





## A Bibliometric Analysis of Research on Curriculum Literacy

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### Abstract

The aim of this study is to conduct a comprehensive bibliometric analysis of curriculum literacy literature through a holistic perspective. Adopting a descriptive research design, the study utilizes the bibliometric analysis method. The data were obtained from the Web of Science (WoS) database through an extensive search conducted using the keyword "curriculum literacy" on May 27, 2025. The resulting dataset, consisting of 208 articles, was analyzed using Microsoft Excel, R software, and the Biblioshiny application. Covering publications between 1988 and 2025, this analysis reveals key trends in the field, prominent academic contributors, influential institutions, and the temporal evolution of research on curriculum literacy. The findings indicate a notable increase in academic output on this topic in recent years. Countries such as the United States, Australia, and the United Kingdom have emerged as leading actors shaping the field, both theoretically and practically. Higher education institutions, particularly in Australia and China, stand out due to their high levels of scholarly productivity and significant contributions to international research collaborations. Thematic analyses reveal that the concepts of "education," "information," and "curriculum" are among the most frequently addressed themes in the literature. In light of these findings, it is recommended that future research expand the scope of analysis by incorporating publications from additional databases to enable comparative assessments. Furthermore, enhancing international and interdisciplinary collaborations is likely to contribute to more comprehensive and impactful outcomes in the field of curriculum literacy.

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## Introduction

The term “literacy” is generally used to describe basic competencies such as reading, writing, and performing necessary tasks (Horton, 2008). However, advances in information and communication technologies have expanded traditional understandings of literacy (Kress, 2003). Examination of various definitions shows that literacy is not limited to reading and writing skills but also involves higher-order cognitive processes. In other words, literacy is closely related to an individual’s social environment and everyday experiences (Fellowes & Oakley, 2020). The Organization for Economic Co-operation and Development (2000) conceptualizes literacy as a multifaceted competence that involves interpreting, appraising, and effectively employing written texts to function meaningfully in society, pursuing personal aspirations, and enhancing one’s knowledge base and capacities. Kurudayıoğlu and Tüzel (2010) describe literacy as a skill required by the century in which societies exist, noting that as societal characteristics evolve over time, literacy is shaped accordingly.

Curriculum literacy, which began to appear in the literature in the 1980s, was initially influenced by Shulman’s (1987) work that aimed to explain teachers’ professional knowledge. In this early context, curriculum literacy was associated primarily with the organization of instructional materials and learning environments within the framework of teachers’ curriculum knowledge. However, Ariav (1991) emphasized that limiting teachers’ curriculum knowledge solely to material preparation and classroom organization was insufficient and therefore introduced curriculum literacy. The notion of literacy underlying this concept encompasses not only the skills of reading and writing but also the abilities to understand, interpret, and apply knowledge. Accordingly, curriculum literacy can be defined as the process of analyzing, making sense of, interpreting, and effectively implementing the curriculum through informed planning based on the understanding gained (Aslan, 2018). According to Aygün (2019), curriculum literacy involves a teacher’s awareness of the curriculum, the ability to comprehend it, and the capacity to accurately reflect this understanding in the implementation process. Keskin and Korkmaz (2021) define curriculum literacy as the competence to possess knowledge about the curriculum, analyze and interpret it, evaluate it from a critical perspective, and implement it effectively in educational settings. Expanding upon these definitions, Aslan (2019) conceptualizes curriculum literacy as the ability to understand the structure and characteristics of the curriculum; identify the relationships among its components and evaluate the coherence among these components, as well as to determine the curriculum’s relevance to contemporary demands and cultural contexts.

The quality of education is heavily influenced by the nature of the interaction between teachers and the curriculum (Aslan, 2018). Teachers assume various roles within instructional programs (Sünbül, 1996). Wiles and Bondi (2007) outline teachers’ responsibilities regarding the curriculum as: determining learning tasks and outcomes, aligning learning outcomes with student competencies, planning the instructional process, implementing the official curriculum, receiving feedback to analyze the curriculum and instructional activities, and adapting the teaching process as necessary. For teachers to use the curriculum effectively in instructional activities, create appropriate learning environments, and succeed in educational processes, it is essential that they possess knowledge of and awareness about the curriculum and related concepts (Özkan, 2016), recognize the components of the curriculum, identify the relationships among these components, and comprehend the curriculum accurately (Aslan, 2019).

When examining educational practices, it is evident that the intended curriculum often differs from the implemented curriculum. Even when teachers within the same subject area follow the same curriculum, variations in implementation can occur (Bümen et al., 2014). These differences are influenced by numerous factors, including school resources, learning environments, lack of materials, teacher competencies, and decision-making (Aykaç & Ulubey, 2012; Çobanoğlu, 2011). To ensure that desired behaviors and outcomes are effectively achieved among students, the gap between the designed and implemented curriculum must be minimized (Büyükkaragöz, 1997; Karaman & Bakaç, 2018). Regardless of the quality of the curriculum itself, if it is not implemented correctly by teachers, the intended program goals cannot be attained, resulting in ineffective learning for students and a lack of program success (Aslan, 2018; Ogar & Awhen, 2015). Therefore, curriculum literacy competence is considered one of the fundamental skills that teachers and prospective teachers must possess (Aslan, 2018; Bolat, 2017; Gündoğan, 2019; Kahramanoğlu, 2019; Pinar et al., 1995).

When teachers possess curriculum literacy competence, the curriculum can be implemented as planned, program objectives can be achieved, the program can reach its intended success (Aslan, 2018), and, consequently, educational objectives can be met while enhancing the quality of education (Aslan, 2019). Moreover, having sufficient curriculum literacy allows teachers to overcome concerns related to curriculum materials, including their content, adaptability to diverse student groups, the lack of necessary knowledge for creating and using instructional materials, and the ability to act autonomously in decision-making processes concerning the curriculum (Ben-Peretz, 1990).

From this theoretical vantage point, investigating curriculum literacy as an academic construct requires attention to both its pedagogical implications and its epistemological trajectory within curriculum studies. The expansion of empirical and conceptual scholarship in recent decades signals a shift from perceiving teachers as mere implementers to recognizing them as informed agents who actively co-construct the meaning of curriculum (Goodson, 2014; Priestley et al., 2015). Despite this growing interest, research on curriculum literacy still lacks a comprehensive synthesis that systematically maps its intellectual structure, theoretical underpinnings, and developmental trajectory. A bibliometric approach therefore offers an effective means of examining how the concept has evolved, which paradigms have shaped it, and what gaps persist in the global research landscape. In this respect, the present study moves beyond cataloguing publication patterns to situating curriculum literacy within the broader lineage of curriculum theory and teacher professionalism. By providing a data-driven overview of research trends, key themes, and emerging intellectual patterns in the Web of Science (WoS) corpus, it seeks to contribute to the conceptual consolidation of the field. Accordingly, the study addresses the following research questions:

1. What are the prominent periods in studies on curriculum literacy, the geographical distribution of studies, and the characteristics of the most productive countries?
2. What is the distribution of prominent universities, journals, and researchers in the curriculum literacy literature?
3. What are the key concepts addressed in studies on curriculum literacy and the characteristics of the temporal trends observed in these studies?

By addressing these questions, this study contributes to a theoretical understanding of curriculum literacy as a developing field of inquiry and offers insights into its evolving global discourse. The findings are expected to inform future research directions, highlight potential gaps in the literature, and contribute to a more integrated conceptualization of curriculum literacy within educational theory and practice.

## Method

### Research Design

In this study, the bibliometric analysis method, which is one of the quantitative research designs, was preferred. Bibliometric analysis stands out as an effective method that aims to examine the historical development, current status and emerging new research trends of scientific production in a specific academic field with a systematic and quantitative approach (Donthu et al., 2021). This method not only analyzes the numerical distribution and bibliographic relations of publications produced in the relevant field; it also makes scientific interaction networks, collaboration structures and academic impact levels visible. In the literature, bibliometric analysis studies not only map the existing knowledge on a research topic in detail but also enable the development of meaningful predictions about the future trends in the field in question (Zupic & Čater, 2015). Bibliometric analysis is both a functional tool in the form of a literature review and a strategic methodological approach in terms of evaluating the developmental dynamics of the research field.

### Data Source

The dataset of this research was obtained from scientific articles scanned in WoS database. WoS is a selective citation database that indexes academic publications including journals, conference proceedings, books and data sets, and is considered a source that provides access to internationally accepted, reliable and high-quality literature (Birkle et al., 2020). Thanks to its multidisciplinary structure and editorial policy based on high standards applied in content selection, WoS provides systematic access to quality publications related to research conducted in different academic fields. In addition, it offers researchers comprehensive and filtered data analysis opportunities through subindexes structured according to thematic areas and publication types (Pranckutė, 2021). Due to these aspects, WoS was chosen as a data source in this study to determine academic publications with high impact level on curriculum literacy, to analyze these publications and to reveal the trends in the field. In addition, the fact that WoS allows multi-dimensional bibliometric analyses through different citation indexes provides an important advantage in terms of research.

