Global Citizenship Education: A Bibliometric Review

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ARTICLE NFO	ABSTRACT
	The purpose of this study was to examine the published articles on global citizenship education in journals covered by Scopus in the education category using bibliometric analysis. 407 articles were examined for this purpose. The data were analyzed using VOS viewer software. The current Publication Trends by the years, Citation Trends, Geographic Distribution of Publications, and Co-publication Patterns among countries associated with the research topic, were included in this context, as well as Research Focus keyword Publication numbers have steadily increased since 2008. In terms of the number of citations in the year 2016 that the h-index and g-index had the highest values of '14' and '22',the countries with the highest number of citations are "The USA" and "UK", "Canada", "Australia" and "Spain". Keyword analysis shows that "global citizenship education," "global citizenship," and "citizenship" are trending. These results of the study can benefit researchers who are just starting to work on the study topic or those who have already been working in terms of publishing, creating cooperation, and mastering the intellectual foundations of the field.
	Keywords: Global citizenship, global citizenship education, bibliometric analysis.

1. Introduction:

The idea of global citizenship has been around for several millennia. In ancient Greece, Diogenes declared himself a citizen of the world, while the Mahaupanishads of ancient India spoke of the world as one family (Brookings et al., 2017). Throughout history, humanity has never seen the world coalesce into one. We live in an age of globalization, diversity, and worldwide interconnectedness, where all people, regardless of their geographic location or ideology, share a common destiny. "Internationalism" is the phenomenon to which we respond, and we depend on it for our survival (Berdan & Berdan, 2013). On September 25, 2015, the 193-member United Nations General Assembly officially adopted the 2030 Agenda for Sustainable Development, described by Secretary-General Ban Ki-Moon as a "universal, integrated, and transformative vision for a better world" As a result of numerous efforts over the past decades, civic education has been included in the SDGs(Brookings et al., 2017). As a result of the SDGs, there has been an increase in interest in GCE among educators and researchers worldwide(Mina Chiba et al., 2021).

The concept of Global Citizenship (GC) introduces a sense of belonging to a broader community and shared humanity. It emphasizes the political, economic, social, and cultural interdependence and interconnectedness between the local, the national, and the global (UNESCO, 2015). GCE is the result of integrating all global educational trends and GC perspectives(Estellés & Fischman, 2021). Furthermore, it aims to prepare students for the global competition for future employment and education destinations, to participate in global problem solving activities, and to be better able to cope with challenges that contemporary societies must confront because they are globally connected(Yemini et al., 2018). To survive in the 21st century, they must have the appropriate knowledge, attitudes and skills both within and outside their cultural communities (Banks, 2004). When the learners are familiar with GCE   will be able to communicate effectively with others, have positive values and attitudes toward people and their diverse cultures, and be sensitive and respond positively and actively to international challenges and crises (UNESCO, 2013a).

In recent decades, the topic of global citizenship education(GCE) has gradually become established in the international literature (Gaudelli & Schmidt., 2018). Researchers and practitioners in the field of education from all over the world have become increasingly interested in global citizenship education since the United Nations adopted the Sustainable Development Goals (SDGs) in 2015 (Chiba et al., 2021). GCE is seen as a top priority in education policy around the world (Al'Abri et al., 2022). Despite recent improvements in knowledge production on GCE, it continues to lag behind other areas of education (Pedraja-Rejas et al., 2023). This study attempts to contribute to an area that remains under-researched by providing an overview and answering some key questions, such as when, where and who publishes in this area.

Bibliometrics offers the potential to enhance the strength of a field of study by revealing trends and identifying potential gaps in existing knowledge (Pedraja-Rejas et al., 2022). This capability assists researchers in defining future study objectives. Additionally, employing bibliometric analysis allows for the review of larger volumes of literature, akin to meta-analyses (Suseelan et al., 2022). This analytical approach provides an encompassing overview of the state-of-the-art in a given field, encompassing the current research domain and publication trends (Zupic & Čater, 2015)Specifically, the present study utilized bibliometric analysis to delineate trends in global citizenship education(GCE) research. The examination of publication and citation data indicates trends in growth and change, while the geographic distribution of publications serves to pinpoint relevant research areas.

2. Literature Review

Several researchers have conducted comprehensive reviews and analyses in the literature of Global Citizenship Education (GCE), as indicated by the data presented in the accompanying table 1.

2.1 Past related bibliometric studies

Table 1: The Past Articles on Bibliometric Analysis on global citizenship education

Author(s)	Title	Total Documents Examined	Bibliometric Attributes Examined
(PALAZ, 2021)	Global Citizenship And Education: A Bibliometric Research.	580 articles were examined. (1983 to 2020)	Over the course of research-related publications (1983–2020), the study evaluated the most productive and influential researchers, journals, institutions, countries, as well as the most cited articles, co-cited researchers, and current trends within a general framework.
(Bozkurt et al., 2021)	Science Mapping Research on Citizenship Education: A Bibliometric Review	4029 articles and proceeding papers (1975 to 2020)	The study revealed a significant increase in publications in recent years. Notably, the Theory and Research in Social Education Journal emerged as the most relevant source in terms of the number of publications about citizenship education. The work conducted by Westheimer and Kahne in 2004 was identified as the most influential source with the highest citations per year in the field. Additionally, the USA and the UK were found to be the most productive, most cited, and most collaborative countries in terms of scientific publications.
(Pedraja-Rejas et al., 2023)	Mapping global citizenship: A Bibliometric analysis of the field of education for sustainable development	(350) articles were examined. in journals indexed in the Web of Science.	This study, based on journals indexed in the Web of Science, aimed to document the volume and growth trajectory of knowledge production, identify countries, journals, authors, and key publications, perform a science mapping of the knowledge base on global citizenship education, and discover the thematic foci of empirical works.

