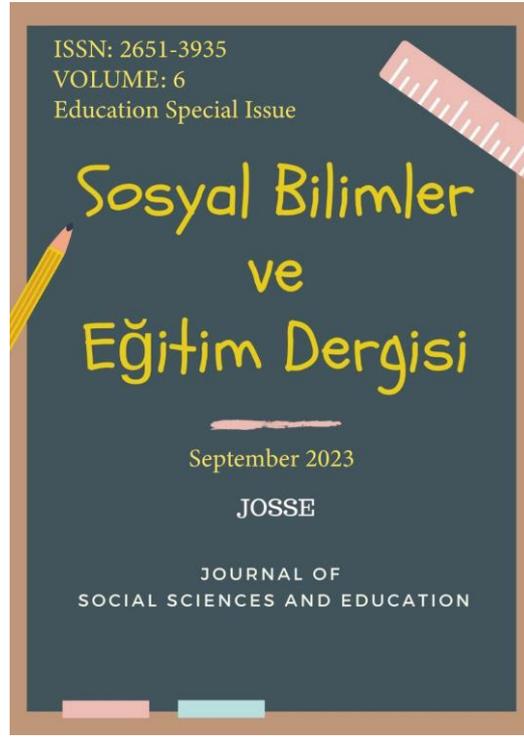


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A Bibliometric Analysis of Multicultural Education Research

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ABSTRACT

Bibliometrics, a research methodology that involves quantitative analysis to examine the characteristics of publications in a research area, is widely used by researchers. The lack of bibliometric research in multiculturalism and multicultural education prompted this study. This study aims to conduct a bibliometric analysis of research on " multicultural education in the Web of Science database. The bibliographic data of 1,300 documents were acquired from the Web of Science and downloaded into a file. Then, the data were analyzed using the Wosviewer program. The results showed that the number of studies had steadily increased over time. The Journal for Multicultural Education proved to be the publication that published the most articles on multicultural education. In addition, more than half of the publications came from the United States of America, and the top ten universities contributing to multicultural education research are in the United States. In addition, Geneve Gay and Gloria Ladson Billings were identified as the most cited researchers in multiculturalism. Finally, the Journal of Teacher EducationTeaching and Teacher Education and Teaching and Teacher Education were the most frequently cited journals in multicultural education.

Keywords: Web of Sience, multiculturalism, multicultural education

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Introduction

Throughout history, epidemics, natural disasters, and conflicts have driven human migration to foreign lands. These unfortunate circumstances have sometimes compelled individuals to share their lives with people from different cultural backgrounds, either out of necessity or in pursuit of personal betterment. However, with globalization and advancements in transportation technology, we have witnessed the emergence of multinational states and the transformation of existing states into multicultural societies. These developments have facilitated communication among diverse cultures and encouraged the exchange of ideas and values. Consequently, multiculturalism has gained prominence to promote the peaceful coexistence of various cultural communities within the public sphere (Rdodoplu, 2020).

Multiculturalism holds significant implications, influencing various domains such as education, state policies, citizenship, employment, and media (Çelik, 2008). Its origins can be traced back to the 1970s when countries like Australia and Canada initially embraced it to celebrate the diversity of indigenous populations and immigrants. Over subsequent decades, it expanded to English-speaking nations like the United States, the United Kingdom, and New Zealand, gradually spreading to other parts of Europe (Doytcheva, 2009). However, the reception of multiculturalism has been mixed, with some nations welcoming it enthusiastically while others remain skeptical (Rdodoplu, 2020).

One fundamental approach to fostering harmonious coexistence among individuals from diverse backgrounds is through multicultural education provided to school students. Unlike traditional educational models that produce individuals rooted in a single culture, multicultural education aims to cultivate individuals who deeply appreciate diverse cultures, offer equal development opportunities, and demonstrate sensitivity to various cultural backgrounds (Polat & Kılıç, 2013). Multicultural societies have profoundly influenced educational practices, giving rise to multicultural education. Banks et al. (2001) define multicultural education as a reform and process ensuring equal educational opportunities for all students, regardless of race, gender, socioeconomic status, or ethnic origin.

