Exploring Teaching Evaluation Research Trends: A Scopus-Based Bibliometric Study

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Abstract

This study aims to map the development and direction of Exploring Teaching Evaluation research in Scopus-indexed publications. Bibliometric analysis techniques were used in this study to explore all publications indexed in the Scopus database on Exploring Teaching Evaluation from 1972, the first year of research on the theme, until 2023. The data obtained was analysed using Excel and R/R-Studio. VOSviewer was used to analyse the simultaneous occurrence of keywords and document citations visually. The author found 1,56 publications that matched the criteria, function, and subject. The results of this study show an annual growth rate of 8.17% with the most publications on Exploring Teaching Evaluation in 2022. The United States led the publication with 396 documents from Monash University. Galarce-Miranda, c and Gormaz-Lobos, D. led the way with the number of publications as many as 4 documents with the theme Exploring Teaching Evaluation. Researchers conducted bibliometric analysis limited to Scopus data. Other national and international databases should have been considered in this study. The study is completed by presenting a brief overview of the literature accessible to researchers working in the field of education and providing recommendations for future research.
Keywords: Teaching, Evaluation, Teacher Education, assessment, pedagogy, Creativity

Introduction

The world is entering the era of Society 5.0, where technology is developing rapidly (Ramnarain & Rudzirai, 2020). So, all humans must coexist with technology, including teachers, and must be able to utilize technological tools (Martínez-Pérez et al., 2022). Therefore, the role of educators is significant. Educators must be able to direct students to improve quality and educational progress. This is necessary to determine whether learners can succeed in learning, one of which is that teachers must conduct learning evaluations (Park et al., 2019; Schueths et al., 2013).

This aims to optimize learning that has been ongoing in schools (Cui, 2022). Educators can improve teaching or learning because this is one of the efforts so that learning can be carried out optimally, not only so that teaching can be referred to as a system. Therefore, educators must improve learning by the specified components. The components that must be considered include objectives, material, and evaluation. The current era of teachers is also required to measure the competencies that students have achieved during the activity process, both conceptually and practically (Henri et al., 2017; Sánchez & Jara, 2021). So that teachers can make decisions on each student whether to make improvements and determine the next learning plan systematically, both in terms of material and strategy plans because each student's ability is different (Magdalena et al., 2023).

Evaluation is inseparable from learning (., 2017; Al-faruq, 2023). The implementation of a learning aims to achieve a specific goal that has been planned. Moreover, learning can be carefully designed and implemented in various ways through a learning activity (Inayati et al., 2022) In this situation, we need what is commonly called evaluation to see whether the design, implementation, and results are by the objectives or not.

In every learning teaching, educators must be able to try to find out the extent of the design, process, and learning outcomes carried out (Sutrisno, 2022). This is done as a benchmark for educators to find out the extent to which the learning process can develop student knowledge. Evaluation is a decision-making process using information obtained by measuring learning outcomes through a list of questions or tasks that students must do, such as performance, projects, etc.(Oktavia et al., 2021). The function of learning evaluation is to monitor learning progress (Khuzzan et al., 2015), and detect the need for continuous improvement of student learning outcomes.

To obtain better evaluation results, teachers must pay attention to several general principles related to learning evaluation, such as valid, systematic, accountable, continuity, comprehensive, fair, and objective. As the importance of evaluating learning for students. In the era of society 5.0, researchers want to conduct a critical analysis of the findings of

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existing publications to enrich the scientific treasures in the field of Education and provide projections for future research proposals. Researchers urgently need the availability and accuracy of previous research and tools that play a role in knowing the distribution of a scientific publication and examining the interaction between technology and science to help produce a strategic mapping of scientific fields in the future. (Belmonte et al., 2020; Boquera et al., 2021; Zheng et al., 2019). This research aims to map the development and direction of Exploring Teaching Evaluation research in publications indexed in the Scopus database from 1972 - 2023. The findings in 1972 were chosen as the starting year in the Scopus database because the first publication on Exploring Teaching Evaluation was found there.

Previous Research

Research conducted by Yuda & Kafka (2023) shows that learning evaluation is an inseparable component of learning activities. Learning evaluation has a role: to motivate students to carry out various learning process activities (Aly & Innayati, 2019). Without the evaluation of students, there will be no sense of enthusiasm in improving and improving their respective achievements (Bagus & Ali, 2023).

