CITING THE EMPIRICAL SHREDS OF ELECTRONIC EVIDENCE ON PEDAGOGICAL SKILLS EMPLOYING BIBLIOMETRIC ANALYSIS FROM 2001-2020

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ABSTRACT
This paper aimed to evaluate pedagogical skills, modern pedagogy, cultural pedagogy, online pedagogy, and learning environment using bibliometric visualization technique from 2001 to 2020. The main objective was to consolidate the existing available published documents on the subject of pedagogical skills in the field of sociology of education, learning, and educational domain in the web of science indexed. We extracted 5327 documents using a research query and presented the data in the form of tables and figures. The study findings asserted the article as major type, 2019 top publication year, Univ. Teknol. Malaysia, Malaysia as a top organization, and the United States as a top country of the published documents. The results also revealed that computers & education as the top source, Ogata H as a top author, education educational research as the main area, and education was reported as a top keyword of the published documents.
Keywords: Pedagogical Skills, Modern Pedagogy, Cultural Pedagogy, Online Pedagogy, Learning Environment, Bibliometric Visualization.

INTRODUCTION
In recent years, pedagogy has received serious attention from academicians, policymakers, scholars, and educational administration. The academic debate has been mainly focusing on different aspects of pedagogy including modern pedagogy (Golden, Aviezer, & Ziv, 2018; Nancy, Parimala, & Livingston, 2020), cultural pedagogy (Bowman, 2013; Harris, 2013; Manning, 2006; Shoaib, Rasool, Anwar, & Ali, 2023), online pedagogy (Bhati, Mercer, Rankin, & Thomas, 2009; Herie, 2005; Kilgour, Reynaud, Northcote, McLoughlin, & Gosselin, 2019), and learning environment (Shoaib & Ullah, 2021a; Tamis-LeMonda, Luo, McFadden, Bandel, & Vallotton, 2019; Thuen, Bru, & Ogden, 2007; Wang, 2009) provided at school, college, and university level. Similarly, several studies have examined the phenomena of pedagogy to highlight the issues and debate being raised through multiple aspects (Blum et al., 2021; Cho, Kim, & Stoltman, 2021; Dow, Pfeifle, Blue, Jensen, & Lamb, 2021; Motala, Sayed, & De-Kock, 2021). Hence, this study focuses on evaluating pedagogical skills, modern pedagogy, cultural pedagogy, online pedagogy, and learning environment using bibliometric visualization techniques from 2001 to 2020.

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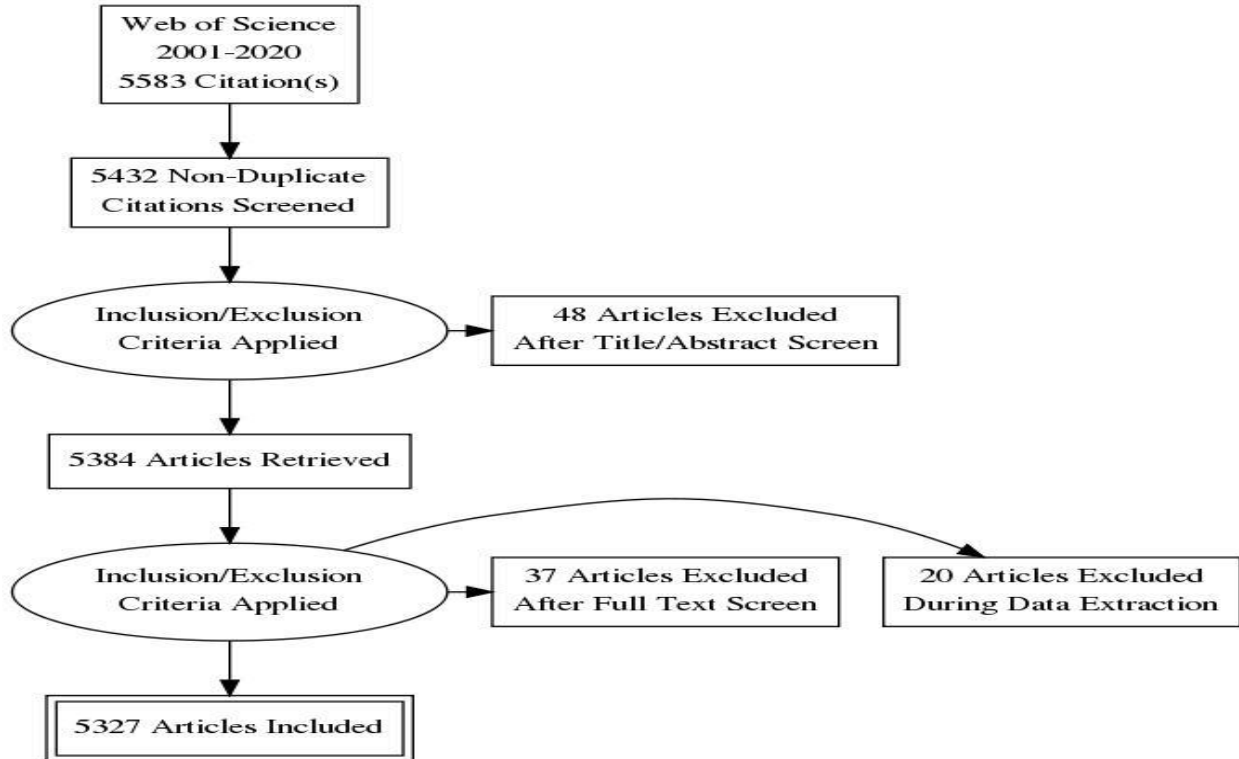
REVIEW OF LITERATURE

