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The Use of Oral History in Educational Research: A Bibliometric Analysis

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Abstract

This study aims to make a bibliometric analysis of educational research in which the oral history method is used and scanned in the Web of Science [WoS] database. In the research in which descriptive and bibliometric analysis methods were used, the studies were limited according to certain criteria and downloaded as "ciw" files from the WoS database. The data were mapped with the VOSviewer program. 381 articles with open-access data published between 1980-2022 were analysed. When the studies were analysed in terms of the number of publications, it was found that the highest increase was experienced in 2010, while the increase in the number of publications and citations was irregular. The most cited educational research on oral history was Bernal's (1998) article, while the most co-cited authors were Thompson, Freire, Alberti, Faucault, and Portelli, respectively. The countries with the highest number of publications on oral history are the United States of America, Brazil, Canada and the United Kingdom. In terms of country citation analysis, the most cited country was the United States of America, and in terms of institution citation analysis, the most cited institutions were California Davis University, the University of Missouri and Virginia Commonwealth University. It was concluded that the most commonly used keywords in the published studies were oral history, history, memory, education, teacher training, gender, history of education, teachers, teaching and women. At the end of the research, researchers may be advised to conduct studies on oral history from different databases.

Keywords: Bibliometric analysis, education, oral history.

Introduction

Oral history is a method and research field that analyses how people remember the past. While history examines past events, oral history focuses on how the past is remembered in personal, contemporary narratives (Hoopes, 1979). Remembering is a subjective process, and each individual makes sense of their experiences in a unique way through stories. People's stories are real to the extent that they inform the reality they make sense of (Portelli, 1991). These individual stories offer traces of and are shaped by the historical and cultural context. Like historiography, individual stories of the past and oral historiography based on them are the products of a process of construction and interpretation.

Oral history is an interdisciplinary field of study shaped by the urge to write history and aims to include subjectivity in the field of science through written documents and memory-based narratives of the daily lives of the people (Sarı, 2007). There are many definitions of oral history, which offers new ways to better understand history and increase interdisciplinary cooperation by utilising all the possibilities of humanity, such as sociology, psychology, social psychology, geography, anthropology, ethnology and folklore. Thompson (1999) explains oral history as a method of history created by listening to what people say and using their memories. Portelli (1998) states that oral history is used to explain what the source (narrator) and the historian (interviewer) do when they meet during an interview. He states that oral history is actually a mutual dialogue. Therefore, the term oral history is not precise. It refers to what historians hear (oral sources), what they say and what they write, and brings the historian into play. Creswell (1998) also defines oral history as an approach in which the researcher collects personal memories and causes and effects of events from an individual or individuals.

Theories of memory, trauma and testimony in oral history have opened up a wealth of work and important ethical debates. Similarly, recent developments in cultural theory, which emphasise the value of emotion, are of great value to oral historians for whom the question of emotion in interviews is of paramount importance (Blee, 1993). Herrmann argues that one of the premises of oral history is its insistence on empathy. For Herrmann, empathy is both an ethical and political stance. Drawing on the psychoanalytic theories of Heinz Kohut, Herrmann proposes empathic research against narcissism, which he defines as a solipsistic stance in which historical memories are lost. According to Herrmann, oral history has always been a nostalgic enterprise as much as it is a liberal discipline that predominantly aims to externalise the ideological protagonists of memories themselves (Herrmann, 2017).

The first studies based on oral history in world history were carried out to reveal the material and human consequences of World War II. After these first attempts, which were mostly politically motivated, the methods and tools for oral history began to be clarified and began to gain strength as a method of interviewing various individuals and observing groups in social sciences other than history (such as sociology, social psychology, social anthropology, folklore) (Caunce, 2001). Authors, researchers and historians have referred to the recording of memories on hospital ships and military bases as oral history (Ritchie, 2003). Beginning in the mid-1960s in particular, there has been a growing interest among social and local historians in recording recent memories through interviews with individuals and transforming them into historical material. Oral history research was in great demand in the United States of America (USA) and the United Kingdom [UK], and historians in these countries turned it into an academic discipline. Pioneering methodological manuals were published in the United States in the 1960s (Dunaway & Baum, 1996). In Western countries, oral history research became more popular in the 1970s and 1980s, with professional and national training programmes to identify and preserve cultural heritage (Caunce, 2001). Many oral history handbooks were also published during this period.

In addition to numerous reference books, ranging from Willa K. Baum's (1987) *Oral History for the Local Historical Society* to Stephen Caunce's (2001) *Oral History and Local Historian*, many oral history societies, such as the American Oral History Association (OHA), have continued to provide guidance to practitioners. The periodicals of these societies provide common examples of oral history as part of social and local history.

Oral history, which is a form of historiography and a research method, has been accepted in academic historiography in Europe after World War II. Afterwards, it came to the forefront in the field of education and became widely used in both history education and social studies education (Brooks, 1997; Crocco, 1998; Evans, 2003; Koehl, 2005; Kuhn & McLellan, 1997; Mehaffe, 1984; Paul, 1997; Penyak & Duray, 1999; Reeves, 2002; Thompson, 1999; Tranguyen, 2002). In Türkiye, as in other countries, options other than the traditional method have been sought in social studies and history teaching, but until 2005, most teachers and official institutions responsible for education did not search for alternatives. In the restructuring process carried out in Türkiye in 2005, the number of studies and research increased with the inclusion of oral history method in the new Social Studies Curriculum by the Board of Education and Instruction (Akçalı & Aslan, 2012; Çalışkan & Şahbudak, 2005;

Dere & Kızılay, 2017; Kabapınar & İncegöl, 2016; Sağlam & Sayımlı, 2021; Sarı, 2007; Tan, 2007).

As the number of studies increases, it becomes difficult to follow scientific developments and trends, make general judgements and discover gaps in the literature. However, it is important to quantify the literature and evaluate the results to identify trends in the field. In recent years, biometric analysis has gained popularity due to the increase in scientific publications (Demir & Çelik, 2020). Biometric analysis facilitates statistical analysis of research and comprehensive research evaluation (Ayanoglu et al., 2021). Clarifying prominent research trends makes future research trends predictable. Many studies can be analysed in detail using the bibliometric analysis method (Zhao et al., 2018). In such studies, it is possible to quantitatively evaluate innovation and trends in the field. The data obtained in this way can be presented visually (Yılmaz, 2021), and research can be made more understandable.

Oral history, which is a research method and a form of history writing frequently used in education, is one of the areas where there is a gap. When the relevant literature was reviewed, no study, including bibliometric analysis of oral history-based research, was found. Bibliometric studies, which are used to identify gaps in the literature, are important in terms of identifying clusters and gaps in the field. Such analyses prevent researchers from repeating themselves and enable the selection of the most appropriate topics for research. It is anticipated that this research will have a positive impact on the creation of an academic publication policy related to the oral history method. On the other hand, it is thought that identifying the main sources guiding the field will contribute to new research. For this reason, the aim of the research was determined to be the examination of educational research based on oral history using a bibliometric analysis method. The research questions formulated for this purpose are as follows;

1. What is the distribution of the number of publications and citations of educational research conducted with the oral history method according to years?
2. What are the most cited authors and articles about the oral history method in educational research?
3. What is the distribution of the results of the co-citation analysis of co-authors?
4. How is the distribution of published studies by institutional citation analysis?
5. What is the distribution of published studies according to countries?
6. How is the citation analysis distribution of published studies according to countries?
7. What are the most recurring keywords in published studies?

Method

Bibliometric analysis methodology was used in this study, which aims to determine the academic studies on the use of oral history in educational research and the relationships between these studies. Bibliometric analysis is the visualisation of the elements (i.e., study, author, journal, country, institution) in a research field with the help of mapping techniques

using mathematical and statistical methods (Şimşir, 2022). The trends related to the researched topic can be analysed on the basis of a large literature with the descriptive analysis technique (Ellegaard & Wallin, 2015). In the bibliometric analysis method, which is one of the ways of examining the literature, the data set is more inclusive since the studies related to the field examined can be downloaded collectively (Block & Fish, 2020).

