

## Editorial

We are delighted to present our first issue of *bulletin of empirical music education research* (*b:em*) edited by the new editing team consisting of Andreas Lehmann-Wermser (HMTM Hannover), Lina Oravec (Uni Koblenz-Landau), Jens Knigge (MH Lübeck) und Valerie Krupp-Schleußner (HMTM Hannover). Before we inform you about the content of our new issue, we would like to let you know about further changes concerning our journal.

## News about b:em

From next year on we will no longer publish two issues per year, but just one volume. The benefit for authors and readers will be that the articles can immediately be published after successfully having passed the review-process, not just twice a year.

Just like before, we are calling for papers in the rubrics “single contributions” and “methodological reflections” (that both will be reviewed by two extern reviewers or members of the editorial board) as well as for book reviews and reports about conference proceedings (that will just be reviewed by the editing team). Submission and review process will from now on be carried out via our online system rather than via email communication as before.

As you can see, the layout of our articles has been modernized. The new style sheet as well as further information for authors can be found on our website (<http://www.b-em.info/index.php?journal=ojs&page=information&op=authors>).

Please note that we have got a new email address [redaktion@b-em.info](mailto:redaktion@b-em.info). We are looking forward for your comments, questions and contributions.

## About the current issue

Our 13<sup>th</sup> issue shows a variety of methods and places of empirical research in music education. There are two German contributions about quantitative studies, two articles in English language reflecting on certain methodical approaches, one from the USA and one from Sweden, as well as one book review about a qualitative study from Germany.

Valerie Krupp-Schleußner (Hannover, Germany) takes the *capability approach* as a theoretical basis to develop a model of cultural participation for empirical research. The empirical data confirm that justice of participation can not adequately be measured by looking at quantity of cultural participation only.

Christin Werner (Germany) analyzed how children at primary level notate music. In her quantitative study she could confirm earlier findings by Bamberger, Upotis and Hildebrandt from the 80's and take these results as a basis for the development of an even more differentiated coding scheme.

Kimberly Lasinger Ankney (Newport News, USA) reflects on the benefits of using stimulated recall methodologies to foster teachers' awareness of student thinking in class. One focus is

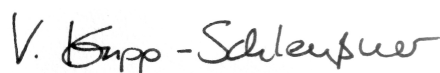
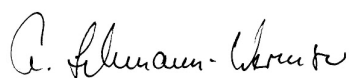
put on technical aspects, e.g. on possible computer applications that can be used for collaboration of researchers and teachers in investigating relevant student cognition in music class.

Zadig, Folkestad, and Lyberg-Åhlander (Malmö and Lund, Sweden) introduce a tool they developed to explore and analyze actions of the individual choir singer. With the help of a computer software, multi-track recordings have been made accessible for visual analysis.

In her book review, Lina Oravec (Koblenz, Germany) presents the dissertation by Anne Steinbach (née Weber-Krüger) that has recently been honored with the “Sigrid-Abel-Struth-Preis”, the only German award for excellent dissertations in the field of music education. The qualitative study is based on interviews with pre school aged children about what music and music education mean to them.

Before we wish you great holidays, we would like to say thank you to all those who have supported our journal throughout the past year(s). *b:em* could not exist without the many volunteering authors, reviewers and board members: Thank you! Records of our readers have given proof that our journal is being well recognized and appreciated. That is very motivating for us to start another year of this inspiring work.

*We wish you delightful holidays and a more peaceful and  
happy new year 2017!*



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