

## **OPEN ACCESS**

APPROVED BY
Frontiers Editorial Office,
Frontiers Media SA, Switzerland

\*CORRESPONDENCE Linda H. Hendriks ☑ l.h.hendriks@pl.hanze.nl

RECEIVED 13 September 2023 ACCEPTED 14 September 2023 PUBLISHED 27 September 2023

### CITATION

Hendriks LH, Steenbeek HW, Bisschop Boele EH and van Geert PLC (2023) Corrigendum: Promoting creative autonomy support in school music education: an intervention study targeting interaction. *Front. Educ.* 8:1293693. doi: 10.3389/feduc.2023.1293693

## COPYRIGHT

© 2023 Hendriks, Steenbeek, Bisschop Boele and van Geert. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these

# Corrigendum: Promoting creative autonomy support in school music education: an intervention study targeting interaction

Linda H. Hendriks<sup>1,2,3\*</sup>, Henderien W. Steenbeek<sup>1,4</sup>, Evert H. Bisschop Boele<sup>2,5</sup> and Paul L. C. van Geert<sup>1</sup>

<sup>1</sup>Department of Developmental Psychology, University of Groningen, Groningen, Netherlands, <sup>2</sup>Research Centre Art and Society, Hanze University of Applied Sciences, Groningen, Netherlands, <sup>3</sup>Prince Claus Conservatoire, Hanze University of Applied Sciences, Groningen, Netherlands, <sup>4</sup>School of Education, Hanze University of Applied Sciences, Groningen, Netherlands, <sup>5</sup>Department of Arts and Culture Studies, Erasmus University Rotterdam, Rotterdam, Netherlands

# KEYWORDS

autonomy support, musical creativity, primary education, creative thinking, music education, teacher-student interaction, enaction embodiment, teaching intervention

# A corrigendum on

Promoting creative autonomy support in school music education: an intervention study targeting interaction

by Hendriks, L. H., Steenbeek, H. W., Bisschop Boele, E. H., and van Geert, P. L. C. (2023). Front. Educ. 7:1102011. doi: 10.3389/feduc.2022.1102011

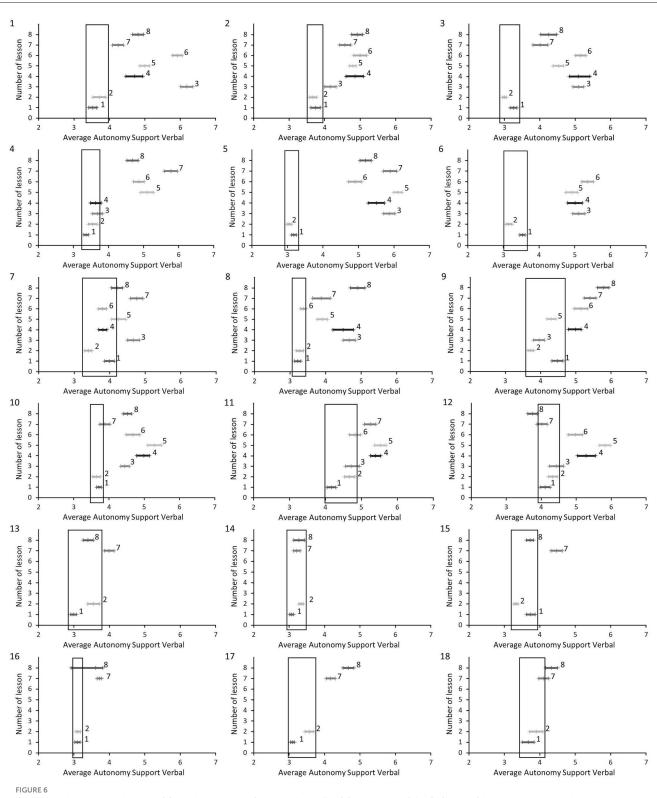
In the published article, there was an error in Figure 6 as published. The graph for teacher 3 appeared twice and the graph for teacher 6 was missing. The corrected Figure 6 and its caption appear below.

The authors apologize for this error and state that this does not change the scientific conclusions of the article in any way. The original article has been updated.

# Publisher's note

All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.

Hendriks et al. 10.3389/feduc.2023.1293693



Confidence intervals teachers 1–12 (experimental group) and teachers 13–18 (control group) for CASV over 8 lessons. Lesson numbers are next to Cl's. The vertical rectangle depicts the baseline range (confidence intervals lessons 1 and 2). Note that for teacher 6 lesson 7 and 8, and for teacher 11 lesson 8 is missing.