Data Collection

In bibliometric analyses, there are many databases that enable the downloading of the data set. The most well-known of these can be listed as Web of Science (WoS), ISI, Scopus, Google Scholar, PubMed, NLM, Medline, Microsoft Academic, Springerlink, etc. (Chen, 2017). In this study, bibliometric analysis data were obtained using the WoS database. WoS database, created by the Institute for Scientific Information [ISI] in 1950 and produced by Clarivate Analytics, is frequently preferred in bibliometric research because it offers comprehensive data content from different fields (Li et al., 2018). WoS includes important citation indexes such as the Science Citation Index [SCI], the Social Science Citation Index [SSCI] and the Art and Humanities Citation Index [A&HCI] (Goodman & Deis, 2005).

In this research, the WoS database was searched with the word “oral history” on 3 December 2022 and 8,053 studies were reached. While searching, no date limitation was made, and all studies published between 1975 and 2022 were listed. 1975 was determined as the selection criterion in determining the date range because it was possible to search the WoS database for the first time starting that year (Er Türküresin, 2022). In the next stage, the Education and Educational Research category was selected, and the number of studies was reduced to 441. When the studies were filtered according to their types, 381 open-access articles were found. Other publications are book chapters (f=71), minutes (f=33) and book reviews (f=14). Data analyses were conducted on these 381 articles.

Analysing the Data

In bibliometric analyses, many databases enable the downloading of the data set. The most well-known of these are databases such as WoS, ISI, Scopus, Google Scholar, PubMed, NLM, and Medline (Artsin, 2020). In this study, the WoS database was used to obtain the data. Descriptive analysis and bibliometric analysis methods were used to analyse the data obtained. Excel software was used in the descriptive analysis of the data, and the analyses were presented in tables and graphs with percentage and frequency values. VOSviewer (Version 1.6.17: www.vosviewer.com), freely available, was used for bibliometric analyses and network maps. Paintmaps (<https://paintmaps.com/>), also freely available, was used to show the number of publications by country on the world map. The threshold values used for network analysis on VOSviewer, the number of bubbles and the number of clusters obtained as a result of the analysis are given in Table 1.

Table 1.
Types of Analyses

Analysis	Frequency of occurrence	Number of bubbles	Number of clusters
Co-citation analysis of co-authors	5 and above	212	11
Citation analysis by institutions	1 and above	204	11
Citation analysis by country	1 and above	26	6
Network analysis by keywords	1 and above	602	61

Table 1 shows the types of analyses performed and the data obtained. In the VOSviewer programme, except for the “Co-citation analysis of co-authors”, no limitation was made when determining the threshold value in other analyses, and all studies of 1 and above were included in the analysis. In the “Co-citation analysis of co-authors”, since the number of data accessed was too large to enable the interpretation of the network map, 5 or more studies were selected as the threshold value, and the analysis was carried out accordingly. After the data file is loaded into the VOSviewer programme, a threshold value is set for a phrase to become visible on the map. This threshold value can be changed by the researcher if the phrase is high or low (Artsın, 2020). For this reason, the threshold value was limited to 5 and above in the co-citation analysis of co-authors. In the bibliometric analysis, a co-citation link is established between the authors of the articles and the authors citing the publications. This network also shows the most influential authors in the field. The publications found together in the references of the articles and their convergence can also be seen in this network. The growth of nodes between author relationships also means that the relationship is numerically more (Sarı Gök, 2021).

Ethics Committee Permission Information

The bibliometric analysis study on the use of oral history in educational research was carried out with data accessed through the WoS programme between 1975 and 2022. Since open-access data were used in the study, ethics committee approval was not obtained. In the study, all rules determined within the “Higher Education Institutions Scientific Research and Publication Ethics Directive” scope were followed. The authors are responsible for any violations that may arise from the article.

Findings

This section presents the results of bibliometric analyses of educational research conducted with the "oral history" method between 1980-2022. The findings obtained as a result of the research data analysis are presented.

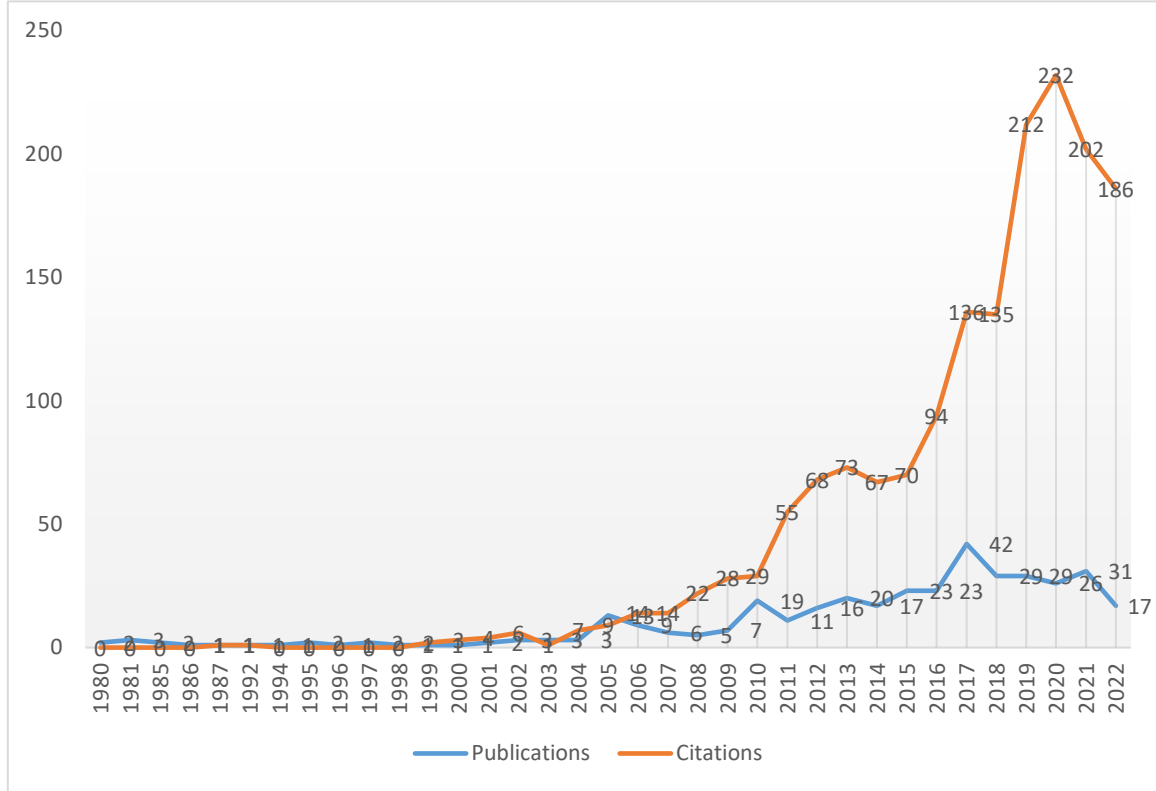
Analysing the number of Publications and Citations of Published Studies according to Years

The number and rate of educational research publications conducted using the oral history method and the number and rate of citations to these publications are given in Figure 1. When Figure 1 is analysed, it is seen that the first study conducted with the oral history method in the WoS database belongs to 1980 (f=2) and the first citation belongs to 1987 (f=1). The highest increase in the number of publications belongs to 2010 (f=19), and the highest increase in the number of citations belongs to 2011 (f=55). Although there has been an increase

in the number of publications and citations related to oral history in recent years, it has been determined that this increase is not regular, and in some years, it tends to decrease.

Figure 1.

Number of Publications and Citations by Years



Examination of Articles Published in Journals

When educational research based on oral history is analysed in terms of publications and citations, the first publication was in 1980. The analysis results, including the evaluation of the published articles in terms of the number of citations, are shown in Table 2.