Several studies had been conducted to highlight the importance of pedagogy in the field of sociology of education, skills, learning, and classroom environment (Davidson, 2021; Fritzsche, 2021; Hinton-Smith, Marvell, Morris, & Brayson, 2021; Shoaib, Rasool, & Anwar, 2021). The study findings of Czepil and Karpenko (2021) revealed the importance of pedagogy in Ukraine to create national awareness. Similarly, the results of Haisraeli and Fogiel-Bijaoui (2021) pointed out the role of parents and familial background in the field of school pedagogy threats. Further, Camacho-Miñano and Gray (2021) argued and elaborated on the importance of pedagogy in the digital age of social media. De-la-Herrán Gascón, Rodríguez Herrero, Peralta, and Rodríguez (2021) also researched special needs of pedagogy in the field of education and their nature of the study was phenomenological. The study of Maldonado-Ruiz and Soto Gómez (2021) argued that teachers constructed different research aspects with the help of documentation of pedagogy in Spain. Many studies had been conducted in multiple countries on pedagogy and its different aspect in the field of sociology of education including grammar (Hodgson & Harris, 2021; Shoaib, 2021), leadership in pedagogical aspects in the Czech Republic (Peng & Chudy, 2021), students experiences, and learning pedagogy in Tanzania (Sakata, Candappa, & Oketch, 2021), pedagogical conflicts in the United Kingdom (Whincup, Allin, & Greer, 2021), pedagogical practices in Ghana (Ayaawan & Adika, 2021), construction of pedagogy in Spain (Maldonado-Ruiz & Soto Gómez, 2021), folk pedagogies in China (Brooks & Kitto, 2021), and Asian Pacific (Nepal, Maldives, and Australia) pedagogical practices (Di-Biase, Mesiti, Ham, & Clarke, 2021). Furthermore, studies had focused on teaching and learning skills in the academic environment (Shoaib, Anwar, & Mustafa, 2022; Shoaib, Anwar, & Rasool, 2022; Shoaib, Tariq, Shahzadi, & Ali, 2022).

It is pertinent here to mention that pedagogy skills and their types had been studies by several scholars using different aspects (Hodgson & Harris, 2021; Rodríguez, 2021; Rombalski & Rogers, 2021; Sakata et al., 2021; Shoaib, Ali, Anwar, & Abdullah, 2022). The study findings of Stock (2021) focused on the pedagogy of Mark Fisher. Similarly, Morris (2021) argued on critical reflective pedagogy. The study of Miyamoto (2021) highlighted the reconstruction of pedagogical concepts. Further, the findings of Hardman (2021) showed the concept of pedagogy in terms of colonial legacy. As the study conducted by Maddux (2021) pointed out the pedagogy of public inclusion and Shi (2021) argued on pedagogy in terms of modern technology.