The world of education currently needs fixing. As we know, the leading resource in school organizations is educators, as evidenced by research (Riadi, 2017). Educators must understand the objectives (María et al., 2021), benefits, and implementation of teaching evaluation. The problem that occurs today is that there are educators who ignore the activities of the evaluation (Cekerol & Ozen, 2021); the most important thing is that educators can teach in class do not pay attention to how educators will evaluate learning/teaching; the most important thing is that educators can achieve the planned curriculum (Kulasegaram et al., 2018) targets.

In its implementation, the evaluation is seen from several domains and aspects. The following is the scope of aspects; the first scope is attitude evaluation (Rohmani, 2023). Attitude evaluation is carried out to examine the attitude of students during class. The attitude in question is their spiritual attitude and social attitude. The second scope is knowledge, this knowledge evaluation is carried out to examine the ability of students to process the information provided, remember, apply, and evaluate. The third scope is skill evaluation. A skill evaluation is intended to assess the ability of students to apply knowledge and carry out tasks from various techniques (Anattri et al., 2023).

Meanwhile, evaluation activities in the classroom can be carried out with evaluation tools and instruments in the form of tests and non-tests. In implementing the evaluation test, the teacher must prepare questions made in the form of questions. At the same time, non-test evaluation can be done by preparing a list of tasks for students. The evaluation techniques of non-tests such as projects, products, and portfolios, while evaluation tests such as multiple choice, matchmaking, and short answer tests.

From previous research on the Evaluation of Teaching, bibliometric analysis research methods have yet to be used to map scientific publications in various fields.

Research Methods

The method used in this research is bibliometric analysis. Researchers obtained research data using the Boolean search engine to comb the Scopus database between 1972 and 2023. The search was conducted on July 22, 2023, at 11:15 a.m. Furthermore, researchers analysed citation data, document content, and networks using R and RStudio tools, Vosviewer, and Microsoft Excel. There are three ways that researchers do in processing datasets.

In the first stage, the literature review is the first step that researchers will take; this is useful to ensure the research is on the bibliometric topic. Another use of the literature review is to determine relevant keywords that represent the scope of the research.

In the second stage, researchers used Boolean operators (TITLE-ABS-KEY (EVALUATION AND TEACHING)) TO SEARCH SCOPUS WHICH YIELDED 84,139 (non-filter) documents. Furthermore, filtration is carried out with Boolean operators LIMIT-TO (SUBJAREA, "soci") AND (LIMIT-TO (DOCTYPE, "ar") AND (LIMIT-TO (SRCTYPE, "j") AND (LIMIT-TO (LANGUAGE, "English") to limit as subject areas of social science documents, to limit articles only as document types, source documents only journals and English documents to produce a final document of 1.56.