In this regard, this bibliometric analysis was carried out to describe the state of research on the concept of GCE since begin to 2023, to provide an exhaustive literature review, and to serve as a helpful resource for scholars, educators, policymakers, and anyone interested in gaining a comprehensive understanding of the evolving landscape and significant contributions within the realm of GCE.

2.2 Purpose of the Study:
This bibliometric analysis was carried out to describe the state of research on the
1) What Is the Current Publication Trend of Research Related to GCE ?
2)What is the citation trend of research related to GCE?
3) What is the geographical distribution of the publication and the collaboration pattern among countries in research related to GCE?
4) What are the foci of the research on GCE?

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3. Methodology

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3.1 Data Collection Method:

The process of data collection is summarized in Figure 1. Document screening and refinement were done based on four steps, namely identification, screening, eligibility, and inclusion, as described in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement (Moher et al., 2009). Since Scopus covers a wide range of fields, data on the topic "Global citizenship education ' was gathered from its database.

At the outset of the research, four specific criteria were delineated for the study. In the initial phase of the research, the first criterion involved identifying keywords for scanning. During this phase, the pertinent literature was scrutinized, leading to the selection of keywords such as 'global citizenship Education' and 'global citizen education.' The second criterion focused on determining the time limit, with no specific starting year restrictions imposed. The third criterion centered on the type of document under investigation, specifying the article category. The fourth and concluding criterion involved choosing the research language, with the English research category selected.

In the data scanning phase, we initiated the process by inputting the keywords 'global citizenship education' OR 'global citizen education' into the Scopus database. We refined our search by selecting the research area as 'topic,' encompassing title, abstract, author keywords, and keywords plus. This search yielded a total of 574 publications. Subsequently, we applied additional criteria to filter the publications for inclusion in the study, leading to the exclusion of 66 publications. Consequently, the total number of publications decreased to 508. Further refinement ensued with the exclusion of an additional 101 publications, resulting in the final selection of 407 articles eligible for inclusion in the study. This selection was made after specifying the education/educational research category, as illustrated in Figure 1. Following the completion of the scanning process, the acquired data was stored as a 'plain text file,' thereby constituting the creation of the dataset

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Figure 1 Data Collection Process

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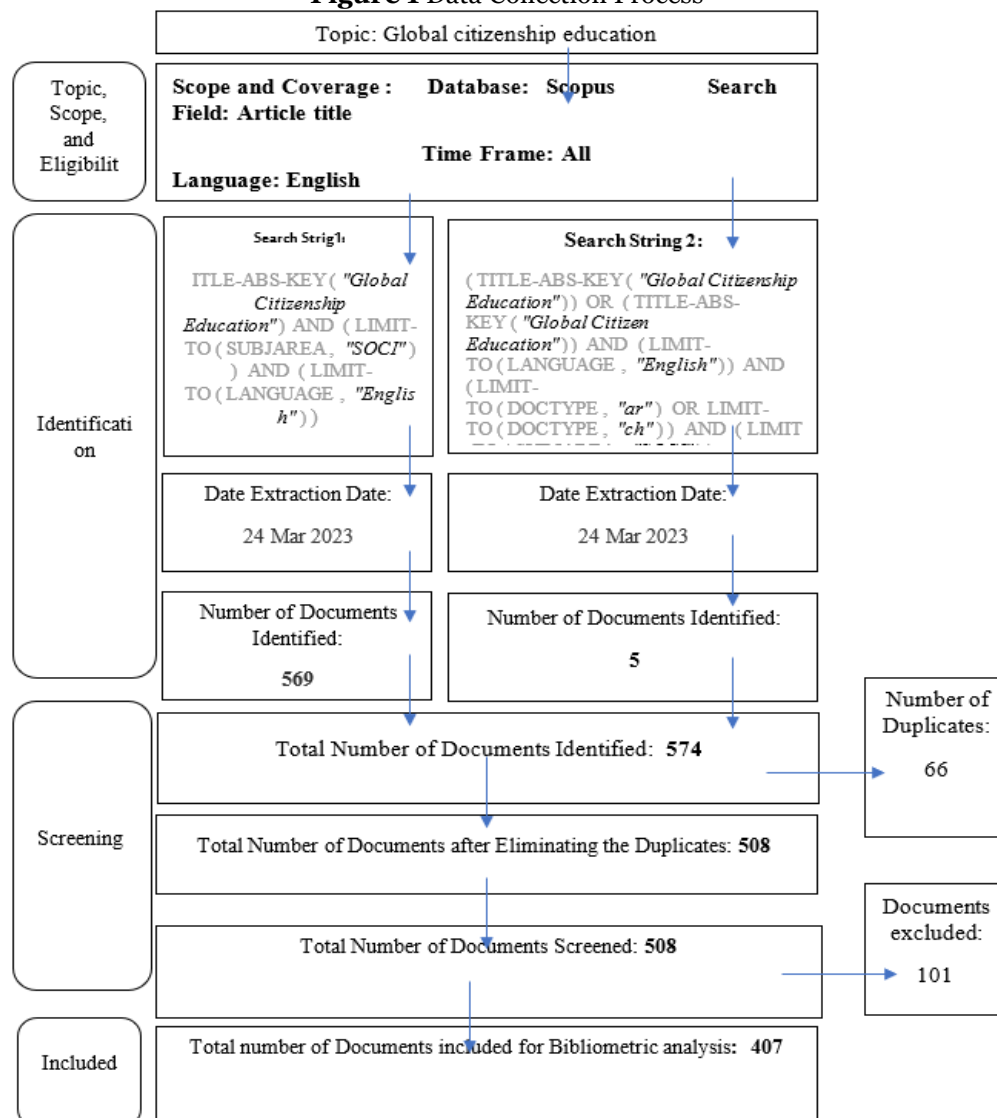
3.2. Data Analysis Method