Table 2.

Analysis of the 10 Most Cited Publications

Number	Publication name	Number of citations	Link strength
1	Bernal, D. D. (1998). Using a Chicana feminist epistemology in educational research. <i>Harvard educational review</i> , 68(4), 555-583.	381	18
2	Diem, S., Young, M. D., Welton, A. D., Mansfield, K. C., & Lee, P. L. (2014). The intellectual landscape of critical policy analysis. <i>International Journal of Qualitative Studies in Education</i> , 27(9), 1068-1090.	101	9
3	Reyes, K. B., & Curry Rodríguez, J. E. (2012). Testimonio: Origins, terms, and resources. <i>Equity & Excellence in Education</i> , 45(3), 525-538.	84	7
4	Rose, M. (2012). The 'silent apartheid' as the practitioner's blindspot. <i>Aboriginal and Torres Strait Islander education: An introduction for the teaching profession</i> , 64-80.	27	0
5	Lee, A., Manathunga, C., & Kandlbinder, P. (2010). Shaping a culture: Oral histories of academic development in Australian universities. <i>Higher Education Research & Development</i> , 29(3), 307-318.	27	7
6	Grant, B., Lee, A., Clegg, S., Manathunga, C., Barrow, M., Kandlbinder, P., ... & Hicks, M. (2009). Why history? Why now? Multiple accounts of the emergence of academic development. <i>International Journal for Academic Development</i> , 14(1), 83-86.	27	3
7	Olmedo, I. M. (1997). Voices of our past: Using oral history to explore funds of knowledge within a Puerto Rican family. <i>Anthropology & Education Quarterly</i> , 28(4), 550-573.	24	16
8	Buras, K. L. (2013). 'We're not going nowhere': race, urban space, and the struggle for King Elementary School in New Orleans. <i>Critical Studies in Education</i> , 54(1), 19-32.	23	1
9	Burke, C. (2010). About looking: vision, transformation, and the education of the eye in discourses of school renewal past and present. <i>British Educational Research Journal</i> , 36(1), 65-82.	23	2
10	Swalwell, K., & Schweber, S. (2016). Teaching through turmoil: Social studies teachers and local controversial current events. <i>Theory & Research in Social Education</i> , 44(3), 283-315.	22	5

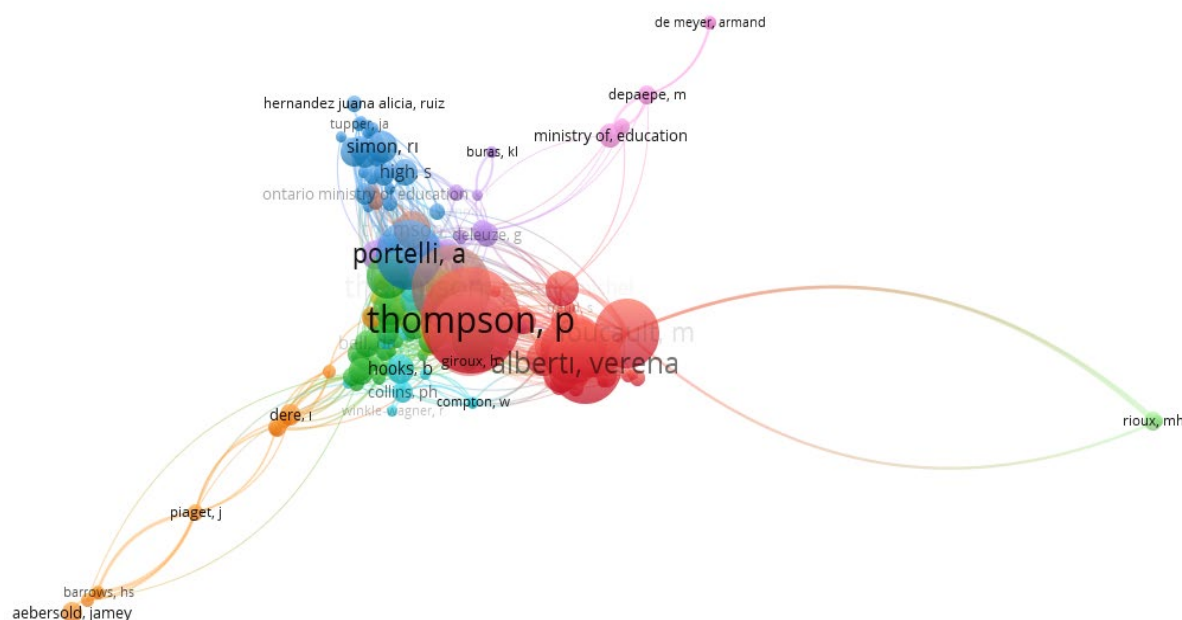
As can be seen in Table 2, the most cited educational research on oral history is Bernal's (1998) "Using a Chicana feminist epistemology in educational research" (f=381, bg=18). In this study, Bernal described an oral history project on Chicana student resistance and activism and tried to express the importance of this framework in educational research. In the second most cited study (f=101, bg=9), Diem et al. (2014) conducted in-depth oral history interviews with 19 participants identified as critical policy scholars. Reyes and Curry Rodríguez (2012) conducted a study on equity and excellence in education using the oral history method. The most cited studies were generally conducted in the fields of anthropology, education and history.

Analysing the Results of Co-Citation Analysis of co-Authors

A co-citation analysis was conducted for educational research based on oral history, and it was found that there were 9567 authors. In order to list the cited authors, the threshold value was determined as 5, and it was concluded that 212 authors met this criterion. These authors are gathered around 11 clusters according to their relationships. In the network structure, each cluster is represented by a different colour, and the circle size indicates the authors with the highest number of co-citations. According to Figure 2, the most co-cited authors are Thompson (f=79), Freire (f=35), Alberti (f=33), Faucault (f=29) and Portelli (29). The authors with the highest link strength were Thompson (bg=439), Freire (bg=242), Portelli (bg=237), Faucault (bg=213) and Alberti (bg=176).

Figure 2.

Co-citation Analyses of Co-Authors



Analysing the Results of Institutional Citation Analysis of Published Studies

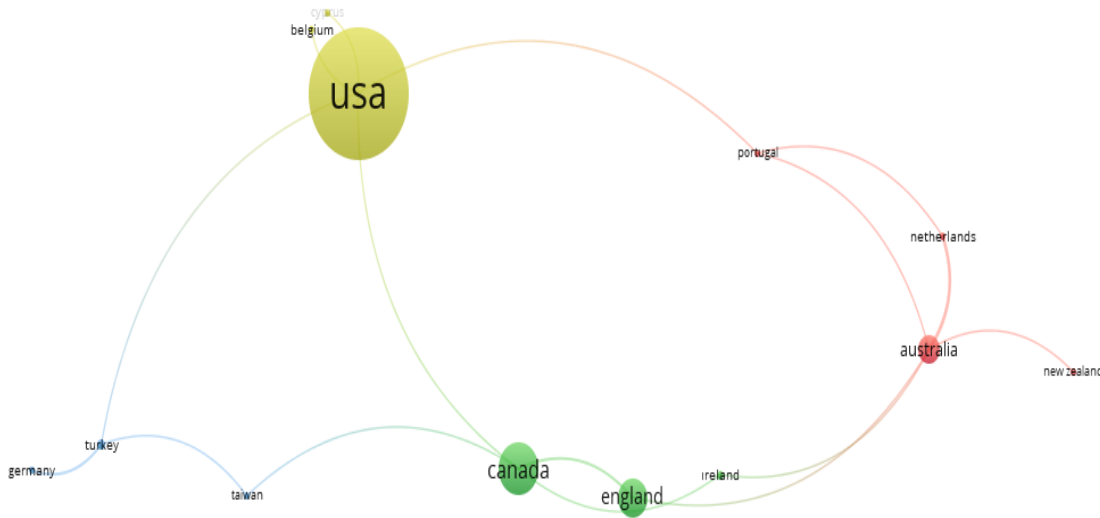
The published studies were analysed in terms of institution citation analysis in Figure 3. According to this, there are 394 institutions, 204 of which are related, and these institutions are gathered around 11 clusters. The institution with the highest number of publications was determined as the Federal University of Rio Grande do Sul in Brazil (f=9). Then, Cambridge University in England (f=8), Ottawa University in Canada (f=7), University of British Columbia (f=6) and College Dublin University in Ireland (f=6) are the universities with the highest number of publications. The institutions with the highest number of citations are the University of California Davis (f=394), the University of Missouri (f=124), Virginia Commonwealth University (f=115), the University of Virginia (f=105) and the University Council for Educational Administration [UCEA] (f=105). When the relationship network between the institutions is analysed, the institutions with the highest connection strength are Virginia Commonwealth University in the United States of America (bg=8), University of