In the third stage, Analyzing the final document can be done using a Scopus analyser and R and Rstudio. Researchers use Scopus analyser and R and Rstudio to determine the total documents. The documents in question include documents per year, documents based on journals, authors, affiliations, countries, and subjects/fields. Furthermore, they analyse the document network with visualization through VOSviewer and Microsoft Excel to process data. This research procedure can be seen in Figure 1.
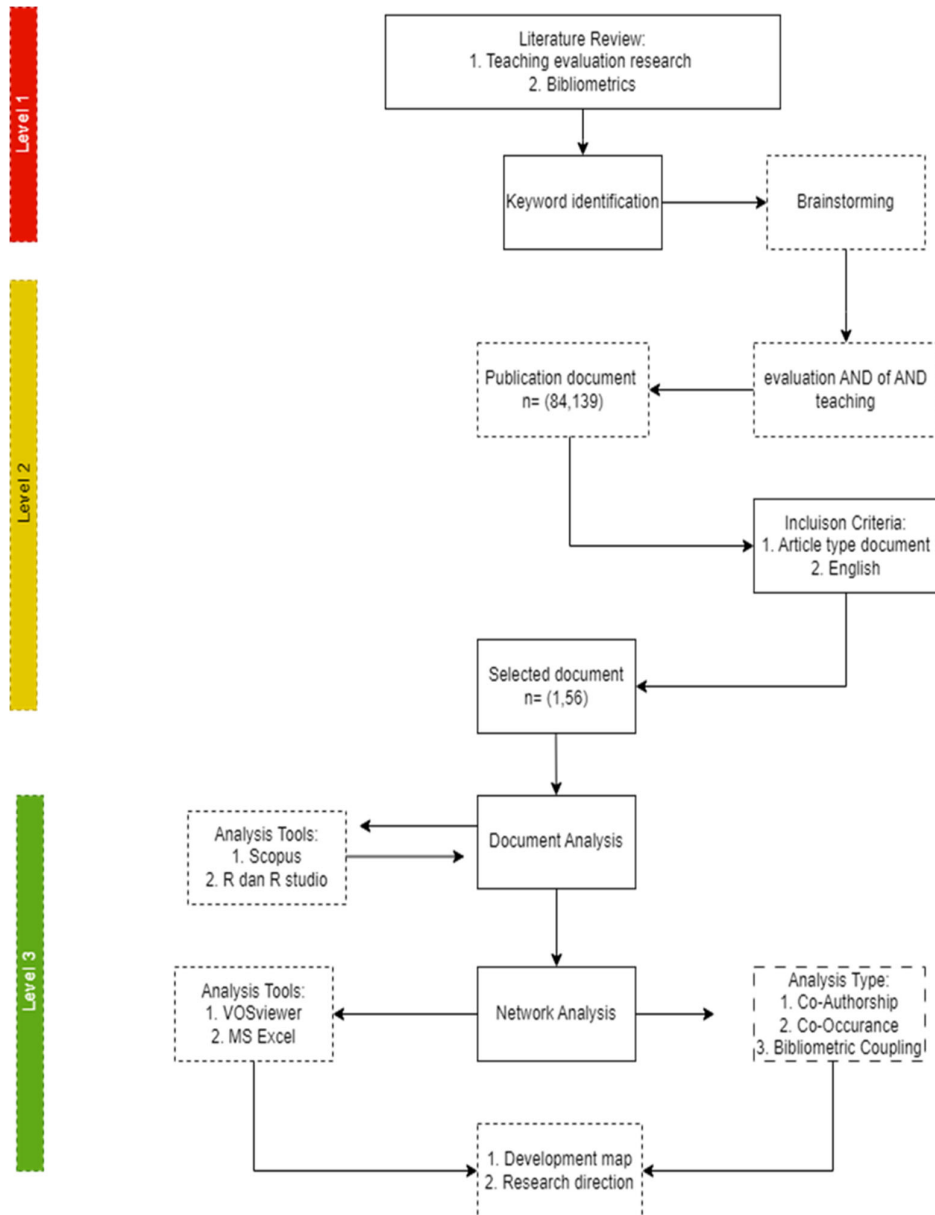
Figure 1. Research Flow Diagram

Result and Discussion
Document Analysis

Table 1 summarizes 1063 documents themed Exploring Teaching Evaluation that have been produced over 51 years. From the following table, it can be seen that the number of authors from 1972-2023 is 2726 authors, 300 single authors, the percentage of international authorship collaboration is 10.82%, and the number of references used by authors is 39899 with an average document citation per year of 16.57.

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	1972:2023
Sources (Journals, Books, etc)	551
Documents	1063
Annual Growth Rate %	8,17
Document Average Age	8,33
Average Citations Per Doc	16,57
References	39899
DOCUMENT CONTENTS	
Keywords Plus (ID)	1675
Author's Keywords (DE)	2970
AUTHORS	
Authors	2726
Authors Of Single-Authored Docs	300
AUTHORS COLLABORATION	
Single-Authored Docs	302
Co-Authors Per Doc	2,65
International Co-Authorships %	10,82
DOCUMENT TYPES	
Article	1063