To determine the current publication trend for publications related to GCE, descriptive analysis was performed on bibliometric data retrieved from Scopus. Microsoft Excel 2210 was used to create graphs representing the number of publications and the cumulative number of publications for each year.

The data extracted from Scopus was divided by year to study the citation trend of to GCE publications among preschool children. Based on Microsoft Excel 2210, we calculated the average number of citations per publication, as well as the average number of citations per publication cited. After that, Harzing's Publish or Perish software was used to obtain the g-index and h-index of the documents published by year.

To illustrate the distribution of the publication geographically, Microsoft Excel 2210 was used. Based on the same method used for citation trend analysis, we calculated the g-index, the h-index, and the average citations per publication and cited publications. Following this, the VOSviewer was used to generate the network visualization and overlay visualization map showing the patterns of collaboration among the countries.

As a final step, we conducted a keyword co-occurrence analysis to identify the focus of the study to GCE. From the database, the author and index keywords were taken out. Pre-processing of the data was done before to analysis. The VOS viewer tool was employed to construct the keyword co-occurrence network. This facilitated the identification of research focal points by observing how keywords cluster together in the network(Chen et al., 2016).

3.3. Findings

Based on the 407 shortlisted records, the publication years spanned the years from First publication in 2002 to 2023. Most of the records were articles (84.85.%)342, and book chapters (4.04%) 65.
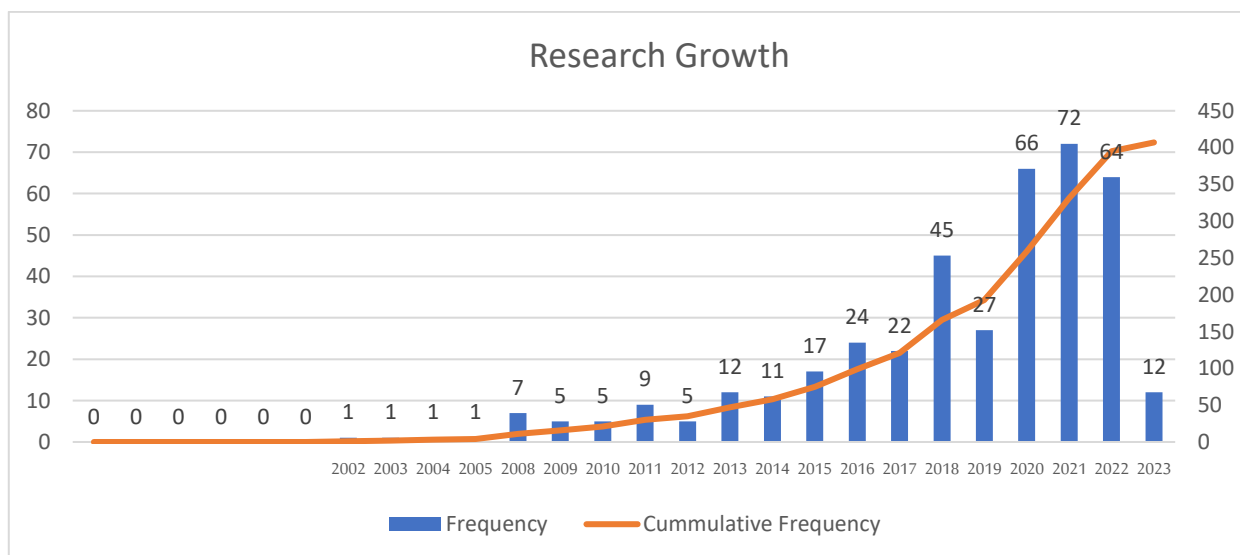
3.4 Publication Trend

Figure 2 Since starting published in 2002 to 2023

Figure 2 shows a bar graph representing the distribution of annual publications over the years from the first publication in indexes regarding to GCE was in 2002 to 2023. It is evident that since 2013, the number of publications has been rising gradually over the following years. The maximum number of records published was in 2021 (72%) followed by the year 2020 (66%).

3.5. Citation Trend

The citation analysis of GCE from 2002 to 2023 is summarized in Table2.

