

DIALNET 2003-2013: A Bibliometric Study of Music Education Articles

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Introduction:

Research in music education is supported by the presence of publications resulting from them in scientific journals, both of Music and Music Education and other related areas. The dispersion of the data, the small number of journals and difficult access to them and even ignorance, impede wider dissemination of the performed work.

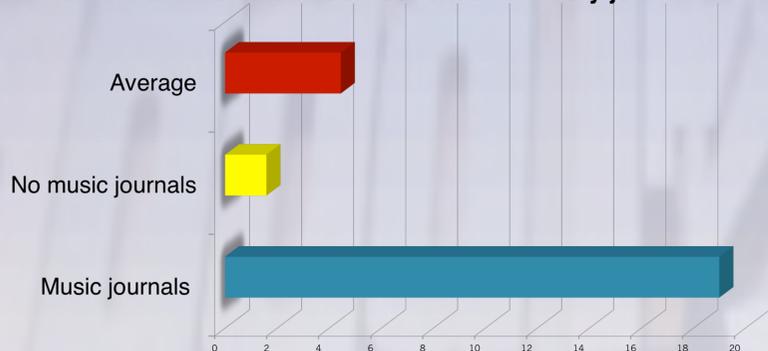
Methodology:

Exploratory and descriptive method of bibliometric character made from a documentary analysis of all items included in the database DIALNET (8,903 journals), referring to the period 2003-2013 that responded to the descriptor **music education**, obtaining a total of 592 items.

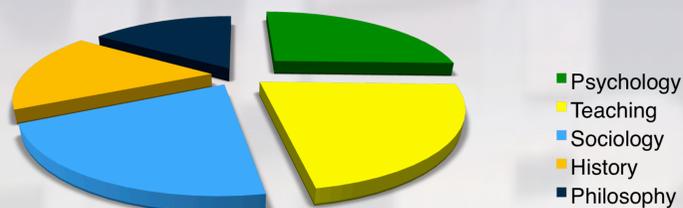
Objective:

This poster describes the scientific production about music education in articles published between 2003 and 2013 in the journals listed at DIALNET database through a detailed study of their subject areas, levels and types of research, authorship, etc.

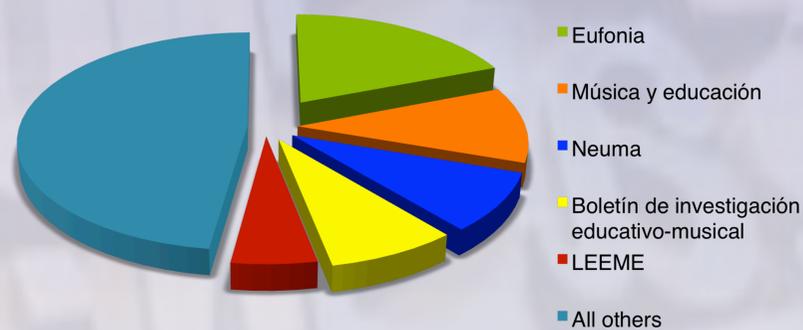
Number of articles of music education in every journal



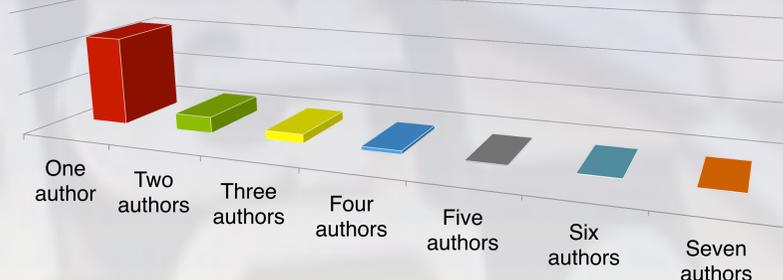
Thematic of the articles



Distribution by journals



Number of authors



Results:

The results show that of the 133 journals publishing articles on music education, only 18 are of this specific area. Despite this, most articles (57.7%) have been published in magazine area of music education. This makes the average of articles published in journals of the area is higher. Of the 592 articles, nearly half (54,03%) have been published only on 5 journals. Regarding the subject of the articles, the most numerous group corresponds to psychology (25.5%), followed by teaching (21.79%), the sociological perspective (20.43%), historical (16.55 %) and finally the philosophical (15.7%). Finally, the data show as most items are signed by one author (73.81%), two (13.51%) and three (7.43%). And well below the articles signed by four authors (2.81%), five (1.68%), six (0.50%) and seven (0.13%).

Conclusions:

In our opinion, the research in music education that we make are few, poor dissemination and no shows a team work, especially in the Spanish field. Should be informed in this regard to the teachers and encourage them to training in research skills via the PhD courses offered at many universities.

It is a gradual change of habits and attitudes, like so many others that we are witnessing in the XXI century, changes must not deviate from the ultimate goal: to provide at music education of the best place that corresponding. It is our responsibility.

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