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Editorial

Passed spring we had to postpone our special issue on musical self concepts for various reasons. We are very happy to present it now.

Within the last years, major progress has been achieved within the field of empirical music education research in the German speaking countries. There have been research issues that several researchers and research groups have focused on: Among these are the “subjective theories” of teachers, instrumental tuition in primary schools, the cooperation between instrumental instructors and general music educators, as well as musical self concepts. All these areas have in common that researchers saw their research perspectives and questions in relation to one another’s and made use of each others results. This is a major difference compared to earlier decades when less progress was made due to this reason.

Among the research areas mentioned, studies on musical self concepts are special because they relate to a more general psychological theory and fit within an international and widely accepted framework. Further, they contribute to both basic and applied research. There are still different approaches, for instance concerning the general structure of the construct, but there are also questions relating to the effect of measures taken in school and in music. This adds to the relevance of this field.

I would like to make a final comment on this. Whenever fields of interest emerge, the gaps in between become visible as well: All focus fields hardly relate to the classroom processes of teaching – if it all. They concentrate more on the theoretical framework and constituting conditions. That does not lessen the merits of the researchers but rather marks the research needs in upcoming years.

Three papers are dedicated to the topic. *Sonja Nonte* reports on the development of a measuring instrument investigating the musical self concept of primary school children. It was developed and tested within an encompassing research profile on instrumental tuition in

primary schools and can be a helpful and reliable tool in future studies. *Thomas Busch* investigates the relationship between self concept and self efficacy among students in year 7 and 8. And finally, *Thomas Busch* and *Ulrike Kranefeld* present results from a longitudinal study among primary school children on the self concept and various influential factors. Both papers show that studies in this field rarely show simple and linear relationships between variables, but they also stand for the close connection between research and practical contexts.

This issue is completed by a report by *Anna Wolf* on this year's *International Symposium on the Assessment in Music Education* (ISAME). Also three reviews are presented by *Michael Göllner* (Gerd Arendt: Instrumentalunterricht für alle?), *Susanne Naacke* (Charlotte Heinritz: Jedem Kind sein Instrument), and *Nicola Bunte* (Kerstin Wilke: Bushido oder Bunt sind schon die Wälder?).

Call for Papers

For spring 2015, a **special issue focusing on visual data** is planned. During recent years, these have increasingly been used in both educational and subject related research. We call for video studies as well as for studies making use of drawings or photography; methodic or methodological papers are welcomed as well. The deadline is November 15th 2014.

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