Table 2 Citation Analysis of Publications

Year	Total Publication (TP)	Percentage	Number of Cited Publications (NCP)	Proportion of Cited Publications (PCP)	Total Citation (TC)	Citation per Publication (C/P)	Citation per Cited Publication (C/CP)	h index	g index
2023	12	2.95%	0	0.00	0	0.00	undefined	0	0
2022	64	15.72%	22	0.34	37	0.58	1.68	3	3
2021	72	17.69%	49	0.68	222	3.08	4.53	8	11
2020	66	16.22%	52	0.79	440	6.67	8.46	9	19
2019	27	6.63%	23	0.85	149	5.52	6.48	6	10
2018	45	11.06%	41	0.91	543	12.07	13.24	14	21
2017	22	5.41%	19	0.86	327	14.86	17.21	7	18

2016	24	5.90%	22	0.92	484	20.17	22.00	14	22
2015	17	4.18%	16	0.94	233	13.71	14.56	9	15
2014	11	2.70%	10	0.91	172	15.64	17.20	8	10
2013	12	2.95%	10	0.83	311	25.92	31.10	8	10
2012	5	1.23%	4	0.80	79	15.80	19.75	3	4
2011	9	2.21%	9	1.00	507	56.33	56.33	8	9
2010	5	1.23%	5	1.00	242	48.40	48.40	5	5
2009	5	1.23%	3	0.60	104	20.80	34.67	3	3
2008	7	1.72%	6	0.86	112	16.00	18.67	4	6
2005	1	0.25%	1	1.00	160	160.00	160.00	1	1
2004	1	0.25%	0	0.00	0	0.00	undefined	0	0
2003	1	0.25%	1	1.00	37	37.00	37.00	1	1
2002	1	0.25%	1	1.00	13	13.00	13.00	1	1

Based on Table 2, the number of cited papers (NCP) was the highest in the year 2020 (NCP = 52) followed by 2021 (NCP = 49), and year 2018 (NCP = 41).

In 2020, the number of total citations was the highest, with a sixty six publication total, and the second highest, with seventy tow publication total, was in 2021. Each publication in 2021 received 4.53 citations on average. Despite the relatively low number of publications in 2011, all of them had a great research impact and were frequently cited. After 2011, the total number of citations dropped rapidly to 79 in 2012. Although the total citations fluctuated from 2005 to 2021, they remained at a high value until 2022 in which a sudden valley was observed with a total citation of 37.

It was recorded in the year 2016 that the h-index and g-index had the highest values of '14' and '22', respectively. This indicates that publications in 2016 had the highest impact within the time frame of 2005 to 2023. The highest h-index and g-index were recorded in the year 2016 with a value of '14'and '22' respectively. This indicates that publications in 2016 had the highest impact within the time frame of 2005 to 2023. As a result, the g-index was noticeably higher than the h-index because it allows citations from papers with a lower number of citations to be bolstered by papers with higher citation counts (Egghe, 2006).There were no more than three g-indices before 2010 except for 2008, which had four. After 2012, the g-index and h-index were both at least three, except for 2022 (g-index = 3, h-index = 2). According to this trend, research growth has increased since 2008. Even though research growth has been positive since 2008, the impact of publications is still warranted.

3.6. Geographical Distribution of the Publications
As shown in Figure 3, the publications are distributed geographically. According to the author's affiliations, the countries were identified. Using the color coding on the map, the number of publications in each country is explained. As the number of publications decreases, the shade gets lighter. The highest number of publications is indicated by the darkest shade. There were publications on different continents.

According to Figure 3, 59 countries from North America (n = 4), South America (n = 3), Europe (n = 25), Oceania (n = 2), Africa (n = 4) and Asia (n = 20) were stained differently with colors. It is the United States that has contributed the most publications on Global Citizenship education, with the darkest shade. A third of the publications were produced by institutions in the United.

The countries with at least three publications are listed in Table 2. As shown in Table 2, there were 9 countries with at least 11 publications on GCE. The top five most productive countries fall on three continents namely North America (United States and Canada), Europe (United Kingdom) and Oceania (Australia).

More than four-fifths (64.12%) of the total publications published from 2008 to 2023 come from these five countries. The publications from these countries recorded a high citation rate. United States (TP = 99) Following this, United Kingdom (TP = 72) had the second darkest shade.
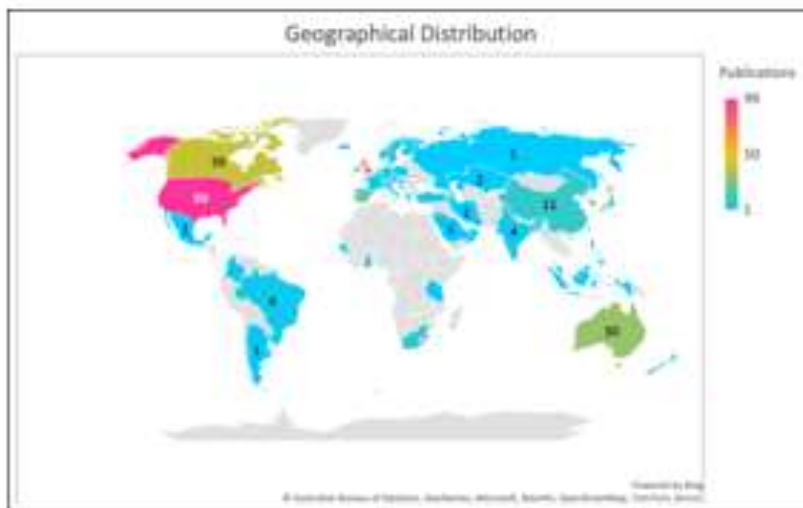
Figure 3 Geographical Distribution of the Publications
Table 3 Countries with more than eleven Publications