Further, the study findings of Herie (2005) analyzed the online pedagogy in terms of theoretical perspectives. However, the results of Lee, Kourgiantakis, and Hu (2021) asserted the significance of cultural pedagogy. Similarly, several studies also had focused on different aspects of pedagogy to show the issues and challenges faced in the classroom including teaching gender and class politics (Tang & Cornell, 2021), engaged pedagogy and teaching politics (Adu-Boateng & Goodnough, 2021; Anwar, Shoaib, & Mustafa, 2022; Greenwood-Hau, 2021), pedagogical content knowledge among teachers (Amadasun, 2021; Nijenhuis-Voogt, Bayram-Jacobs, Meijer, & Barendsen, 2021; Shoaib & Ullah, 2021a), curriculum and pedagogy (Bhati et al., 2009; Shoaib & Ullah, 2021b; Zembylas, 2021), deconstruction of pedagogy and gender (Bhati et al., 2009; Rombalski & Rogers, 2021; Shoaib, Rasool, et al., 2021), alternative pedagogy (Moy, Rossi, & Russell, 2021; Shoaib, Iqbal, & Tahira, 2021), pedagogy in terms of political science subject (Kammerer & Higashi, 2021; Shoaib, Fatima, & Jamil, 2021), teacher education (Shoaib, Ali, & Akbar, 2021; Wynter-Hoyte, Thornton, Smith, & Jones, 2021), pedagogy during COVID-19 pandemic (Jenney, Straka, & Walsh, 2021; Shoaib, Ali, & Naseer, 2021), critical pedagogy (Garza, Eufracio, & Jupp, 2021; Shoaib, Ali, Anwar, & Shaukat, 2021), cultural hegemony and pedagogy (Harris, 2013; Shoaib, Ali, Anwar, Rasool, et al., 2021; Vasquez, 2021), and special education pedagogy (De-la-Herrán Gascón et al., 2021; Herie, 2005; Shoaib, Ahmad, Ali, & Abdullah, 2021). Hence, based on the above-cited review of literature on pedagogy skills in the field of sociology of education and learning skills, this study has been designed to examine the pedagogical skills, modern pedagogy, cultural pedagogy, online pedagogy, and learning environment using bibliometric visualization technique from 2001 to 2020.

RESEARCH METHODOLOGY

This study used published documents (5327) extracted from the web of science using the following search query TI=("Pedagogical skill*" OR "Modern pedagogy" OR "Cultural pedagogy" OR "Online pedagogy" OR "Learning environment"). The data was extracted on July 25, 2021 at 04:50 PM (PST). For this study, Biblioshiny, VOSviewer, ScientoPy, and MS Excel software had been used. The documents were distributed on the topic including 000 documents on pedagogical skills, 000 on modern pedagogy, 000 on cultural pedagogy, 00 on online pedagogy, and 00 on learning environment from 2001 to 2020. As mentioned in Figure 1, a total of 5583 documents were found employing bibliometric analysis. The finalized 5327 published articles had been used for this study after employing inclusion/exclusion criteria on the year and topic of the published documents.

Figure 1. Data Screening Process

DATA ANALYSIS

Table 1 indicates the type of documents and year. The analysis reveals that 49.03 percent of the documents have been published in the form of articles. Similarly, 42.61 percent of the published document type has been reported as a proceeding paper. Further, the study has also been reported the other type of published documents including meeting abstract, editorial material, review, book review, letter, correction, and news item. The prominent type of published document mentioned in the table as article and proceedings papers. The data on the published documents have also been distributed yearly. The study findings assert that the number of publications in the early years as mentioned in the table has been reported as less in number as compared to later years. Similarly, the number of published documents has been increased in 2008 to 247 and reaches up to 317 in 2012. However, the major proportion of the published documents has been reported in the year 2015 to 2019 and decreased to 360 in number in 2020. The number of published documents has been increased gradually as per the year of published documents.

Table 1
Types of Published Document and Publication Year

a. Types

Type	f	%	Type	f	%
Article	2612	49.03	Article; Early Access	31	0.58
Proceedings Paper	2270	42.61	Book Review	31	0.58
Meeting Abstract	150	02.82	Letter	13	0.24
Article; Proceedings Paper	94	01.76	Correction	9	0.17
Editorial Material	73	01.37	News Item	5	0.09
Review	37	00.69	Article; Data Paper	2	0.04

