



DOI: 10.18039/ajesi.1084499

Art Education Research in Turkiye: Analysis of Selected Articles from 2009 to 2021

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Date submitted: 08.03.2022

Date accepted: 13.06.2022

Type²: Research Article

Abstract

Research carried out in a field makes it possible to identify problems, find out what needs to be done to solve problems, and discover important points. Reviewing past research allows researchers the opportunity to evaluate and learn about research trends. This research aims to examine the articles on art education in Turkiye from 2009 to 2021. This research was structured according to the qualitative research approach. The required data for the research were collected with 'article analysis form' which was prepared in parallel with the research questions. 13093 articles in 886 issues, which are accessible electronically in full text, were examined in detail by the researcher and 156 articles related to art education were determined. According to the findings, it was found that 1.19 percent of the total number of articles were related to art education. It was also found that 58.4 percent of the articles related to art education were written by single authors. According to the findings, it was understood that various subjects were handled in 43 various categories in art education research. The dates between 2009-2021, teaching/learning processes, curriculums, visual culture, and creativity subjects were discussed more frequently than other subjects. Results showed that 44.87 percent of the articles were examined the process of art education at the associate and undergraduate levels.

Keywords: art education, bibliometric analysis, content analysis, Turkiye

Cite: Çağlayan, E. (2022). Art education research in Turkiye: Analysis of selected articles from 2009 to 2021. *Anadolu Journal of Educational Sciences International*, 12(2), 520-536. <https://doi.org/10.18039/ajesi.1084499>



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Introduction

Information and communication technologies, happenings in social, cultural, economic, and political fields shape the lives of societies both in the world and in Türkiye. The rapid development in information and communication technology, changing policies depending on the economy and governments stand out among the factors that shaped the last 20 years of Türkiye. These main factors, which affect science, industry, education, and many other fields, create various changes in the behaviour of all individuals living in the country.

Individuals in all levels of education; to be able to assert with requirements of the age, to obtain the information they will need in the future, and to reach the level of civilization extending from national to universal are the issues of education policies to be implemented. The solution to these issues depends on scientific research to be carried out in the field of education. In our changing world, the needs of the society are also changing rapidly and research on education is important for the training of the manpower that can meet these needs (Kayhan & Koca, 2004). Research carried out in a field makes it possible to identify problems and to find out what needs to be done to solve these problems. According to O'Donoghue (2020, p.100) "in sharing outcomes of research studies or in reviewing the research and artistic practices of others, the authors provide accounts of what art and art education can do, be, and achieve." Related research such as Liu et al. (2021), Kartopu (2016) and Eça (2015) have solved many problems in the related field and with the latest information, the field of science has been developing (Balci, 2007). In addition, research is important for individuals in the process of social transformation to obtain accurate information and to reach the level of universal civilization.

As in many other fields, articles are published in journals regarding educational sciences (Ozan & Köse, 2014). A variety of changes in education took place in Türkiye since the beginning of the 2000s. Especially; the increasing number of universities increased the number of scientists employed in these universities. In addition to this increase, the assignation-promotion regulations published under the decisions taken by the relevant university administrations and the increase in academic publishing activities of universities or private/legal entities have started to impact the quantitative status of scientific publications. A comprehensive content analysis research made by Tseng et al. (2013) shows that the number of articles written in Türkiye and SSCI index published made by international journals from 1994 to 2011 has increased significantly.

Another issue that is considered as important as the research in a particular field is to examine these studies with a holistic approach. These examinations are considered important in terms of providing insight into future research. Examining research in a field plays an important role in revealing important points and specializing the researcher (Hallinger, 2013). Neuman (2007) states that researchers who review past studies could learn about evaluation and research trends. The examination of the studies covering a specific area provides perceiving the developments in the related field, the applied methods, the problems encountered, and solution suggestions. In this way, both researchers and field educators who follow the research results can obtain information and develop themselves in the light of new findings (Çağlayan, 2018). A numerical increase of bibliometric studies is observed in parallel with the interest in bibliometric studies over time in Türkiye (Al et al., 2012). In the related literature, there are research studies on examining educational publications. Aydın et al. (2010) education management, Kayhan and Koca (2004), Ulutaş and Ubuz (2008) mathematical

education, Sözbilir et al. (2012) and Lee et al. (2009) science education, Alper and Gülbahar (2009) educational technology studies can be examples of bibliometric studies in Türkiye.

