

# Trends in global education studies regarding social studies education: 2000-2023\*

Journal of Innovative Research in Teacher Education, 4(1), 77-91.

ISSN: 2757-6116

<http://www.jirte.org>

DOI: 10.29329/jirte.2023.531.5

Received: 10/01/2023

Revised: 31/02/2023

Accepted: 12/03/2023

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## Abstract

In this study, the aim is to examine the trends of studies in global education regarding social studies education. The descriptive survey method, one of the quantitative research methods, was used in the study. Within the scope of the research, a systematic literature review was conducted using the keywords 'social studies' and 'global education' in the Web of Science (WoS) database. In the data collection process of the research, academic studies in the Web of Science (WoS) indexes were accessed. 2,182 academic studies in the category of 'Education/Educational Research' between 2000-2023 were included. As a result of the research, it was found that studies in global education regarding social studies have been researched since 2000, the studies have increased regularly since 2005, the most common type of publication in global education regarding social studies is articles, the journals in which these articles are published are mostly open access, and English is one of the languages with the highest frequency of publication.

## Keywords:

Social studies education, global education, trend, web of science

**Cite:** Pehlivan-Yılmaz, A. (2023). Trends in global education studies regarding social studies education: 2000-2023. *Journal of Innovative Research in Teacher Education*, 4(1), 77-91. <https://doi.org/10.29329/jirte.2023.531.5>

\*Ethics committee approval is not required as this paper is a theoretical study.

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## INTRODUCTION

Globalisation is a process in which the concept of distance between countries is overcome and which refers to relationships, ways of life, economic activities, music, education and training, industrial and agricultural activities, and much more that deeply affect society (Giddens, 2013). The impact of the concept of globalisation is a multidimensional process and has both positively and negatively affected the language, culture and social structure of countries, as well as their economies. The increasing world population, consumption frenzy, and the increasing use of fossil fuels have caused and continue to cause destruction in all countries of the world. On the other hand, information and communication technologies have brought the concepts of time-space closer together and minimised the differences between regions. With the convergence of time-space concepts, countries have started to act together through various cooperation and organisations (Gezgin, 2005). Although this situation has contributed to economic development, through the globalisation process, our traditions, customs and value judgments have also passed through a global filter, and new value judgments have started to take their place in our lives (Şahin, 2011). In this process, where the world has become a global village, it has become inevitable that the local value judgements of a society are merged with global value judgements, and this situation has brought about change and transformation in education systems.

Education is seen as the most important means of disseminating and adopting the ideological views, economic systems and the perception of the type of citizen a society wants to raise. For this reason, it is at the centre of economic development, democratic processes and cultural processes (Kamens & McNeely, 2010). In this respect, raising individuals who have adapted to the developments occurring in countries in the globalising world can only be possible through education systems that keep pace with globalisation (Tezcan, 2002).

With globalisation, humanity has entered a new era and individuals have faced brand new practices and regulations in the new world order that has become a global village (Barber, 2000; Kirkwood-Tucker, Morris, & Lieberman, 2010). As a result of increasing inequalities and changing balances with globalisation, countries have started to experience overpopulation, international migration, environmental degradation and so on, and with this, the relationships and socio-economic environments of individuals in their daily lives have also started to change (Drucker 1993; Kennedy 1993). Nowadays, where individuals are born and what nationality they belong to is not very important in terms of the education they want to receive. All individuals have the right to receive education and, in the world conjuncture, individuals must have the necessary knowledge, skills, attitudes and values to be competent, responsible and sensitive citizens, not only of their own society or nation, but also of the world. In this respect, the necessity of a global education for a global age has emerged (Kirkwood-Tucker, Morris, & Lieberman, 2010).

Global education, in its most basic sense, can be defined as the process of enabling individuals to make sense of the interdependence and interdependent relations established by countries and different cultures in the world from a global perspective (American Association of Colleges for Teacher Education [AACTE], 1994). Global education includes learning the social, political, economic and cultural processes that transcend the national borders of countries with globalisation and having knowledge and skills about the problems and issues arising in the world related to these processes (Tye & Tye, 1992). Harvey (1982) also states that the basic philosophy of global education is that individuals should have a global perspective when evaluating different developments, both in their own societies and in the world.