Although this study utilized WoS as the primary data source, it is important to acknowledge that WoS alone may not capture the full breadth of research on curriculum literacy. This potential underrepresentation does not imply that these contributions are negligible; rather, it reflects the inherent indexing selectivity and disciplinary biases of individual bibliographic databases. Given these constraints, WoS was selected for this study because of its systematic indexing standards, and wide international acceptance. However, the findings should be interpreted with the understanding that they represent the WoS-indexed segment of curriculum literacy research, not the field in its entirety.

## Data Collection Process

The dataset was obtained from WoS database on May 27, 2025, following a structured query process designed to include publications related to curriculum literacy. As part of the research, the curriculum literacy literature was first examined in detail, the key concepts and conceptual variations in the field were identified, and a comprehensive and inclusive search string was created accordingly. This keyword-based search strategy is considered an effective method frequently used in scientific research for systematically scanning the relevant literature and reliably selecting studies that are directly related to the topic (Gümüş et al., 2019).

To support a clear and auditable systematic review process, the study adhered to the reporting principles set out in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Moher et al., 2009). In line with PRISMA, clear inclusion and exclusion criteria for the articles were determined, and the data filtering, screening, and analysis processes were organized into a systematic structure. In this way, the scientific validity and reliability of the research were enhanced, and the findings could be associated with the general trends in the literature.

As part of the research, the following search string was constructed in WoS database: TS = "curriculum literacy" OR "curricular literacy" OR "curriculum understanding" OR "curriculum knowledge" OR "curriculum competence" OR "curriculum awareness" OR "curriculum proficiency" OR "curriculum expertise" OR "knowledge of curriculum" OR "curriculum-related knowledge" OR "curriculum orientation" OR "curriculum design knowledge" OR "curriculum pedagogical knowledge" AND ("teacher education" OR "teacher knowledge" OR "teacher competence" OR "curriculum development" OR "curriculum studies". The search query was intentionally constructed with a broad set of terms because curriculum literacy is not a standardized descriptor in the international literature, and the concept is reflected through multiple related constructs. Studies addressing teachers' understanding, knowledge, competence, awareness, and expertise regarding curriculum often use different terminology to describe what are, in essence, dimensions of curriculum literacy. Prior literature defines curriculum literacy as a multidimensional construct that encompasses teachers' ability to interpret, understand, enact, and make informed decisions about curriculum (Pinar, 2012; Priestley et al., 2015; Shulman, 1987). Therefore, terms such as curriculum understanding, curriculum knowledge, curriculum competence, curriculum design knowledge, and curriculum orientation were included because they represent core theoretical components of curriculum literacy rather than unrelated concepts. Excluding these terms would risk omitting substantial parts of the literature that address the phenomenon under different labels. In addition, bibliometric research requires capturing the full conceptual landscape of a field, especially when the terminology is diffuse or evolving. Methodological guidelines emphasize that comprehensive term sets are essential for retrieving all relevant publications and avoiding systematic bias caused by narrow keyword selection (Donthu et al., 2021; Zupic & Čater, 2015). Accordingly, the inclusion of broader terms such as teacher knowledge or curriculum development aligns with established bibliometric practices, as these constructs frequently intersect with and operationalize aspects of curriculum literacy in empirical research. The search strategy thus reflects both the theoretical complexity of the concept and the methodological requirements of a systematic bibliometric analysis.

This search was conducted across the title, abstract, author keywords, and system-generated keywords (Keyword Plus), initially yielding a total of 522 publications. In the subsequent filtering process, the scope was limited to research articles, review articles, and early access publications. Publications outside this scope such as conference proceedings, book chapters, and reports were excluded, reducing the dataset to 332 articles. In the next stage, only articles published in journals indexed in Science Citation Index, Social Sciences Citation Index, Emerging Sources Citation Index and Arts & Humanities Citation Index were included. Seventy-nine articles that did not meet this criterion were excluded, bringing the dataset down to 253 articles. This limitation was adopted because journals in these indexes are known for their high academic impact and adherence to scientific merit, ethical standards, blind peer review, and transparent evaluation procedures. Following this, a language filter was applied to include only studies published in English, and 20 non-English articles were excluded, reducing the count to 233. In the final stage, each article was screened by the researcher. Twenty-five articles that were not directly focused on education and curriculum literacy were excluded. These exclusions were largely due to Keyword Plus terms generating contextually irrelevant associations. As a result of this structured and multi-stage filtering process, a total of 208 articles published between 1988 and 2025 and directly related to the topic were identified as the final dataset and prepared for bibliometric analysis. This methodological consistency was aimed at ensuring the scientific validity and thematic integrity of the literature under analysis.

### **Data Analysis**

During the analysis of the structured dataset, various software tools capable of conducting bibliometric data analysis were employed. Microsoft Excel was used for preliminary analyses and data cleaning; R software was utilized for advanced bibliometric analyses; and Biblioshiny application, which enables bibliometric visualization, was also preferred (Aria & Cuccurullo, 2017). These tools facilitated the systematic examination of the dataset, classification of publications based on various variables, and the exploration of multidimensional relationships. In line with the aim and research problem of the study, the analysis process was initiated by presenting descriptive data. Within this scope, key bibliometric indicators such as the distribution of studies across years, productivity levels based on countries and institutions, as well as author and journal profiles were examined. Furthermore, prominent academic institutions, researchers, and journals identified as influential in the field of curriculum literacy were analyzed to evaluate their multifaceted contributions to the development of the field. To reveal thematic shifts and research trends in the literature, conceptual analyses were conducted based on key terms. These analyses enabled a detailed mapping of the prominent topics and the intellectual structure within the domain of curriculum literacy. In doing so, the study aimed to provide a comprehensive and integrative perspective that reflects the current state of the field and offers insights into potential future research directions.

### **Validity and Reliability**

In bibliometric research, validity and reliability are among the fundamental methodological principles that ensure the scientific consistency of the study and the credibility of its findings. In this regard, to ensure internal validity, the selection process for the publications included in the literature review was structured according to predefined and theoretically grounded inclusion and exclusion criteria. To prevent these criteria from being based solely on the subjective judgments of the researcher, the opinions of two academic experts in the field of

curriculum and instruction were consulted, and the criteria were finalized based on their input. Clearly stating these criteria also contributed to the external validity of the study by defining the boundaries of its scope.

The data collection and analysis processes of the study were reported in detail, adhering to the principle of scientific transparency. This ensured the traceability of the process and maintained methodological consistency, thereby reinforcing the study's external validity. To ensure internal reliability, the findings were presented systematically and supported with textual, tabular, and visual data, with a focus on consistency, objectivity, and measurability in reporting. For external reliability, the analytical results and interpretations were reviewed by two independent experts recognized for their expertise in curriculum and instruction. Based on the feedback obtained from these experts, the objectivity and contextual accuracy of the interpretations were reassessed. This process demonstrates that the research was constructed not only on a technical level but also on a theoretical level to reflect the perspective of curriculum literacy.

Overall, the adopted methodological framework reflects a research process grounded in widely accepted scientific norms, not only methodologically but also epistemologically and analytically. Therefore, these procedures ensured the methodological and analytical consistency of the study, strengthening its validity as a bibliometric analysis in the field of curriculum literacy.

## Results

In this section, the findings related to the research questions of the study are presented under separate headings.

### Results Related to the First Research Question of the Study

In this section, bibliometric data on the prominent periods in curriculum literacy studies, the geographical distribution of studies, and publication performances of the most productive countries are presented in line with the first research question. The data in question were analyzed to reveal the development dynamics of curriculum literacy literature over time, production centers and scientific interaction networks on a global scale. The distribution of publications by year was examined and the periods in which the field gained momentum were determined; the total number of publications and citation levels were reported visually and numerically. The findings obtained provide an analytical framework for understanding the academic visibility of curriculum literacy at the international level and geographical centers of density.

**Table 1**

*Descriptive Information about the Dataset*

<i>Variables</i>	<i>Result</i>
Timespan	1988-2025
Documents	208
Annual growth rate	6.7%
Document average age	8.33

**Table 1 (Continued)**

Average citations per doc	13.96
References	9126
Author's keywords	620
Authors	482
Authors of single-authored documents	71
International co-authorships	11.06%

Table 1 offers an overview of the dataset’s descriptive indicators, showing that the body of literature on curriculum literacy encompasses publications dated between 1988 and 2025. It is essential to note that the data for 2025 are incomplete, as the data collection process concluded on May 27, 2025. Therefore, the publication count for this year reflects only the first five months and should not be interpreted as an indicator of an annual decrease or increase. During this period, a total of 208 articles consistent with the criteria of the study were published in WoS database. The annual growth rate of the curriculum literacy literature was found to be 6.7%. The average age of the publications is 8.33 years, indicating the recency and continuity of the literature. Furthermore, the average number of citations per article was determined to be 13.96. The total of 9.126 citations across the articles suggests that curriculum literacy studies are grounded in a rich and evolving theoretical background. A total of 620 keywords were used by researchers, reflecting the conceptual diversity and terminological richness of the field. The total number of contributing authors is 482, of whom 71 authored their publications individually. Another noteworthy finding is that 11.06% of the articles were produced through international collaborations. This indicates that studies on curriculum literacy are open to global academic cooperation and that the field is developing in interaction with the international scholarly community.