Analysing the Results of Citation Analysis of Published Studies according to Countries

Figure 5 shows the citation analysis results of published studies according to countries. Accordingly, it is seen that there are 32 cited countries, and there is a relationship between 26 of them, with these countries gathered around 6 clusters. Being cited at least once was determined as a criterion, and countries were listed accordingly. In this context, the countries with the highest number of articles were the United States of America (f=106), Brazil (f=101), Canada (f=41), England (f=32), Australia (f=23), Türkiye (f=9). The countries with the highest number of citations are the United States (f=969), England (f=217), Australia (f=166), Canada (f=115) and the Netherlands (f=50). When the countries are evaluated in terms of link strength, Australia (bg=9), England (bg=7), the United States (bg=5), the Netherlands (bg=5) and Canada (bg=3) are ranked.

Figure 5

Citation Analysis of Published Studies by Country



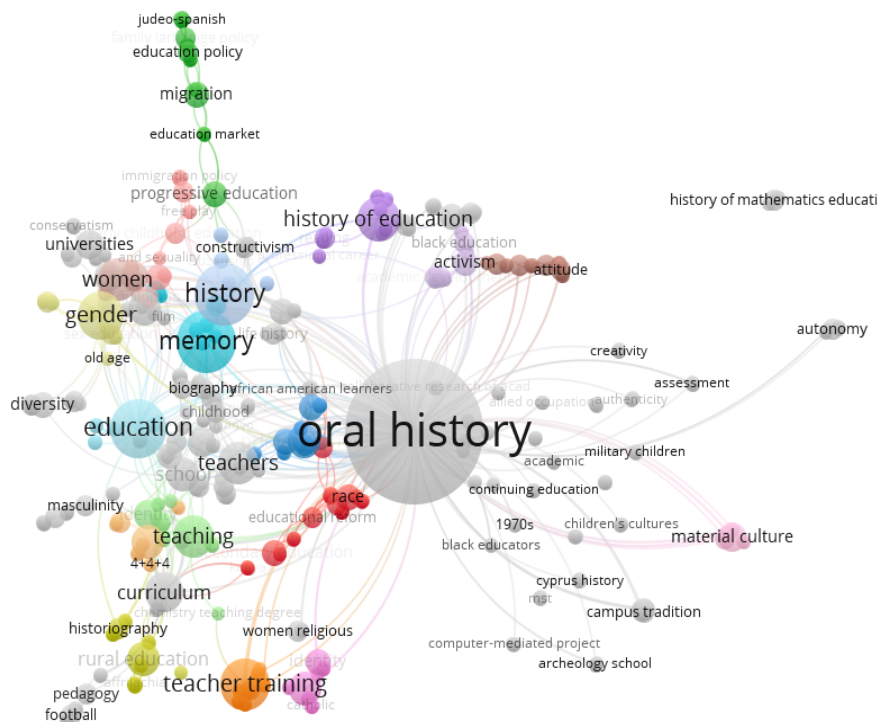
Analysing the Published Studies according to Keywords

Figure 6 shows the network analysis of keywords related to oral history. Accordingly, it was determined that 602 words were repeated at least once, and these words were gathered around 61 clusters. While the circle sizes show the most repeated keywords, the distances between the circles show the relationship between the keywords. As the distance decreases, the relationship increases, and as the distance increases, the relationship decreases. The absence of any connection indicates no relationship (Doğan et al., 2021; Yeşiltaş & Evci, 2021). When the network analysis table is examined, it is seen that the most frequently used words are oral history (f=91), history (f=17), memory (f=17), education (f=15), teacher training (f=12), gender (f=10), history of education (f=9), teachers (f=8), teaching (f=8), women (f=8), respectively. The keywords with the highest linking power are oral history (bg=361), history (bg=60),

memory (bg=55), education (bg=54), gender (bg=34), curriculum (bg=34), history of education (bg=32), teacher training (bg=30), teachers (bg=30) and teaching (bg=29).

Figure 6.

Keyword Network Analysis



Discussion and Conclusion

In this study, the studies published in the WoS database within the scope of educational research based on oral history were analysed by descriptive and bibliometric analysis methods. It was determined that the first related publication was in 1980, and the first citation was in 1987. As mentioned before, the first attempts in the world related to oral history were made to determine the results of World War II using modern technologies. In 1942, Joseph Gould used the term oral history for the first time (Ritchie, 2003; Smith, 2013). Apart from these first attempts for political purposes, the transformation of oral history into a field that reveals historical evidence occurred in the 1960s. Especially in the 1970s and 1980s, oral history studies became widespread to identify and preserve the cultural heritage of national and vocational education programmes (Counce, 2001). For this reason, it can be considered a normal situation that the first publication listed in WoS belongs to 1980 and that it follows an increasing development course from the 1980s to the present day. When the highest increase in the number of publications was analysed, it was found that the highest number of publications belonged to 2010, and the highest increase in the number of citations belonged to 2011. Although oral history studies, which contain important information in understanding and analysing the traumas and negativities experienced, especially after World War II, are seen as an important source, the clarification of the method, the expansion of its scope and its full rise took place in late 1990 (Tütüncü, 2022). The fact that the number of publications and

citations has increased since these years and reached its highest level in 2010 can be said to be related to this situation.

It was found that more than two-thirds of the educational research conducted with the oral history method was in the form of articles, and the most cited article was Bernal's (1998) study titled "Using a Chicana feminist epistemology in Educational Research". In this article, Bernal summarises the Chicana feminist epistemological framework. Drawing on the existing work of Chicana feminists, this framework questions notions of objectivity and the universal basis of knowledge. Chicana feminist epistemology is also grounded in the lived experiences of Chicanas. In this research, Bernal (1998) attempts to analyse how the lives of Chicana participants are interpreted, documented and reported. She also recognises that Chicana lead lives with significantly different opportunity structures than men or white women. Diem et al. (2014) conducted the second most cited study. In this study, in-depth oral history interviews were conducted with 19 participants identified as critical policy scholars. This study aimed to ask academics to question research in policy studies, define it from the side and discover the reasons for working in these fields. Thus, an understanding of the critical policy analysis approach was developed. Reyes, and Curry Rodríguez (2012), another highly cited study, conducted an oral history study on equity and excellence in education. In this study, the roots of the witnesses in Latin America and how they were transformed, the spoken word and the memoirs of Chicanas and Latinas are the subject of this study. The most cited studies are generally in the fields of anthropology, education and history. Oral history should be preferred in other fields and subjects and encourage socially oppressed and excluded individuals and groups to speak for themselves (Yıkımsı, 2016). Although oral history was considered a historical research method when it first emerged, it is used as a teaching method by many social science disciplines such as sociology, psychology, ethnology, anthropology, social psychology, and folklore due to its structure that increases interdisciplinary cooperation (Counce, 2001; Metin, 2002).