Since the phenomenon of globalisation is multidimensional, it can be seen that the issue of global education, which is a subject that is emphasised in the educational literature with globalisation, is also multidimensional (Kirkwood-Tucker, Morris, & Lieberman, 2010). Although there are many different definitions of global education in the literature, Harvey's (1982) definition and classification, in particular, are accepted by many researchers. Harvey (1982) argues that diversified abilities and tendencies can be

encouraged within global education, and that a standardised education is not necessary, emphasising that each individual does not need to be brought to the same level of intellectual and moral development in order to act from a global perspective. With this view, Hanvey (1982) explains five dimensions of global perspective; Perspective Consciousness, 'State of the Planet' Awareness, Cross-Cultural Awareness, Knowledge of Global Dynamics, and Awareness of Human Choices. This classification is also taken as a basis in the education provided at schools in the United States of America, which is the starting point of global education (Kirkwood-Tucker, Morris, & Lieberman, 2010; Merryfield, 1997).

Global education is an approach that develops the knowledge, skills, attitudes and values necessary for the active participation of individuals in a globalised and interdependent world (Merryfield, 1995; 1997). The aim of global education is to help individuals acquire the necessary skills to live in a globalised world, to cope with complex problems, to guide students in creating a more peaceful world society and to provide new opportunities for teachers (Kirkwood 2001). Banks (2004) emphasises that students and teachers in particular should be sensitive and aware of cultural development, and that teachers should guide students in developing a global cultural identity.

The concept of global education has been rapidly studied in countries such as Australia, Canada and England after its homeland, the USA, and has taken its place in education systems. In Canada, in particular, a country which has taken important steps in the world today in terms of multiculturalism, it can be said that the reflection of global education on education systems has made a great contribution to the implementation of multiculturalism. This is because global education will negatively affect the later lives of individuals who are unaware of global and social problems, such as terrorism, population growth, migration, and insensitivity to cultural diversity (Angel & Avery, 1992; Massialas, 1989). Therefore, individuals can only be prepared for the globalising world with the cultural experience they will gain through global education (Merryfield & Kasai, 2004; Pike, 2000).

In the twentieth century, the concept of global education, which was widely discussed, started to be included in the social studies curriculum in Turkey in 2005 (Günel & Pehlivan, 2019). With the influence of global education, the 'Global Connections' learning area was included in the social studies curriculum in 2005 and, in this learning area, the aim was to provide students with knowledge, skills and values on topics such as relations between countries, common cultural and global heritage elements, sensitivity to global problems, and respect for differences (Ministry of National Education [MoNE], 2005). In addition, it was underlined in the programme that global education has social, political, economic and cultural dimensions and that it should be addressed interdisciplinarily in other learning areas. Since 2005, the social studies curriculum, in which the impact of globalisation is seen, was updated in 2018. In the new updated curriculum, it can be seen that globalisation and global education principles are included in both global connections and other learning areas.

The social studies course aims to '*help individuals become good citizens in an independent world, in a democratic society, aware of cultural differences and making rational decisions*' (National Council of Social Studies [NCSS], 1994: 3). Issues such as identity, interdependence and interdependence of countries, rights and responsibilities, global justice and equality, sustainability, welfare level, reduction of stereotypes and prejudices (Evans, 1987; GEP Australia, 2002), which are addressed within the scope of global education and play an active role in the individual's ability to become a global citizen, are important topics of social studies courses, which bring global education and social studies courses closer to each other (NCSS, 1994).

When the literature in Turkey is analysed, it can be seen that there are many domestic and international academic studies in global education. There are theoretical and review studies (Açıklın, 2010a; Açıklın, 2017; Aslan, 2016), textbook and curriculum review studies (Açıklın, 2010b; Doğan Çeken, 2006; Fırınç, 2006; Kaymakçı, 2012; Sağlam, Vural, & Akdeniz, 2011), as well as studies in global education and its

concepts (Akhan & Kaymak, 2021; Akpınar & Kranda, 2018; Balkar & Özgan, 2010; Egüz, 2017; Egüz, Öztürk, & Kesten, 2018; Günel, 2016; Kan, 2009; Koluman, 2011; Özkan, 2006; Öztürk & Günel, 2016; Tünkler, 2020). In addition to these studies, there are also many global education studies in the foreign literature.