**Figure 1**  
*Chronological Distribution of Published Articles in the Dataset*

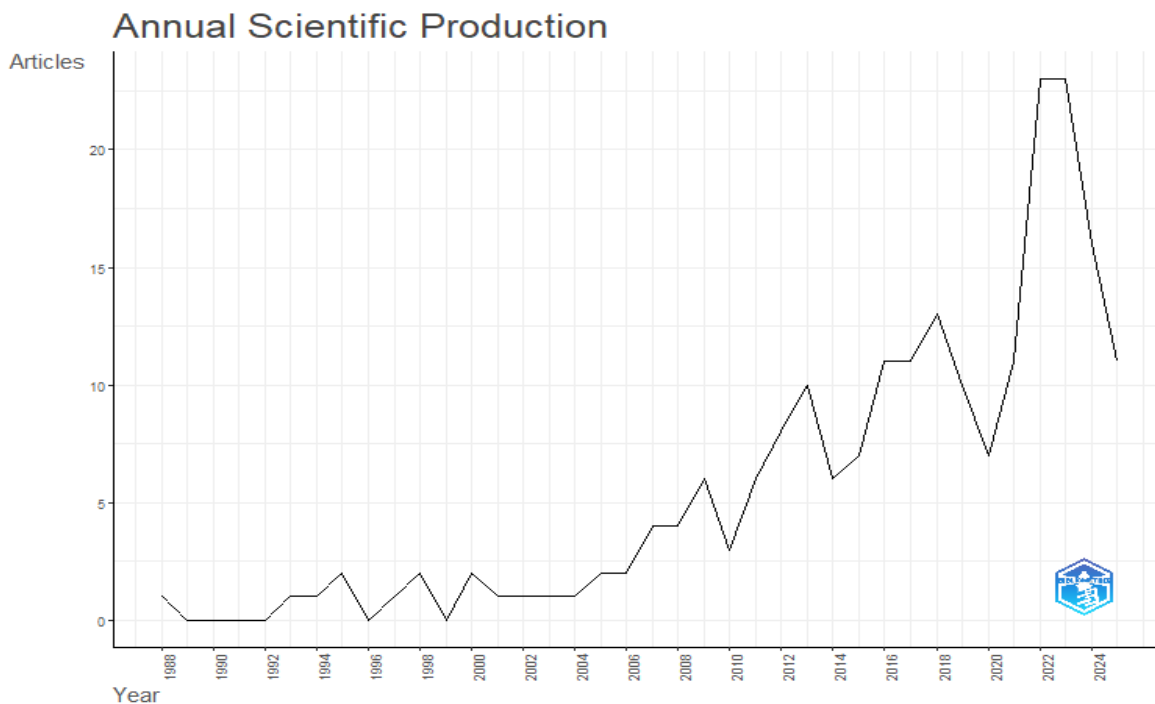


Figure 1 illustrates the chronological distribution of articles related to curriculum literacy indexed in WoS database. Upon examining Figure 1, it becomes evident that the number of studies published between 1988 and 2006 was quite limited. This period can be characterized as an early phase during which curriculum literacy had not yet gained substantial academic attention and was addressed by a relatively small group of researchers. However, starting from 2006, a noticeable upward trend in publication frequency emerges, indicating growing scholarly interest in the topic. The period following 2020 stands out as a phase of marked acceleration in publication activity. In particular, the years 2022 (Number of Articles = 23) and 2023 (Number of Articles = 23) represent the peak of academic output in the field, signaling heightened research activity and visibility. In contrast, a slight decline is observed in 2024, with the number of articles dropping to 16. While this decrease may be temporary, it highlights the importance of ongoing monitoring of publication trends to better understand the evolving dynamics of the field. Most importantly, the data for 2025 are partial, as only publications available up to May 27, 2025, were included in the analysis. Therefore, the count for 2025 should not be viewed as evidence of a declining trend, since the year had not yet concluded at the time of data collection. Any comparison involving 2025 must take this methodological constraint into account to avoid misleading inferences about publication dynamics.

## Figure 2

*Scientific Production by Country in the Dataset*

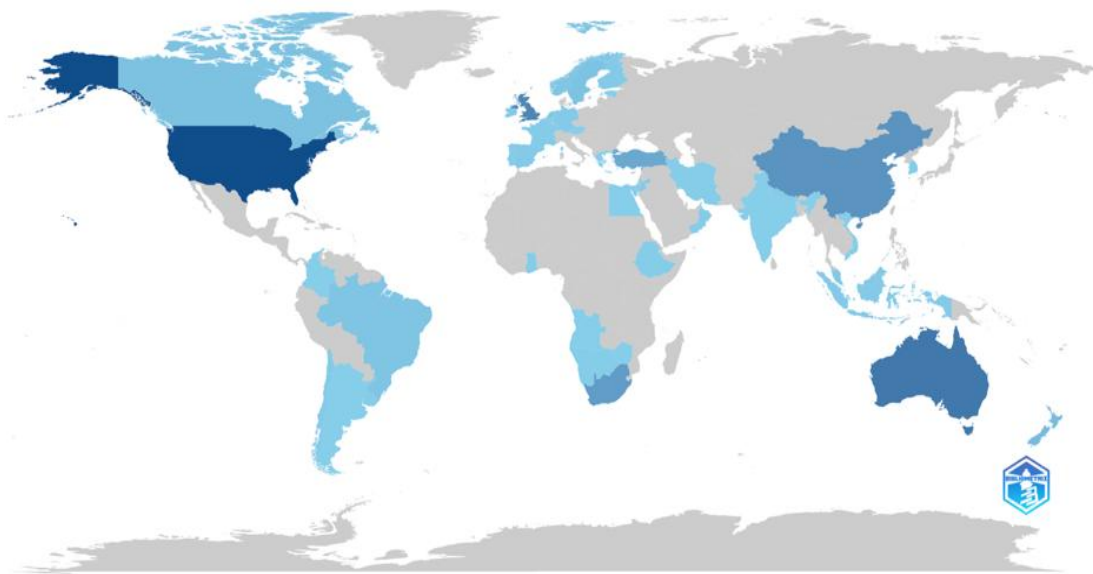


Figure 2 visualizes the distribution of scientific output on curriculum literacy by country, based on publications indexed in WoS database. The color gradients on the map reflect the intensity of academic production, with darker blue tones representing countries that have made the most substantial contributions to the literature, while lighter shades indicate relatively lower levels of scholarly output. According to the data, the United States of America (the USA) (Number of Articles = 134) and Australia (Number of Articles = 87) stand out as the leading countries in curriculum literacy research, contributing significantly to both theoretical and practical dimensions of the field. The United Kingdom (the UK) (Number of Articles = 73)

and China (Number of Articles = 58) also emerge as prominent contributors, reinforcing their influential roles in shaping the discourse. These findings highlight that curriculum literacy has found a particularly strong foothold within the Anglo-Saxon academic tradition, suggesting that the dominant theoretical frameworks in the field are largely informed by perspectives developed within this context. The concentration of scholarly activity in these regions points to a well-established research culture and suggests potential models for other countries aiming to expand their contributions to curriculum literacy research.

