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Bibliometric analysis of studies on gastronomy education in Türkiye

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ABSTRACT

This study aims to conduct a bibliometric analysis of academic studies on gastronomy education in Türkiye. In the study, a total of 87 studies – 40 articles, 33 conference paper, 12 theses, and two books – were examined as a result of searches in Turkish and English using the Council of Higher Education Academic Search (YOK Academic) database with the keywords "gastronomy education" and "gastronomy and culinary arts education". Studies that were repetitive, off-topic, and whose full texts could not be accessed were systematically eliminated and excluded from the analysis. The data were analyzed using frequency and percentage analyses in Microsoft Excel. The studies were classified according to parameters such as publication type, scope, subject headings, research methods, keyword distribution, journals in which the articles were published, and events in which the reports were presented. The findings show that the most common publication type was articles, comprising 45.98%, followed by conference papers (37.93%), theses (13.79%), and books (2.30%). It was determined that the distribution between national and international publications was nearly equal (52.87% national, 47.13% international). Among the research topics, "Current Status, Problems and Solution Proposals of Gastronomy Education" was the most frequently studied area. In terms of research methods, it was observed that 49.41% of the studies employed qualitative methods, 40% used quantitative methods, and 10.59% used mixed methods. Additionally, "gastronomy" and "gastronomy education" were the most frequently used keywords. It was revealed that the less frequently used keywords reflected the multidisciplinary structure and different subfields of gastronomy.

KEYWORDS

Gastronomy, gastronomy education, bibliometric analysis.

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INTRODUCTION

Gastronomy education holds an important place today as a multifaceted academic field that encompasses food culture, culinary skills, and restaurant management from an interdisciplinary perspective (Burke & Danaher, 2018). Gastronomy education encompasses not only cooking techniques and culinary arts but also covers topics such as food science, menu design, nutrition, food safety, and food management (Zahari et al., 2009). Gastronomy education emphasizes to students that food should be studied in its cultural, historical, and socio-economic context, thus developing an understanding that food is not only an object of consumption but also a form of cultural expression (Hegarty, 2011). Gastronomy education is a process that aims to gain knowledge and skills in the preparation and presentation of food in a disciplined manner (Kuhn et al., 2024). In addition to teaching students culinary techniques, this education includes important elements such as enhancing the perception of flavor, fostering creativity, understanding cultural diversity, and staying informed about gastronomic trends (Santich, 2004). In Türkiye, gastronomy and culinary education continued in the framework of a master-apprentice relationship until the 1960s. After this period, the education process gained a formal structure. Culinary education, which was previously offered at the associate degree level in the 1980s, was elevated to the undergraduate level as of 2000 and began to be offered in universities through both formal and distance education methods (Şat et al., 2023). In the department of gastronomy and culinary arts, students are trained in subjects such as food, beverage, kitchen, cafe, and bar management. Competent personnel and expert chefs are also trained in the field of kitchen management, acquiring the knowledge and skills necessary to compete in the sector (Ekincek et al., 2017). The number of gastronomy and culinary arts departments is gradually increasing in Türkiye (Şimşek et al., 2020). Achieving sustainable competitive advantage in the field of gastronomy depends on the existence of qualified human resources and practical managerial elements. This situation reveals the importance of educational activities in the field of gastronomy (Sökmen & Karamustafa, 2024).

In recent years, the increase in the number of gastronomy departments in universities and the increasing popularity of this field have led to a significant increase in the number and diversity of academic studies on gastronomy education. This situation necessitates a systematic review and analysis of the existing literature in the field. The aim of this study is to identify current trends, research topics, and development processes in the field, as well as to provide potential directions for future research by conducting a bibliometric analysis of studies in the field of gastronomy education. This research aims to evaluate existing studies and identify gaps in the literature comprehensively.