In the research literature, the bibliometric analysis method is a systematic review tool that quantitatively assesses the publications within a specific academic discipline or field (Çalık & Sözbilir, 2014). Bibliometrics, through its analysis of various aspects of publications within a field, plays a pivotal role in identifying trends and patterns. By conducting comprehensive bibliometric studies, researchers can gain valuable insights into gaps and

disparities within the research domain (Polat, 2013). Independent studies within the same field may yield divergent results, underscoring the significance of bibliometric studies in aggregating, selecting, synthesizing, organizing, and summarizing research outcomes. Consequently, a well-executed bibliometric study offers researchers a rich source of information conveniently consolidated in one accessible location.

An extensive review of the existing literature on multicultural education has revealed a noticeable lack of bibliometric studies within this field. Because there is no bibliometric research and multicultural education in the literature, the present study will fill a gap in the multicultural education field. To the author's knowledge, no study has a bibliometric analysis of research on multicultural education. The lack of bibliometric research in multicultural education addresses an important research gap in the literature. Furthermore, only two studies related to bibliographic and multicultural studies are closely parallel to the present study. For example, Cabrera et al. (2019) conducted a bibliometric study to analyze nine highly published studies concerning ethnic and racial bullying. Their findings revealed the important physical and psychological challenges faced by young individuals who experienced ethnic and racial bullying. In a more recent study, Wu et al. (2022) conducted a bibliometric analysis focused on the impact of electronic data interchange (EDI) on culture within English-speaking countries, utilizing data from the Web of Science database. This study revealed that EDI harmed national identity and indigeneity. However, the studies of Cabrera et al. (2019) and Wu et al. (2022) are not related to multicultural education, and they have not conducted a comprehensive bibliometric analysis of articles related to multicultural education in the field of education. With this aspect, research gaps are clear in conducting bibliometric research on multicultural education.

Therefore, a need for conducting research for a bibliometric analysis of multicultural education has emerged in the literature. Therefore, this research aims to make a bibliometric analysis of published documents on multicultural education in the Web of Science database. The results obtained from this research can serve as a beginning point for scholars and strengthen future research to encourage further initiatives and research efforts in multicultural education. In terms of this importance, the research results can contribute to the knowledge of multicultural education researchers who work on multicultural education, reveal research gaps revealed from the existing studies on multicultural education, and give valuable insights for policymakers and curricula on multicultural education.

Method

Model

During this research, we used the bibliometric analysis method to examine English-language studies in the Web of Science Core Collection database. Bibliometrics, as a methodology, involves the application of mathematical and statistical techniques to extract relevant insights from academic studies, taking into account factors such as subject matter, publication year, affiliations of contributors, number of authors, and citation patterns (Ulu & Akdağ, 2015). Studies conducted using bibliometric content analysis hold considerable importance, as they offer valuable guidance for shaping future research efforts in the field.