### Figure 3

*Top 10 Most Cited Countries in the Dataset*

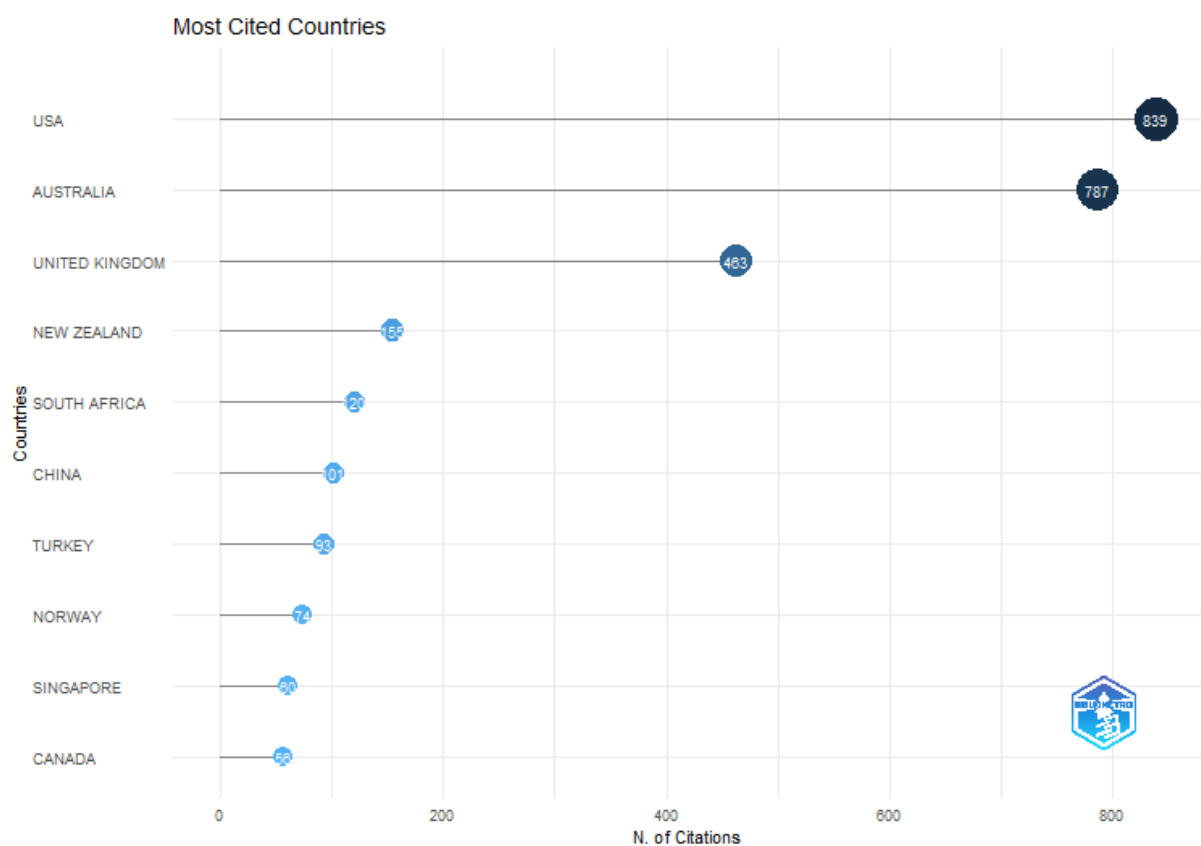


Figure 3 shows the total number of citations received by publications on curriculum literacy indexed in WoS database, categorized by country. These data allow for an evaluation of each country's academic impact in this field, not only in terms of publication quantity but also based on the scientific resonance generated through citation counts. According to the data, the USA (Total Citations = 839) holds a leading position in the curriculum literacy literature. This finding indicates that the USA is not only prolific in terms of publication volume but also serves as one of the central hubs producing foundational contributions that shape the intellectual development of the field. Australia (Total Citations = 787) and the UK (Total Citations = 463) also demonstrate high levels of scientific visibility and impact through their highly cited studies. Additionally, countries such as New Zealand (Total Citations = 155) and South Africa (Total Citations = 120), despite having relatively fewer publications, stand out with their high average citation counts. This suggests that the research produced in these countries offers in-depth, contextually rich, and original contributions. Furthermore, countries like China (Total Citations

= 101) and Türkiye (Total Citations = 93) contribute to the curriculum literacy literature by restructuring their contributions within distinct cultural, pedagogical, and political contexts, thereby adding diversity and global inclusivity to the field. Overall, the findings suggest the emergence of a globally multi-centered structure of academic production in the field of curriculum literacy-one that supports the theoretical development of the field across varied contexts.

**Figure 4**

*Publication Performance of the Top 5 Most Productive Countries by Year in the Dataset*

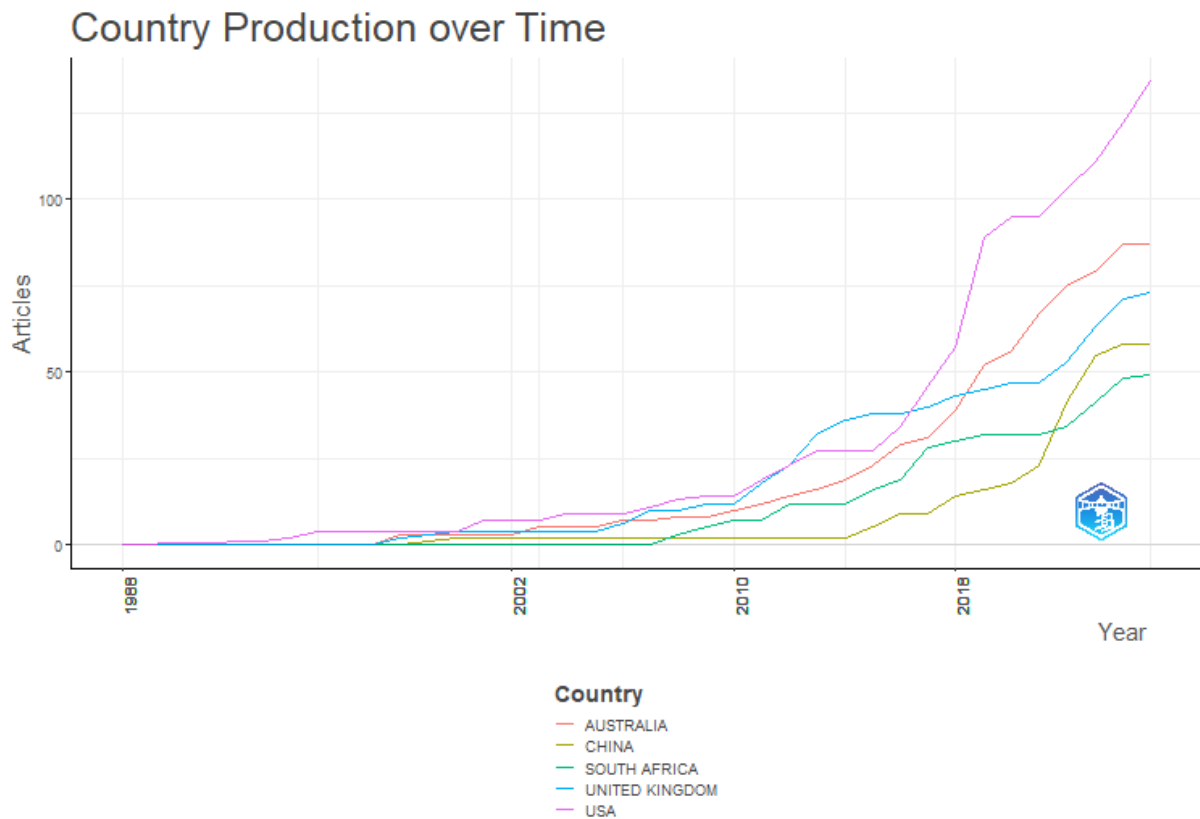


Figure 4 presents the annual publication performance of the top five most prolific countries in the field of curriculum literacy, based on data from WoS database. According to the data, the five countries with the highest number of publications in this area are the USA (Number of Articles = 134), Australia (Number of Articles = 87), the UK (Number of Articles = 73), China (Number of Articles = 58), and South Africa (Number of Articles = 49). A review of Figure 4 reveals that the USA has maintained its leading position in curriculum literacy research for an extended period, with a noticeable and consistent increase in publications, particularly since the early 2000s. Following the USA, Australia and the UK have steadily expanded their academic contributions, emerging as strong actors in the literature. On the other hand, countries such as China and South Africa have shown a marked increase in academic interest in curriculum literacy in recent years. This upward trend indicates that these countries are becoming more actively and visibly integrated into the global educational research landscape. Overall, the findings suggest that academic production in curriculum literacy is becoming geographically

more diverse, with countries from different continents increasingly contributing to the development of the literature.

### Results Related to the Second Research Question of the Study

This section presents data or results on the distribution of the leading universities, journals, and researchers in the field of curriculum literacy studies.

**Table 2**

*Top 10 Most Productive Universities in the Dataset*

<i>University</i>	<i>Country</i>	<i>Number of publications</i>
The University of Melbourne	Australia	12
The Chinese University of Hong Kong	China	11
The University of Sheffield	the UK	11
Edith Cowan University	Australia	9
Middle East Technical University	Türkiye	9
The University of KwaZulu-Natal	South Africa	9
Michigan State University	the USA	8
The University of Auckland	New Zealand	8
University of Texas at Austin	the USA	8
University of Cape Town	South Africa	7

Table 2 presents the universities that have produced the highest number of publications in the field of curriculum literacy, based on data from WoS database. According to the findings, The University of Melbourne (Number of Publications = 12) stands out as the most productive institution. It is followed by The Chinese University of Hong Kong (Number of Publications = 11) and The University of Sheffield (Number of Publications = 11). Edith Cowan University (Number of Publications = 9), Middle East Technical University (Number of Publications = 9), and The University of KwaZulu-Natal (Number of Publications = 9) demonstrate an equal level of productivity in terms of publication count, jointly occupying the third position in the ranking. These institutions can be considered key regional hubs representing academic interest in curriculum literacy. Notably, universities based in the USA, Australia, and South Africa are prominently represented in the list, indicating a strong academic focus on curriculum literacy in these countries. However, the inclusion of universities from China, the UK, Türkiye, and New Zealand demonstrate that the curriculum literacy literature spans a broad geographical scope and has attracted global scholarly interest.