RELATED LITERATURE

History of Gastronomy Education and Development Processes in Türkiye

Gastronomy education has undergone a significant transformation over time, aligning with both cultural and commercial needs (Maberly & Reid, 2014). Early gastronomy education practices were generally aimed at teaching culinary arts among a limited group of people, and this process was widespread in palace kitchens and among the elite classes in Europe (Santich, 2004). The foundations of modern gastronomy education were laid in the 19th century under the influence of French culinary culture (Corrado, 2022). French cuisine was a pioneer of the professionalization process, and renowned chefs such as Marie-Antoine Carême and Auguste Escoffier began to teach culinary arts in a more systematic manner (Mac Con Iomaire, 2013). In the 20th century, particularly with the rise in the number of restaurants and hotels, gastronomy education became increasingly institutionalized. Culinary schools started to open in France in the early 1900s, and this model spread to other European countries and North America (Gillespie & Cousins, 2012). Gastronomy education has expanded to encompass not only culinary skills but also a multidisciplinary approach, including food science, nutrition, and restaurant management (Hegarty, 2011).

Gastronomy education in Türkiye is offered at state and foundation universities as well as private culinary schools. Gastronomy education in our country began in 1997 with the launch of

a two-year culinary program at Bolu Mengen Vocational School. Subsequently, in 2003, Yeditepe University became the first university to offer undergraduate-level education by establishing a gastronomy department under the Faculty of Fine Arts. Following this development, there has been a rapid increase in the number of universities offering gastronomy education (Beyter et al., 2019). In state universities, gastronomy education began with the establishment of the “Gastronomy and Culinary Arts.” However, in earlier periods, partial culinary education was provided in programs such as “Food and Beverage Management,” “Tourism Management,” and “Family Economics and Nutrition Teaching” (Öney, 2016). Since then, the number of universities offering gastronomy education has increased rapidly.

According to 2023 YÖK data, the culinary arts program is offered at 77 state and 27 foundation universities, while the gastronomy and culinary arts department is offered at 60 state and 35 foundation universities (YÖK 2023; cited in (Bişiren & Gençer, 2023). The gastronomy and culinary arts undergraduate program in Türkiye is an eight-semester education program that generally provides students with both theoretical knowledge and opportunities to develop practical skills (Yılmaz, 2019). Students are required to complete internships ranging from 60 to 150 days to graduate, and after completing these internships, they gain real-world work experience in the sector, increasing their potential for finding employment after graduation (Şat, Sezen & Doğdubay, 2023). Despite its relatively short history in our country, gastronomy education has quickly become a sought-after field of study, with various educational institutions and departments now offering programs in gastronomy education. In particular, the number and capacity of associate and bachelor's degree programs in culinary arts and gastronomy have been increasing every year (Öney, 2016).

Bibliometric Studies Published in the Field of Gastronomy

Bibliometric research is a quantitative approach to analyzing scientific literature and scientific publications to gain insights into various aspects of scientific research. It involves the application of statistical and computational techniques to bibliographic data such as publication records, citations, co-authorship networks, and keywords, to examine patterns, trends and relationships within the scientific community (Donthu et al., 2021). Bibliometric analysis also has practical applications such as assessing research productivity, measuring academic performance and shaping research policies (McBurney & Novak, 2002). These studies contribute to our understanding of the flow of knowledge in the academic world by providing valuable insights into scientific productivity. It is also critical for identifying emerging topics in research fields and possible future research directions (Ellegaard & Wallin, 2015). Bibliometrics employs a range of techniques and tools to analyze aspects of the literature. These methods include techniques such as analyzing the number of publications, calculating the number of citations, identifying collaborations between authors and determining the frequency of keywords and topics (Ellegard, 2018). Bibliometric studies typically aim to reveal changes and developments over time by comparing the literature with that of previous periods. In this way, it is possible to identify which topics are researched more frequently, which researchers stand out, and which journals have the most influence in the scientific field (Choudhary & Datta, 2024).