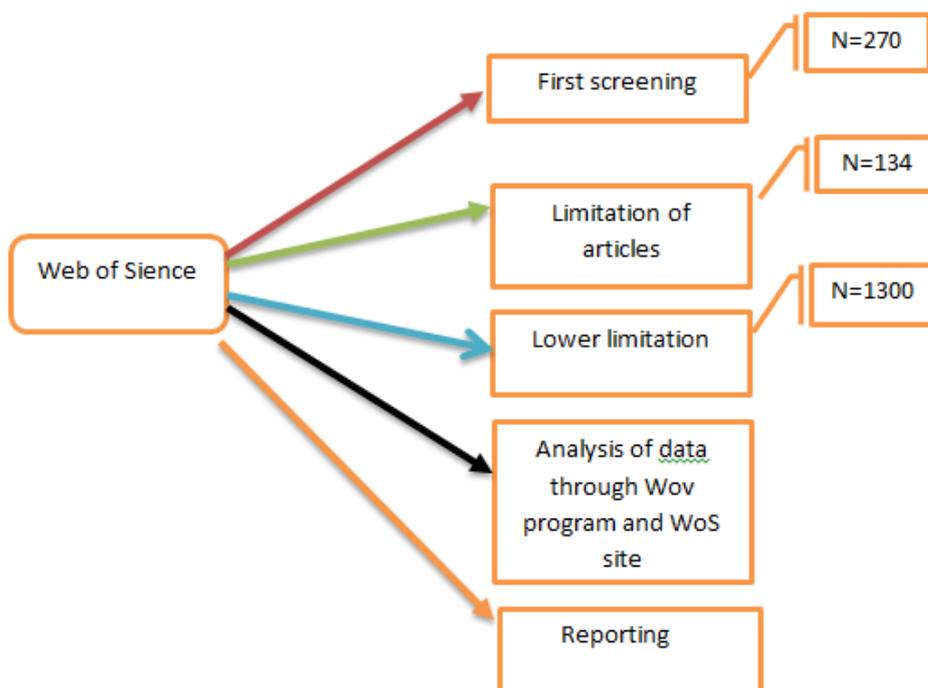
Data Collection

The study's dataset consisted of articles in the field of education that were related to the fundamental concepts of "multicultural" and "multicultural education." These articles were collected from various journals within the Web of Science Core Collection database, spanning 1992 to 2022. The database search specifically focused on articles, with an emphasis on publications in the English language. The decision to begin the study in 1992 was based on the availability of the earliest article in the database for that year. Furthermore, excluding data from 2023 was considered necessary as the year had not yet concluded. This exclusion was done to ensure the integrity of the analysis and to avoid complications in the interpretation of results.

During the research, keyword searches for "multicultural" and "multicultural education" yielded 1400 studies across educational research and educational sciences domains. To align with the research objectives, filtering based on document type and language was applied, resulting in a refined dataset of 1347 articles. Subsequently, the primary researcher and another expert meticulously examined these 1347 articles and excluded 47 that fell outside the defined subject area. Consequently, 1300 articles were ultimately incorporated into the study, with disagreements among the researchers resolved through discussion and consensus.

Figure 1

Flow Diagram Showing the Stages of Bibliometric Research



Analysis of Data

The data were analyzed using the Web of Science database's proprietary system, employing the descriptive analysis method. The Web of Science database extracted information on the distribution of studies by publication year, document type, journals with the highest publication rates, countries contributing the most publications, universities, and authors. Subsequently, bibliometric analyses were conducted utilizing the Wosviewer program. A TAB file containing bibliographic data from 1300 documents downloaded from WoS was downloaded. This TAB file was then uploaded to the Wosviewer program, where citation (journal, author, and document), co-citation (author), and common word analyses were executed. Before each analysis, a meticulous review of the relevant data was undertaken, and necessary data-cleaning procedures were applied. These included consolidating author, journal, and institution names that were written in different languages or characters, as well as words with similar meanings (e.g., 'student' and 'students,' 'success' and 'achievement'), accomplished through the creation of 'thesaurus files.'

The research scope encompasses studies on multicultural education within the Web of Science database, aligning with the research objectives. The included studies were initially

examined by publication year, followed by document type, journals of publication, contributing countries, affiliated universities, researchers, fields of study, keywords, study objectives, studies and journals ranked by citation counts, data collection, and analysis techniques. The findings from these analyses are presented as a comprehensive report.

Limitations

This study's limitation lies in its exclusive focus on multiculturalism and multicultural education. Conducting bibliometric research encompassing a broader range of studies addressing multiculturalism as an application area could yield more comprehensive insights. Furthermore, the study's scope was limited to articles sourced exclusively from the Web of Science database. Future research efforts should incorporate various databases such as ERIC and SCOPUS. Additionally, to track the evolution of this field, it would be beneficial to compare subsequent studies on multiculturalism with the data gathered in this research. Future bibliometric studies within multiculturalism could also extend to an analysis of theses, shedding light on the types of studies cited by academics in these theses and determining whether references to articles are concentrated within specific journals. Moreover, it is worth noting that this study focused solely on English articles published between 1992 and 2022 and exclusively utilized the keywords "multiculturalism" and "multicultural education"

Findings

Figure 1 demonstrates the distribution of the studies conducted in the Web of Science database between 1994 and 2022 according to years.