Country	Total Publication (TP)	Percentage	Number of Cited Publications (NCP)	Proportion of Cited Publications (PCP)	Total Citation (TC)	Citation per Publication (C/P)	Citation per Cited Publication (C/CP)	h index	g index
United States	99	24.32%	74	0.75	1004	10.14	13.57	18	27
United Kingdom	72	17.69%	57	0.79	1522	21.14	26.70	22	38
Canada	39	9.58%	32	0.82	740	18.97	23.13	15	27
Australia	30	7.37%	25	0.83	406	13.53	16.24	10	19
Spain	21	5.16%	15	0.71	106	5.05	7.07	5	9
Japan	17	4.18%	11	0.65	76	4.47	6.91	5	8
South Korea	16	3.93%	15	0.94	122	7.63	8.13	7	10
China	11	2.70%	5	0.45	76	6.91	15.20	4	5
Netherlands	11	2.70%	10	0.91	150	13.64	15.00	4	10

The United Kingdom, with the second-highest number of publications, emerged as the most referenced country, boasting the highest research impact (h-index = 22; g-index = 38). This suggests that publications from the United States held the greatest influence among the nations surveyed. Almost 90% of the research works published gained recognition, receiving a cumulative total of 1522 citations in other researchers' studies. Despite having the highest overall published rank (24.32%), the United States appeared as the second most referred country with the highest influence on research (h-index = 18; g-index = 27). A minimum of 1004 total citation counts were derived from publications from the United States, accounting for at least 24.32% of the cited works. Next to the United Kingdom, the US recorded high h-index and g-index with a value of 18 and 27 respectively. This was followed by Canada with an h-index of fifteen and a g-index of twenty-seven. Even though the number of cited publications from Spain (NCP = 15) was equaled with South Korea (NCP = 15), the h-index of Spain (h-index = 5) was lower than that of South Korea (h-index = 7). This is because the number of highly cited publications from South Korea is less than that from Spain. At least ten publications from Australia received at least ten citations each, while only five publications from Japan received at least five citations each.

3.7. Global Collaboration Pattern
As a unit of analysis, the co-authorships were analyzed by country to study global collaboration patterns. VOS viewver was used to visualize collaboration among countries that published related articles at least once. According to Figure 4, the collaboration patterns of the 34 countries that exceeded the minimum publication threshold were represented by a component network containing 14 components.
The largest component of the complete network consisted of 4 nodes, another large component of the complete network consisted of 3 nodes and the remaining components are similarly small. There was one component (red component) with five nodes and two components (purple and pink components) with three and two nodes respectively. There was also one component (orange and green) with three and five nodes respectively. The clusters of the United States and the United Kingdom were clearly shown in comparison to the other countries. While the nodes and edges in the network represent the countries or the collaboration between the countries, the component with the nodes indicates the country in which the research collaboration in the field of GCE was recorded.

In general, the complete network as shown in Figure 4 indicates the fragmentation of the global collaboration pattern. Most of the countries are interconnected with collaboration ties, especially with the United States and the United Kingdom.

The 34 countries were grouped into 10 clusters in the global collaboration network. However, most of clusters were visible in the network shown in Figure 4. Six of these visible clusters were components with up then tow nodes. And three cluster (Spain, Canada and Israel) could be seen with two notes. The largest component consisted of two clusters coded with different colors (i.e., light green and brown). The two clusters showed an inter-continent collaboration. For the read one, it consisted of three North American Countries (i.e the US and Canada), one Asian country (i.e., the China Taiwan), and one European Countries (i.e., Spain).

Based on the network, the United States is the largest node. This indicates the United States has a higher number of publications related to global citizenship education. There were three edges connected to this largest node (i.e., US). This indicates the United States has collaborated with three different countries. It also was the most active country in collaborating with others and had collaborated with five different countries. Although UK had the second largest number of publications, it showed an inactive collaboration with other countries. Besides, there was difference in the thickness of edges among the various collaborations of the largest node, this scenario might be due to the difference number of collaborations among two countries.
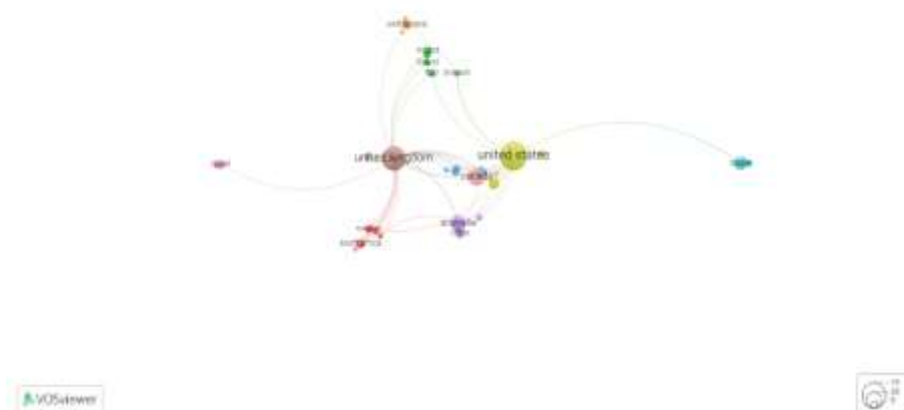