When bibliometric studies in the field of gastronomy are examined, postgraduate studies related to gastronomy tourism (Çuhadar & Morçin, 2020; Ercan, 2020; Aras, 2024; Gülcan, Ercan, Katlav, 2021; Tekeli & Tekeli, 2020), postgraduate studies in the field of gastronomy (Şahin et al., 2018; Şeyhanlıoğlu, 2023; Eşitti & Bay, 2023; Acar, Güldemir, Aksöz, 2020; Öztürk & Koç, 2024), studies on geographical indications (Arslan, 2022; Köşker, 2020; Cankül, Aydın, Erşahin, 2021; Fazlıoğlu, Başaran, Gülen, 2024; Adabalı, 2023). Additionally, there are studies on slow food (Coşkun & Gençer, 2024), fusion cuisine (Kaya, Ercan, Erdoğan, 2024), neurogastronomy (Sarı et al., 2024), the Michelin Guide (Temizkan & Aktepe, 2024), molecular gastronomy (Ceylan & Sarıışık, 2018), regional foods (Ayaz & Türkmen, 2018), and street foods (Kargiglioğlu, 2021).

As a result of the literature review, two studies examining research related to gastronomy education were found. First, Eşitti and Bay (2023) conducted a bibliometric analysis of theses on gastronomy education. The second study, by Sökmen and Karamustafa (2024), was limited to seven national and ten international studies, which were identified through a systematic

literature review conducted in the Web of Science (WoS) and Scopus databases. This situation indicates that the academic literature in the field of gastronomy education in Türkiye has not yet been thoroughly examined. The originality of this study lies in its extensive literature review, including published papers, articles, books, and theses related to gastronomy education. Although the study examined theses related to gastronomy education, it was re-examined using different parameters to ensure the integrity of the subject and the originality of the study.

METHOD

This study aims to examine the existing literature by conducting a bibliometric analysis of studies on gastronomy education in the YOK Academic database, to identify trends and deficiencies in this field. The study aims to contribute to the understanding of the current situation in the field and to guide future research by providing a general framework of research in the field of gastronomy education. Bibliometric studies are an important research method that helps to understand the scope, trends, interactions, and development processes of research in a particular subject, field, or discipline by systematically examining the literature in the academic and scientific field (Donthu et al., 2021). Bibliometric studies use numerical and statistical data to analyze the overall structure and key themes of the literature, allowing researchers to track the progress of science and the diffusion of knowledge (Alsharif et al., 2020).

Table 1.

Bibliometric Analysis Process and Distribution of Studies Included in the Analysis (Source: Own research)

| Stage | Description | Article | Conference Paper | Book | Thesis |
|-----------------------------------|--|---------|------------------|------|--------|
| 1. Database Search | Total number of works found in the YOK Academic database using the keywords "gastronomy and culinary arts education" and "gastronomy education". | 69 | 44 | 3 | 12 |
| 2. Removal of Duplicates | 21 duplicate articles and 7 duplicate papers were removed. | 48 | 37 | 3 | 12 |
| 3. Exclusion of Irrelevant Works | Eight articles, one paper, and one book that did not match the keywords and topic content were excluded. | 40 | 36 | 2 | 12 |
| 4. Removal of Inaccessible Works | 3 inaccessible papers were excluded. | 40 | 33 | 2 | 12 |
| 5. Studies Included in the Review | Final studies included in the review. | 40 | 33 | 2 | 12 |

Table 1 shows the bibliometric analysis process and the distribution of the studies included in the analysis. The data were obtained by searching the Council of Higher Education Academic Search database (akademik.yok.gov.tr) on January 2, 2025, using the keywords "gastronomy education" and "gastronomy and culinary arts education" in both Turkish and English. No year restriction was made during the search. The reason for using this database is that it is a platform where researchers share their publications extensively, and it is an official database that hosts academic studies established by the Council of Higher Education. A total of 69 articles, 44 papers, three books, and 12 thesis studies were identified in the research. These studies were passed through the elimination stages in the table, and the publications included in the final review were determined. In the review, a total of 28 studies –comprising 21 articles and seven papers – were excluded from the analysis due to the repetition of studies with multiple authors in the database system, such as authors entering the system separately. Eight articles and one paper were excluded from the analysis because they did not match the keywords or the content of the study subject, as determined by a thorough examination of the entire study. The full texts of 3

papers uploaded to the database could not be accessed and were not included in the bibliometric analysis. Frequency and percentage analysis were performed on the data Microsoft Excel. The studies were analyzed according to the following parameters: distribution by year, type of publication, scope, study topics, research method, keyword distribution, distribution of journals in which articles were published, and distribution of events in which papers were published.