Figure 1

Distribution of Studies by Years

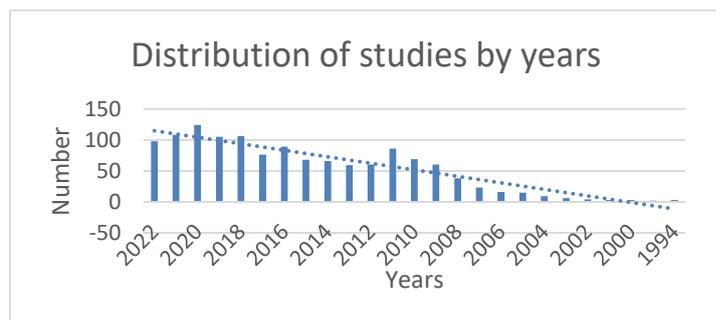


Figure 1 illustrates that the earliest study on multicultural education was conducted in 1994. Consequently, studies conducted between 1994 and 2022 were encompassed within the scope of the bibliometric analysis. As 2023 remains ongoing, the study did not consider data from this year. When examining the studies conducted within this time frame, it becomes apparent that the highest number of studies occurred in 2020, and the multiculturalism-related studies the lowest number occurred in 1997. The trend line in Figure 1 reveals a consistent upward trajectory in the number of studies conducted in multicultural education over the years. This increase was particularly pronounced in 2020. Figure 2 illustrates the distribution of multiculturalism-related studies in the Web of Science database from 1994 to 2022, categorized by document type.

Figure 2

The Distribution of Studies

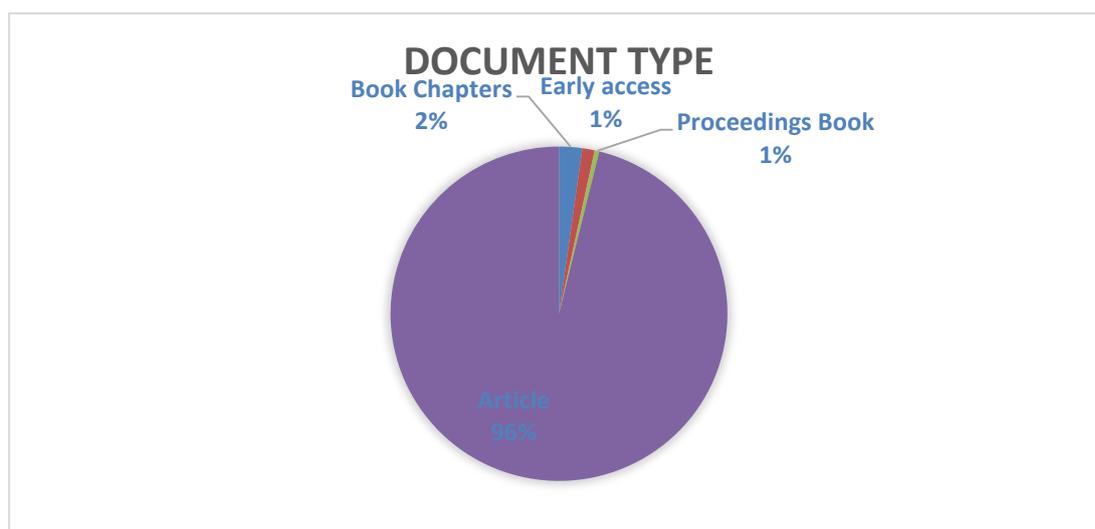


Figure 2 illustrates the distribution of studies within the Web of Science database based on document type. Upon examination, it becomes evident that most of these studies (96%) are published articles. Published articles are followed by book chapters (2%), with early access articles (1%) and proceedings (1%). Out of the 1300 studies analyzed, 1248 were published, 30 were book chapters, 16 were early access articles, and 6 were proceedings.

Table 1*Top 10 Journals with the Highest Number of Publications*

Journals	Number of Articles	Percentage
Journal For Multicultural Education	71	5,4%
Multicultural Education Review	64	4,9%
Intercultural Education	55	4,2%
Education And Urban Society	41	3,1%
Teaching And Teacher Education	41	3,1%
International Journal of Multicultural Education	39	3,0%
Reading Teacher	32	2,4%
Journal of Teacher Education	29	2,2%
Counselor Education and Supervision	27	2,0%
Urban Education	21	1,6%

Table 1 presents that the Journal for Multicultural Education holds the foremost position with 71 articles, accounting for 5.4% of the total. Multicultural Education Review follows this with 64 articles (4.9%), Intercultural Education with 55 articles (4.2%), Education and Urban Society, and Teaching and Teacher Education, each contributing 41 articles. The International Journal of Multicultural Education follows closely with 39 articles, while the Reading Teacher published 32 articles. Journal of Teacher Education contributed 29 articles, Counselor Education and Supervision offers 27 articles, and Urban Education features 21 articles. Table 2 demonstrates the top 10 countries where studies published in the Web of Science database from 1994 to 2022 were predominantly published.