**Table 3**

*Journals Publishing the Most Articles in the Dataset*

<i>Journal</i>	<i>Number of publications</i>	<i>Year of establishment of the journals</i>
The Curriculum Journal	9	1990
Chemistry Education Research and Practice	7	2000
Journal of Curriculum Studies	7	1968
Australian Journal of Teacher Education	6	1976
Journal of Science Teacher Education	6	1989

**Table 3 (Continued)**

BMC Medical Education	4	2001
Journal of Baltic Science Education	4	2002
Journal of Education	4	1892
Journal of Teacher Education	4	1950
International Research in Geographical and Environmental Education	3	1992

Table 3 presents the ranking of the top 10 journals that have published the most articles in the field of curriculum literacy, based on data obtained from WoS database. It includes the number of articles published in each journal as well as their starting publication years. This information serves as an important resource for identifying the main scientific publication platforms that guide the curriculum literacy literature and for determining the leading journals contributing to the academic development of the field. According to Table 3, The Curriculum Journal (Number of Articles = 9) stands out as the journal with the highest volume of publication in the curriculum literacy literature. Chemistry Education Research and Practice (Number of Articles = 7) and Journal of Curriculum Studies (Number of Articles = 7) rank second in terms of academic productivity in the field. Additionally, Australian Journal of Teacher Education (Number of Articles = 6) and Journal of Science Teacher Education (Number of Articles = 6) are among the influential publications in curriculum literacy and contribute to the diversification of the literature. Overall, these journals play a fundamental role in the academic dissemination of curriculum literacy research and are considered active actors in shaping the disciplinary foundations of the field.

**Figure 5**

*Publication Performance of the Top 5 Journals with the Most Articles Published over the Years in the Dataset*

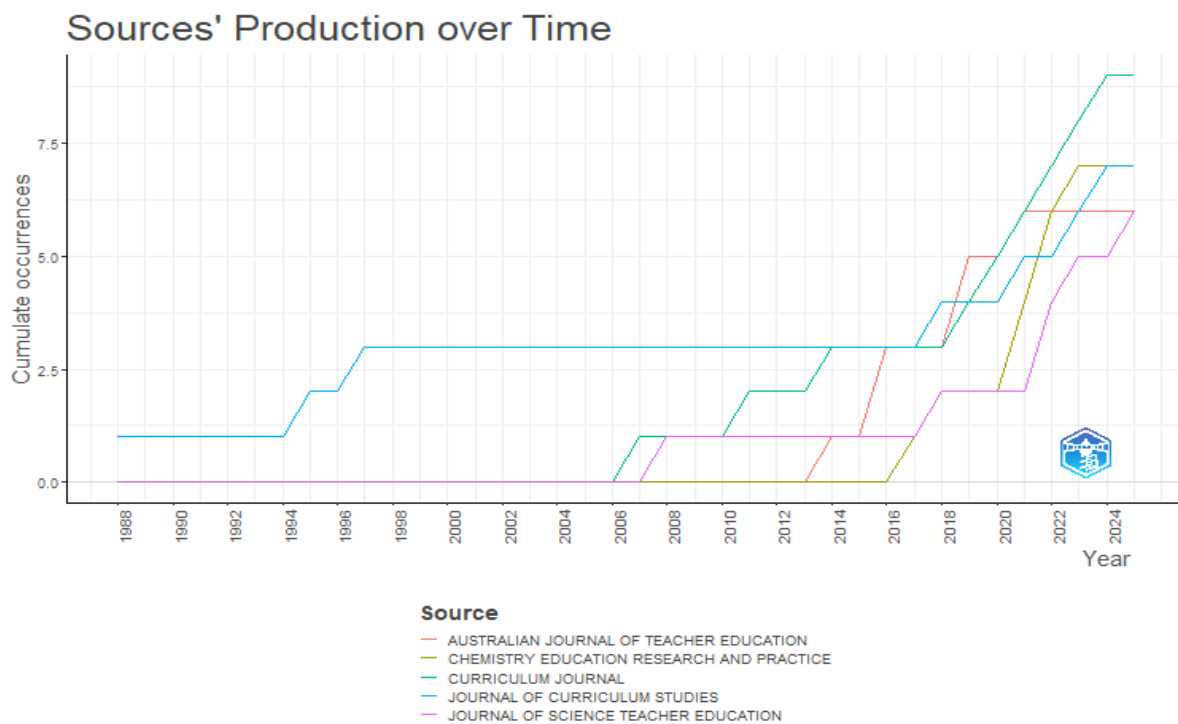


Figure 5 illustrates the increasing trend in cumulative publication output by academic journals in the field of curriculum literacy over the years, based on data obtained from WoS database. Upon examining the figure, it is evident that The Curriculum Journal (number of articles = 9), Chemistry Education Research and Practice (number of articles = 7), Journal of Curriculum Studies (number of articles = 7), Australian Journal of Teacher Education (number of articles = 6), and Journal of Science Teacher Education (number of articles = 6) stand out as the five most productive journals in this field. Notably, the prominent leadership position of The Curriculum Journal indicates that it is one of the leading platforms where the curriculum literacy literature is extensively published and shaped. Figure 5 demonstrates that the substantial increase in research output on curriculum literacy from 2016 onward reflects an intensified scholarly focus on the topic.

**Table 4**

*Ten Most Productive Authors in the Dataset*

<i>Journal</i>	<i>Number of publications</i>	<i>Total citations</i>
Winter, C.	5	5
Boz, Y.	3	3
Sen, M.	3	2
Akkus, H.	3	1
Harris, B.	3	1
Modiba, M.	3	1
Cornbleth, C.	3	-
Moon, B.	3	-
Annala, J.	2	1
Chien, C.W.	2	-

Table 4 presents the authors with the highest number of publications in the field of curriculum literacy based on data retrieved from WoS database. The analysis reveals that Winter, C. (Number of Publications = 5; Total Citations = 5) stands out as the most prolific researcher in this area. Following Winter, Boz, Y. (Number of Publications = 3; Total Citations = 3) and Şen, M. (Number of Publications = 3; Total Citations = 2) are identified as other leading contributors to the field. In addition, researchers such as Akkus, H. (Number of Publications = 3; Total Citations = 1), Harris, B. (Number of Publications = 3; Total Citations = 1), and Modiba, M. (Number of Publications = 3; Total Citations = 1) are also considered prominent in terms of publication frequency. However, a general examination of the table indicates that the number of publications and corresponding citation counts among the most productive authors remain relatively low. This finding suggests that the academic literature on curriculum literacy is still in a developmental phase, and the individual impact of researchers in the field is currently limited.

**Table 5**

*Corresponding Author's Countries in the Dataset*

<i>Country</i>	<i>Number of publications</i>	<i>Single country publication</i>	<i>Multiple country publication</i>
USA	38	36	2
Australia	32	27	5
the UK	29	28	1

**Table 5 (Continued)**

China	19	17	2
South Africa	19	17	2
Türkiye	14	13	1
New Zealand	8	7	1
Brazil	4	4	-
Canada	4	3	1
Sweden	4	3	1

Table 5 presents the distribution of studies published in the field of curriculum literacy according to the countries of the corresponding authors and indicates whether these publications were produced through single-country or multinational collaborations. Based on data retrieved from WoS database, the USA emerges as the leading country in terms of corresponding authorship (Number of Publications = 38). Australia (Number of Publications = 32) and the UK (Number of Publications = 29) also stand out as prominent contributors in this respect. The vast majority of publications were produced within the scope of single-country collaborations. In particular, the USA (Number of Publications = 36), the UK (Number of Publications = 28), and Australia (Number of Publications = 27) lead in the number of publications generated solely within national contexts. In contrast, the number of publications resulting from multinational collaborations remains relatively limited. Among these, Australia has the highest number of internationally co-authored publications (Number of Publications = 5). These findings suggest that research outputs in the field of curriculum literacy are predominantly generated within national frameworks; and that international collaborations remain relatively scarce.