FINDINGS

The findings obtained from the bibliometric analysis of the studies are presented below.

Table 2.

Distribution of Studies by Publication Type (Source: Own research)

| Publication Type | f | % |
|------------------|-----------|------------|
| Article | 40 | 45.98 |
| Conference Paper | 33 | 37.93 |
| Thesis | 12 | 13.79 |
| Book | 2 | 2.30 |
| Total | 87 | 100 |

When Table 2 is analyzed, it is evident that articles have the highest share, at 45.98%, followed by papers at 13.79%, books had the lowest share among publication types with 2.30%.

Table 3.

Distribution of Publications by Scope (Source: Own research)

| Scope | Article | Conference Paper | Thesis | Book | Total | % |
|---------------|-----------|------------------|-----------|----------|-----------|------------|
| National | 23 | 11 | 12 | | 46 | 52.87 |
| International | 17 | 22 | - | 2 | 41 | 47.13 |
| Total | 40 | 33 | 12 | 2 | 87 | 100 |

According to their scope, national publications have a rate of 52.87% with 46 studies. 41 studies include international publications accounting for 47.13%. It is observed that the distribution between national and international publications is relatively close.

Table 4 shows the distribution of study topics. There are a total of 13 different study topics related to gastronomy education. Among these, 5 study topics include studies on gastronomy students. The current status, Problems, and Solution Suggestions of gastronomy education stand out as the most researched area, with nine articles, six papers, two thesis studies, and 17 studies in total. Technological approach applications in gastronomy education ranks second as a research topic with five articles, three papers, one thesis, and one book from all types of publications. The least number of studies on the research topic of "History and Development of Gastronomy Education," with only one article.



Figure 1. Word Cloud Representation of Distribution by Study Subjects (Source: Own research)

Table 4.

Distribution According to Study Subjects (Source: Own research)

| Study Topics | Article | Conference Paper | Thesis | Book | Total |
|--|-----------|------------------|-----------|----------|-----------|
| Current Status, Problems, and Solution Suggestions in Gastronomy Education | 9 | 6 | 2 | - | 17 |
| Technological Approaches in Gastronomy Education | 5 | 3 | 1 | 1 | 10 |
| Interdisciplinary Approaches in Gastronomy Education | 4 | 3 | 2 | - | 9 |
| Innovations and Trends in Gastronomy Education | 4 | 5 | - | - | 9 |
| Sustainability Studies in Gastronomy Education | 2 | 2 | 1 | 1 | 6 |
| Interaction Between Gastronomy Education and Social Media | 3 | 3 | - | - | 6 |
| Career Expectations of Gastronomy Students | 3 | 2 | 1 | - | 6 |
| Nutrition and Eating Behaviors of Gastronomy Students | 3 | 3 | - | - | 6 |
| Motivation Perceptions of Gastronomy Students | 2 | 3 | 1 | - | 6 |
| Examination of Internship Experiences of Gastronomy Students | 2 | 1 | 2 | - | 5 |
| Evaluation of Course Contents in Gastronomy Departments | 2 | 1 | - | - | 3 |
| Determining Professional Competencies of Gastronomy Students | - | 1 | 2 | - | 3 |
| History and Development of Gastronomy Education | 1 | - | - | - | 1 |
| Total | 40 | 33 | 12 | 2 | 87 |

Examining the distribution of publications by year (Figure 2), it is evident that the highest number of publications in the article type is six studies, as seen in 2019, and the highest number of publications in the paper type is also six studies, as observed in 2023. Thesis studies started in 2018, and it was determined that most publications were in 2020 and 2022. A total of 2 books were published in 2022 and 2023. In 2013, there were no studies in any publication type.