Table 2*Countries with the Highest Number of Published Studies*

Countries	Number of Articles	Percentage
United States	730	56.1%
Avustralia	64	5.3%
Turkey	55	3.4%
South Korea	41	3.1%
İsrael	41	3.1%
England	39	2.8%
China	32	2.8%
Canada	29	2.7%
Finland	27	2.0%
Russia	21	2.0%

Table 2 reveals that most of the studies, accounting for 56.1%, were published in the United States, totaling 730 articles from 1994 to 2022. Australia follows with 64 articles (5.3%), Turkey with 55 articles (3.4%), while South Korea and Israel both contributed 41 articles each (3.1%). England recorded 39 articles, China 32 articles (2.8%), Canada 29 articles (2.7%), Finland 27 articles (2.0%), and Russia 21 articles (2.0%). Meanwhile, Table 3 highlights the top ten universities within the Web of Science database where studies published between 1994 and 2022 originated.

Table 3

Universities with the Highest Number of Published Studies

Universities	Number of Articles	Percentage
Florida State University	43	3.3%
California State University	38	2.9%
University of North Carolina	37	2.8%
University of Texas System	35	2.6%
University System of Georgia	32	2.4%
University of Wisconsin	26	2.0%
University of California System	23	1.7%
University of Ohio	23	1.7%
State University of New York Suny System	22	1.6%
City University of New York Cuny System	19	1.4%

Table 3 shows that the top ten universities actively engaged in multiculturalism research are in the United States of America. The university with the highest volume of studies is the State University System of Florida, contributing 43 articles, which accounts for 3.3% of the total. Following closely is the California State University System with 38 articles (2.9%), the University of North Carolina with 37 articles (2.8%), the University of Texas System with 35 articles (2.6%), and the University of Georgia System with 32 articles (2.4%). The University of Georgia System ranks sixth with 26 (2.0%) articles. Subsequently, the University of Wisconsin System, the University of California System, and the University of Ohio each have 23 articles. The State University of New York SUNY System contributed 22 articles, and the City University of New York CUNY System produced 19 articles. Table 4 presents the researchers with the highest number of studies in the Web of Science database from 1994 to 2022.

Table 4*Most Published Researchers on Multicultural Education*

Authors	Number of Articles	Percentage	Countries	Universities
Aydın Hasan	8	%0,6	Turkey	Yıldız Technical University
Gunn AA	7	%0,5	ABD	University of South Florida
Bennett SV	6	%0,4	ABD	The University of Texas at Austin
Skerret A	6	%0,4	ABD	The University of Texas at Austin
Vivian Acquah	5	%0,3	ABD	-
Bankalar JA	5	%0,3	Japan	Nihon University
Chan Heng Chee	5	%0,3	Singapore	Singapore Ambassador to the United States
Gunilla Holm	5	%0,3	Finland	University of Helsinki
Jong Hun Kim	5	%0,3	South Korea	Hongik University
Smith P.	5	%0,3	ABD	University of South Florida

Table 4 reveals that Hasan Aydın is the researcher who has conducted the most studies, contributing a total of 8 articles (0.6%). Following Hasan Aydın is AnnMarie Alberton Gunn with seven articles (0.5%), while Allison Skerrett and Susan Bennett have authored six articles each (0.4%). Additionally, Vivian Acquah CDE, Banks JA, Chan E, Holm G, Kim J, and Smith P have each produced five articles, comprising 0.3% of the total. Table 5 presents the fields of study covered by articles within the Web of Science database from 1994 to 2022.

