174-1191 - Times Cited Web of Science®: 8 - Times Cited Scopus: 8 - Times Cited Google Scholar: 12

9	<p>Swathi Swaminathan &amp; Schellenberg, E. (2015). Current Emotion Research in Music Psychology. <i>Emotion Review</i>. 7 (2), 189-197</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 105</li> <li>- Times Cited Scopus: 106</li> <li>- Times Cited Google Scholar: 203</li> </ul>
10	<p>Schellenberg, E., Corrigan, Kathleen A., Dys, Sebastian P. &amp; Malti, Tina (2015). Group Music Training and Children's Prosocial Skills. <i>PLOS ONE</i>. 10 (10), e0141449</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 111</li> <li>- Times Cited Scopus: 105</li> <li>- Times Cited Google Scholar: 184</li> </ul>
11	<p>Weiss, Michael W., Patrícia Vanzella, Schellenberg, E. &amp; Trehub, Sandra E. (2015). Pianists exhibit enhanced memory for vocal melodies but not piano melodies. <i>Quarterly Journal of Experimental Psychology</i>. 68 (5), 866-877</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 26</li> <li>- Times Cited Scopus: 23</li> </ul>
12	<p>Corrigan, Kathleen A. &amp; Schellenberg, E. (2015). Predicting who takes music lessons: parent and child characteristics. <i>Frontiers in Psychology</i>. 6</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 68</li> <li>- Times Cited Scopus: 64</li> <li>- Times Cited Google Scholar: 109</li> </ul>
13	<p>Schellenberg, E. (2015). Music training and speech perception: a gene-environment interaction. <i>Annals of the New York Academy of Sciences</i>. 1337 (1), 170-177</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 66</li> <li>- Times Cited Scopus: 67</li> <li>- Times Cited Google Scholar: 91</li> </ul>
14	<p>Schellenberg, E. &amp; Habashi, Peter (2015). Remembering the melody and timbre, forgetting the key and tempo. <i>Memory &amp; Cognition</i>. 43 (7), 1021-1031</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 41</li> <li>- Times Cited Scopus: 36</li> <li>- Times Cited Google Scholar: 54</li> </ul>
15	<p>Weiss, Michael W., Schellenberg, E., Trehub, Sandra E. &amp; Dawber, Emily J. (2015). Enhanced processing of vocal melodies in childhood. <i>Developmental Psychology</i>. 51 (3), 370-377</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 31</li> <li>- Times Cited Scopus: 22</li> <li>- Times Cited Google Scholar: 33</li> </ul>
16	<p>van Heugten, Marieke, Volkova, Anna, Trehub, Sandra E. &amp; Schellenberg, E. (2014). Children's Recognition of Spectrally Degraded Cartoon Voices. <i>Ear and Hearing</i>. 35 (1), 118-125</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 9</li> <li>- Times Cited Scopus: 8</li> <li>- Times Cited Google Scholar: 13</li> </ul>
17	<p>Volkova, Anna, Trehub, Sandra E., Schellenberg, E., Papsin, Blake C. &amp; Gordon, Karen A. (2014). Children's identification of familiar songs from pitch and timing cues. <i>Frontiers in Psychology</i>. 5</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 11</li> <li>- Times Cited Scopus: 11</li> <li>- Times Cited Google Scholar: 17</li> </ul>