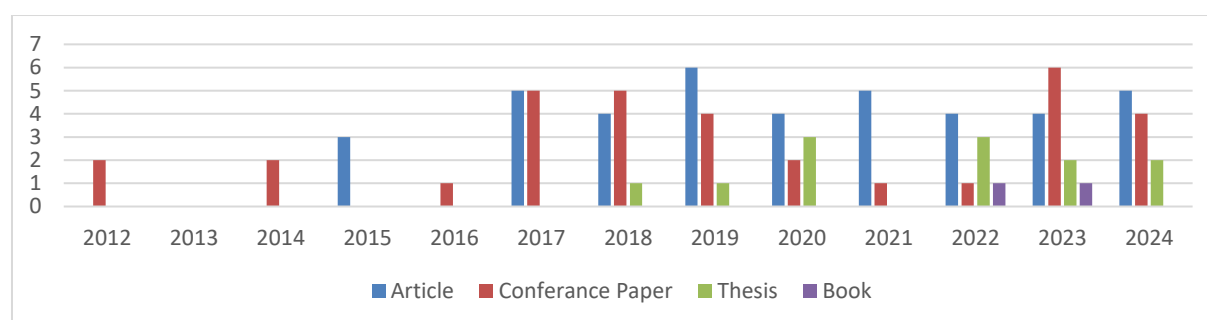
*Figure 2. Distribution of Publications by Year (Source: Own research)*

Table 5 shows the types of methods used in the studies. The most common method type was qualitative research, with a rate of 49.41% with a total of 42 studies (22 articles, 18 papers, two theses). In the second place, the quantitative research method was preferred by 40.00% with 16 articles, 14 papers, and four theses, and in the last place, the mixed method was preferred by 10, with two articles, one paper, and six theses.

Table 5.

Distribution of Studies by Method Type (Source: Own research)

| Method Type | Article | Conference Paper | Thesis | Total | % |
|--------------|-----------|------------------|-----------|-----------|-------------|
| Qualitative | 22 | 18 | 2 | 42 | 49.41% |
| Quantitative | 16 | 14 | 4 | 34 | 40.00% |
| Mixed | 2 | 1 | 6 | 9 | 10.59% |
| Total | 40 | 33 | 12 | 85 | 100% |

When the distribution of the studies according to the number of authors was examined (Table 6), it was determined that 49.35% (17 studies) had two authors. 17 studies (nine articles, eight papers) had one author with a rate of 22.08%, 13 studies had three authors (16.88%), and five studies had four authors (6.49%).

Table 6.

Distribution of Articles and Papers by Number of Authors (Source: Own research)

| Number of Authors | Article | Paper | Total | % |
|-------------------|---------|-------|-------|--------|
| Single Author | 9 | 8 | 17 | 22.08% |
| Two Authors | 21 | 17 | 38 | 49.35% |
| Three Authors | 9 | 4 | 13 | 16.88% |
| Four Authors | 1 | 4 | 5 | 6.49% |
| Total | 40 | 33 | 73 | 100% |

When Table 7 is analyzed, "Journal of Tourism and Gastronomy Studies with 12 articles, it was the journal with the highest number of studies published. "International Social Science Studies Journal" ranks second with four articles, and "Turkish Tourism Research Journal" ranks third with three articles. Two studies were published in the "OPUS International Journal of Community Studies" and the "Electronic Journal of Social Sciences." Other articles were published in different journals.

Table 7.