Figure 3 Global Collaboration Pattern

Items 34   Cluster 10 Links 61 total link strength 88

3.8. Research Foci

The foci of the research on global citizenship education were determined by conducting keywords co-occurrence analysis. A total of 94 keywords which surpassed the co-occurrence threshold of two were included in the analysis. To generate the network with a clear clustering result, the keywords with total link strength of less than five were removed from the list. By setting the minimum cluster size as five nodes, the cooccurrence network of the remaining 45 keywords was generated. As shown in Figure 5, the nodes and edges in the map represent the keywords and the co-occurrence of the keywords respectively. As shown in Figure 5, global citizenship education is represented by the largest red node followed by global citizenship (the largest Blue node), citizenship education (the largest purple node) and citizenship (the largest green node). The relatively thick edges between keyword pairs such as global citizenship education and global citizenship, global citizenship education and citizenship education(red node adjacent to global citizenship education) denote a high co-occurrence between them(Chen et al., 2016).
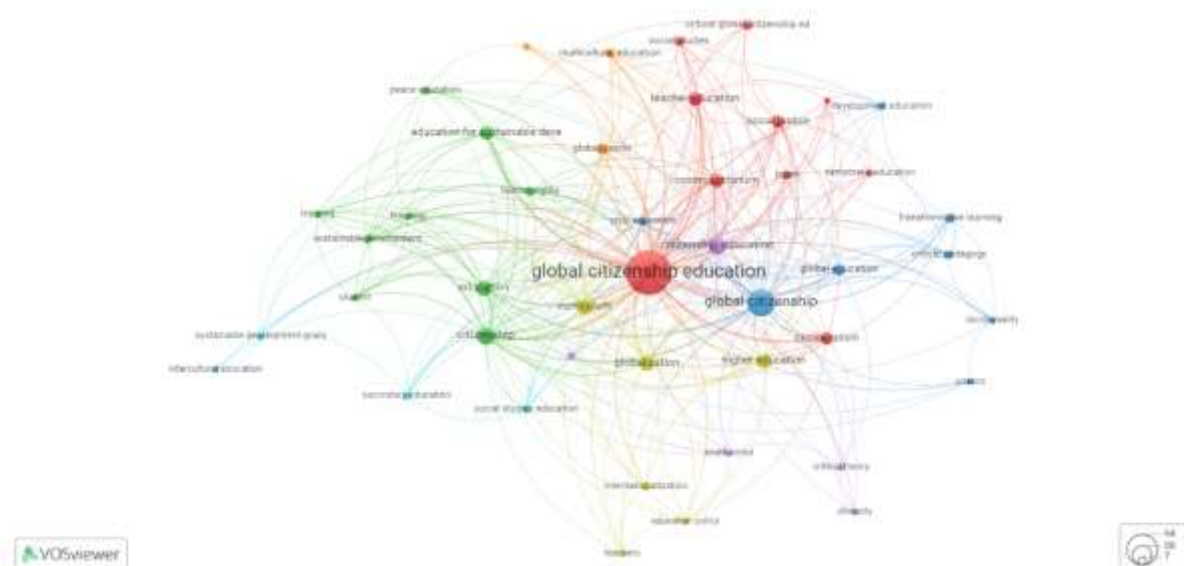
Figure 5 Keyword Co-Occurrence Network

The 45 keywords were grouped into clusters which are represented with different colors in the network displayed in Figure 5. Each cluster reflects a research focus. The red cluster is the largest cluster with 10 keywords. The node size of 'cosmopolitanism', 'social justice' and 'neoliberalism' are relatively large compared to other nodes in the cluster. Thus, these keywords reflect the research focus named 'global citizenship education.' The green cluster consisted of nine keywords, in which 'citizenship' 'sustainable development', ' human rights' , and 'peace education ' were the four keywords with the largest node size. The blue cluster consisted of eight keywords, whereby 'global citizenship', 'global education', and 'civic education' were the three largest nodes in the cluster. The light-yellow cluster is the smallest cluster which only consists of six keywords. 'Globalization' is the node with the largest size, followed by 'higher education, curriculum'.