b. Publication Year

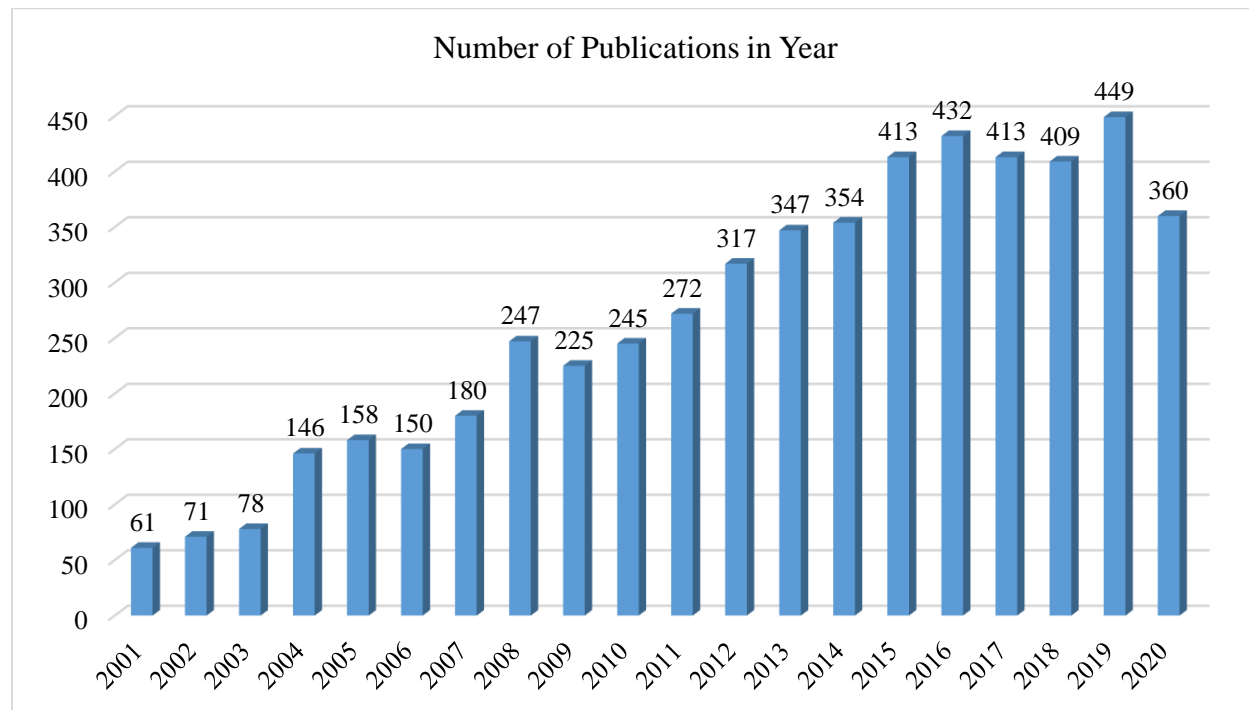| Publication Years	f	%	Publication Years	f	%
2001	61	1.145	2011	272	5.106
2002	71	1.333	2012	317	5.951
2003	78	1.464	2013	347	6.514
2004	146	2.741	2014	354	6.645
2005	158	2.966	2015	413	7.753
2006	150	2.816	2016	432	08.11
2007	180	3.379	2017	413	7.753
2008	247	4.637	2018	409	7.678
2009	225	4.224	2019	449	8.429
2010	245	4.599	2020	360	6.758

Figure 2. Distribution of Publication Years

Table 2 presents the top organization and list of top countries of the documents. The findings describe that the name of Univ. Teknol. Malaysia, Malaysia was at the top of the list of top organizations

with a publication frequency of 40 documents. Similarly, the name of Nanyang Technol. Univ., Singapore has been at the second in a number of the top organization with 37 published documents. However, the organizations from Taiwan, Malaysia, Brazil, Finland, China, and the Czech Republic have also been reported in the list of top organizations. It is worth mentioning to state here that the organization more than one has been reported from Malaysia in the top organization list.