Distribution of the Journals in which the Articles were Published (Source: Own research)

| Journal Name | n |
|--|-----------|
| Journal of Tourism and Gastronomy Studies | 12 |
| International Social Science Studies Journal | 4 |
| Turkish Tourism Research Journal | 3 |
| OPUS International Society Research Journal | 2 |
| Electronic Journal of Social Sciences | 2 |
| Anatolia Tourism Research Journal | 1 |
| Eurasian Tourism Research Journal | 1 |
| International Turkish World Tourism Research Journal | 1 |
| European Journal of Research on Education | 1 |
| GSI Journals Serie A: Advancements in Tourism Recreation and Sports Sciences | 1 |
| International Journal on New Trends in Education and Their Implications | 1 |
| Business Research Journal | 1 |
| Journal of Global Tourism and Technology Research | 1 |
| Journal of Sivas Interdisciplinary Tourism Research | 1 |
| Procedia Social and Behavioral Sciences | 1 |
| Selçuk University Social Sciences Institute Journal | 1 |
| Travel and Hotel Management Journal | 1 |
| The Journal of International Social Research | 1 |
| Tourism and Recreation | 1 |
| Trakya University Social Sciences Institute Journal | 1 |
| Tourism Academic Journal | 1 |
| Tourism Research Journal | 1 |
| Total | 40 |

The distribution of papers in Table 8 shows that the "International Congress on Gastronomy Tourism Research with 11 papers takes the first place, followed by the "National Tourism Congress" with five papers. The following event is the "International Necatibey

Education and Social Sciences Research Congress," featuring two studies, and the other papers were presented in separate events.

Table 8.

Distribution of Papers According to the Event Presented (Source: Own research)

| Congress / Conference/ Symposium | f |
|---|-----------|
| International Gastronomy Tourism Research Congress | 11 |
| National Tourism Congress | 5 |
| International Necatibey Education and Social Sciences Research Congress | 2 |
| International Balkan Education and Science Congress | 1 |
| Eastern Mediterranean Tourism Symposium | 1 |
| International Social Sciences Symposium | 1 |
| International Youth Research Congress | 1 |
| International Conference on Educational Programs and Teaching | 1 |
| International Eurasian Tourism Congress | 1 |
| Tourism Council | 1 |
| Tourism Education Conference | 1 |
| Sustainable Living Congress | 1 |
| International Travel and Tourism Dynamics: Overtourism | 1 |
| International Sustainable Tourism Congress | 1 |
| International Congress of Educational Research | 1 |
| International Conference on Social Sciences | 1 |
| International Conference on Educational Technology and Online Learning | 1 |
| International Turkish World Tourism Symposium | 1 |
| Total | 33 |

When the distribution is examined (Table 9), it is seen that there are a total of 12 theses. Three of these theses belong to Balıkesir University, and there is only one thesis at each of the other universities. This situation indicates that Balıkesir University has a relatively higher academic output on the subject, whereas the work has been addressed at a limited level at other universities.

Table 9.

Distribution of Theses by University (Source: Own research)

| University | f |
|--|-----------|
| Balıkesir University | 3 |
| Necmettin Erbakan University | 1 |
| Istanbul Okan University | 1 |
| Çanakkale Onsekiz Mart University | 1 |
| Karamanoğlu Mehmetbey University | 1 |
| Akdeniz University | 1 |
| Iskenderun Technical University | 1 |
| Eskişehir Osmangazi University | 1 |
| Nevşehir Hacı Bektaş Veli University | 1 |
| Sakarya University Of Applied Sciences | 1 |
| Total | 12 |

According to the graph in Figure 3, the distribution of theses by year follows a fluctuating trend. The year 2020 saw the highest production with three theses. It is noteworthy that no theses were registered in 2021. Similarly, two theses were published in 2018, 2022, 2023, and 2024, while only one thesis was published in 2019. This situation indicates that academic interest in the

subject increased significantly in 2020 but has since continued at a stable yet limited level in recent years.