Document by Year

Figure 2. Shows the development of publications with the theme Exploring Teaching Evaluation from 1972 to 2023. Publications with this theme first appeared in 1972 in as many as 1 documents and stagnated from 1972 to 1992, publications began to rise in 1995, amounting to 7 documents. In 1996 it dropped to 4 documents and rose again in 2005 to 14 documents. Publications peaked in 2022 at 98 documents. Meanwhile, in 2023, publications related to exploring teaching evaluation will only amount to 55 documents.
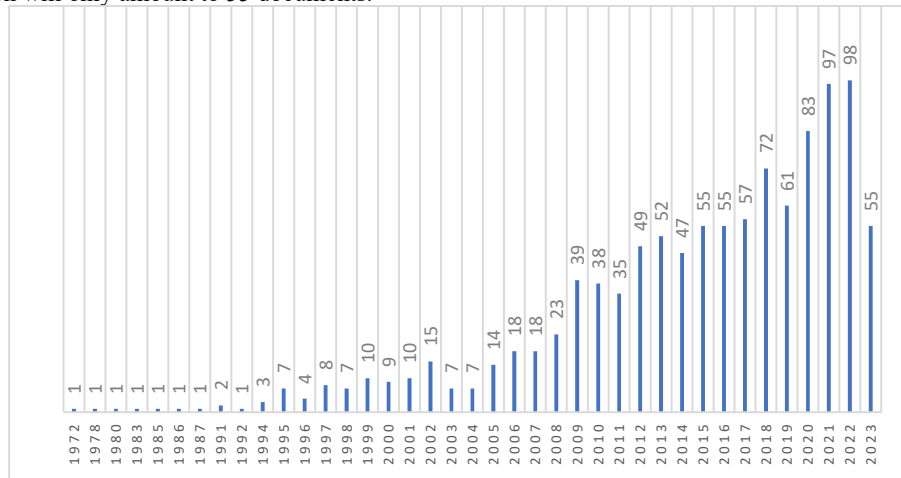

Figure 2. Development of Publication by Year

Most Influential Authors

Figure 3 shows the ten most influential authors in the Exploring Teaching Evaluation publication. Galarce-Miranda and Gormaz-Lobos led with four publications, followed by Hortsch, H, Kong, S.C. and Shuler, C.F with the same number of publications of three then Alamettala, T, Ang, E.N.K, Behar-Horenstein, LS, Bower, M, and Chan, Y.S with the same number of publication documents of two documents.
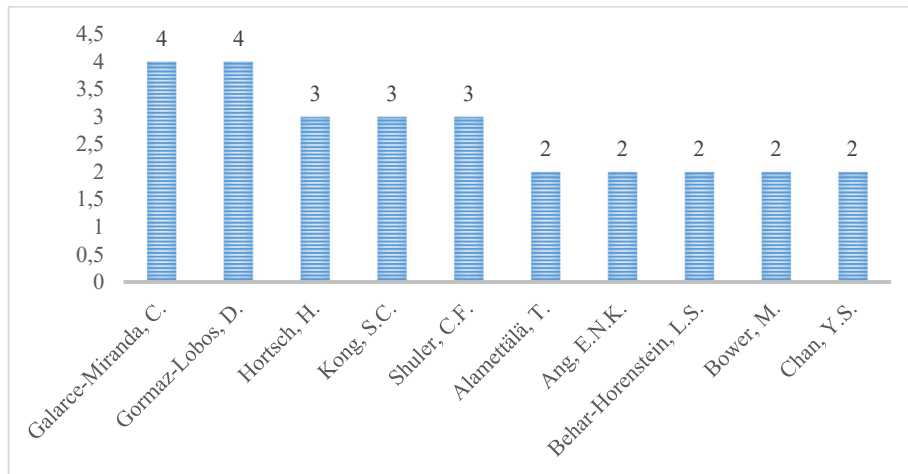
Figure 3: Most Influential Authors

Documents by Affiliation

Figure 4 shows the ten most influential affiliates in the Exploring Teaching Evaluation publications. Monash University leads with 12 affiliates, followed by the University of Hong Kong and the University of Melbourne with 10 affiliates, and Nanyang Technological University and Griffith University lead with 9. The National Institute of Education and Deakin University lead the way with 8 affiliations. Universitat de Valencia, Lowa State University, and UCL Institute of Education lead the way with seven affiliates.
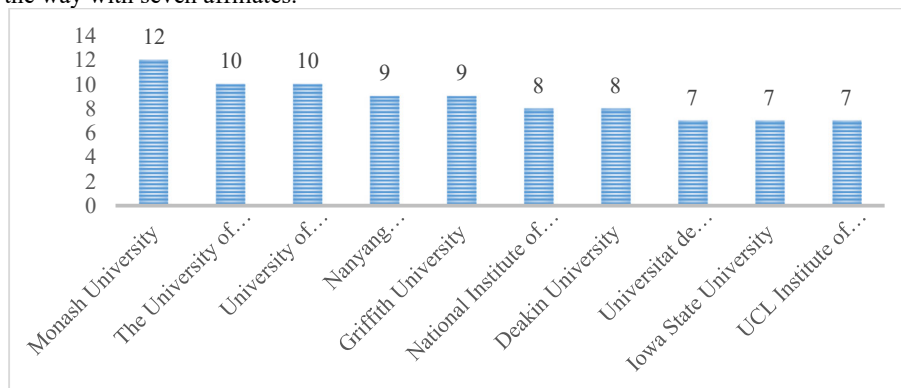
Figure 4. Most Influential Affiliates

