



Music Education and technology: trends in research

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Analítica

Technology has been integrated into the different curricular areas derived from the consideration of digital competence as a key competence and its consequent impact on the education policy of the different countries. Music Education has not been alien to this phenomenon, considering technology as a tool with a potential for its development. This study seeks to approximate the relationship between technology and Music Education from a bibliometric and bibliographic approach: on the one hand, research is made on scientific production in quantitative terms, based on the analysis of the 161 selected articles from the databases Web of Science and Scopus and, on the other hand, we analyze the content of the 55 publications available in open access. Results confirm the increase in scientific production over the past 5 years and the predominant positions of the United States and Spain. It also highlights the pre-eminence of research focused on the higher education stage, being students and teachers the main participants. It is also noteworthy the variety of technology that is implemented in training processes, as well as their positive impact not only on aspects related to the discipline itself but also in the development of cross-cutting competencies

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