Art Education and Research

The main subject of this research is art education. Art education has been defined in various ways according to different educational philosophies. These definitions vary according to the aims and importance attributed to art education. According to Yolcu (2018), art education contains educational activities carried out to bring the emotion, thought, impression, talent, and creativity of the individual to an aesthetic level. Art education is a field where educators can explore emergent issues and help students critically engage in relational practices to understand the self and the other (Eça, 2015). Art education is an education that enables people to understand themselves, life, others, society through art (Anderson 2003). Art education is an education for the comprehensive development of people. It helps to improve the cognition and creativity of individuals for real life (Liu et al., 2021). The conventional definition of art education encountered through visual two- or three-dimensional media are limiting for this time and place (Sadik, 2021). “The most recent curriculum theory in art education is based on the idea of teaching visual culture, which involves approaches to art education that include the forms, concepts, and skills of design and the range popular culture as well as fine art” (Freedman, 2015). The history of art education in Türkiye dates back to 1883. With the establishment of the first academy of fine arts (Sanayi-i Nefise Mektebi) in 1883, art education began in both theoretical and practical fields.

In this development, there are many scientific studies carried out by government agencies and independent researchers. Reports, graduate studies, published articles on art education are among the important studies contributing to the development of the field. In recent years many researchers examine art education research by several criteria. González-Zamar and Abad-Segura (2021) “Emotional Creativity in Art Education: An Exploratory Analysis and Research Trends”, O’Donoghue (2020) “Contemplating Art Education” and Milbrandt et al. (2018) “An Analysis of Current Research in Studies in Art Education and the International Journal of Education Through Art” are the prominent researchers in the international literature. When the literature on art education research in Türkiye is examined, it was determined that there are publications that examine the various dimensions of scientific research and publications. Dilmaç (2020) “Research and Approaches in Visual Arts Education in Turkey: 2000-2018 Term Content Analysis of Articles”, Bulut and Gülsoy (2016) “An Investigation on the Researches for Art Education”, Güven and Dündar (2017) “A Study on the Researches Done within the Scope of Primary Visual Arts Course”, Kartopu (2016) “Investigation of Post Graduate Dissertation Workouts Made in Visual Arts in Turkey” and Özer et al. (2013) “Analysis of Graduate Thesis Papers in Turkey in the Field of Fine Arts Education Between 1992 and 2012” entitled publications were made.

Purpose and Significance of the Study

This research differs from the other studies in terms of dealing with articles published in the field of art education. Because all these research mentioned above examined the graduate thesis about art education within the scope of their studies. In the related literature, there is only one research that analyses the articles published in peer-reviewed journals in

Turkiye, but whose research data did not cover the last three years. There is also no study that comprehensively explores types and trends of research articles in art education. These mentioned deficiencies encountered in the related literature constitutes the main problem of the research.

This research aims to examine the articles on art education in Turkiye from 2009-2021. This research is important in terms of discussing the comprehensive approach of art education articles and determining the current trends in Turkiye. According to this aim, several questions listed below have been examined:

- 1- What is the distribution of articles by years?
- 2- What are the authors' peer-reviewed journal preferences?
- 3- What is the distribution of author numbers?
- 4- What is the publication language of articles?
- 5- Which research methods are used in the articles?
- 6- What is the research trends in the context of articles?
- 7- What is the distribution of education level in the articles?
- 8- How is the usage of domestic and foreign resources?

Method

This research, which examines the articles published on art education in Turkiye according to various variables, is structured according to the qualitative research approach. "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2014). "A qualitative process in which qualitative data collection methods such as observation, interview, and document analysis are used, and perceptions and events are revealed realistically and holistically manner in the natural environment" (Balci, 2007). Document analysis technique, which "involves the analysis of documents have information about the event or phenomenon targeted for research" (Yıldırım & Şimşek, 2006, p.187), was used to answer the questions in the study.

Selection Criteria

In this research, a purposive sampling method was used to determine the study group. A basic understanding of the purposive sampling method is to study several predetermined criteria that meet all cases (Yıldırım & Şimşek, 2006). At this point, seven items of criteria are determined by the aim of the research. The criteria are explained below.

Publications should be research article: At present, art education research carried out by the authors are shared and published in various sources such as books, graduate thesis, peer-reviewed journals, symposium, and congress proceedings. "Among these sources, peer-reviewed journals equipped with qualified and contemporary information features are among the most frequently used sources of information in scientific communication" (Sarier, 2011, p.202). Due to the authors' tendencies and the lack of studies on articles in the related literature, 'research articles' published in peer-reviewed journals were selected for the study group.