Document by Country

Figure 5 shows the number of publications by country with the research theme Exploring Teaching Evaluation. The most muscular dominance comes from the continents of Asia, America and Europe, Australia and Africa. This dominance is evidenced by the number of Asian countries actively contributing more publications than countries from other continents. Countries from the Asian continent include China, India, Hong Kong and Malaysia. The Americas include the United States and Canada, while the European continent, including the United Kingdom and Spain, is the second continent dominating publications. Australia and Africa followed it. Thus, it can be seen that research-themed exploring teaching evaluation is quite popular and carried out on the Asian continent.
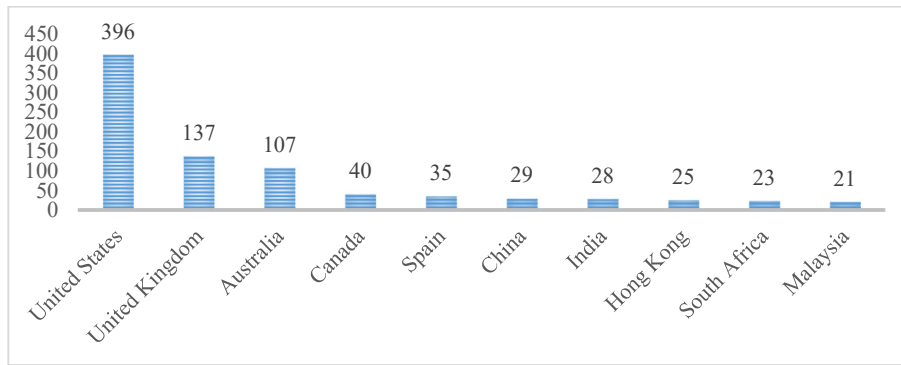
Figure 5. The Number of Publications by Country

Document by Source

Figure 6 shows the source of documents found in Computers And Education with a total of 18 documents, followed by Education And Information, Journal of Nursing Education, and Nurse Education Today found documents with a total of 14. Then there is the Journal of Dental Education, which totals 12 documents, followed by BMC Medical Education with 11 documents. This was followed by Education Sciences and the Journal of Engineering with ten documents. Last, it was followed by the British Journal of Education and Educational Technology with nine documents.
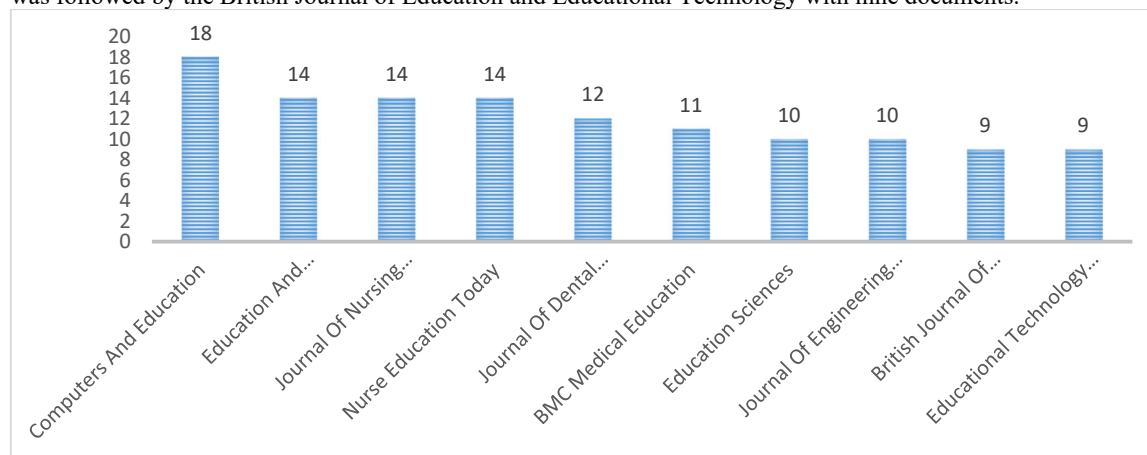
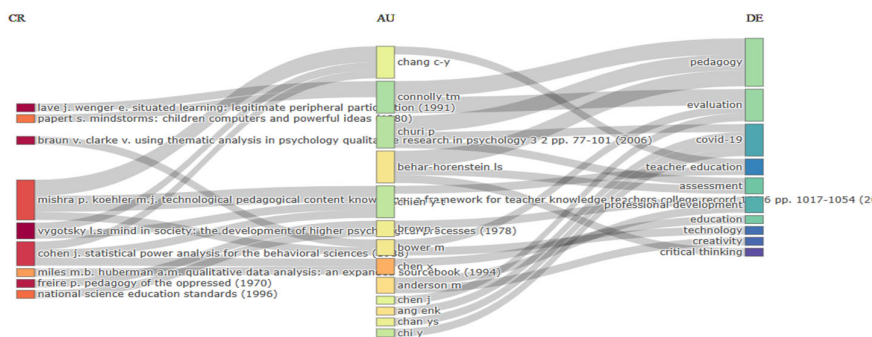**Figure 6.** Most Active Source