Table 2
Top Organization and Countries

a. Top Organizations					
Institution with country	*f*	AGR*	ADY*	PDLY*	h-index
Univ. Teknol. Malaysia, Malaysia	40	-1.5	2.5	12.5	5
Nanyang Technol. Univ., Singapore	37	0	1.5	8.1	11
Natl. Taiwan Normal Univ., Taiwan	30	0	2	13.3	11
Univ. Kebangsaan Malaysia, Malaysia	29	0	0.5	3.4	7
Univ. Sao Paulo, Brazil	27	0	2.5	18.5	7
Univ. Helsinki, Finland	25	-0.5	0.5	4	9
Multimedia Univ., Malaysia	23	0	0	0	7
Univ. Hong Kong, China	23	-0.5	1.5	13	10
Univ. Hradec Kralove, Czech Republic	23	0	0.5	4.3	4
Univ. Teknol. MARA, Malaysia	23	0	2	17.4	5
b. Top Countries					
Country	*f*	AGR*	ADY*	PDLY*	h-index
United States	773	2.5	67.5	17.5	52
China	367	-1	34	18.5	26
United Kingdom	329	-0.5	18	10.9	29
Taiwan	283	1	11	7.8	35
Malaysia	234	-3.5	12.5	10.7	17
Spain	218	-2.5	14	12.8	17
Australia	204	-4	14	13.7	27
Brazil	193	-2	11	11.4	11
Turkey	154	0.5	12	15.6	19
Finland	151	-4.5	9	11.9	23

Table 2 also illustrates the top countries of the published documents and analysis reveals that the United States has the top country in the list of published documents on the subject with 773 documents.
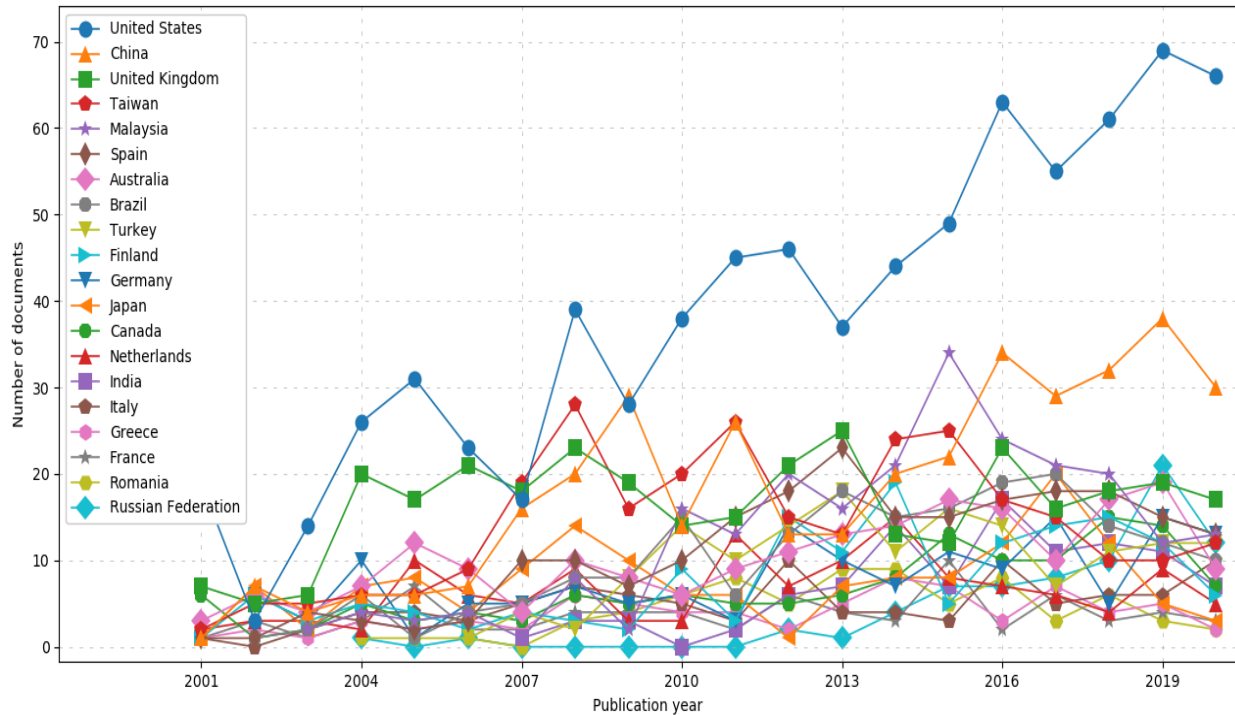
Figure 3. Distribution of Top Productive Countries

