

# Call for Monographic Issue

# Cognition in Music Education

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## Cognition in Music Education

Music education takes place in a wide range of educational settings, from early childhood to adulthood, in both general and specialized education, and in formal and informal learning environments.

The objectives they set are very different, and as a result, they pursue very different levels of requirements in each of the educational settings in which they are developed. Additionally, their geographical location is a determining factor, as educational systems vary significantly based on specific educational regulations and the actual teaching and learning practices of educators and students. Their research also encompasses a wide variety of perspectives that combine musical discipline with pedagogy, sociology, psychology, and medicine, among other fields of science.

This monograph aims to compile empirical studies that contribute to music education from the field of cognitive psychology. As a specialty within the field of music psychology, this discipline addresses the study of attention, perception, memory, learning, language, skills, and musical thinking in general. The plentiful scientific production existing in this field allows for the generation of new contributions with robust theoretical and methodological models.



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