**Table 6**

*Top 10 Most Cited Articles in the Dataset*

<i>Author</i>	<i>Year</i>	<i>Article</i>	<i>Journal</i>	<i>Total citations</i>
Cervantes-Soon, C.G. et al.	2017	Combating inequalities in two-way language immersion programs: Toward critical consciousness in bilingual education spaces	Review of Research in Education	282
Gibbons, P.	2003	Mediating language learning: Teacher interactions with ESL students in a content-based classroom	TESOL Quarterly	207
Bybee, R & McCrae, B.	2011	Scientific literacy and student attitudes: Perspectives from PISA 2006 science	Journal of Science Education	133
Karseth, B & Sivesind, K.	2010	Conceptualizing curriculum knowledge within and beyond the national context	European Journal of Education	73
Oreck, B.	2004	The artistic and professional development of teachers: A study of teachers' attitudes toward and use of the arts in teaching	Journal of Teacher Education	71

**Table 6 (Continued)**

Beck, J.	2013	Powerful knowledge, esoteric knowledge, curriculum knowledge	Cambridge Journal of Education	62
O'Connor, K.	2022	Constructivism, curriculum and the knowledge question: tensions and challenges for higher education.	Studies in Higher Education	57
Young, M.	2013	Powerful knowledge: An analytically useful concept or just a 'sexy sounding term'? A response to John Beck's 'Powerful knowledge, esoteric knowledge, curriculum knowledge'	Cambridge Journal of Education	57
Yoshida, M.	2012	Mathematics lesson study in the United States: Current status and ideas for conducting high quality and effective lesson study	International Journal for Lesson and Learning Studies	53
Rata, E.	2016	A pedagogy of conceptual progression and the case for academic knowledge	British Educational Research Journal	52

Table 6 presents information on the academic journals in which the most highly cited studies in the field of curriculum literacy have been published, along with their total citation counts. Based on data obtained from WoS database, it is observed that the studies in question revolve around various themes such as critical consciousness, scientific literacy, teachers' professional development, and constructivist approaches. These contributions have played a significant role in strengthening the theoretical foundations of the field and enriching its practical applications. One of the most prominent studies is the article titled "Combating Inequalities in Two-Way Language Immersion Programs: Toward Critical Consciousness in Bilingual Education Spaces" by Cervantes-Soon, C.G. et al. (2017), published in *Review of Research in Education*, which has received a total of 282 citations. This publication has made a notable impact on the field by advocating for the development of critical consciousness within the context of bilingual education. Another influential work is Gibbons' (2003) article "Mediating Language Learning: Teacher Interactions with ESL Students in a Content-Based Classroom", published in *TESOL Quarterly* (Total Citations = 207). This study demonstrates how teacher interactions with English as a Second Language (ESL) students in content-based classrooms facilitate language acquisition. Additionally, the study by Bybee and McCrae (2011), published in the *Journal of Science Education*, also stands out. Titled "Scientific Literacy and Student Attitudes: Perspectives from PISA 2006 Science" (Total Citations = 133), this article explores the relationship between scientific literacy and students' attitudes toward science, drawing on data from the PISA 2006 assessment.

### **Results Related to the Third Research Question of the Study**

In this section, bibliometric data on the key concepts and trend topics in curriculum literacy studies is presented in line with the third research question.

**Figure 6**

*Word Cloud of Analyzed Articles*



The word cloud presented in Figure 6 illustrates the key concepts that are most frequently emphasized in the academic literature on curriculum literacy. Among the most prominent terms in the visual representation are education (Frequency = 41), knowledge (Frequency = 37), and curriculum (Frequency = 28), which reflect the core focus areas shaping the theoretical framework of curriculum literacy. Surrounding these central terms are others such as teachers, pedagogical content knowledge, professional development, science, teaching, and students. These indicate that the literature often engages with topics related to teacher education, types of instructional knowledge, professional development, and discipline-based pedagogical approaches. In this regard, the word cloud clearly reflects the multidimensional nature of research in the field of curriculum literacy and its emphasis on the theoretical interplay between pedagogical and societal knowledge.

**Figure 7**

*Trend Topics*

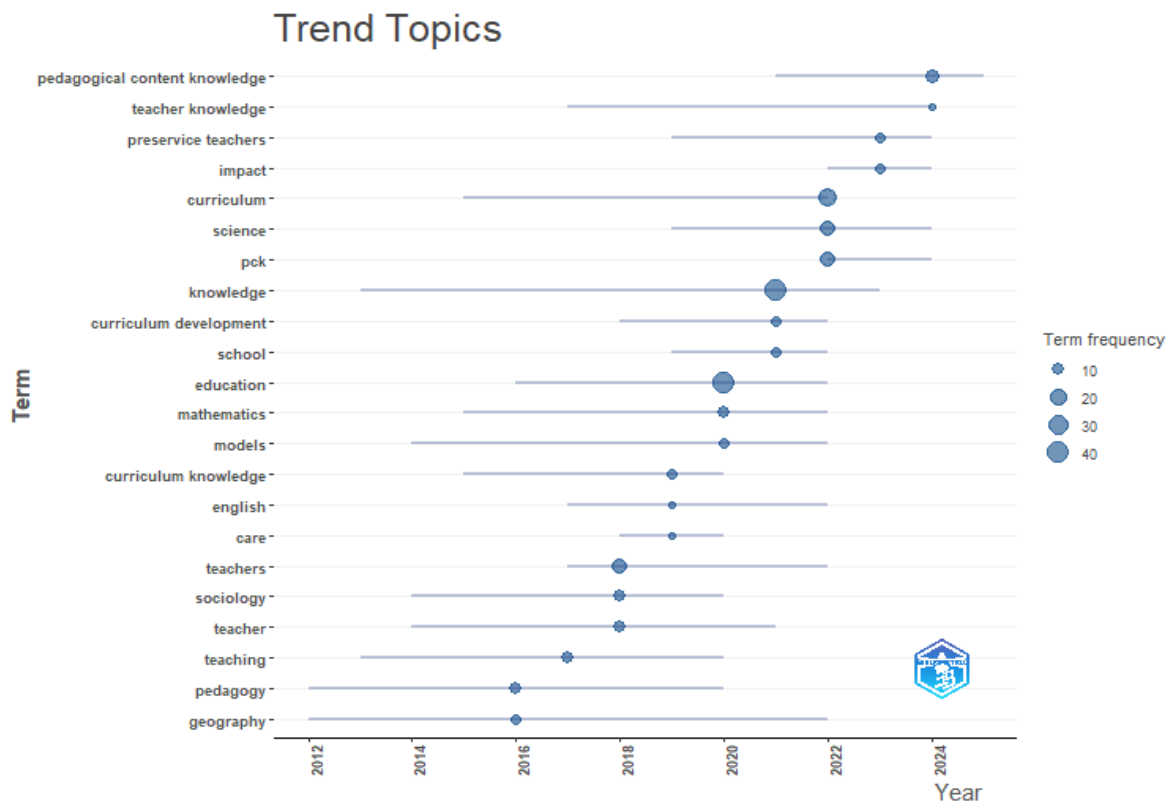


Figure 7 illustrates the trends in topic focus and shifts in research areas within studies on curriculum literacy over time (data obtained from WoS database). The horizontal axis represents the years, the vertical axis denotes the thematic focuses, and the circles indicate the intensity of research interest. Additionally, the extension of lines suggests that certain topics have maintained their relevance over the years. An examination of Figure 7 reveals that specific concepts have gained prominence at various times, indicating notable changes in research trends. For instance, "pedagogy" (f=10) emerged as a prominent topic in 2016, while "teaching" (f=10) became more central in 2017. "Teacher" (f=15) stood out in 2018, and "curriculum knowledge" (f=6) in 2019, the onset year of the global COVID-19 pandemic. In subsequent years, "education" (f=41) in 2020, "knowledge" (f=37) in 2021, and "curriculum" (f=28) in 2022 emerged as key research themes. More recently, "preservice teachers" (f=7) in 2023 and "pedagogical content knowledge" (f=12) in 2024 have come to the forefront of academic inquiry.

## Discussion and Conclusion

The bibliometric analysis conducted in this study offers a comprehensive and theoretically grounded overview of how curriculum literacy has developed as an academic field between 1988 and 2025. Beyond mapping descriptive patterns such as publication frequency, institutional productivity, and citation distributions; the findings illuminate the conceptual, epistemological, and policy-driven conditions that have shaped the emergence and evolution of curriculum literacy in the international literature. By situating these trends within broader debates on teacher professionalism, curriculum theory, and educational change; this section critically interprets the major findings and articulates their implications for the development of the field.

A central contribution of the study lies in clarifying the historical trajectory of the concept. The noticeable increase in publications after 2006 marks an important intellectual and practical turning point. This rise cannot be interpreted merely as a quantitative expansion; instead, it corresponds to structural changes in global educational discourse. Beginning in the early 2000s, accountability-oriented reforms, standards-based curriculum, and outcome-driven educational policies reshaped the relationship between teachers and curriculum (Au, 2011; Goodson, 2014). As teachers were increasingly expected to implement centrally prescribed curriculum under intensified policy pressures, concerns emerged regarding their autonomy, interpretive capacity, and professional agency (Apple, 2004; Priestley et al., 2015). Curriculum literacy emerged as a conceptual framework emphasizing teachers' ability to read, interpret, critique, and reconstruct curriculum texts. Thus, the pronounced growth in studies after 2006 reflects the global shift from viewing teachers as implementers toward understanding them as curriculum makers who actively participate in the co-construction of curriculum meaning (Deng, 2018, Goodson, 2014).