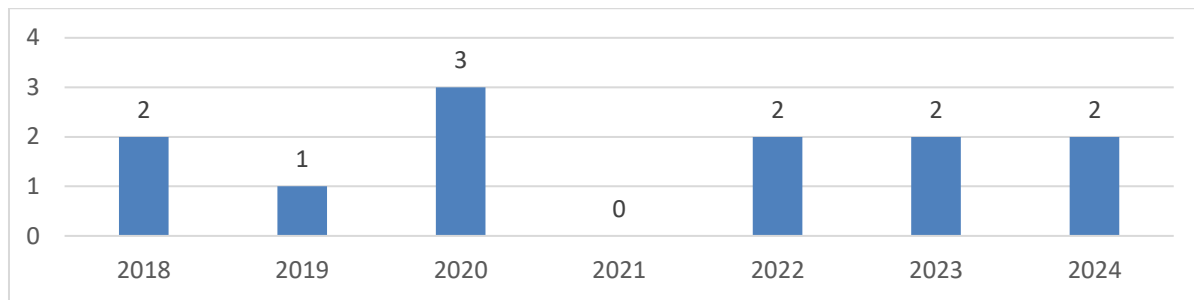


Figure 3. Distribution of Studies by Year (Source: Own research)

When the keyword distribution in Table 10 is examined, it is evident that the three most frequently used keywords are "Gastronomy," "Gastronomy and Culinary Arts," and "Gastronomy Education." These are followed by the words "Education," "Cookery," "Kitchen," and "Fine Dining," respectively. In addition to these, 48 different keywords were used.

Table 10.

Distribution According to Keywords (Source: Own research)

| Keyword | Frequency |
|---|-----------|
| Gastronomy | 71 |
| Gastronomy and Culinary Arts | 32 |
| Gastronomy Education | 21 |
| Education | 15 |
| Culinary Arts | 12 |
| Kitchen | 8 |
| Fine Dining | 4 |
| Gastronomy History, Gastronomy Engineering, Gastronomy Applications, Sustainability, Conceptual Errors, Gamification, Virtual Reality Technologies, Overview, TV Cooking Programs, Celebrity Chefs, Curriculum, Academic Staff, Graduate, Culinary Culture, Social Responsibility, Chef, Professional Culinary Schools, Mobile Augmented Reality, Covid-19, Hatay Gastronomy, Metaphor Analysis, Cinema, Eating Habits, Distance Education, Internship, Food and Beverage Industry, Experience, Image Perception, Gastronomy Cinema, Boilingpoint, Andragogy, Systematic Review, Artificial Intelligence, ChatGPT, Social Responsibility Project, Mengen National Culinary Camp, Adult Education, In-Depth Interview, Qualitative Research, Kitchen Workshop-Equipment, Fear of Innovation in Food, Fear, Fusion Cuisine, Molecular Gastronomy, Teaching Staff Competency, Secondary Gastronomy Education, Graduate Thesis, Bibliometric Analysis | 1 |

CONCLUSION AND RECOMMENDATIONS

In this study, a bibliometric analysis of the studies on gastronomy education in Türkiye was conducted through the Higher Education Council Academic Search (YOK Academic) database. When the type of publication was analyzed, it was determined that most studies were in the article type. In the bibliometric study conducted by Bayram and Arıcı (2021), the result coincides with the finding that the most common type of publication in the field of gastronomy is an article. Book and thesis studies remained low compared to other types of publications. Of the theses, 10 were master's theses and 2 were doctoral theses. Increasing the number of books and thesis studies may contribute to a more comprehensive and detailed approach to gastronomy education. In particular, thesis studies can focus on more comprehensive and specific topics, allowing the development of innovative approaches and solutions to gastronomy education. When the distribution of publications at the national and international levels is analyzed, it is evident that national studies account for 52.87% and international studies for 47.13%. This situation

highlights the existence of academic interaction on a global scale in the field of gastronomy education. Enhancing this interaction may offer a valuable perspective for comparing gastronomy education in Türkiye with international standards and identifying its areas for improvement. It was observed that the first publication related to the study was published in 2012 as a conference paper, and that the number of conference papers has increased in specific periods since then. In his study, Yılmaz (2017) found that the number of conference papers in the field of gastronomy has increased steadily. This result coincides with the findings of this study. It was determined that the number of studies has increased since 2017, diversifying into different types of publications. In the findings related to the number of authors, it was seen that in a total of 77 studies in articles and papers, 72% of them preferred multi-authorship. This finding aligns with the results of a bibliometric study conducted by Sandıkçı and Mutlu (2019), which indicates that multi-authorship is preferred in studies published in the field of gastronomy. The qualitative method was preferred the most (49.41%) in 42 publication types. A mixed-methods approach, which is the least preferred method type (utilizing both quantitative and qualitative research), was employed in 9 studies, accounting for 10.59% of the studies.