Although many studies are encountered in the literature review, it is considered important to examine the studies in global education regarding social studies education in order to better understand global education and its topics in social studies, to prevent repetition by determining the current situation, and to give direction to future studies by revealing the trends related to global education. In this respect, it can be said that this research, which is a systematic literature review in global education issues in the field of social studies education, has an important place in the literature, which is the best guide of a research process.

## **Purpose of the Research**

This study aims to examine the trends of studies in global education regarding social studies education. In line with this purpose, answers to the following questions were sought in the research:

1. What is the numerical distribution of academic studies in global education regarding social studies education, based on years?
2. What is the distribution of academic studies in global education regarding social studies education based on publication types?
3. What is the distribution of academic studies in global education regarding social studies education based on the languages they are prepared in?
4. What is the distribution of academic studies in global education regarding social studies education based on the countries where they are conducted?
5. What is the distribution of academic studies in global education regarding social studies education based on the institutions to which the authors are affiliated?
6. What is the distribution of academic studies in global education regarding social studies education based on the place of publication?

## **METHOD**

### **Research Design**

In this study, the descriptive survey model, one of the quantitative research methods, was used in this research which aims to reveal how the studies in global education issues regarding social studies education are distributed according to the years, languages, types of publications, countries and places of publication between 2000 and 2023. The descriptive survey model is defined as a research approach that aims to describe a situation that has occurred in the past or that still exists today (Karasar, 2012). In this study, it was found appropriate to design the research in the descriptive survey model, since the objective was to reveal the current situation in global education studies regarding the field of social studies education from past to present.

### **Data Collection**

The Web of Science (WoS) databases were used in the data collection process of the research. On the Web of Knowledge Web page, all of the WoS databases were searched by combining the keywords 'social studies education' and 'global education' with the link 'and'. The 'topic' option was selected as the search criterion and the search was carried out through the 'title/abstract/keyword' criteria under this option. From the data obtained as a result of the search, starting from the earliest publication date, data for twenty-three years between 2000 and 2023 were accessed. As a result of the search, 2,844 published studies were reached and bibliometric data of 2,182 studies in the category of 'Education/Educational Research' in these publications constituted the data set of this research. In the

research, international electronic thesis databases (ProQuest et al.) were not consulted, and master's and doctoral theses were not evaluated.

### Analysis of Data

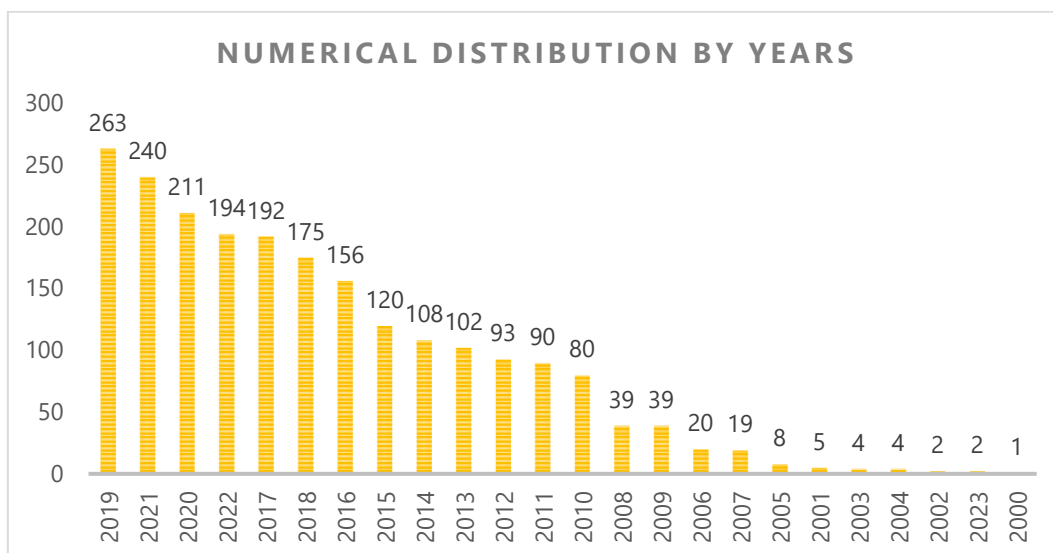
The descriptive analysis technique was used in the data analysis of the research. Descriptive analysis is an approach in which the data are summarized and interpreted within the framework of predetermined themes. Within this approach, data may be presented according to the themes determined by the research questions, as well as according to the questions or dimensions used in the interview and observation processes (Yıldırım & Şimşek, 2018). In the data analysis of this study, descriptive analysis was used since an attempt was made to reveal the distribution of research on global education issues in social studies education between 2000 and 2023 according to years, languages of publication, type of publication, countries of publication and places of publication. The findings obtained as a result of the analysis are reported.