The findings also demonstrate that the period between 2020 and 2023 represents a second and more accelerated wave of scholarly attention. This surge coincides with the COVID-19 pandemic, which exposed significant gaps between intended and enacted curriculum across countries. Teachers were required to adapt curriculum expectations to unprecedented learning environments, prompting renewed interest in curriculum literacy as a competence necessary for curriculum adaptation, pedagogical flexibility, and professional judgment. The presence of

trend topics such as “teacher,” “curriculum knowledge,” “education,” and “pedagogical content knowledge” after 2020 indicates a deepening concern with equipping teachers to make informed pedagogical decisions in rapidly changing educational contexts.

A significant critique raised by reviewers concerns the explanation of how the rise in curriculum-literacy research connects to social-justice-oriented pedagogical approaches. The bibliometric findings reveal that the increase in publications is not solely a response to technical or pedagogical concerns; it also reflects deeper theoretical commitments in contemporary curriculum debates. Highly cited studies included in the dataset (e.g. Cervantes-Soon et al., 2017), which foreground critical consciousness in bilingual education, point to an expanded understanding of curriculum literacy as a socially and culturally situated construct. Literacy-oriented curriculum frameworks inspired by Freire and Macedo (2005) and Giroux (2007) do not treat curriculum as a neutral text but as a socially embedded discourse that requires critical reading, interpretation, and interrogation. Therefore, the growing scholarly interest in curriculum literacy parallels a broader movement advocating pedagogies grounded in equity, cultural responsiveness, and democratic participation. In this sense, the increasing visibility of curriculum literacy research contributes to establishing a theoretical bridge between curriculum studies and critical educational thought, thus aligning with global calls for socially just curriculum reform.

Despite the overall growth of the field, the analysis reveals striking geographical disparities. Although the USA is the most productive country in terms of publication count, its university-level productivity is considerably lower than that of Australia or the UK. This discrepancy reflects structural characteristics of the USA research landscape, where curriculum studies are dispersed across diverse subfields and institutional traditions. In contrast, Australia and the UK demonstrate more cohesive institutional research cultures, reflected in the concentration of influential universities such as the University of Melbourne and the University of Sheffield. These institutions have historically played a central role in advancing curriculum theory, teacher education, and literacy studies, providing fertile ground for the conceptual development of curriculum literacy.

Equally noteworthy is the finding that countries such as New Zealand and South Africa, despite producing relatively fewer publications, have disproportionately high citation averages. This suggests that scholarship emerging from these contexts contributes novel, theoretically rich, and contextually responsive perspectives. For instance, South African studies engaging with postcolonial curriculum theory offer powerful insights into how curriculum literacy is shaped by histories of inequality, linguistic diversity, and sociopolitical transformation (Jansen & Taylor, 2003). These patterns underscore that academic influence in the field is not determined solely by productivity but by the theoretical originality and contextual relevance of contributions.

Another critical structural issue revealed in the findings is the low rate of international co-authorship (11.06%). This indicates that curriculum-literacy research remains predominantly national, limiting the field’s epistemological depth and global coherence. Although curriculum is often embedded in national policy frameworks, curriculum literacy as a construct concerned with interpretation, agency, and decision-making clearly benefits from comparative and cross-cultural inquiry. Prior scholarship on research collaboration demonstrates that international partnerships generate higher-quality, more innovative outcomes by enriching intellectual

diversity and broadening methodological approaches (Barrett et al., 2011; Freshwater et al., 2006). Thus, increasing cross-national collaboration represents one of the most urgent needs for advancing curriculum literacy as a global field of study.

The thematic analyses conducted in this study reveal important shifts in the intellectual structure of curriculum literacy. Earlier research primarily focused on curriculum knowledge, implementation fidelity, or the technical aspects of reading curriculum documents (Ariav, 1991; Shulman, 1987). Over time, however, the field has moved toward understanding curriculum literacy as a multidimensional competence encompassing critical interpretation, reflective judgment, pedagogical adaptation, and curriculum decision-making. The emergence of terms such as "pedagogical content knowledge," "teacher identity," and "preservice teachers" in recent years demonstrates that curriculum literacy has become increasingly integrated into teacher-education discourse. This shift is consistent with theoretical arguments emphasizing the role of teachers as intellectuals (Giroux, 2007) and curriculum makers who interpret, negotiate, and transform curriculum expectations in classroom settings (Schwab, 1969; Stenhouse, 1975). From a policy perspective, the findings suggest that curriculum literacy must be explicitly positioned as a foundational competence in both initial teacher education and continuous professional development. The persistent gap between intended and enacted curriculum- widely documented across educational systems (Aykaç & Ulubey, 2012; Bümen et al., 2014)- highlights the need for teachers who can navigate curriculum complexity with professional autonomy and critical insight. Strengthening curriculum literacy is therefore a strategic response to ensuring curriculum coherence, pedagogical responsiveness, and educational equity.

In conclusion, this study provides a theoretically and empirically grounded map of curriculum-literacy research, identifying its historical turning points, geographical centers, conceptual shifts, and structural limitations. The field has grown significantly over the past two decades, driven by global educational reforms, critical pedagogical movements, and increasing recognition of teachers' curriculum agency.

## Implications

The scope of this study has been deliberately limited to publications indexed in the WoS database. The preference for WoS in bibliometric analyses is a widely adopted practice, largely due to its standardized data structure and extensive content coverage. However, the indexing policies of WoS may prioritize certain disciplines while placing others in a relatively marginal position. This introduces a potential risk of implicit bias, particularly in interdisciplinary research (Mongeon & Paul-Hus, 2016). Therefore, the inclusiveness and representativeness of the selected database should be considered to ensure the validity and generalizability of bibliometric research findings. In this regard, extending similar bibliometric analyses to include studies indexed in other national and international databases would provide a broader perspective for the literature. Comparative evaluations of findings drawn from multiple data sources may allow for a more comprehensive analysis of prominent themes, gaps, and trends in the curriculum literacy literature. Such an approach would also offer a robust theoretical and methodological foundation for future meta-analytical studies. Moreover, fostering international collaboration among researchers is crucial for enhancing both the quality and the scholarly impact of studies in the field of curriculum literacy. Scientific collaboration enables

the pooling of knowledge, expertise, and resources, leading to more holistic and effective research outcomes. Increasing the number of co-authored publications and joint research projects will not only strengthen the theoretical underpinnings of the field but also enrich its practical contributions. Particularly, engagement with researchers from diverse cultural and geographical contexts can offer a more universal and multidimensional perspective on curriculum literacy, thereby enhancing its global visibility and relevance.

### **Author Contributions**

Okan Dede: Conceptualization, literature review, methodology, visualization, data analysis, writing—original draft and interpretation.

Hüseyin Ataseven: Conceptualization, literature review, methodology, visualization, data analysis, writing and editing original draft.

### **Declarations**

#### **Ethical Approval and Informed Consent**

There are no human subjects in this article and informed consent is not applicable. Ethical approval is not applicable to this study.

#### **Supplemental Material**

There are no supplemental materials for this article.

#### **Disclosure of AI use**

ChatGPT 5.2 was used in a limited and auxiliary manner during the preparation of this manuscript, solely to support language-related aspects such as improving grammatical accuracy, enhancing academic tone, and refining sentence-level clarity in selected sections. It was not used to generate research ideas, formulate research questions, design the methodology, analyze or interpret data, or draw conclusions. All conceptualization, theoretical framing, methodological decisions, data analysis, and scholarly interpretations are entirely the work of the authors.

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## TÜRKÇE GENİŞ ÖZET

### **Eğitim Programı Okuryazarlığı Araştırmalarına İlişkin Bibliyometrik Bir Analiz**

#### **Giriş**

Program okuryazarlığı kavramı 1980'li yıllardan itibaren öğretmenlerin program bilgisini açıklamaya yönelik çalışmalar bağlamında literatürde görünür olmaya başlamıştır. Shulman'ın (1987) öğretmen bilgi temellerini açıklayan yaklaşımı program bilgisinin öğretmenlik mesleğinin merkezi bir boyutu olduğunu vurgulamaktadır. Ariav (1991) öğretmenlerin program bilgisine ilişkin açıklamaların sınıf içi materyal hazırlama ve düzenleme ile sınırlı tutulmasının yetersiz olduğunu belirterek program okuryazarlığı kavramını ortaya koymuştur. Bu kavram okuryazarlığın yalnızca okuma ve yazma becerilerini değil; programı çözümü, anlamlandırma, yorumlama ve uygulama süreçlerini kapsayan bütüncül bir yeterlik alanı olduğunu ifade etmektedir. Aslan (2018), Keskin ve Korkmaz (2021) gibi araştırmacılar program okuryazarlığını programın bileşenlerini anlama, analiz etme, yorumlama ve bilinçli bir planlama süreci ile uygulamaya dönüştürme becerisi olarak tanımlamaktadır. Öğretmenlerin programı doğru anlamlandırmaları, program bileşenlerini ilişkilendirebilmeleri ve uygulamaya yansıtabilecek bilgi ve farkındalığa sahip olmaları eğitim kalitesinin belirleyicilerinden biridir (Aslan, 2018; Özkan, 2016).