Three-Field Plot

Figure 7. Three-Field Plot

Figure 7 contains three elements observed by the author, including references, author names, and keywords from the theme/topic used. The three elements are then connected by gray plot lines that are linked to each other. The C.R. element is a reference article used by the author, then the A.U. element to generate keywords from the D.E. element in publications themed Exploring Teaching Evaluation.

Technological pedagogical content is the most widely used reference by the author to publish documents themed Exploring Teaching Evaluation., which has as many as three outflows and a thicker stem size than others followed by the article Statistical power analysis for the behavioral sciences with a current of 3 outflows.

Based on the picture listed above, it can be identified that the most popular authors publish their research. The authors who contributed the most are Connolly TM, Churii P, Behar, and Horenstein.

The D.E. element is a keyword that results from the author's research topic connected to the reference article regarding the theme of Exploring Teaching Evaluation. From the results of the analysis that researchers did, there are ten main keywords. The words evaluation, pedagogy, teacher education, assessment, teachers college record, assessment, Education, technology, creativity, and critical thinking.
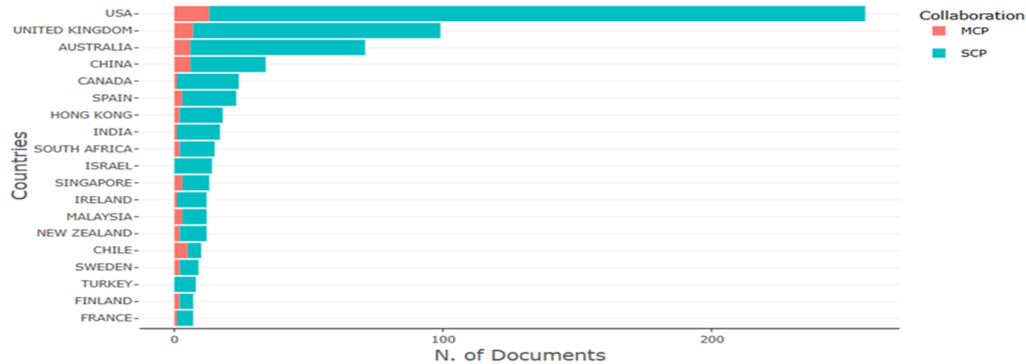
Corresponding Author's Countries

Figure 8. Corresponding Author's Countries

Figure 8 Researchers try to show countries that often publish authorship both individually and in collaboration between countries. The USA is the country that has the most published documents, both the results of Multiple Country Publication (MCP) and single Country Publication (SCP), followed by the United Kingdom, Australia, China, and Canada.

