

CALL FOR PAPERS

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Special Issue

Sounds of Change: Challenges and Opportunities for Music and Arts Education in the Digital Age

Sonidos de cambio: desafíos y oportunidades de la educación musical y artística en la era digital

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Focus

Education, across all fields, levels, and subjects, faces persistent challenges and shifting circumstances driven by the rapid social transformations of our era. These phenomena are clearly evident and are occurring on a global scale (FORBES, 2023; Marúm et al., 2023; Rojas, 2023; UNESCO; ...). Within this dynamic landscape, music, the visual arts, and Arts Education as a whole play a vital role. They contribute significantly to the well-rounded development of individuals, fostering growth in cultural, professional, recreational, and health-related dimensions. At the same time, these disciplines embrace new challenges and promising opportunities born from an ever-evolving technological landscape and universal social globalization.

Consequently, there is a rich body of research dedicated to sound and music education. This scholarship highlights the universality of music, the evolution of diverse audiences, and the innovative ways people engage with sound today. It also explores pedagogical and didactic shifts at all educational levels, the extensive benefits of musical exposure, the broad career opportunities within the field, and the unique challenges posed by the digitalization of music consumption and creation.

Similarly, from the perspective of the visual arts, current analysis focuses on the universal dimension of artistic expression and the diversity of visual languages. This includes examining the transformation of exhibition spaces, the integration of new technologies into creative processes, and the evolution of pedagogical models. Research consistently emphasizes the cognitive, emotional, and social benefits of visual practice, alongside the professional opportunities within the creative industries. Ultimately, this establishes an integrative and interdisciplinary perspective

that views Arts Education as a cohesive whole—addressing both auditory and visual manifestations and their profound impact on holistic human development.

Descriptors

The monograph covers the following thematic areas, although these may be expanded through various proposals:

- Art Education and Technology
- Development of Cognitive Skills through Music Education and Visual and Plastic Arts Education
- Benefits of Music and the Arts in the holistic development of individuals
- Assessment and Measurement of Success in Arts Education at the National and International Levels
- Interdisciplinary Collaborations in the Field of Music Education and Visual and Plastic Arts Education
- Training of Music and Arts Teachers Around the World
- Music training programs: participation and dropout rates. Academic policies
- Arts education programs: participation and dropout rates. Academic policies
- Preservation and promotion of musical and artistic heritage

Questions

The following questions are posed to invite the educational community, institutions, and researchers to engage with these topics.

- How can universal access to quality arts education be promoted?
- What musical and artistic resources and methodologies foster students' cognitive skills, development, and emotional well-being?
- What relationships exist between music, the arts, and the emotional world? What impact do they have on fostering social skills and improving people's emotional balance?
- In what ways can we help achieve universal access to music and/or the arts? How do Music Education and Visual and Plastic Arts Education leverage the diversity of the world's artistic works in the classroom?
- How are digital technologies and tools integrated into the music and/or visual arts classroom?
- What are effective assessment methods for measuring the success of music and arts education programs that promote meaningful learning?
- How can arts education be effectively integrated with other subjects to promote an interdisciplinary approach to teaching?
- What methods are used in the initial training of music and arts teachers?
- What assessment methods and strategies are effective for measuring achievements in Arts Education?
- What are the positive relationships between arts consumption, social media, and Arts Education?


About the guest editors

Dr. María del Valle De Moya Martínez is a Tenured Professor within the Music Education Program in the Department of Physical Education, Arts, and Music Education at the University of Castilla-La Mancha (UCLM), based at the Faculty of Education in Albacete. A specialized Professor of Compulsory Secondary Education (currently on leave), she brings a wealth of practical and academic experience to her role. Her diverse educational background includes a Bachelor's degree in Geography and History from the Complutense University of Madrid, a Ph.D. in Art History from UCLM, and advanced musical credentials: a Professional Piano Diploma, an Advanced Diploma in Music Pedagogy from the Murcia Conservatory, and an Advanced Degree in Music Theory and Musicology from the Royal Conservatory of Music in Madrid.

She has authored over 150 publications focused on music pedagogy, creativity, teacher training, and educational innovation in prestigious national and international peer-reviewed journals. Her commitment to academic leadership is reflected in her role as Editor of the journal *Ensayos* (Faculty of Education, Albacete) and her work as Principal Investigator of the *LÍMITE* research group at UCLM. She is also a dedicated member of the iMUSED research group (Investigating Music Education).

Her primary research interests center on music education and interdisciplinarity, teaching innovation, and music pedagogy. Throughout her career, she has successfully supervised 11 doctoral theses and has been recognized with three six-year research premiums (sexenios), underscoring her sustained contribution to the advancement of musical and artistic scholarship.

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Dr. Roberto Cremades Andreu holds a Ph.D. in Education from the University of Granada, earned with the prestigious Doctor Europeus distinction, as well as a Master's degree in Music Education from the same institution. As a seasoned researcher, he has served as a Main Investigator and key member of various research teams, leading projects supported by Comenius, R&D, AECID, and Art. 83 grants. His work primarily explores the field of Music Education, with a dedicated focus on the social dimensions of music, teacher training, and the transformative impact of creative music projects within school settings.

His extensive scholarship includes over one hundred publications released through reputable publishers and high-impact journals, earning significant recognition within the international scientific community. Beyond his research, he is a sought-after guest lecturer, contributing his expertise to master's programs at the universities of Granada, Madrid, and Valencia, as well as the Doctoral program in Pedagogy and Didactics at the Technological and Pedagogical University of Tunja in Colombia.

Active in the academic community, he currently serves on the Editorial Board of the Complutense Electronic Journal of Research in Music Education (RECIEM) and is a founding member of the Association of University Music Education Faculty (AUDIEMUS). His career reflects a deep commitment to integrating teaching innovation and service-learning into the modern musical landscape.

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Dr. Ana María Botella Nicolás serves as a Professor of Music Pedagogy in the Department of Physical Education, Arts, and Music Pedagogy at the Faculty of Teacher Education, University of Valencia. Her extensive academic background includes a Ph.D. in Education from the University of Valencia, a Bachelor's degree in Musicology, and a Master's degree in Music Education from the University of Oviedo. Complementing her scholarly expertise, she holds a Professional Degree and an International Master's in Piano Performance, a background that informs her unique perspective on music didactics.

She has contributed over a hundred publications to her field, including influential articles in prestigious international peer-reviewed journals. A selection of her work can be explored through her academic profile or her personal website. At the helm of the iMUSED research group (Investigating Music Education), she leads an interdisciplinary team dedicated to deepening the understanding of music education through the lenses of educational innovation, curriculum studies, musical identities, and knowledge transfer.

Her primary research focuses on the didactics of listening, the renewal of teaching methodologies, and fostering interdisciplinarity in teacher training. A dedicated mentor, she has successfully supervised 26 doctoral theses and has been recognized for her sustained excellence with two six-year research premiums (sexenios) in the didactics of musical expression.

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Instructions and Submission of Proposals

Alteridad primarily features original empirical research published in Spanish, English, or Portuguese. We also welcome high-quality thematic studies and comprehensive literature reviews (state-of-the-art). Additionally, the **Miscellaneous** section remains open for a diverse range of continuous contributions that advance the field of education.

To ensure a smooth peer-review process, all manuscripts must be submitted exclusively through the journal's official website. While the submission platform requires all contributing authors to register, one individual must be designated as the **corresponding author** to manage communication.

Authors are required to submit **two separate files** simultaneously:

1. **The Manuscript:** Carefully formatted in strict accordance with the *Alteridad* publication guidelines.

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Important Dates

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