Son yıllarda program okuryazarlığına yönelik çalışmaların sayısında belirgin bir artış gözlenmektedir. Bununla birlikte, literatürün kapsamını, kavramsal eğilimlerini, üretim merkezlerini ve yapısal özelliklerini bütüncül biçimde inceleyen sistematik analizlerin sınırlı olduğu görülmektedir. Bu çalışma Web of Science (WoS) veri tabanında 1988–2025 yılları arasında yayımlanan akademik yayınları bibliyometrik bir yöntemle inceleyerek program okuryazarlığı araştırmalarının gelişimini, eğilimlerini ve yapısal özelliklerini ortaya koymayı amaçlamaktadır.

#### **Yöntem**

Araştırmada bibliyometrik analiz yöntemi kullanılmıştır. Veri seti WoS veri tabanında 27 Mayıs 2025 tarihinde gerçekleştirilen ve program okuryazarlığına ilişkin temel kavramları içeren geniş kapsamlı bir arama dizgesiyle elde edilmiştir. PRISMA sürecine uygun olarak tür, indeks, dil ve konuya uygunluk ölçütlerine göre aşamalı bir eleme yapılmış ve toplam 208 makale analiz kapsamına alınmıştır. Veri analizi Microsoft Excel, R yazılımı ve Biblioshiny kullanılarak gerçekleştirilmiştir.

## Bulgular

Bibliyometrik analiz sonuçları 1988–2025 yılları arasında program okuryazarlığı alanında yayımlanan çalışmaların önemli ölçüde arttığını ortaya koymaktadır. Yıllara göre yayın dağılımı incelendiğinde 1988–2006 döneminde oldukça sınırlı sayıda çalışmanın bulunduğu; 2006 sonrasında ise belirgin bir artış eğiliminin ortaya çıktığı görülmüştür. Bu artış yıllık büyüme oranının %6,7 olarak hesaplanmasıyla da desteklenmektedir. 2020’den itibaren hızlanan üretim özellikle 2022 ve 2023 yıllarında en yüksek seviyesine ulaşmış, 2023 yılı veri setindeki en yoğun yayın yılı olmuştur.

Ülke bazlı analizde Amerika Birleşik Devletler (ABD) en fazla yayına sahip ülke olarak belirlenmiştir (134 makale). ABD’yi Avustralya (87), Birleşik Krallık (73) ve Çin (58) takip etmektedir. Bu ülkelerin yüksek yayın sayıları program okuryazarlığına ilişkin çalışmaların ağırlıklı olarak Anglo-Sakson ülkelerinde yoğunlaştığına işaret etmektedir. Öte yandan, literatürde yayın sayısı görece daha düşük olan bazı ülkelerin yüksek atıf ortalamasına sahip olduğu görülmektedir. Bununla birlikte, uluslararası ortak yazarlık oranının %11,06 gibi düşük bir düzeyde olması program okuryazarlığı araştırmalarının daha çok ulusal düzeyde yürütüldüğünü ve uluslararası iş birliklerinin sınırlı kaldığını ortaya koymaktadır. Kurumlar açısından bakıldığında “University of Melbourne” en yüksek yayın sayısına sahip kurum olarak tespit edilmiştir. Bu kurumun ardından “The Chinese University of Hong Kong” ve “University of Sheffield” gelmektedir. Bu dağılım program okuryazarlığı araştırmalarının birkaç önde gelen yükseköğretim kurumunda yoğunlaştığını göstermektedir. Ayrıca kurumlar arası iş birliği ağlarının düşük yoğunlukta olması kurumsal ortaklıkların da sınırlı düzeyde gerçekleştiğini göstermektedir. Dergiler açısından değerlendirildiğinde “The Curriculum Journal” program okuryazarlığına ilişkin en fazla yayına yer veren dergi olarak öne çıkmaktadır. Bu dergiyi “Journal of Curriculum Studies” ve “Chemistry Education Research and Practice” izlemektedir. Bu durum program okuryazarlığı çalışmalarının çoğunlukla program incelemeleri, eğitim bilimleri ve disipline özgü öğretim odaklı dergilerde yayımlandığını göstermektedir.

Yazar analizinde hem en üretken hem de en fazla atıf alan yazarlar belirlenmiştir. Bu analiz literatürde belirli araştırmacıların alanın şekillenmesinde önemli etkiler oluşturduğunu göstermektedir. En üretken yazarların profesyonel gelişim, öğretmen bilgisi, program uygulanması ve öğretmen adaylarının program farkındalığı gibi konulara odaklandığı görülmektedir. Anahtar kavram analizi program okuryazarlığı literatürünün tematik odaklarını açık biçimde ortaya koymaktadır. Veri setinde en sık kullanılan anahtar kelimeler arasında “eğitim”, “bilgi”, “program”, “öğretmenler”, ve “program bilgisi” bulunmaktadır.

## Tartışma

Bu çalışma, program okuryazarlığı alanının 1988–2025 yılları arasında giderek gelişen bir araştırma alanı hâline geldiğini göstermektedir. Bulgular, özellikle 2006 sonrasında artış gösteren yayınların program okuryazarlığının literatürde kuramsal ve uygulamaya dönük bir odak olarak güçlendiğine işaret ettiğini ortaya koymaktadır. Araştırmanın İngilizce metninde tartışıldığı üzere, bu gelişim özellikle öğretmenlerin programı anlamlandırma, karar verme ve uygulamaya aktarma süreçlerinin öğretim programlarının başarısı açısından merkezî bir rol oynamasıyla ilişkilidir (Aslan, 2018; 2019; Keskin ve Korkmaz, 2021). Çalışmada programın

amaçlandığı gibi uygulanabilmesi için öğretmenlerin program bileşenlerini doğru bir şekilde kavrama ve karar verme süreçlerinde yeterli bilgiye sahip olmaları gerektiği vurgulanmaktadır (Özkan, 2016; Wiles ve Bondi, 2007).

Elde edilen bulgular, ülkeler arasındaki üretkenliğin farklılaştığını, ancak program okuryazarlığının küresel bir araştırma alanı olarak büyüdüğünü göstermektedir. Ayrıca, araştırmaların büyük bölümünün tek ülke kapsamında yürütülmesi, uluslararası iş birliklerinin sınırlı kaldığına işaret etmektedir. Literatürde öne çıkan kavramların büyük ölçüde öğretmen bilgisi, program bilgisi ve pedagojik karar verme süreçleri etrafında yoğunlaştığı görülmektedir. Eğilim analizinde yer alan kavramların artışı, program okuryazarlığının öğretmen yetiştirme, öğretmen yeterlikleri ve program uygulama süreçleriyle daha bütünlüklü bir şekilde ilişkilendirildiğini göstermektedir.

### **Sonuç ve Öneriler**

Bu çalışma 1988–2025 yılları arasında program okuryazarlığına ilişkin WoS kapsamında yayımlanan 208 makalenin incelenmesiyle alanın gelişim eğilimlerini, üretim merkezlerini ve kavramsal yönelimlerini ortaya koymaktadır. Bulgular program okuryazarlığı araştırmalarının özellikle 2006 sonrasında ivme kazandığını, yayınların coğrafi olarak belirli ülkelerde yoğunlaştığını ancak uluslararası ortak yazarlık oranlarının düşük olduğunu göstermektedir. Ayrıca anahtar kavram ve eğilim analizleri literatürün ağırlıklı olarak öğretmen bilgisi, program bilgisi ve öğretmen yetiştirme süreçleri etrafında şekillendiğini ortaya koymaktadır. Bu doğrultuda çalışma alanının yapısal özelliklerini görünür kılarken bazı sınırlılıkları da işaret etmektedir. Bu sınırlılıklar doğrultusunda gelecekte yürütülecek çalışmaların WoS dışındaki veri tabanlarını da kapsayacak biçimde genişletilmesi önerilmektedir. Ayrıca uluslararası ortak yazarlık oranlarının oldukça düşük olması nedeniyle farklı ülkeler ve kurumlar arasında ortak araştırmaların teşvik edilmesi alanın küresel etkileşimini güçlendirebilir. Anahtar kavram analizinde öğretmen bilgisi, program bilgisi ve öğretmen adaylarıyla ilgili çalışmaların öne çıkması program okuryazarlığının özellikle öğretmen eğitimi bağlamında önem taşıdığını göstermektedir. Bu nedenle gelecekteki çalışmaların öğretmenlerin programı anlama ve uygulama süreçlerine ilişkin niteliksel ve niceliksel incelemeleri derinleştirilmesi alan yazının mevcut yönelimleriyle uyumlu olacaktır. Son olarak, çalışma yalnızca makale türündeki WoS yayınlarıyla sınırlı olduğu için farklı türdeki yayınların veya daha geniş bir zaman aralığının incelendiği bibliyometrik araştırmalar program okuryazarlığına ilişkin genel görünümü daha bütüncül biçimde tamamlayabilir.