## FINDINGS

In this part of the study, the numerical distribution of academic studies in global education regarding social studies education according to years, the languages in which they were prepared, the types of publications, the countries where the studies were conducted and the place of publication were explained under separate headings.

### Numerical Distribution of Academic Studies in Global Education Regarding Social Studies Education by Years

In the study, as a result of the descriptive analysis in global education regarding social studies education, it was seen that a total of 2,182 academic studies were conducted between 2000 and 2023. Information on the numerical distribution of academic studies in global education regarding social studies education according to years is shown in Figure 1.



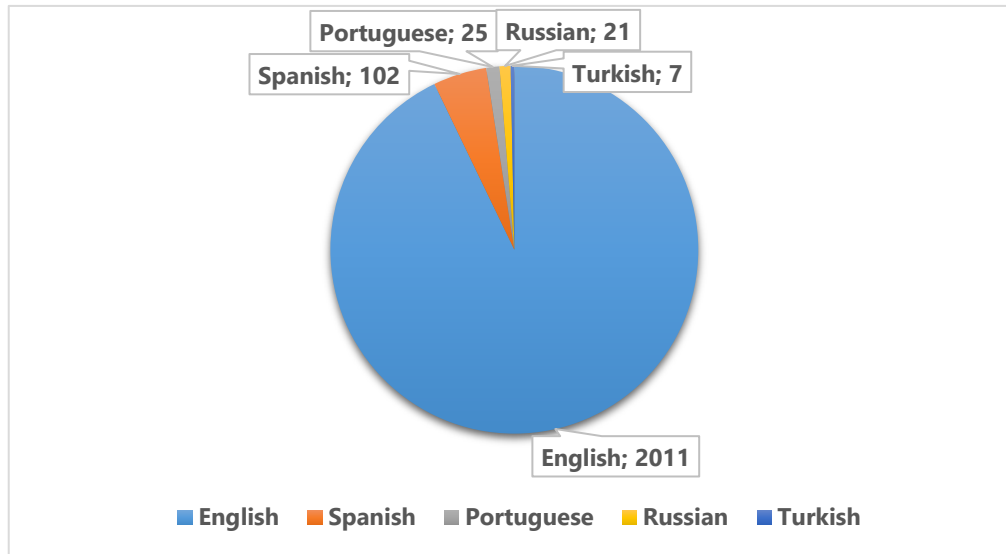
**Figure 1.** Numerical Distribution of Academic Studies in Global Education regarding Social Studies Education by Years

As can be seen in Figure 1, when the distribution of studies in global education topics regarding social studies education according to years is examined, the years with the most publications are 2019 (n=263), 2021 (n=240), 2020 (n=211), 2022 (n=194), 2017 (n=192), 2018 (n=175), 2016 (n=156), 2015 (n=120), 2014 (n=108), and 2013 (n=102). After the first ten years given respectively, the number of studies

decreases below one hundred, but it is seen that the number of studies continues to be equal or increasing compared to the previous year. In addition, as of the first quarter of the year 2023, it can be seen that global education issues were covered in two studies conducted in the field of social studies education, and one study that was conducted in 2000, which is accepted as the years when an understanding of global education started to spread.

### Distribution of Academic Studies in Global Education Regarding Social Studies Education Based on the Languages in Which They Are Prepared

The distribution of academic studies in global education regarding social studies education according to the languages in which they were prepared is shown in Figure 2.