Table 5*Fields of Study of Publications*

Workspaces	Number of Articles	Percentage
Education Research	1242	95,5%
Urban Studies	62	4,7%
Special Education	40	3,0%
Linguistics	29	2,2%
Applied Psychology	27	2,0%
Language Linguistics	25	1,9%
Music	22	1,6%
Psychology Education	22	1,6%
Educational Sciences Disciplines	21	1,6%
Ethnic Studies	18	1,3%

Table 5 reveals that most of the studies were conducted in the field of educational research, comprising 1242 articles, corresponding to 95.5% of the total. Educational research is followed by special education with 62 articles (4.7%), linguistics with 29 articles (2.2%),

As illustrated in Figure 3, the keywords are organized into four distinct clusters. The first cluster, highlighted in red, encompasses keywords such as education, equity, ethnicity, multicultural, pedagogy, and race. The second cluster, depicted in blue, includes keywords like children's literature, instructional strategies, literature, multicultural literature, and professional development. The third cluster, marked in green, consists of critical pedagogy, diversity, and multicultural teacher education. The fourth cluster comprises keywords such as cultural diversity, multicultural education, multiculturalism, and teacher education. Table 7 demonstrates the subject targets of the Web of Science database articles between 1994 and 2022.

Table 7*Study Objectives of Publications*

Target Area	Number of Articles	Percentage
Quality Education	884	68.0%
Reducing Inequality	144	11,0%
Health and Wellbeing	122	9,3%
No to Poverty	23	1,7%
Gender Equality	16	1,2%
Industry Innovation and Infrastructure	8	0,6%
Sustainable Cities and Communities	4	0,3%
Decent Work and Economic Growth	3	0,2%
The Powerful Institution of Peace and Justice	2	0,1%
Zero Hunger	1	0,07%

As seen in Table 7, it becomes evident that the primary objective in most studies is to achieve quality education, accounting for 68.0%. Following this, reducing inequality is identified as a goal in 144 articles, while health and welfare are highlighted in 122 articles, and poverty alleviation is the focus in 23 articles. Figure 4 presents the co-citation network of the studies within the Web of Science database.

5	and the Overwhelming Presence of Whiteness Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice	Django Paris	2012	Article	ABD	29	97	8,2
6	But that's just good teaching! The case for culturally relevant pedagogy	Gloria Ladson Billings	2009	Article	ABD	35	96	3,2
7	Culturally Relevant Pedagogy 2.0: a.k.a. the Remix	Gloria Ladson Billings	2014	Article	ABD	28	92	2,19
8	Fighting racism, battling burnout: causes of activist burnout in US racial justice activists	Paul C. Gorski	2017	Article	United Kingdom	34	81	2,5
9	Bilingual Classroom Studies and Community Analysis: Some Recent Trends	Luis C. Moll	1992	Article	ABD	34	80	8,2
10	Preparing for Culturally Responsive Teaching	Geneve Gay	2002	Article	ABD	38	79	3,9

Figure 5 demonstrates the co-citation network of the most cited journals in the Web of Science database.