Most Global Cited Document

Table 2. Most Global Cited Publications

Paper	Total Citations	T.C. per Year
O'FLAHERTY J, 2015, INTERNET HIGHER EDUC	1168	129,78
ANGELI C, 2009, COMPUT EDUC	672	44,80
KOEHLER MJ, 2007, COMPUT EDUC	473	27,82
KARABULUT-ILGU A, 2018, BR J EDUC TECHNOL	297	49,50
DERWING TM, 2009, LANG TEACH	218	14,53
SORVA J, 2013, ACM J TRANS COMPUT EDUC	213	19,36
MATHEWSON JH, 1999, SCI EDUC	206	8,24
DALY SR, 2014, J ENG EDUC	204	20,40
JIMOYIANNIS A, 2010, COMPUT EDUC	197	14,07
CHAUHAN S, 2017, COMPUT EDUC	158	22,57

The paper with the most extensive total citations is in 2015, with a total citation of 1168. The most extensive total citation per year (T.C. per Year) is O'Flaherty J, 2015, INTERNET HIGHER EDUC which is 129.78. Through the table, we can also know that total citations (T.C.) do not affect total citations per year (T.C. per year) and the year of publication of the paper also does not affect the total citations (T.C.) because in the earliest year, namely 1999, citations only amounted to 206, while in the most recent year, namely 2018, citations amounted to 297.
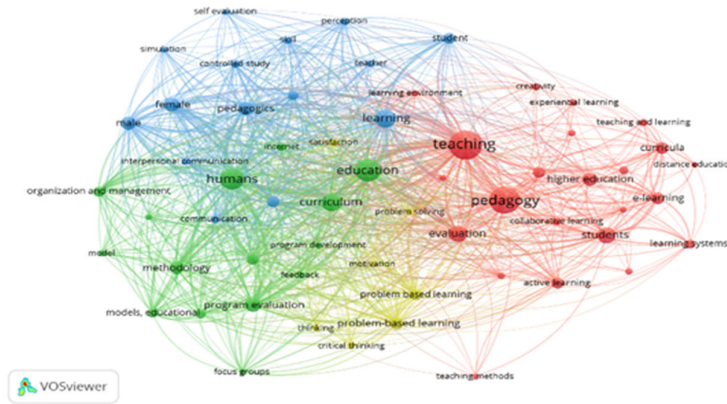
Figure 9. Occurrence Analysis

The picture above is the result of the occurrence analysis of the Exploring Teaching Pedagogy study using a VOSviewer device with a minimum cluster size of 1. These results found that there were 4 clusters: red, green, blue, and yellow. The red cluster consists of 23 items, the green cluster consists of 15 items, the blue cluster consists of 15 items and the yellow cluster consists of 7 items.

The keyword "Teaching" is the dominating keyword with a total of 1093 strengths; the keyword "Humans" has a total of 901 strengths; the keyword "Education" has a total of 821 strengths; the keyword "Curriculum" has a total of 465 strength, the keyword "Learning" has a total of 549 links, the keyword "Students" has a total of 240 links. The keyword "Evaluation" has a total strength of 206.
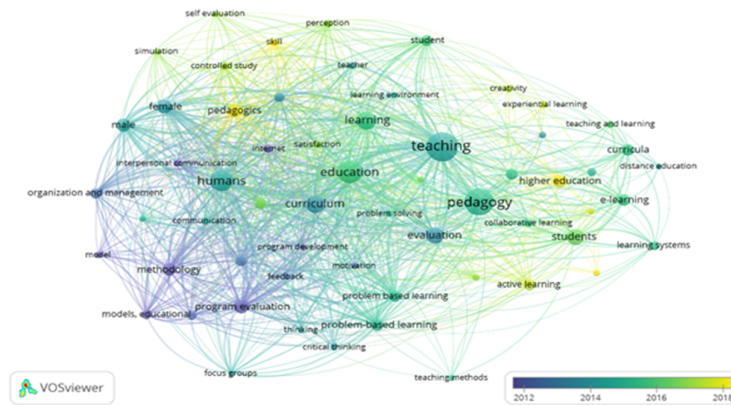