The fact that many disciplines use this method is also revealed by the fields of study of the names using this method. Therefore, Paul Thompson, one of the first names that come to mind when the oral history method is mentioned, works in the field of sociology, Luisa Passerini in the field of psychology, Dominique Willems in the field of linguistics, Elizabeth Tomkin, Jan Vansina and Dennis Tedlock in the fields of ethnology and folklore (Portelli, 1991). In this study, co-authors and their citations were analysed, and the most frequently cited co-authors were Paul Thompson, Paulo Freire, Verena Alberti, Michel Foucault and Alessandro Portelli. Paul Thompson is the researcher who initiated the first large-scale oral history project in the UK. At the same time, using the oral history method, he ensured that the voices of a group in the background, such as women, workers and children in England, were heard (Somersan, 1998). With his publications since the 1970s, Thompson has tried to prove the validity of oral history as a research method and has argued that it is valuable. Paula Freire, another researcher with the highest number of co-citations, frequently utilised the oral history method in her work in critical pedagogy (Korkutan & Kaplan, 2022). Foucault moved away from the traditional understanding of history and stated that history is not only about chronology and wars and was more interested in the representations of the past. However, traditional history is not only the history of wars, politicians and dynasties. When the lives and

experiences of ordinary people living in the past are not reflected, the history to be written may not reflect the truth entirely and truthfully (Özbaş & Öztaş, 2021). Alessandro Portelli, like Thompson, points to the importance of the daily lives of silenced and excluded groups in historiography (Portelli, 2002). Oral history does not only support official history. In addition, the lower classes, the uneducated, those outside the public sphere, marginalised people, minorities, and those considered to be on the fringe of society and their life stories also constitute the subject of oral history (Gezer, 2023). When evaluated in general, it is seen that almost all of the authors with the highest number of co-citations are the names that played an active role in the development of oral history and work on similar topics. When educational research that deals with oral history as a method or subject is evaluated in general, it is seen that there is a need for adaptation to various disciplines, philosophy, and history and how to do it.

When the institutional citation analysis results of the published studies were analysed, it was determined that the university with the highest number of publications was the Federal University of Rio Grande do Sul in Brazil. Cambridge University in England, University of Ottawa, and University of British Columbia in Canada, and College Dublin University in Ireland are the other institutions with the highest number of publications. The most cited institutions are the University of California Davis, the University of Missouri, Virginia Commonwealth University, the University of Virginia and the University Council for Educational Administration [UCEA] in the United States. It was concluded that the distribution of the most cited institutions varied according to country. Nevertheless, all of the top five most cited institutions belong to various universities in the United States. Oral history is used in many countries around the world. However, the topics on which it is focussed differ in different countries. For example, in Western countries, oral history is generally used to show the inner face of official history and to make the voices of groups that are not in the foreground heard (Küpüç, 2014).

Regarding citations to published studies, the countries with the highest number of articles are the United States of America, Brazil, Canada, the United Kingdom, Australia and Türkiye, respectively. The countries with the highest number of citations are the United States of America, the United Kingdom, Australia, Canada and the Netherlands. In the historical development process, the oral history method was first utilised in both the United States and the United Kingdom to reveal World War II's devastating effects (Ritchie, 2003; Smith, 2013). In this context, oral history projects were initiated and became widespread in various states of the United States of America to determine the trauma caused by World War II in society. With the effect of institutionalisation in historiography in the United States in the 1960s, the American Oral History Association [OHA] was established in 1966, and the United States became the centre of developing the oral history method (Dere, 2019). Following the developments in education, in the 1990s, oral history studies were introduced to schools in many countries, especially in the United States and England, and there was a significant increase in the number of studies (Demircioğlu, 2010). All these developments have led to a higher number of studies published in the United States of America compared to other countries. Parallel to the increase in the number of studies, an increase in the number of

citations was also observed. In addition, western countries stand out more than other countries in oral history research.

Another prominent country is England (Ersoy, 2009). Since the 19th century, the history of the working class has been researched using methods such as observation and interviews, and this has been the driving force of oral history studies in countries such as England (Danacıoğlu, 2010). The revolutionary movements of the 1960s, which affected the whole world, increased the interest in some sciences, especially history and sociology. However, due to the inadequacy of these sciences in describing the realities in detail, there has been an increase in interest in oral history (Gökdemir, 2018). In the UK in the 1950s and 1960s, the oral history method was mainly used to reveal the experiences of workers (Smith, 2013). In this historical development process, American and British schools emerged in oral history studies (Tokmak, 2016). Since the second quarter of the 20th century, oral history, which has shown a serious development, has been used extensively in subjects such as family migration, city, civil society, and social history. With the increase in oral history studies aiming to record living memories, various institutions, and organisations, especially in countries such as the United States, England, Canada and Australia, have started to support oral history projects (Dere & Akıncı, 2021).

Another country that stands out in terms of the number of studies conducted is Australia. In recent years, various journals on oral history have been published, archives have been created, and oral history projects have been popularised in Australia. The Oral History and Culture Collection of the National Library of Australia, the Oral History Project of the Australian National University [ANU], and the Oral History Australia Journal are examples of these developments (Tütüncü, 2022).

Regarding the countries with the highest number of articles published, Türkiye ranked sixth. The use of the oral history method in Türkiye first attracted the attention of journalists, social scientists and documentary makers in the 1990s (Akçalı & Aslan, 2012). Apart from the oral tradition, studies similar to those conducted in the United States and the United Kingdom started in Türkiye in the 1980s with increasing interest in recent history. In 1999, the History Foundation organised oral history workshops in many provinces within the scope of the Local History Project, and in 2002, it initiated projects to create a systematic oral history archive for the first time (Uygun, 2011). However, although various oral history studies were carried out in disciplines such as history and sociology in Türkiye until 2005, they were not supported by many disciplines and stakeholders. After 2005, during the restructuring process in the field of education, this method was included in the new Social Studies Curriculum by the Presidency of the Board of Education and Instruction. Thus, many studies and research were carried out in Türkiye. Some of these studies are listed in the Web of Science database (Akbaba & Kılcan, 2012; Aykaç, 2016; Dere & Alkaya, 2017; Dere & Kalender, 2019; Dilek, 2016; Sağlam, 2012; Sağlam, 2014; Sağlam, 2015a; Sağlam, 2015b; Sağlam & Sayımlı, 2021).

When the oral history studies were analysed in terms of the most frequently recurring words, it was determined that the prominent words were oral history, history, memory, education, teacher education, gender, history education, teachers, teaching and women. WoS database was searched by typing “oral history” in the search button. Again, the sources

accessed were limited in terms of their categories by typing “Education, Educational Research”. For this reason, it is expected that the most recurring first words were found as oral history, history, education, teacher education, teaching, and teachers. Apart from these, when the most frequently repeated words are analysed, memory is the first word that draws attention. According to Ritchie (2003), since oral history focuses on people’s personal experiences and memories, it is basically considered the work of transforming memory into material. Dere and Dinç (2020) state that oral history is closely related to memory studies. The two other words that attract the most attention are gender and women. When the course of development of oral history is analysed, it is seen that it was considered historiography until the 1960s. Since the late 1960s, the scope of oral history has widened with the addition of groups excluded in historiography, women and marginalised segments of society, and the number of studies based on these people and groups has increased (Danacıoğlu, 2001). Therefore, when the top 10 most cited publications were analysed, it was seen that Bernal's (1998) study was on the use of Chinese feminist epistemology in educational research.

Recommendations

In this study, the suggestions made in the context of the results obtained from the research are given below. These are:

The research data were obtained using the WoS database. In future studies, databases such as Scopus and EBSCO can be included. Thus, the scope of the research can be expanded by including various studies that are not included in this study.

Oral history is a method used by many disciplines. This study narrowed the data set, and educational research using the oral history method was analysed. Expanding the data set allows other disciplines where the oral history method is used to be analysed. This may show which oral history subjects are especially intensively studied in fields other than education.