18	<p>Nazarov, A., Frewen, P., Oremus, C., Schellenberg, E., Mckinnon, Margaret C. &amp; Lanius, R. (2014). Comprehension of affective prosody in women with post-traumatic stress disorder related to childhood abuse. <i>Acta Psychiatrica Scandinavica</i>. 131 (5), 342-349</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 24</li> <li>- Times Cited Scopus: 24</li> <li>- Times Cited Google Scholar: 37</li> </ul>
19	<p>Stalinski, Stephanie M. &amp; Schellenberg, E. (2013). Listeners remember music they like. <i>Journal of Experimental Psychology: Learning, Memory, and Cognition</i>. 39 (3), 700-716</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 30</li> <li>- Times Cited Scopus: 25</li> <li>- Times Cited Google Scholar: 48</li> </ul>
20	<p>Corrigall, Kathleen A., Schellenberg, E. &amp; Misura, Nicole M. (2013). Music Training, Cognition, and Personality. <i>Frontiers in Psychology</i>. 4, 222</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 227</li> <li>- Times Cited Google Scholar: 365</li> </ul>
21	<p>Volkova, Anna, Trehub, Sandra E., Schellenberg, E., Papsin, Blake C. &amp; Gordon, Karen A. (2013). Children with bilateral cochlear implants identify emotion in speech and music. <i>Cochlear Implants International</i>. 14 (2), 80-91</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 40</li> <li>- Times Cited Scopus: 42</li> <li>- Times Cited Google Scholar: 60</li> </ul>
22	<p>Schellenberg, E., Stalinski, Stephanie M. &amp; Marks, Bradley M. (2013). Memory for surface features of unfamiliar melodies: independent effects of changes in pitch and tempo. <i>Psychological Research</i>. 78 (1), 84-95</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 29</li> <li>- Times Cited Scopus: 27</li> <li>- Times Cited Google Scholar: 42</li> </ul>
23	<p>Weiss, Michael W., Trehub, Sandra E. &amp; Schellenberg, E. (2012). Something in the Way She Sings: Enhanced memory for vocal melodies. <i>Psychological Science</i>. 23 (10), 1074-1078</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 71</li> <li>- Times Cited Scopus: 61</li> <li>- Times Cited Google Scholar: 96</li> </ul>
24	<p>Kalender, Beste, Trehub, Sandra E. &amp; Schellenberg, E. (2012). Cross-cultural differences in meter perception. <i>Psychological Research</i>. 77 (2), 196-203</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 29</li> <li>- Times Cited Scopus: 22</li> <li>- Times Cited Google Scholar: 44</li> </ul>
25	<p>Schellenberg, E. &amp; von Scheve, Christian (2012). Emotional cues in American popular music: Five decades of the Top 40. <i>Psychology of Aesthetics, Creativity, and the Arts</i>. 6 (3), 196-203</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 53</li> <li>- Times Cited Scopus: 57</li> <li>- Times Cited Google Scholar: 96</li> </ul>
26	<p>Stalinski, Stephanie M. &amp; Schellenberg, E. (2012). Music Cognition: A Developmental Perspective. <i>Topics in Cognitive Science</i>. 4 (4), 485-497</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 32</li> <li>- Times Cited Scopus: 27</li> <li>- Times Cited Google Scholar: 67</li> </ul>

27	<p>Ladinig, Olivia &amp; Schellenberg, E. (2012). Liking unfamiliar music: Effects of felt emotion and individual differences. <i>Psychology of Aesthetics, Creativity, and the Arts</i>. 6 (2), 146-154</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 98</li> <li>- Times Cited Scopus: 87</li> <li>- Times Cited Google Scholar: 200</li> </ul>
28	<p>Vongpaisal, Tara, Trehub, Sandra E., Schellenberg, E. &amp; VAN LIESHOUT, PASCAL (2012). Age-related changes in talker recognition with reduced spectral cues. <i>The Journal of the Acoustical Society of America</i>. 131 (1), 501-508</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 14</li> <li>- Times Cited Scopus: 11</li> <li>- Times Cited Google Scholar: 16</li> </ul>
29	<p>Schellenberg, E., Corrigan, Kathleen A., Ladinig, Olivia &amp; Huron, David (2012). Changing the Tune: Listeners Like Music that Expresses a Contrasting Emotion. <i>Frontiers in Psychology</i>. 3</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 17</li> <li>- Times Cited Scopus: 22</li> <li>- Times Cited Google Scholar: 29</li> </ul>
30	<p>Schellenberg, E. &amp; Mankarious, Monika (2012). Music training and emotion comprehension in childhood. <i>Emotion</i>. 12 (5), 887-891</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 72</li> <li>- Times Cited Scopus: 73</li> <li>- Times Cited Google Scholar: 143</li> </ul>
31	<p>Hunter, Patrick G., Schellenberg, E. &amp; Stalinski, Stephanie M. (2011). Liking and identifying emotionally expressive music: Age and gender differences. <i>Journal of Experimental Child Psychology</i>. 110 (1), 80-93</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 49</li> <li>- Times Cited Scopus: 44</li> <li>- Times Cited Google Scholar: 76</li> </ul>
32	<p>Hunter, Patrick G. &amp; Schellenberg, E. (2011). Interactive effects of personality and frequency of exposure on liking for music. <i>Personality and Individual Differences</i>. 50 (2), 175-179</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 35</li> <li>- Times Cited Scopus: 32</li> <li>- Times Cited Google Scholar: 62</li> </ul>
33	<p>Schellenberg, E. (2011). Music lessons and intelligence: Reply to commentaries. <i>British Journal of Psychology</i>. 102 (3), 309-312</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 3</li> <li>- Times Cited Google Scholar: 7</li> </ul>
34	<p>Hunter, Patrick G., Schellenberg, E. &amp; Griffith, Andrew T. (2011). Misery loves company: Mood-congruent emotional responding to music. <i>Emotion</i>. 11 (5), 1068-1072</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 105</li> <li>- Times Cited Scopus: 88</li> <li>- Times Cited Google Scholar: 185</li> </ul>
35	<p>Schellenberg, E. (2011). Examining the association between music lessons and intelligence. <i>British Journal of Psychology</i>. 102 (3), 283-302</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 224</li> <li>- Times Cited Scopus: 207</li> <li>- Times Cited Google Scholar: 377</li> </ul>