Figure 10. Keyword Network Analysis

The picture above is a keyword network analysis based on overlays; it can be seen that the words Pedagogics, Skill, Higher education, and Active learning are keywords from the latest research, around 2018 to 2023. Methodology, Models, Education, Organization, and management are keywords with relatively long usage.
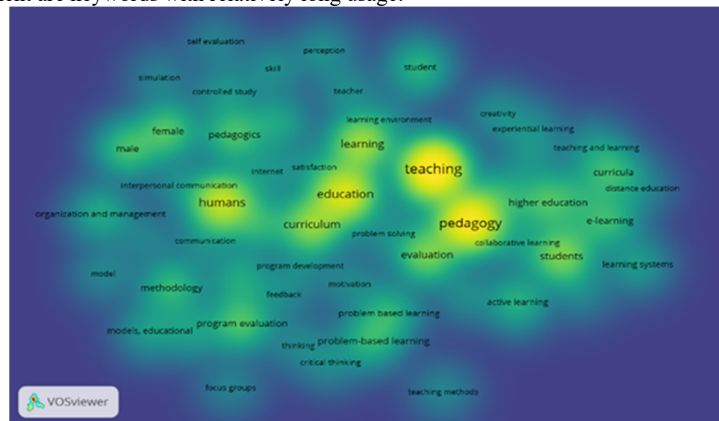

Figure 11. Research Density

The picture above is an analysis of research density. Keywords with high density are those with light colors: Teaching, pedagogy, evaluation, humans, education, and curriculum. At the same time, keywords with a dark color or less clear color mean that they are not worth researching, such as active learning, e-learning, and focus groups.

Table 3. The Occurrence in Each Cluster

Keyword	Occurrences	Cluster
1. Pedagogy	232	1
2. Teaching	197	
3. Student	71	
4. Evaluation	70	
5. Curricula	38	
1. Education	139	2
2. Humans	119	
3. Methodology	40	
4. Organization and management	29	
5. Educational measurement	28	
1. Learning	92	3
2. Pedagogics	48	
3. Female	51	
4. Male	46	
5. Procedures	34	
1. Problem-based learning	36	4
2. Satisfaction	15	
3. Critical thinking	13	
4. Problem solving	12	
5. Thinking	11	

The table above shows the occurrences in each cluster that represent the main themes in the Exploring Teaching Evaluation study. The first cluster theme is aspects of Education. The theme in the second cluster is pedagogic competence. The theme of the third cluster is around the Education component. The theme in cluster four is the learning model.

Conclusions

Essential information about the data shows 1063 documents produced over 51 years. Includes 2726 authors, 300 single authors, 10.82% international authorship collaboration, and 39899 references with an average citation per document of 16.57.

Based on the results of the discussion above, the development of Exploring Teaching Evaluation research towards open access indexed in Scopus began in 1972 and experienced a significant increase to 2022. The authors most relevant to research related to the Exploring Teaching Evaluation are Galarce-Miranda, C and Gormaz-Lobos, D. leading with the number of publications as many as four documents., followed by Hortsch, H, Kong, S.C. and Shuler, C.F with the same number of applications as many as three documents. Last followed by Alamettala, T, Ang, E.N.K, Behar-Horenstein, LS, Bower, M, Chan, Y.S and Alonso with the same number of publication documents, namely two. Monash University occupied the highest position of publication affiliation. Then, the second affiliated position was occupied by The University of Hong Kong and the University of Melbourne. Nanyang Technological University and Griffith University occupied the third position.

Furthermore, the fourth position is occupied by the National Institute of Education and Deakin University. Then, the fifth position is occupied by the University de Valencia, Iowa State University, and UCL Institute of Education. The United States has the most publications, with 396 documents. Thus, the continent that dominates publications comes from the European continent. The journal that publishes the most research developments related to the Evaluation of Teaching towards open access indexed in Scopus are Computers and Education and Education and Information.

Based on the analysis of three field plots, Connolly TM, Churii P is an influential writer producing two main keywords. Multiple Country Publications mostly come from the USA, then the United Kingdom, and followed by Australia and China. Most Country Publications singles came from the USA, the United Kingdom, and Australia. O'Flaherty J, 2015, INTERNET HIGHER EDUC has the most significant total citations of 1168, with an average citation per year of 129.78 on the global citation index. Multiple Country Publications: Most come from the USA, then the United Kingdom, Australia, and China. Most Country Publications singles came from the USA, the United Kingdom, and Australia. The corresponding Author's Countries from this study are dominated by countries originating from the Asian continent.

Network visualization shows that in the occurrence of research related to the Exploring Teaching Evaluation with a minimum cluster size of 1, there are four clusters formed. Based on the overlay The picture above is a keyword network analysis based on overlays; it can be seen that the words Pedagogics, Skill, Higher education, and Active learning are keywords from the latest research, around 2018 to 2023. Keywords with high density are those with light colors: Teaching, pedagogy, evaluation, humans, education, and curriculum.

Acknowledgment

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