According to the research results, 32 countries have received citations related to the oral history method, and 26 of these countries are related. More cooperation between researchers working in different countries can be realised.

According to the results of the analysis, 9 studies using the oral history method in Türkiye are listed in the WoS database. When the distribution of the studies by country is analysed, the number of studies is low. For this reason, the number and quality of studies on oral history methods in Türkiye can be increased.

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BIOGRAPHICAL NOTES

Contribution Rate of Researchers

Author 1: 33%

Author 2: 33%

Author 3: 33%

The contribution rate of researchers to study is equal.

Conflict Statement

This study has three authors. All three authors contributed equally to the article. There is no conflict of interest in the study.



Eğitim Araştırmalarında Sözlü Tarih Kullanımı: Bibliyometrik Bir Analiz

1

Özet

Bu araştırmada Web of Science (WoS) veri tabanında taranan ve sözlü tarih yönteminin kullanıldığı eğitim araştırmalarının bibliyometrik analizini yapmak amaçlanmıştır. Betimsel ve bibliyometrik analiz yönteminin kullanıldığı araştırmada çalışmalar belirli kriterlere göre sınırlandırılmış ve WoS veri tabanından “ciw” dosyası olarak indirilmiştir. Veriler VOSviewer programıyla haritalandırılmıştır. 1980-2022 yılları arasında yayınlanan 381 açık erişim verisine sahip makale analiz edilmiştir. Araştırma sonucunda sözlü tarih yöntemiyle yürütülen eğitim araştırmalarının çoğunluğunu makalelerin oluşturduğu, yayın sayıları açısından en yüksek artışın 2010 yılında yaşandığı, yayın ve atıf sayılarındaki artışın ise düzensiz olduğu tespit edilmiştir. Sözlü tarihle ilgili en çok atıf alan eğitim araştırması Bernal’ın (1998) çalışması iken en çok ortak atıf alan yazarların sırasıyla Thompson, Freire, Alberti, Faucault ve Portelli olduğu belirlenmiştir. Sözlü tarih ile ilgili en çok yayın yapan ülkeler Amerika Birleşik Devletleri, Brezilya, Kanada ve İngiltere olarak sıralanmıştır. Ülke atıf analizi açısından en çok atıf alan ülkenin Amerika Birleşik Devletleri olduğu, kurum atıf analizi açısından ise en çok atıf alan kurumların yine bu ülkedeki Calif Davis Üniversitesi, Missouri Üniversitesi ve Virginia Commonwealth Üniversitesi olduğu görülmüştür. Son olarak yayımlanan çalışmalarda en sık kullanılan anahtar kelimelerin sırasıyla sözlü tarih, tarih, hafıza eğitimi, öğretmen eğitimi, cinsiyet, eğitim tarihi, öğretmenler, öğretmenlik ve kadın olduğu sonucuna ulaşılmıştır. Araştırma sonucuna göre araştırmacılara farklı veri tabanlarından sözlü tarih çalışmaları yapmaları önerilebilir.

Anahtar Kelimeler: Bibliyometrik analiz, eğitim, sözlü tarih.

Giriş

Sözlü tarih, insanların geçmişi nasıl hatırladıklarını inceleyen bir yöntem ve araştırma alanıdır. Tarih geçmiş olayları incelerken sözlü tarih, kişisel çağdaş anlatılarda geçmişin nasıl anımsandığına odaklanır (Hoopes, 1979). Tarih yazımının bir şekli ve bir araştırma yöntemi olan sözlü tarih, II. Dünya Savaşı'ndan sonra Avrupa'da akademik tarihçiliğe kendini kabul ettirmiştir. Sonrasında eğitim alanında ön plana çıkarak hem tarih eğitimi hem de sosyal bilgiler eğitimi alanlarında çok fazla kullanılır olmuştur (Brooks, 1997; Crocco, 1998; Evans, 2003; Koehl, 2005; Kuhn & McLellan, 1997; Mehaffe, 1984; Paul, 1997; Penyak & Duray, 1999; Reeves, 2002; Thompson, 1999; Tranguyen, 2002). Diğer ülkelerde olduğu gibi Türkiye'de de sosyal bilgiler ve tarih öğretiminde geleneksel yöntem dışında başka seçenekler aranmış fakat 2005 yılına kadar çoğu öğretmen ve eğitimden sorumlu resmi kurum alternatif arayışlarda bulunmamıştır. Ülkemizde 2005 yılında gerçekleştirilen yeniden yapılanma sürecinde Talim ve Terbiye Kurulu Başkanlığı'nca yeni Sosyal Bilgiler Öğretim Programı'nda sözlü tarih yöntemine yer verilmesiyle yapılan çalışma ve araştırmaların sayısında artış yaşanmıştır (Akçalı & Aslan 2012; Çalışkan & Şahbudak, 2005; Dere & Kızılay, 2017; Kabapınar & İncegül, 2016; Sağlam & Sayımlı, 2021; Sarı, 2007; Tan, 2007).

Çalışmaların sayısı arttıkça bilimsel gelişmeleri ve eğilimleri takip etmek, genel yargılarda bulunmak ve literatürdeki boşlukları keşfetmek zorlaşır. Bununla birlikte alandaki

eğilimleri belirlemek için literatürü sayısallaştırmak ve sonuçları değerlendirmek önemlidir. Son yıllarda bilimsel yayınlardaki artış nedeniyle biyometrik analiz rağbet görmekte ve popülerlik kazanmaktadır (Demir & Çelik, 2020). Biyometrik analiz, araştırmaların istatistiksel analizini ve kapsamlı araştırma değerlendirmesini kolaylaştırır (Ayanoglu, Demir & Gür-Erdoğan, 2021). Öne çıkan araştırma eğilimlerinin açıklığa kavuşturulması, gelecekteki araştırma trendlerinin tahmin edilebilir olmasını sağlar. Biyometrik analiz yöntemi kullanılarak pek çok çalışma ayrıntılı olarak analiz edilebilir (Zhao, vd., 2018). Bu tarz çalışmalarda alandaki yenilik ile eğilimleri nicel olarak değerlendirmek mümkündür. Bu şekilde elde edilen veriler görsel olarak sunulabilir (Yılmaz, 2021) ve araştırmalar daha anlaşılır kılınabilir.

Eğitimde sıklıkla kullanılan bir araştırma yöntemi ve tarih yazma biçimi olan sözlü tarih, boşluk yaşanan alanlardan biridir. Literatürdeki boşlukların tespitinde yararlanılan bibliyometrik çalışmalar, alandaki kümelenme ve boşlukların tespit edilmesi bakımından önemlidir. Bu tarz incelemeler, araştırmacıların kendilerini tekrar etmelerini engeller ve araştırmaya en uygun mevzuların seçilmesini olanaklı kılar. Bu araştırmanın sözlü tarih yöntemiyle alakalı akademik yayın politikasının oluşturulmasına pozitif bir etkide bulunacağı öngörülmektedir. Diğer taraftan alana yol gösteren başlıca kaynakların saptanmasının yeni araştırmalara katkı sağlayacağı düşünülmektedir. Bu nedenle araştırmanın amacı sözlü tarihe dayanan eğitim araştırmalarının bibliyometrik analiz yöntemiyle incelemesi olarak belirlenmiştir. Bu amaçla oluşturulan araştırma soruları aşağıdaki şekildedir;

1. Sözlü tarih yöntemiyle gerçekleştirilen eğitim araştırmalarının yıllara göre yayın ve atıf sayılarının dağılımı nasıldır?
2. Eğitim araştırmalarında sözlü tarih yöntemiyle ilgili en çok atıf alan yazar ve makale bilgileri nelerdir?
3. Ortak yazarların ortak atıf analizi sonuçlarının dağılımı nasıldır?
4. Yayımlanan çalışmaların kurum atıf analizi dağılımları nasıldır?
5. Yayımlanan çalışmaların ülkelere göre dağılımı nasıldır?
6. Yayımlanan çalışmaların ülkelere göre atıf analizi dağılımları nasıldır?
7. Yayımlanan çalışmalarda en çok tekrar eden anahtar kelimeler nelerdir?