Table 3 depicts the top sources of the published documents and productive authors. Bibliometric analysis shows that the name of 'computer & education' placed at the top of publication sources with 79 publications and 2001 as the starting year of publication. Similarly, the name of 'interactive learning environments' has been placed at second position with 4 published documents. However, other sources have also been depicted in the list of top publication sources.
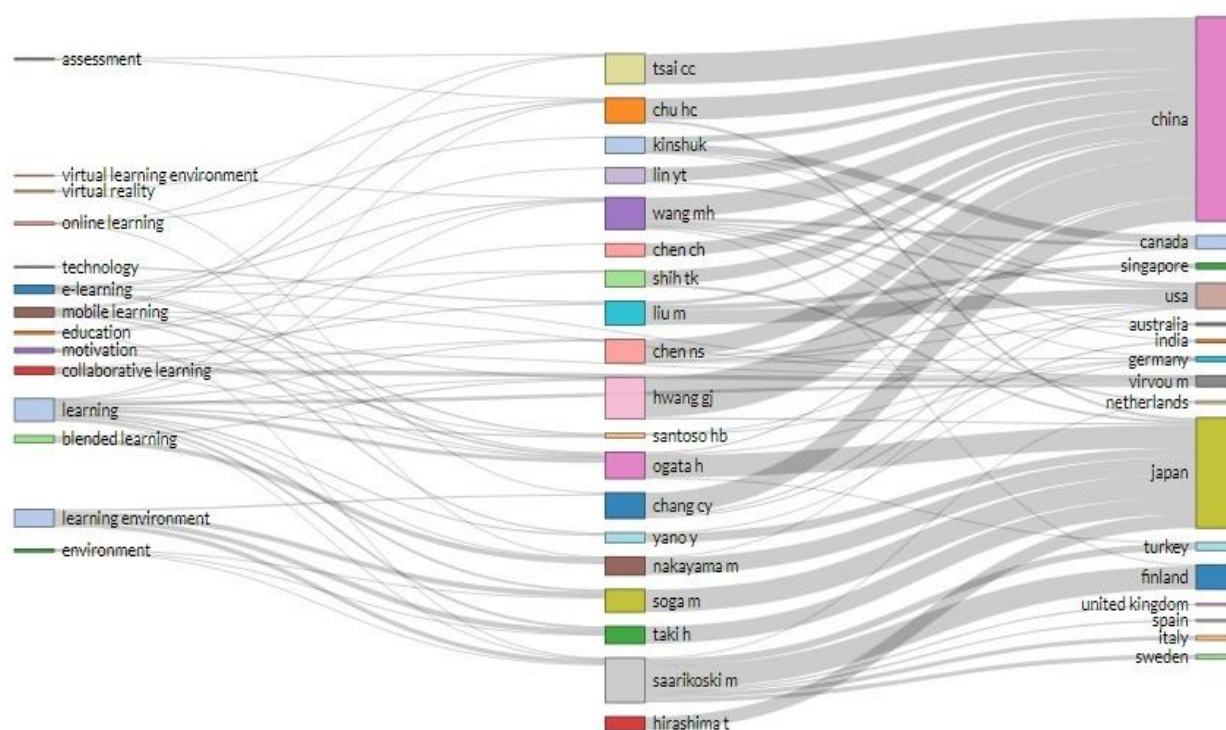
The top productive author of the published documents from 2001 to 2020 on the topic of pedagogy. The study findings reveal that the name of Ogata H has been at the top of the list of the productive author with 18 publications and 143 citations. Similarly, the name of Hwang GJ is in second place in the list of top productive authors with 16 publications and 12 h-index. The name of Saarikoski M, Soga M, Virvou M, Tsai CC. Chang CY, Kinshuk, and Liu M have also been on the list of top productive authors. However, the name of Yano Y is the last in the list mentioned in the table with 11 publications and 5 h-index.

Table 3
Top Publication Sources and Productive Authors

a. Publication Sources						
Source	*f*	Citation	h-index	g-index	m-index	PY-start
Computers & Education	79	3813	34	60	1.61	2001
Interactive Learning Environments	74	887	18	26		2004
Educational Technology & Society	45	1400	19	36	1.05	2004
Nurse Education Today	39	1061	19	32	0.95	2002
International Journal of Emerging Technologies in Learning	35	133	7	9	0.46	2007
Ed-Media 2004: World Conference on Educational Multimedia, Hypermedia & Telecommunications, Vols.	34	20	2	2	0.11	2004
Journal of Computer Assisted Learning	34	1375	17	34	0.80	2001