Articles should be directly related to art education: To achieve the main purpose of the research, it was thought that the articles should address national or international issues related to arts education. Articles that include the concept of "art education" in their title, abstract, keywords, or aims were evaluated under this criterion.

Peer-reviewed journals should be related to educational sciences: Articles related to art education have been published in various journals related to the main disciplines of social sciences, fine arts, and educational sciences. Due to the fact that art education is an educational discipline in terms of its structure and described by Inter-universities Board (UAK) under the title of 'Fine Arts Education' in the field of educational sciences, only the articles in peer-reviewed journals related to this field were selected.

Peer-reviewed journals should be indexed in TR Index before 2020: The journals in the TR Index contain qualified publications. These journals are preferred by the authors due to their qualities and advantages in the application of associate professorship and academic incentive and appointment promotion. At this point, to reach more articles, peer-reviewed journals indexing in TR Index before 2020 were included.

Peer-reviewed journals should be published by universities: Universities are the basic institutions that ensure the development of science and the production and dissemination of scientific knowledge. 72 percent of the education journals in the TR Index are published by universities. For this reason, articles in journals published by universities were examined.

Articles should be published between 2009-2021: There is an increase in the number of articles published in peer-reviewed journals in the last years. In addition, the number of peer-reviewed journals, which were 19 until 2009, increased by 42 percent and reached 28. The articles published between 2009-2021 were examined to base these increases and to examine current research.

Peer-reviewed journals should not cover a specific area: Peer-reviewed journals generally accept articles from all fields of educational sciences. However, some journals declare that they accept articles only in a specific field. These and similar journals which meet the related criteria mentioned above were not included in the study because they do not accept articles related to art education.

The quantitative data of the study group determined according to the criteria were listed above are presented in Table 1.

Table 1

Quantitative Data of Study Group (Compiled by the researcher)

Number of Journals	Total Number of Issue ¹	Total Number of Article ²	Number of Article Related to Art Education
28	886	13093	156

¹ as of 15th September 2021

² Letters to the editor, abstracts, book critics, and translated articles are not included

Data Collection and Analysis

The document analysis method was used to analyse data. The required data for the research were collected with 'article analysis form' which was prepared in parallel with the research questions. The items in the form were determined according to the information in the related literature and field experts' opinions. The draft form following the literature was presented to the review of three experts working as academic staff at universities in Türkiye to ensure content validity. According to the results of the review, it was seen that the experts were in consensus on all topics and the final form was used in the research.

To determine the articles to be examined according to the prepared form; firstly, the journals were searched in the TR Index database, and 54 journals related to the field of educational sciences were determined. As a result of the investigation on the tags of the mentioned journals; 26 journals not published by universities or publish articles in a specific field were excluded. In the second stage, all the issues of the remaining 28 journals published since 2009 were determined. 13093 articles in 886 issues, which are accessible electronically in the full text, were examined in detail by the researcher and the articles that include 'art education' in their title, abstract, keywords and content have been selected. At the end of this process 156 articles related to art education, which published between 1st January 2009 and 15th September 2021, were determined.

156 articles on art education analysed by content analysis method. Accordingly, the related articles were analysed based on the data processed in the article analysis form. The information obtained in the analysis process was grouped under various headings according to frequency (f) and percentage (%) and converted into quantitative data. SPSS 15.0 and Microsoft Excel software were used to quantify the data obtained in parallel with the research questions. To prevent possible errors of the researcher during the data collection and analysis process and to increase the reliability of the obtained data, all stages of the data collection, processing, and analysis processes described above were shared with a second expert working on statistical analysis and the accuracy of the obtained data was confirmed.

Ethical Issues

This study is for the bibliometric analysis of articles accessed through open access and does not require an ethics committee permit according to the criteria announced by ULAKBIM TR Index. All responsibility for ethical issues belongs to the author.

Findings

The findings and interpretations reached as a result of the analysis of the data obtained from 156 articles examined within the scope of the research are presented in the following paragraphs. The first sub-objectives of the research are to determine the distribution of articles published in peer-reviewed journals by years. The distribution of the articles examined by years is given in Table 2.