Figure 5

Co-citation Analysis of Sources

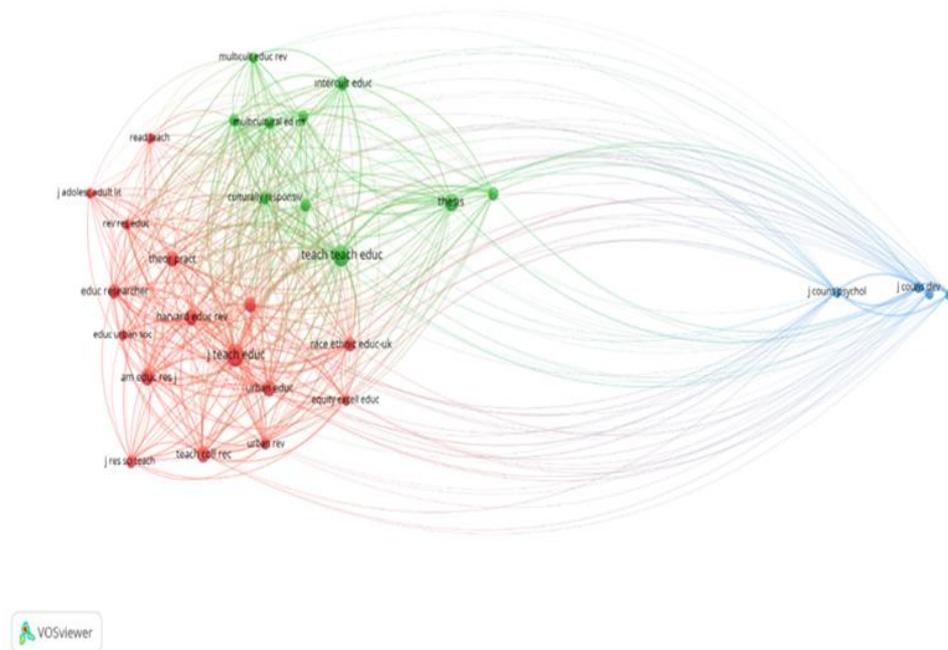


Table 8 demonstrates the most extensively cited studies in multiculturalism, providing details about the authors, publication years, document types, countries of publication, citation counts, and the impact factors of the journals in which they appeared. A comprehensive examination of the table reveals that out of the top 10 most impactful works on multiculturalism, two are books, while the remaining eight are articles. It is worth noting that nine of these studies, with just one exception, originated from the United States. Furthermore, it is noteworthy that the journals in which these studies were published typically have high impact factors.

Considering of the authors behind these influential studies, the names Geneve Gay and Gloria Ladson Billings prominently emerge. Notably, Gloria Ladson Billings contributed 4 of the top 10 cited studies, while Geneve Gay authored 2 of the most frequently cited works. When we delve into the co-citation network presented in Figure 4, it becomes evident that Geneve Gay's book, "Culturally responsive teaching: Theory, research, and practice," holds a central position within this network.

Geneve Gay is widely recognized for her significant contributions to multicultural education, particularly in the areas of curriculum design, professional development, and classroom instruction. In her book, she sought to bridge insights from multicultural education theory with real-life classroom experiences, with a focus on nurturing culturally responsive

students, improving the quality of life for children from diverse cultural backgrounds, and fostering culturally responsive teaching practices. Meanwhile, Table 9 presents the top 10 most cited journals within the Web of Science database.

Table 9*Top 10 Most Cited Journals*

Journal name	Number of citations	Total connection strength
Journal of Teacher Education	500	6302
Teaching and Teacher Education	462	5348
Urban Education	274	3377
Teachers College Record	265	3171
American Educational Research Journal	284	3078
Harvard Education Press	261	2883
Review of Educational Research	236	2680
Educational Researcher	213	2486
Physiotherapy Theory and Practice	233	2376
Race Ethnicity and Education	225	2326

A thorough analysis of Table 9 shows that the Journal of Teacher Education emerges as the most frequently cited journal. Teaching and Teacher Education, Urban Education, and Teachers College Record closely follow it. To provide further clarity and organization, journals with more than 150 citations have been categorized into three distinct clusters based on their citation patterns:

Red Cluster: This cluster includes the following journals - Harm Reduction Journal, Educational Research, Harvard Education Press, Journal of Scientific Research, Journal of Teacher Research, Race Ethnicity and Education, Review of Educational Research, Teachers College Record, Theory and Practice, and Urban Education.

Green Cluster: The second cluster, depicted in green, includes the journals - Taking a Cultural-Response Approach to Teaching, HDB-NUS Study on the Social Aspects of the Built Environment, International Journal, Journal of Intercultural Studies, Multicultural Education, Journal for Multicultural Education, Teaching and Teacher Education, and Thesis - Journal.

Blue Cluster: Lastly, the third cluster, marked in blue, includes The Journals Journal Coun Psychol and Journal Couns Development.

These clusters helped to visualize the relationships and groupings among journals concerning their citation counts, offering valuable insights into the academic landscape.