Medical Teacher	34	527	12	22		2001
Academic Medicine	33	999	15	31	0.71	2001
British Journal of Educational Technology	33	460	12	20	0.57	2001

b. Top Productive Author

Author	f	Citation	h-index	g-index	m-index	PY-start
Ogata H	18	143	7	11	0.333	2001
Hwang GJ	16	575	12	16	0.857	2008
Saarikoski M	13	427	11	13	0.55	2002
Soga M	13	24	2	3	0.133	2007
Virvou M	13	95	6	9	0.286	2001
Tsai Cc	12	541	10	12	0.588	2005
Chang CY	11	98	5	9	0.263	2003
Kinshuk	11	114	5	10	0.333	2007
Liu M	11	318	7	11	0.368	2003
Yano Y	11	88	5	9	0.238	2001

Figure 4. Three Field Plot of Author, Countries, and Keywords

Table 4 indicates the top research area and co-occurrences of keywords on pedagogy in the published documents from 2001 to 2020. The study asserts that education educational research is the top research area with a percentage of 57.2 of 5327 published documents. Similarly, the research area named computer sciences is at the second position with 30.6 percent of the published documents. It has been important to mention here that other top research areas have also been mentioned in the list of top research

areas including linguistics, general internal medicine, engineering, psychology, nursing, chemistry, social sciences other topics, business economics, physics, environmental sciences ecology, mathematics, and telecommunications.

The study findings also assert the top keywords of the published documents on pedagogy from 2001 to 2020. It has been reported that education is the top keyword with 406 occurrences and 1335 link strength. Similarly, e-learning is at second in several top keywords with 386 occurrences and 594 link strength. It is worth mentioning here that other related keywords are also included in the list of top keywords of the published documents including the learning environment, students, virtual learning environment, blended learning, motivation, perceptions, technology, performance, higher education, design, model, collaborative learning, knowledge, online learning, achievement, learning, and science. On the other hand, the word impact is the last word in the list of top keywords of the documents published from 2001 to 2020.

Table 4

Top Research Area and Co-occurrences of Keywords

a. Research Area					
Research Areas	f	% of 5327	Research Areas	f	% of 5327
Education Educational Research	3049	57.237	Linguistics	89	1.671
Computer Science	1632	30.636	General Internal Medicine	73	1.37
Engineering	645	12.108	Science Technology Other Topics	66	1.239
Psychology	231	4.336	Chemistry	50	0.939
Nursing	162	3.041	Automation Control Systems	39	0.732
Social Sciences Other Topics	157	2.947	Public Environmental Occupational Health	39	0.732
Business Economics	147	2.76	Physics	36	0.676
Health Care Sciences Services	141	2.647	Environmental Sciences Ecology	35	0.657
Information Science Library Science	119	2.234	Mathematics	33	0.619
Telecommunications	114	2.14	Imaging Science Photographic Technology	32	0.601
b. Co-occurrences of Keywords					
Keyword	f	*TLS	Keyword	f	*TLS
Education	406	1335	Higher Education	144	419
E-Learning	386	594	Design	142	545
Learning Environment	358	898	Model	140	495
Students	283	1070	Collaborative Learning	129	297
Virtual Learning Environment	205	350	Knowledge	123	415
Blended Learning	171	372	Online Learning	119	254
Motivation	170	677	Achievement	117	510
Perceptions	166	757	Learning	116	293
Technology	159	529	Science	112	424
Performance	145	635	Impact	95	416
		*Total Link Strength			

Figure 5. Co-occurrences of Keywords

CONCLUSION

The study concluded based on the bibliometric analysis technique that it enabled academicians, scholars, and researchers to advance comprehensions into the sociology of education, pedagogical skills, and learning to identify the main keywords, research topics, and other linked aspects used in the published documents. The study mainly focused to evaluate pedagogical skills, modern pedagogy, cultural pedagogy, online pedagogy, and learning environment using bibliometric visualization techniques from 2001 to 2020. The analysis concluded that the article as major type, 2019 top publication year, Univ. Teknol. Malaysia, Malaysia is a top organization, and the United States is a top country of the published documents. The results also revealed that computers & education as the top source, Ogata H as a top author, education educational research as the main area, and education was reported as a top keyword of the published documents.

Limitations of the Study

This stud was limited to employ bibliometric analysis techniques to extract the documents published in the web of science only. Further, it only focussed on the topic of pedagogical skills, modern pedagogy, cultural pedagogy, online pedagogy, and learning environment in the published documents from 2001 to 2020. Thus, we did not use other interlinked research are with this study.

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