Yöntem

Eğitim araştırmalarında sözlü tarih kullanımı ile ilgili yapılan akademik çalışmalarını ve bu çalışmalar arasındaki ilişkileri belirlemeyi amaçlayan bu araştırmada bibliyometrik analiz metodolojisi kullanılmıştır. Elde edilen verilerin analizinde betimsel analiz ve bibliyometrik analiz yönteminden yararlanılmıştır. Verilerin betimsel analizinde excel programı kullanılmış ve analizler yüzde ve frekans değerleri ile tablolar ve grafikler halinde sunulmuştur. Bibliyometrik analizler ve ağ haritalarının oluşturulmasında ise ücretsiz olarak erişilebilen VOSviewer (Version 1.6.17: www.vosviewer.com) programı kullanılmıştır. Dünya haritası üzerinde ülkelere göre yayın sayılarının gösterilmesinde yine ücretsiz olarak erişilen paintmaps (<https://paintmaps.com/>) programından yararlanılmıştır.

Araştırmanın Etik İzinleri:

Eğitim araştırmalarında sözlü tarih kullanımına ilişkin bibliyometrik analiz çalışması, 1975-2022 yılları arasında WoS programı üzerinden erişilen verilerle gerçekleştirilmiştir. Çalışmada açık erişimli veriler kullanıldığı için etik kurul onayı alınmamıştır. Çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında belirlenen tüm kurallara uyulmuştur. Makaleden kaynaklanabilecek her türlü ihlalden yazarlar sorumludur.

Bulgular

WoS veri tabanında sözlü tarih yöntemiyle gerçekleştirilen ilk çalışmanın 1980 (f=2) yılına, ilk atfın ise 1987 (f=1) yılına ait olduğu görülmektedir. Yayın sayısında en yüksek artış 2010 (f=19) yılına, atf sayısında en büyük artış ise 2011 (f=55) yılına aittir. Sözlü tarih ile ilgili son yıllarda yayın ve atf sayılarında artış olsa da bu artışın düzenli olmadığı, bazı yıllar azalma eğiliminde olduğu belirlenmiştir.

Sözlü tarihle ilgili en fazla atf alan eğitim araştırması Bernal'ın (1998) "Using a Chicana feminist epistemology in educational research" isimli çalışmasıdır (f=381, bg=18). Bernal bu çalışmada Chicana öğrenci direnişi ve aktivizmi üzerine bir sözlü tarih projesini tanımlayarak bu çerçevenin eğitim araştırmasındaki önemini ifadeye çalışmıştır. En çok atf alan ikinci çalışmada (f=101, bg=9) Diem, vd. (2014), eleştirel politika akademisyenleri olarak tanımlanan 19 katılımcıyla derinlemesine sözlü tarih görüşmesi yapmıştır. Reyes, K. B. ve Curry Rodríguez, J. E. (2012) ise eğitimde eşitlik ve mükemmellik konusunda sözlü tarih yöntemini kullanarak bir çalışma gerçekleştirmiştir.

Sözlü tarihe dayanan eğitim araştırmaları için ortak atf analizi yapılmış ve 9567 yazar olduğu görülmüştür. Atf alan yazarları listelemek için ise eşik değer 5 olarak belirlenmiş ve 212 yazarın bu kriteri sağladığı sonucuna ulaşılmıştır. Bu yazarlar ilişkilerine göre 11 küme etrafında toplanmaktadır. En çok ortak atf alan yazarlar Thompson (f=79), Freire (f=35), Alberti (f=33), Faucault (f=29) ve Portelli (29) olarak sıralanmıştır. Bağlantı gücü en yüksek olan yazarların Thompson (bg=439), Freire (bg=242), Portelli (bg=237), Faucault (bg=213) ve Alberti (bg=176) biçiminde sıralandığı görülmüştür.

En çok yayın yapılan kurum Brezilya'da bulunan Federal University of Rio Grande do Sul (f=9) olarak belirlenmiştir. Sonra sırasıyla İngiltere'de bulunan Cambridge Üniversitesi (f=8), Kanada'da bulunan Ottawa Üniversitesi (f=7), British Columbia Üniversitesi (f=6) ve İrlanda'da bulunan College Dublin Üniversitesi (f=6) yayın sayısının fazla olduğu üniversitelerdir. En çok atf alan kurumlar ise Amerika Birleşik Devletleri'nde bulunan Calif Davis Üniversitesi (f=394), Missouri Üniversitesi (f=124), Virginia Commonwealth Üniversitesi (f=115), Virginia Üniversitesi (f=105) ve University Council for Educational Administration [UCEA] (f=105) olarak belirlenmiştir. Kurumlar arasındaki ilişki ağı incelendiğinde bağlantı gücü olarak en fazla olan kurumlar sırasıyla Amerika Birleşik Devletleri'nde bulunan Virginia Commonwealth Üniversitesi (bg=8), Missouri Üniversitesi (bg=6), Avustralya'da bulunan Queensland (bg=6) ve Yeni Zelanda'da bulunan Auckland Üniversitesi (bg=5) şeklindedir.

Sözlü tarih yöntemiyle yürütülen en fazla çalışma A.B.D (f=115) ve Brezilya'da (f=101) olduğu bu iki ülkeyi ise Kanada (f=41), İngiltere (f=34) ve Avustralya'nın (f=23) izlediği görülmektedir. Türkiye'de ise sözlü tarih yönteminin kullanıldığı ve WoS'ta listelenen çalışma sayısı 9'dur. Sözlü tarih yönteminin kullanıldığı çalışma yapılan 32 ülkeye rağmen birçok ülkede halen WoS'ta taranan bir çalışma yapılmadığı tespit edilmiştir. En çok makale tespit edilen ülke sırasıyla Amerika Birleşik Devletleri (f=106), Brezilya (f=101), Kanada (f=41), İngiltere (f=32), Avustralya (f=23), Türkiye (f=9) olarak belirlenmiştir. En çok atıf alan ülkeler ise Birleşik Devletleri (f=969), İngiltere (f=217), Avustralya (f=166), Kanada (f=115) ve Hollanda (f=50) şeklindedir. Ülkeler bağlantı gücü açısından değerlendirildiğinde ise Avustralya (bg=9), İngiltere (bg=7), Amerika Birleşik Devletleri (bg=5), Hollanda (bg=5) ve Kanada (bg=3) olarak sıralanmıştır.

En sık kullanılan kelimelerin sırasıyla oral history (f=91), history (f=17), memory (f=17), education (f=15), teacher training (f=12), gender (f=10), history of education (f=9), teachers (f=8), teaching (f=8), women (f=8) olduğu görülmektedir. Bağlantı gücü en yüksek olan anahtar kelimeler ise oral history (bg=361), history (bg=60), memory (bg=55), education (bg=54), gender (bg=34), curriculum (bg=34), history of education (bg=32), teacher training (bg=30), teachers (bg=30) ve teaching (bg=29) şeklinde sıralanmıştır.

Tartışma ve Sonuç

Bu çalışmada sözlü tarihe dayanan eğitim araştırmaları kapsamında WoS veritabanında yayımlanan çalışmalar betimsel ve bibliyometrik analiz yöntemiyle çözümlenmiştir. İlgili ilk yayının 1980, ilk atfın ise 1987 yılına ait olduğu belirlenmiştir. Daha önce de ifade edildiği gibi dünyada sözlü tarih ile ilgili ilk girişimler modern teknolojiler de kullanılarak II. Dünya savaşının sonuçlarının belirlenmesi amacıyla yapılmıştır. 1942 yılında Joseph Gould sözlü tarih terimini ilk defa kullanmıştır (Ritchie, 2003; Smith, 2013). Siyasi amaçlı bu ilk girişimlerin dışında sözlü tarihin tarihsel kanıtlarını ortaya koyan bir alana dönüşmesi ise 1960'lı yıllarda olmuştur. Özellikle 1970 ve 1980'li yıllarda ulusal ve mesleki eğitim programlarının kültürel mirasını belirlemek ve korumak için sözlü tarih çalışmaları yaygınlaşmıştır (Counce, 2001). Bu sebeple WoS'ta listelenen ilk yayının 1980 yılına ait olması ve 1980'li yıllardan günümüzde artan bir gelişim seyri izlemesi olağan bir durum olarak değerlendirilebilir.