Discussion and Results

This research aimed to conduct an exhaustive bibliometric analysis of articles related to multicultural education. In this context, we examined various bibliometric indicators derived from the Web of Science database. These indicators encompass publication trends over the years, types of articles, noteworthy journals, countries of publication, affiliating universities, prominent researchers, research fields, keywords, target areas, and the studies and researchers most frequently cited. The study's scope was defined from 1994 to 2022, as 2023 was excluded due to its ongoing nature. A noteworthy finding was the rapid growth in research activity in the field of multicultural education since its inception in 1994. The pinnacle of research output in multicultural education was observed in 2020. This surge in research may be attributed to global events such as the Arab Spring conflicts in Syria, Afghanistan, and other Middle Eastern nations, which forced people to migrate to various countries, consequently influencing societies to become more multicultural. This shift in demographics likely heightened the interest of researchers, resulting in an increased number of studies in recent years. The negative situations in countries such as Egypt and Syria have caused intense migration worldwide, especially in countries close to Middle Eastern societies. This mass migration to Middle Eastern societies has created several political, economic, security, and social negativities in countries. Due to this situation, multiculturalism has become an interesting field for researchers, and the number of researchers has increased over the years (Aybar et al.,2018).

Examining multicultural education and multiculturalism journals in the Web of Science database revealed that the United Kingdom's Journal for Multicultural Education and Multicultural Education Review occupied the top two spots in terms of publication frequency. Generally, journals specializing in multiculturalism featured prominently in the list of those publishing the most on multicultural education. Geographically, most of these studies originated from the United States, owing to its rich diversity of ethnic cultures. The United States was followed by Australia, where multiculturalism has long been a foundational principle. Australian Prime Minister Malcolm Turnbull (2016) MP, emphasized that Australia has embraced multiculturalism for millennia, making it a nation of immigrants. Consequently, Australian researchers have actively contributed to the field of multiculturalism. Turkey emerged as the third-highest contributor to articles, reflecting its multicultural historical context and domestic and foreign political motivations for adopting multiculturalism. Since

countries such as the USA, Australia, and the United Kingdom have been multicultural societies for many years, the number of studies on multiculturalism is naturally increasing day by day (Hazır, 2010).

Regarding research domains, a significant proportion of articles focused on educational research, followed by urban studies, special education, linguistics, and applied psychology. This alignment with educational research findings substantiates the prevalence of articles in this domain within the Web of Science database. Keyword analysis revealed that terms like multicultural education, multicultural, teacher education, multicultural literature, and race are prominently featured, highlighting the intrinsic connection between multiculturalism and education. These keywords underscore the inseparable relationship between these concepts. Increasing migration movements in recent years may have led to a focus of research on multiculturalism and multicultural education, teacher education, and racial discrimination (Kılavuz, 2023).

A deeper exploration of studies indexed under the keywords multiculturalism and multicultural education in the Web of Science database indicated that the predominant goal of these studies is to advance quality education. This objective is closely followed by goals related to reducing inequality, promoting health and welfare, eradicating poverty, and achieving gender equality. Multicultural education seeks equal educational opportunities for individuals from diverse cultural backgrounds, fostering cultural respect and competence. In this context, the goals of multicultural education align harmoniously with the objectives emerging from the studies found in the database, reflecting a shared commitment to enhancing the quality of education and societal equity.

The studies in the top 10 with the highest number of citations are authored by Geneve Gay, Gloria Ladson Billings, Christine E. Sleeter, and Django Paris, all of whom are researchers in the United States. Additionally, it is noteworthy that all the journals in the top 10 with the highest number of citations are also based in the United States. This alignment reflects that the USA boasts the greatest ethnic diversity in the world, earning it the designation of a "nation of nations," as initially noted by Rose in 1964. The country's history has witnessed waves of immigration from Western and Northern Europe and extending to Southern and Eastern Europe. Given this historical backdrop, the study of multiculturalism within the United States is of paramount importance and significantly supports the findings uncovered in this research. It is thought to be a result of the interest of researchers working at

American universities in multiculturalism and the research opportunities provided to them by American universities (Kılavuz, 2023).

Recommendations

It may be helpful to consider incorporating other databases, such as Scopus and ERIC to obtain a more complete picture, as relevant studies on this topic may have been left out by only looking at articles from the Web of Science database. It could also be beneficial to compare studies on multiculturalism in the future to observe how research in this field changes over time. In addition, conducting bibliometric studies on theses and comparing them to articles could provide a deeper understanding of the subject. Another suggestion is to investigate the number of studies in education, especially after significant global events like the Russian-Ukrainian war, to examine how research priorities shift. This could reveal how global events impact education research.

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