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Editorial

Empirical studies in music education have increasingly touched neighboring disciplines, mainly the “didactics” of other subjects, but also educational sciences and psychology. Oftentimes these papers reveal the differences in the academic cultures, namely specific figures in reasoning and patterns of thinking. The same holds true for papers from other countries. This is a tremendous enrichment for the discourse.

In these terms this edition of *b:em* is opening up the field, as one of the papers comes from psychology, the other one from Sweden. Mareike Hillmer, Kathrin Rothmann und Daniela Hosser report in an intervention study on the treatment of children affected by ADHD. Music as part of a training that helps to focus and concentrate opens up an interesting perspective to music education.

Swedish music educator Annette Mars from the University of Piteå has accompanied a secondary school teachers in presenting and guiding composition tasks. This field has not often been researched in the German speaking countries, her ethnological approach is rare in music education.

Also we would like to point out the review of Silke Schmid’s book „Dimensionen des Musikerlebens von Kindern“ (Linda Aicher) and the conference report on the 5th International Symposium on the Assessment in Music Education (ISAME) which took place in February in Virginia (USA).

Special editions

We had originally planned to publish a special edition on the analysis of visual data this spring; this had to be postponed until fall. Thus, we are able to present a larger number of papers and include a broader scope. At the same time this opens up the opportunity for those who are interested to submit; the new deadline is *May 1st 2015*. Also planned is another special edition on cultural participation in spring 2016. Deadline for this is *May 1st 2016*.

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