Sözlü tarih yöntemiyle yürütülen eğitim araştırmalarının üçte ikiden fazlasının makale türünde olduğu, en çok atıf alan makalenin Bernal'ın (1998) "Using a Chicana feminist epistemology in educational research" isimli çalışması olduğu tespit edilmiştir. En çok atıf alan ikinci çalışma ise Diem vd., (2014) tarafından gerçekleştirilmiştir. Bu çalışmada eleştirel politika akademisyenleri olarak tanımlanan 19 katılımcıyla derinlemesine sözlü tarih görüşmeleri yapılmıştır. Bir diğer yoğun atıf alan çalışmayı yapan Reyes ve Curry Rodríguez, (2012) ise eğitimde eşitlik ve mükemmellik konusunda sözlü tarih çalışması gerçekleştirmiştir. Sözlü tarih toplumsal olarak ezilen, dışlanan kişi ve grupların kendi adlarına konuşmalarını cesaretlendirmenin yanında diğer alanlarda ve konularda da tercih edilmelidir (Yıkılmış, 2016). Sözlü tarih ilk ortaya çıktığında tarihsel bir araştırma yöntemi olarak değerlendirilse de disiplinler arası işbirliğini artıran yapısı nedeniyle sosyoloji, psikoloji, etnoloji, antropoloji,

sosyal psikoloji, folklor gibi birçok sosyal bilim disiplini tarafından öğretim yöntemi olarak kullanılmaktadır (Counce, 2001; Metin, 2002).

Bu yöntemin birçok disiplin tarafından kullanıldığını yöntemi kullanan isimlerin çalışma alanları da ortaya koymaktadır. Nitekim sözlü tarih yöntemi denildiğinde akla ilk gelen isimlerden biri olan Paul Thompson sosyoloji alanında, Luisa Passerini psikoloji alanında, Dominique Willems dil bilim alanında, Elizabeth Tomkin, Jan Vansina ve Dennis Tedlock ise etnoloji ve halk bilim alanlarında çalışmaktadır (Portelli, 1991). Yapılan bu çalışmada ortak yazarlar ve atıfları incelenmiş ve en çok ortak atıf alan yazarlar sırasıyla Paul Thompson, Paulo Freire, Verena Alberti, Michel Foucault ve Alessandro Portelli olarak belirlenmiştir. Yayımlanan çalışmalar kurum atıf analizi sonuçları incelendiğinde en çok yayının yapıldığı üniversitenin Brezilya'da bulunan Federal University of Rio Grande do Sul üniversitesi olduğu belirlenmiştir. İngilterede bulunan Cambridge Üniversitesi, Kanada'da bulunan Ottawa Üniversitesi ve British Columbia Üniversitesi ve İrlanda'da bulunan College Dublin Üniversitesi en çok yayının yapıldığı diğer kurumlardır. En çok atıf alan kurumlar ise Amerika Birleşik Devletleri'nde bulunan Calif Davis Üniversitesi, Missouri Üniversitesi, Virginia Commonwealth Üniversitesi, Virginia Üniversitesi ve University Council for Educational Administration [UCEA] olarak belirlenmiştir. En çok yayın yapılan kurumların ülkelere göre dağılımlarının değişkenlik gösterdiği sonucuna varılmıştır. Buna rağmen en çok atıf alan ilk beş kurumun tamamı Amerika Birleşik Devletleri'nde bulunan çeşitli üniversitelere aittir. Sözlü tarih, dünyanın birçok ülkesinde bir yöntem olarak kullanılmaktadır. Ancak hangi ülkede hangi konular üzerinde yoğunlaştığı farklılık göstermektedir. Örneğin Batı ülkelerinde genellikle sözlü tarih, resmi tarihin iç yüzünü göstermek ve ön planda olmayan grupların sesini duyurmak amaçlı kullanılmaktadır (Küpüç, 2014). Yayımlanan çalışmalara yapılan atıflar açısından en çok makalenin bulunduğu ülkeler sırasıyla Amerika Birleşik Devletleri, Brezilya, Kanada, İngiltere, Avustralya ve Türkiye olarak belirlenmiştir. En çok atıf alan ülkeler ise Amerika Birleşik Devletleri, İngiltere, Avustralya, Kanada ve Hollanda şeklinde sıralanmıştır.

En sık tekrar eden kelimeler açısından sözlü tarih çalışmaları incelendiğinde öne çıkan kelimelerin sözlü tarih, tarih, hafıza, eğitim, öğretmen eğitimi, cinsiyet, tarih eğitimi, öğretmenler, öğretim ve kadınlar şeklinde sıralandığı belirlenmiştir. En sık tekrar eden kelimeler incelendiğinde ilk dikkati çeken kelime memory yani hafızadır. Ritchie'ye (2003) göre sözlü tarih, insanların kişisel deneyimlerine ve hatıralarına odaklandığı için temelde hafızanın kullanılarak malzemeye dönüştürülmesi işi olarak kabul edilmektedir. Dere ve Dinç'e (2020) göre de sözlü tarih hafıza çalışmalarıyla yakından ilişkilidir. En çok dikkati çeken diğer iki kelime gender (cinsiyet) ve women (kadınlar) şeklindedir. Sözlü tarihin gelişim seyri incelendiğinde özellikle 1960'lara kadar tarih yazımı şeklinde değerlendirildiği görülmüştür. 1960'ların sonların itibaren tarih yazımında dışarıda bırakılan grupların, kadınların ve toplumun marjinal kesimlerinin eklenmesiyle sözlü tarihin kapsamı genişlemiş, bu kişi ve grupları temele alan çalışmaların sayısı artmıştır (Danacıoğlu, 2001). Nitekim en çok atıf alan ilk 10 yayın incelendiğinde Bernal'ın (1998) çalışmasının eğitim araştırmalarında Çin feminist epistemolojisinin kullanımı üzerine olduğu görülmüştür.

Öneriler

Araştırma verileri WoS veri tabanı kullanılarak elde edilmiştir. Bundan sonra yapılacak olan diğer çalışmalara Scopus, EBSCO gibi veri tabanları da dâhil edilebilir. Sözlü tarih birçok disiplin tarafından kullanılan bir yöntemdir. Bu çalışmada veri seti daraltılarak sözlü tarih yönteminin kullandığı eğitim araştırmaları incelenmiştir. Veri seti genişletilerek sözlü tarih yönteminin kullanıldığı diğer disiplinler de incelenebilir. Bu durum eğitim dışındaki alanlarda sözlü tarihin özellikle hangi konularda yoğun olarak çalışıldığı gösterebilir. Araştırma sonucuna göre sözlü tarih yöntemi ile ilgili atıf alan 32 ülke bulunmaktadır ve bu ülkelerden 26'sı arasında ilişki bulunmaktadır. Farklı ülkelerde çalışma yapan araştırmacılar arasında daha fazla iş birliği gerçekleştirilebilir. Yapılan analiz sonucuna göre Türkiye'de sözlü tarih yönteminin kullanıldığı WoS veri tabanında listelenen 9 çalışma bulunmaktadır. Çalışmaların ülkelere dağılımı incelendiğinde çalışma sayısının az olduğu görülmektedir. Bu sebeple ülkemizde sözlü tarih yöntemi ile ilgili yapılan çalışmaların sayısı ve niteliği artırılabilir.