4. Discussion

This study intended to capture the research landscape related to Global Citizenship education Since starting published to 2023 . The following sections present the findings related to each research question.
What Is the Current Publication Trend of Research Related to Global Citizenship Education?
The findings reveal a consistent upward trend in publications related to global citizenship and global citizenship education since 2013. This aligns with the analysis conducted by Bozkurt et al., (2021), who noted a notable increase, particularly in 2015 and 2017. Additionally, a study by Pedraja-Rejas et al., (2023) in 2016 observed a significant surge in knowledge generation during that year. This surge is attributed to the increasing attention garnered by the field, possibly influenced by international organizations such as the United Nations actively prioritizing global citizenship. Notably, UNESCO's publication of reports like "Global Citizenship Education: An Emerging Perspective" (2013b)and "Global Citizenship Education: Preparing learners for the challenges of the 21st century" (UNESCO, 2014)has played a pivotal role. These reports emphasize the support for global citizenship education programs worldwide, with a primary aim of challenging and rethinking established concepts of citizenship and nationality (Haynes, 2019).The heightened interest from international organizations appears to have catalyzed a surge in research activities, as evidenced by the growing number of publications in recent years.What is the citation trend of research related to Global Citizenship education?
The citation trend of research related to Global Citizenship Education, based on the findings, exhibits a notable pattern of growth and impact over the years. This prove that Global citizenship education projects undertaken by international organizations for a better world and future also encourage researchers to pursue new research in this field.

 The citation trend in research related to Global Citizenship Education, as revealed by the findings, demonstrates a significant and consistent pattern of growth and impact over the years. This aligns with the idea that projects in global citizenship education initiated by international organizations for a better world and future serve as catalysts, inspiring researchers to delve into new studies within this field (PALAZ, 2021)Notably, the years 2016 and 2018 stand out with the highest number of cited papers, underscoring the influential status of global citizenship education during these periods. This is evident as many research articles published in 2016, at the latest, continue to be cited. Interestingly, the analysis indicates that 2016 recorded a higher number of cited publications compared to 2018, emphasizing the enduring impact of research conducted during that specific year.
In the year 2016, both the h-index (h-index = 14) and g-index (g-index = 22) reached their peak levels, indicating the unprecedented impact of articles published during that period. Table 3 provides a comprehensive

list of all documents published in 2016, revealing a noteworthy trend where 20 out of the 21 publications garnered more than five citations, with ten articles receiving over 20 citations each. A standout in this prolific year is the most cited article in the realm of global citizenship education, titled "International elite, or global citizens? Equity, distinction and power: the International Baccalaureate and the rise of the South" (Gardner-McTaggart, A., 2016). This article, cited extensively, stands out as a pivotal resource in research on the subject. Another influential piece is the article titled "Charting a democratic course for global citizenship education: Research directions and current challenges" by Myers, J.P. (2016). In essence, these findings underscore the significance of the articles from 2016, highlighting their lasting impact and their role as key resources in the ongoing discourse surrounding global citizenship education.

Table 4 List of documents published in 2016

Article	citation
[1] B√∂hm, M., Eggert, S., Barkmann, J., & B√∂geholz, S. (2016). **Evaluating sustainable development solutions quantitatively: Competence modelling for GCE and ESD. Citizenship, Social and Economics Education**	5
[2] Palmer, N. (2016). Seeing the forest for the trees: The International Baccalaureate Primary Years Programme exhibition and Global Citizenship Education. Journal of Research in International Education.	7
Hammond, C.D. (2016). **Internationalization, nationalism, and global competitiveness: a comparison of approaches to higher education in China and Japan.**	29
[3] Misiaszek, G.W. (2016). **Ecopedagogy as an element of citizenship education: The dialectic of global/local spheres of citizenship and critical environmental pedagogies.**	17
[4] Larsen, M.A. (2016). **Globalisation and internationalisation of teacher education: a comparative case study of Canada and Greater China. Teaching Education**	29
[5] Goren, H., & Yemini, M. (2016). **Global citizenship education in context: teacher perceptions at an international school and a local Israeli school.**	46
[6] Gilbertson, A. (2016). **Cosmopolitan Learning, Making Merit, and Reproducing Privilege in Indian Schools.**	15
[7] Sklad, M., Friedman, J., Park, E., & Oomen, B. (2016). **,€˜Going Glocal,€™: a qualitative and quantitative analysis of global citizenship education at a Dutch liberal arts and sciences college.**	25
[8] Sherman, P. (2016). **Preparing social workers for global gaze: locating global citizenship within social work curricula. Social Work Education.**	14
[9] Mikander, P. (2016). **Globalization as continuing colonialism: Critical global citizenship education in an unequal world. Journal of Social Science Education**	28
[10] Wang, C., & Hoffman, D.M. (2016). **Are we the world? A critical reflection on selfhood in U.S. global citizenship education**	27
[11] DiCicco, M.C. (2016). **Global citizenship education within a context of accountability and 21st century skills: The case of olympus high school.**	15
[12] Myers, J.P. (2016). **Charting a democratic course for global citizenship education: Research directions and current challenges.**	54
[13] Tichnor-Wagner, A., Parkhouse, H., Glazier, J., & Cain, J.M. (2016). **Expanding approaches to teaching for diversity and justice in K-12 education: Fostering global citizenship across the content areas**	30
[14] Bennett, L.B., Aguayo, R.C., & Field, S.L. (2016). **At Home in the World: Supporting Children in Human Rights, Global Citizenship, and Digital Citizenship.**	8
[15] Gaynor, N. (2016). **Shopping to save the world? Reclaiming global citizenship within Irish universities. Irish Journal of Sociology**	5
[16] Gardner-McTaggart, A. (2016). **International elite, or global citizens? Equity, distinction and power: the International Baccalaureate and the rise of the South. Globalisation, Societies and Education,**	65
[17] Kopish, M.A. (2016). **Preparing globally competent teacher candidates through cross-cultural experiential learning. Journal of Social Studies Education Research,**	26
[18] Krutka, D.G., & Carano, K.T. (2016). **Videoconferencing for global citizenship education: Wise practices for social studies educators. Journal of Social Studies Education Research**	19
[19] Leek, J. (2016). **Global citizenship education in school curricula. A polish perspective. Journal of Social Studies Education Research,**	11
[20] Hermann, I., Meijer, K., & Koesveld, S. Van (2016). **Global citizenship, tourism and consumerism: A narrative enquiry into the global consumer-citizen spectrum in students' study tour experiences.**	4
[21] Rapoport, A. (2016). **Challenges and opportunities: Resocialization as a framework for global citizenship education.**	5