**Figure 2.** Distribution of Academic Studies in Global Education Regarding Social Studies Education According to the Languages of Preparation (Top 5 Languages)

As can be seen in Figure 2, when the distribution of the academic studies in global education regarding social studies education is analysed according to the languages in which they were prepared, English (n=2011) is the most published language, followed by Spanish (n=102), Portuguese (n=25) and Russian (n=21). In the fifth place of the top five languages with the number of publications is Turkish with seven studies.

### Distribution of Academic Studies in Global Education Regarding Social Studies Education Based on Publication Types

Information on the distribution of academic studies in global education regarding social studies education according to publication types is shown in Table 1.

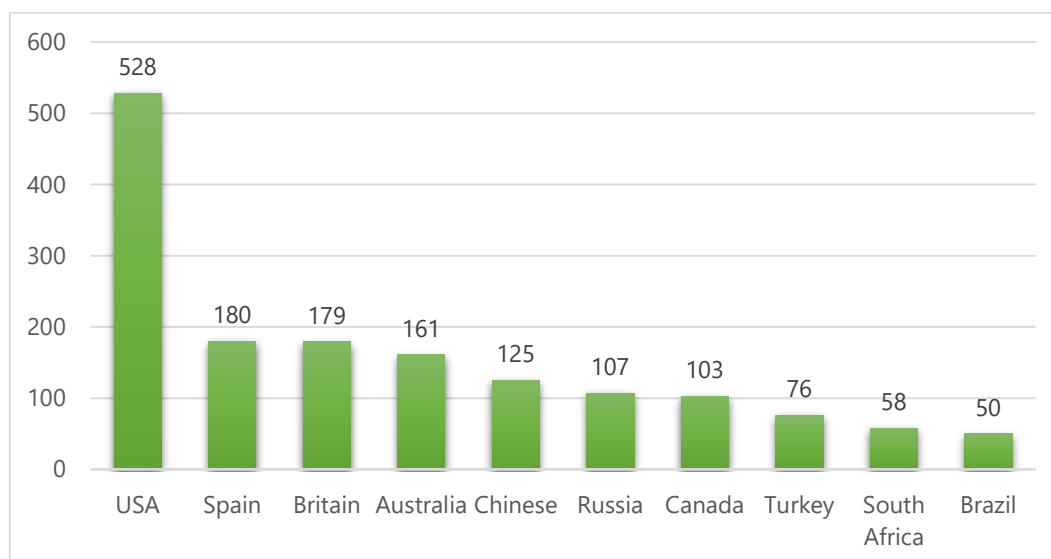
**Table 1.** Distribution of Academic Studies in Global Education Regarding Social Studies Education According to Publication Types

Publication Types	n	%
Article	1,583	72.548%
Proceeding Paper	555	25.435%
Book Chapters	102	4.675%
Early Access	93	4.262%
Review Article	44	2.016%
Editorial Material	9	0.412%

As can be seen in Table 1, when the distribution of academic studies in global education regarding social studies education according to publication types is analysed, the most common type of research is research article. Among the 2,182 publications in global education regarding social studies education, 1,583 of them, 72,548%, were published as articles. Of the remaining publications, 555 of them, 25,435%, were made in the type of proceeding paper. The third place in the distribution of academic studies according to publication types is the book chapter. Of the total number of publications, 102, 4.675%, were published in the book chapter type. The first three types of publications are early access publications (n=93) with 4,262% and review articles (n=44) with 2,016%, respectively. Nine publications were published as editorial material.

### **Distribution of Academic Studies in Global Education Regarding Social Studies Education Based on the Countries in Which They Were Conducted**

While obtaining information concerning the distribution of academic studies in global education regarding social studies education according to the countries where they were conducted, the first ten countries were taken into consideration, since twenty-eight countries were below 1% in terms of percentage. Information on the distribution of academic studies in global education regarding social studies education according to the countries where they were conducted is shown in Figure 3.