36	<p>Thompson, William Forde, Schellenberg, E. &amp; Letnic, Adriana Katharine (2011). Fast and loud background music disrupts reading comprehension. <i>Psychology of Music</i>. 40 (6), 700-708</p> <ul style="list-style-type: none"> <li>- Times Cited Web of Science®: 120</li> <li>- Times Cited Scopus: 114</li> <li>- Times Cited Google Scholar: 229</li> </ul>
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102	Schellenberg, E., Wasylenki, D., Webster, C.D. & Goering, P. (1992). A review of arrests among psychiatric patients. <i>International Journal of Law and Psychiatry</i> . 15, 251-264 - Times Cited Web of Science®: 33 - Times Cited Scopus: 31 - Times Cited Google Scholar: 61
103	Unyk, Anna M., Trehub, Sandra E., Trainor, Laurel J. & Schellenberg, E. (1992). Lullabies and Simplicity: A Cross-Cultural Perspective. <i>Psychology of Music</i> . 20 (1), 15-28 - Times Cited Scopus: 96 - Times Cited Google Scholar: 249

#### - Other publications

1	Schellenberg, E. & Trainor, Laurel J. (2023). Sandra Trehub (1938–2023). <i>Music Perception</i> . 40 (4), 347-349
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#### • Conferences/Workshops and Talks

##### - Talk

1	Correia, A. I., Lima, C. F. & Schellenberg, E. (2023). Musical Expertise and Foreign-Language Ability: Is there a link?. XVIII PhD Meeting in Psychology.
2	Correia, A. I., Vincenzi, M., Vanzella, P., Pinheiro, A. P., Lima, C. F. & Schellenberg, E. G. (2022). Professional Musicians Have Distinct Personalities But Average Cognitive Ability . XVII PhD Meeting in Psychology - Into the unknown: Psychology in the making.
3	Correia, A. I., Vincenzi, M., Vanzella, P., Pinheiro, A. P., Lima, C. F. & Schellenberg, E. (2021). Can musical ability be tested online?. XVI PhD Meeting in Psychology - A Whole New World: Implications for Psychology.
4	Correia, A. I., Castro, S. L., MacGregor, C., Müllensiefen, D., Schellenberg, E. & Lima, C. F. (2021). Improved decoding of vocal emotions in individuals with naturally higher music skills. The Neurosciences and Music VII - Connecting with music across the lifespan.
5	Lima, C. F., Correia, A. I., Ana P. Pinheiro, Castro, S. L., Chloe MacGregor, Daniel Müllensiefen...Schellenberg, E. (2021). Improved vocal emotion recognition in individuals with naturally good musical abilities . European Society for Cognitive and Affective Neuroscience (ESCAN) meeting.
6	Correia, A. I., Vincenzi, M., Vanzella, P., Pinheiro, A. P., Schellenberg, E. G. & Lima, C. F. (2021). Individual differences in musical ability among adults with no music training. 16th International Conference on Music Perception and Cognition - 11th Triennial Conference of ESCOM.
7	Correia, A. I., Vincenzi, M., Vanzella, P., Pinheiro, A. P., Schellenberg, E. G. & Lima, C. F. (2021). Individual differences in musical expertise: what does online testing tell us?. International Conference of CIPEM 2021.

## Scientific Editing/Reviewing Activities

Type of Activity	Journal Title	ISSN/Quartile	Period	Language
Scientific journal editor	British Journal of Psychology	2044-8295 / Q1 (T10)	Since 2020	English
Scientific journal editor	Scientific Reports	2045-2322 / Q1 (T10)	Since 2020	English
Scientific journal editor	Auditory Perception and Cognition	2574-2442	Since 2018	English
Scientific journal editor	Music Perception: An Interdisciplinary Journal	0730-7829 / Q1 (T5)	Since 2018	English
Scientific journal editor	Psychology of Music	1741-3087 / Q1 (T5)	Since 2018	English