As per the research findings, the year with the highest number of articles does not necessarily correspond to the same level of citations. For instance, in both 2009 and 2010, the total publications were five each. However, the total citations in 2010 more than doubled that of 2009, with figures of 104 and 242, respectively. This discrepancy underscores that the quantity of articles alone may not accurately reflect the impact or influence they have within the research domain.What is the geographical distribution of the publication and the collaboration pattern among countries in research related to Global Citizenship education?

The primary contributors to publications in the field of global citizenship education include the United States, United Kingdom, Canada, Australia, and Spain, representing key regions in North America, Oceania, and Europe. Noteworthy among these, the United States and the UK have established themselves as the most prolific nations, collectively responsible for almost one-third of the total publications throughout the years. Furthermore, these countries lead in various metrics, such as total citations, average citations per cited publication, h-index, and g-index. This observation aligns seamlessly with existing records that underscore the

United States and the UK's prominent roles at the forefront of the majority of research endeavors in this field(Bozkurt et al., 2021; PALAZ, 2021). Meanwhile, Canada, Australia, and Spain distinguish themselves with exceptional performance, boasting the highest publication rates among the contributing countries.

The collaboration pattern further highlights the United States as the leading contributor to publications in global citizenship education. Not only does the U.S. produce the largest number of publications, but it also engages in collaborative efforts with various countries across different continents. This signifies the global reach and influence of U.S.-led research initiatives in the field. The collaborative nature of these efforts suggests a concerted and inclusive approach, fostering a diverse exchange of ideas and perspectives. Such international collaborations can contribute to a more comprehensive understanding of global citizenship education, incorporating insights from different cultural contexts and educational systems. Additionally, this collaborative pattern may contribute to the dissemination of knowledge and best practices on a global scale, ultimately promoting the advancement and impact of research in the field.What are the foci of the research on Global Citizenship education?

The outcome of the co-keyword analysis highlights the prevalence of key terms such as "global citizenship education," "global citizenship," and "citizenship" as the most frequently utilized keywords. Additionally, the inclusion of words like 'cosmopolitanism,' 'social justice,' 'neoliberalism,' 'sustainable development,' 'human rights,' 'peace education,' 'civic education,' 'Globalization,' and 'higher education' captures the attention of researchers in the context of global citizenship.

This observation suggests a growing interconnectedness of the issue of global citizenship with diverse fields of education. The prominence of these keywords implies a broader and more nuanced exploration of global citizenship within the educational landscape. The multifaceted nature of the identified keywords indicates an evolving discourse that encompasses various dimensions of global citizenship, ranging from socio-political concepts like cosmopolitanism and social justice to educational frameworks such as civic education and higher education.

The findings align with the results of previous keyword analyses conducted by (PALAZ, 2021).These studies highlighted citizenship education, citizenship, and education as central themes, with a specific emphasis on global citizenship, global education, and global citizenship education. The congruence of these results underscores the sustained emphasis on these core themes in recent research endeavors.

In essence, the identified keywords not only reflect the current research landscape but also hint at the expanding scope of global citizenship studies. The diverse range of keywords indicates a comprehensive exploration of the subject, suggesting an interdisciplinary approach that encompasses social, political, and educational dimensions. As scholars continue to delve into these interconnected aspects, it is evident that global citizenship has become an integral and dynamic focal point within the broader field of education.

5. Conclusion

The purpose of this study was to examine articles published in Scopus-indexed journals on global citizenship education. Several factors are considered in this context, including the Current Publication Trend of Research, the Citation Trend of Research, the Geographic Distribution of Publications, and the Co-publication Pattern among countries associated with the research topic, as well as the Research Focus. It is possible to use these results to guide researchers working on this topic at the point of publishing, creating cooperation, and gaining a better understanding of the intellectual foundation of the field. For subsequent studies related to the topic, studies in other databases can also be utilized, such as ProQuest. An article and a chapter book were included in this study. Another type of document may be included in future research.

6. Limitations

It is important to address several limitations of the present study. Firstly, we only used Scopus data for this analysis, which might have missed part of the total number of publications. Furthermore, although the study excluded conference reviews and dissertations to increase the quality of the included research, some valuable articles were left out. Furthermore, since the data were retrieved on 24 Mar 2023, articles published after that date were not considered. It should be noted, therefore, that the findings of this study may be subject to some errors due to the large amount of relevant documents.

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