When the study topics are analyzed, 17 studies (19.5%) on the current status, problems, and solution suggestions of gastronomy education are the most common topic among the 87 studies analyzed. This situation shows that the problems encountered in the development process of gastronomy education are accepted as an important research area. Issues such as the course contents of gastronomy departments, the compatibility of education programs with sectoral expectations, and the balance between theoretical and practical education are frequently examined. Problems such as deficiencies in the educational infrastructure (insufficient kitchen equipment and limited practical training areas), the lack of sectoral experience among academic staff, difficulties faced by graduates in finding employment, and the inability to fully establish a balance between theory and practice in the educational process are the focus of these studies. Secondly, 10 studies (11.5%) on technological approach applications in gastronomy education address the integration of digitalization and technological innovations into gastronomy education. This shows that the impact of technology on gastronomy education is becoming increasingly important. Opinions on the use of virtual kitchen simulations, augmented reality (AR), and virtual reality (VR) applications in gastronomy education, as well as their applicability, are discussed. Modern kitchen technologies (sous vide devices, industrial kitchen robots, food design with 3D printers) and their role in the educational process, the practical skills that students gain from working with technological equipment, and compliance with industrial kitchen standards were examined in detail. Another area of research among the study subjects was on students studying gastronomy. These studies aim to understand students' educational processes, career goals after graduation, sectoral expectations, internship experiences, competence levels in kitchen practices, and their predictions about working life. Such studies play a crucial role in planning gastronomy education more effectively and developing programs that cater to the needs of students. It is thought that increasing the number of such studies will help determine which areas the gastronomy education curriculum should be updated.

When the distribution of the journals in which the articles were published is analyzed, it is seen that a total of 40 articles were published in 22 different journals. The Journal of Tourism and Gastronomy Studies ranks first with 12 articles. The majority of the journals are in the field of social sciences. In the papers, 33 conference papers were presented in 18 different events. With 11 conference papers, "International Congress on Gastronomy Tourism Research" ranks first. A total of 298 keywords were used in 87 studies. There are 3.4 keywords per study. The most used keyword in keyword distribution was "Gastronomy" with 72 repetitions. The concepts used 1 time in keywords reflect the interdisciplinary perspective of gastronomy education and sectoral trends. These keywords encompass a diverse range of topics, including gastronomy engineering, culinary culture, the food industry, education, and academic studies. Topics focus on the historical, technological (mobile augmented reality, virtual reality, artificial intelligence), cultural (celebrity chefs, TV cooking programs, gastronomy cinema), educational (curricula, lecturer competence, distance education) and applied dimensions of gastronomy (sustainability, innovation, molecular gastronomy, fusion cuisine), while areas such as social responsibility and internships are also

included. In addition, some studies examine gastronomy education from a psychological perspective (misconceptions and image perception). These keywords can help researchers who want to conduct studies on gastronomy education to identify the themes and subject gaps. Although the exclusion of repetitive studies and access problems to some publications limited the scope of the study, the fact that such problems were encountered during the study process highlights the need for improved accessibility and standards of academic databases in Türkiye.

In conclusion, this study has identified gaps in the literature and provided a roadmap for future academic research. It is believed that future studies on strengthening gastronomy education and sectoral collaborations, as well as enriching applied education with research that incorporates changing sector dynamics and consumer demands, will contribute to both enhancing the academic literature and enabling gastronomy education in Türkiye to better respond to sectoral needs.

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