**Figure 3.** Distribution of Academic Studies in Global Education Regarding Social Studies Education by Countries (Top Ten Countries)

As can be seen in Figure 3, when the distribution of the studies in global education issues regarding social studies education is analysed according to the countries in which they were conducted, the country with the highest number of publications is the United States of America (USA) with 528 publications. The USA is followed by Spain with 180 publications. Other countries are England (n=179), Australia (n=161), China (n=125), Russia (n=107), Canada (n=103), Turkey (n=76), South Africa (n=58) and Brazil (n=50). Among the countries where studies in global education issues regarding social studies education were conducted, Turkey ranked eighth with 76 publications.

### **Distribution of Academic Studies in Global Education Regarding Social Studies Education Based on the Institutions to which the Authors are Affiliated**

When the information on the distribution of academic studies in global education regarding social studies education according to the institutions to which the authors are affiliated was analysed, the ten institutions with the highest number of publications in the Web of Science (WoS) indexes were considered. As a result of the analysis, it was found that twenty-eight items of data did not contain



information about the institution. The distribution of academic studies on global education in social studies education according to the institutions to which the authors are affiliated is shown in Table 2.

**Table 2.** Distribution of Academic Studies in Global Education Regarding Social Studies Education according to the Institutions to which the Authors are Affiliated (Top Ten Institutions)

Name of Institution	Country	n	%
University of London	United Kingdom	31	1.421%
University of North Florida	USA	26	1.192%
Monash University	Australia	24	1.100%
Columbia University	USA	23	1.054%
Columbia University Teachers College	USA	23	1.054%
University of London Academy	England	23	1.054%
University of California	USA	23	1.054%
University of Hong Kong	China	22	1.008%
UCL Institute of Education	United Kingdom	21	0.962%
Kazan State University	Russia	19	0.871%

As can be seen in Table 2, when the distribution of the academic studies in global education regarding social studies education was analysed according to the institutions to which the authors were affiliated, it was found that the institution with the highest number of publications was the University of London in England (n=31). The University of London was followed by the University of North Florida with 26 studies, Monash University with 24 studies, the University of Columbia, the University of Columbia Teachers College, the University of London Academy and the University of California with 23 studies. The distribution of academic studies in global education regarding social studies education according to the institutions to which the authors are affiliated is in the eighth place with 22 publications, followed by the University of Hong Kong. In ninth place is the UCL Institute of Education in England (n=21) and in tenth place is Kazan State University in Russia (n=19).

When the data on the distribution of academic studies according to the countries in which they were conducted are analysed in the Turkish sample, the ten institutions in the top five hundred are shown in Table 3.

**Table 3.** Distribution of Academic Studies in Global Education Regarding Social Studies Education in Turkey according to Institutions

Institution Name	n	%
Anadolu University	11	0.504%
Middle East Technical University	6	0.275%
Hacettepe University	4	0.183%
Sakarya University	4	0.183%
Ankara University	3	0.137%
Ataturk University	3	0.137%
Bahcesehir University	3	0.137%
Aksaray University	2	0.092%
Balikesir University	2	0.092%
Firat University	2	0.092%



When Table 3 is analysed, it can be seen that the academic studies in global education regarding social studies education in Turkey were conducted at Anadolu University (n=11), Middle East Technical University (n=6), Hacettepe University (n=4), Sakarya University (n=4), Ankara University (n=3), Atatürk University (n=3), Bahçeşehir University (n=3), Aksaray University (n=2), Balıkesir University (n=2) and Fırat University (n=2).

#### **Distribution of Academic Studies in Global Education Regarding Social Studies Education Based on the Place of Publication**

When the data on the distribution of academic studies in global education regarding social studies education according to the place of publication were analysed, it was concluded that 262 data entries were made regarding the places of publication. Except for the first six of these publishing houses, other publishing houses published between one and forty-seven publications. It was noted that the first six publishing houses constituted 65% of the total number of publications. Information on the distribution of academic studies in global education regarding social studies education according to the place of publication is shown in Table 4.

**Table 4.** Distribution of Academic Studies in Global Education Regarding Social Studies Education According to the Place of Publication

<b>Place of Publishing</b>	<b>n</b>	<b>%</b>
Taylor & Francis	530	24.290%
lated-Int Assoc Technology Education & Development	336	15.399%
Springer Nature	197	9.028%
Emerald Group Publishing	147	6.737%
Sage	107	4.904%
Elsevier	88	4.033%

As can be seen in Table 4, when the findings obtained regarding the distribution of academic studies in global education regarding social studies education according to the place of publication are analysed, we see that Taylor & Francis (n=530) is the most published place with a rate of 24.290%. The second most common publishing house was lated-Int Assoc Technology Education & Development (n=336) with a rate of 16%. These publishers are followed by Springer Nature (n=197), Emerald Group Publishing (n=147), Sage (n=107) and Elsevier (n=88).

When the data on the distribution of academic studies according to the place of publication were analysed in the Turkey sample, six publishing houses were found to be in the list. Information on the distribution of academic studies in global education regarding social studies education in Turkey according to the place of publication is shown in Table 5.

**Table 5.** Distribution of Academic Studies in Global Education Regarding Social Studies Education in Turkey according to the Place of Publication

<b>Place of Publishing</b>	<b>n</b>	<b>%</b>
Anı Publishing	7	0.321%
Anadolu University Publications	5	0.229%
Pamukkale University Publications	3	0.137%
Pegem Academy Publishing	3	0.137%
Hacettepe University Publications	2	0.092%
Turkish Education Association	2	0.092%

When Table 5 is analysed, it can be seen that the academic studies in global education regarding social studies education in Turkey were published in Anı Publishing (n=7), Anadolu University Publishing (n=5),

Pamukkale University Publishing (n=3), Pegem Akademi Publishing (n=3), Hacettepe University Publishing (n=2) and the Turkish Education Association (n=2), respectively.

## DISCUSSION and CONCLUSION

In this section, the results of the descriptive analysis of 2,182 academic studies in the category of 'Education/Educational Research' between 2000 and 2023, which were accessed in the Web of Science (WoS) indexes used in the data collection process, are presented and the results of the research are discussed in comparison with other research in global education issues regarding social studies.

In the study, the distribution of studies in global education issues regarding social studies education according to years was examined, and it was determined that the highest number of publications was made in 2019 among a total of 2,182 academic studies between 2000 and 2023, followed by 2021 and 2020. From this result, it can be inferred that global education issues regarding social studies education have been given more importance in recent years. It was concluded that the number of studies decreased below one hundred after the first ten years with the highest number of publications and continued in equal or increasing numbers compared to the previous year. It was observed that the number of studies in global education issues regarding social studies education was very limited in terms of quantity, particularly between 2000-2005, and that there was a noticeable increase in the number of studies as of 2006. Kamens and Benavot (2011) also examined the learning assessments of developing countries between 1960 and 2009, and drew attention to an increasing demand for accountability in education, especially over the last three decades, influenced by globalisation and international policies. The Global Education Digest (2022) also stated that the number of publications on the theme of global education and related topics in 2022 has been increasing compared to the number of studies in global education in previous years. It can be said that this situation stems from a recognition that the impact of globalisation is present in almost every field, especially after 2000, and that it has become an issue that needs to be considered, especially in the education process. Indeed, the Global Education Digest (2022) stated that the reason for the increase in publications in global education and its subtopics may be the new European Declaration on Global Education by 2050 adopted in Dublin 2022 and the revision of the 1974 UNESCO Recommendation within the framework of international understanding, cooperation and peace education. In addition, as of the first quarter of 2023, it was observed that two publications were included in the literature.

Another result of the study is the distribution of academic studies in global education regarding social studies education according to the languages in which they were prepared. In the study, it was found that most of the studies were prepared in English. The Global Education Digest (2022) also pointed out in its research that there has been a significant increase in the number of publications in English in the previous year. It can be said that the most important reason for the publication language of the studies to be English is that English is an internationally accepted language in academic studies worldwide. In addition, it can be said that the fact that publishing houses and journals indexed in the Web of Science (WoS) databases, which are the source of the data collection process of the research, prefer English as the language of publication may have contributed to this result. In addition, it was determined that the Turkish language ranked fifth as the language of publication.

In the distribution of academic studies in global education regarding social studies education according to publication types, it was concluded that the most common type of research was research articles, followed by papers, book chapters and review articles. Günel and Pehlivan Yılmaz (2019) also conclude in their study that the most common type of publication in Turkey is the article. According to these results, it can be concluded that there is a parallelism in the type of publications in global education issues regarding the social studies course. In addition, Yeşiltaş and Cantürk (2022) found that it is possible that the fact that articles are generally preferred as the type of publication in research may be

due to the fact that researchers prefer the article type at the stage of creating and presenting their scientific views.

Another result of the research is the distribution of studies in global education issues regarding social studies education according to the countries in which they were conducted. In the study, it was found that the country with the highest number of publications was the United States of America (USA) with 528 publications. Considering the definition and sub-themes of global education in the literature, it is known that it has a scope at a level of knowledge, skills and values, such as respect for differences, interdependence and interdependence in the world, reducing prejudices, recognising differences, and gaining multiple perspectives ((Fuller & Stevenson, 2019; Merryfield,1995; Scheunpflug & Asbrand, 2006). Considering the general social structure of the USA, it can be said that global education is a starting point due to its multinational structure and may have focused on studies. In addition, it was determined that Turkey ranked eighth with seventy-six publications among the countries where studies in global education issues regarding social studies education were conducted. Günel and Pehlivan (2015) and Kaymakçı (2012) state that global education studies regarding social studies in Turkey are limited in terms of the number of publications. Based on the results of these studies and Turkey's 8th place in the ranking of the number of publications, it can be concluded that the number of studies conducted in Turkey has increased in recent years.

In the study, it was determined that the institution with the highest number of publications was the University of London in England in the distribution of academic studies in global education regarding social studies education, according to the institutions to which the authors were affiliated. Although the highest number of publications is in the USA, the fact that the institution with the highest number of publications is in the UK can be considered as a different result. In Turkey, the highest number of academic studies was found to be at Anadolu University with eleven. Günel and Pehlivan Yılmaz (2019) also conclude in their study that Anadolu University is the university with the highest number of publications in global education regarding social studies education in Turkey.

In the research, in the distribution of academic studies in global education regarding social studies education according to the place of publication, it was determined that the first six publishing houses constituted 65% of the total number of publications, and that the most common place of publication was Taylor & Francis with a rate of 24.290%. In the Turkey sample, it was concluded that the academic studies in global education regarding social studies education were mostly published by Anı publishing. Günel and Pehlivan Yılmaz (2019) also found in their research that the publishing house that publishes the most is Pegem Academy. Based on these results of the study, it can be inferred that the number of publications has increased in favour of Anı publishing, especially between 2019-2023.

Based on the results of the research, a number of suggestions can be made for future studies. In this study, the research in global education regarding social studies education based on the Web of Science databases were analysed in terms of number of publications, publication type, publication language, country of publication, institutions and publishing houses, and an attempt was made to establish a general framework regarding the current status of global education studies in social studies education. The study was limited to academic research in global education regarding social studies education based on Web of Science databases. In this sense, it can be said that the research made will fill a certain gap in the literature, but it can also be supported by other studies. It is thought that similar studies could be carried out using other publications and theses on this subject through different databases. Another limitation of the research is that the research in global education regarding social studies education was examined within the scope of a number of publications, publication type, publication language, country of publication, institutions and publishing houses. The Web of Science databases also include information in different categories, such as citation index, book series, conferences, author groups. Further research could be conducted with these categories to complement this study. In this way, the

pioneers and their work in the field of global education will be brought to the forefront, and a bibliography of the first reference sources for future research will be made. Similar research could be conducted in different databases, such as Elsevier, Scopus, EBSCO, ProQuest, ScienceDirect, Google Scholar and the framework could be expanded with comparative analyses including the results of this research. Moreover, global education is an extremely comprehensive and multidimensional approach. In order to reveal which studies focus more on the global education approach, similar studies could be conducted on a variety of topics such as global citizenship, global issues, multicultural education, intercultural relations, all of which are part of global education. After this, these topics could be combined into one study to create a broader global education framework.

### Statement of Researchers

**Researchers contribution rate statement:** The author's contribution rate is 100%.

**Conflict statement:** None.

**Support and thanks:** None.

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