Table 2*Distribution of the Articles by Years (Compiled by the researcher)*

	Years												
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Number of Article	4	11	8	9	7	7	29	13	22	19	7	17	3

It is seen that the distribution of articles related to art education differs according to years. According to the related table, most articles were published in 2015. It is thought that the annual increase in the number of articles is affected by various variables. The publication of 17 articles related to art education, which were selected from the proceedings presented in the Anadolu International Symposium on Arts Education organized by Anadolu University Faculty of Education Department of Fine Arts Education in 2014. 'Art Education Special Issue' published by Anadolu Journal of Educational Sciences International (AJESI) in November 2015, is the reason that the increased from 7 in 2014 to 29 in 2015 with an increase of 400 percent. The total number of articles published in 2015 reached 29, including 17 articles in only one special issue and 12 articles in other peer-reviewed journals. Except for the special issue, it can be stated that the increase observed after 2015 may have two main reasons. The first reason for the increase is to give eight points to the journals indexed in the TR Index starting from December 2016 according to the application criteria for associate professors published by UAK. In addition, in the same criteria, four points were given to the articles in the related index and compiled from graduate thesis (UAK, 2016). The second reason for the increase is the Academic Incentive Allowance Regulation, which was put into force in line with the decision of the Council of Ministers in 2015 (Resmî Gazete, 2015/29566). With the related regulation, the articles published in national journals have been taken within the scope of the incentive and allowance has been paid to the author within the specified rate. It is thought that these two regulations, which are still valid today, are effective in turning the authors to educational journals in TR Index and cause an increase in the number of articles. According to Table 2, the average of articles per year is calculated as 12 and the years of 2009 to 2014, 2019, and 2021 are below this average. Peer-reviewed journal preferences of the authors who publish articles related to art education were questioned in the second sub-objectives of the research. Findings on this sub-objective are presented in Table 3.

Table 3*Distribution of the Articles by Journals (Compiled by the researcher)*

No	Name of Journal	Number of Related Articles
1	Anadolu Journal of Educational Sciences International (AJESI)	26
2	Kastamonu Education Journal (KEJ)	18
3	Abant İzzet Baysal Univ. Journal of Faculty of Education (AIBUJFE)	13
4	Erzincan Univ. Journal of Education Faculty (EUJEF)	12
5	Bartın Univ. Journal of Faculty of Education (BUJFE)	10
6	Journal of Uludag Univ. Faculty of Education	8

Table 3*(Continued)*

No	Name of Journal	Number of Related Articles
7	Ahi Evran Univ. Kirsehir Journal of Education	7
8	Ege Journal of Education	7
9	Pamukkale Univ. Journal of Education	7
10	Ondokuz Mayıs Univ. Journal of Education Faculty	6
11	Bayburt Univ. Journal of the Faculty of Education	5
12	Gazi Univ. Journal of Gazi Educational Faculty	5
13	Marmara Univ. Atatürk E. F. Journal of Educational Sci.	5
14	Hacettepe Univ. Journal of Education	4
15	Inonu Univ. Journal of the Faculty of Education	4
16	Mersin Univ. Journal of the Faculty of Education	4
17	Van Yuzuncu Yil Univ. Journal of Education	4
18	Cukurova Univ. Faculty of Education Journal	3
19	Mehmet Akif Ersoy Univ. Journal of Education Faculty	3
20	Ankara Univ. Journal of Faculty of Educational Sciences	2
21	Ankara Univ. F. of Edu. Sci. Journal of Special Education	1
22	TJGE (known as 'TALENT' in 2020)	1
23	Journal of Education for Life	1
24	Adiyaman Univ. Journal of Educational Sciences	0
25	Cumhuriyet International Journal of Education	0
26	Educational Technology Theory and Practice	0
27	Journal of Theoretical Educational Science	0
28	Trakya Journal of Education	0
Total		156

There are two basic partners in the publication process in peer-reviewed journals in Türkiye. These are editorial boards of journals and authors. Authors can independently select peer-reviewed journals in their fields of expertise and the editorial boards are also independent in publishing articles submitted. When the data presented in Table 3 is examined, it is seen that the journal that published the most articles related to art education between the years 2009-2021 is AJESI with 26 articles. KEF, AIBUJFE, EUJEF, and BUJFE follow, respectively. The average of articles per journal is calculated as six and 18 peer-reviewed journals in the TR Index are below this average. The five journals in the table do not have any published articles related to art education. The number of authors in articles was questioned in the third sub-objectives of the research. Findings on this sub-objective are presented in Table 4.

Table 4*The Authors in Articles (Compiled by the researcher)*

Number of Authors	Articles	%
Single (Solo) Author	91	58.40
Two (Double) Authors	60	38.50
Three Authors	4	2.50
Four Authors	1	0.60
Total:	156	100 %

It is seen that 91 articles related to art education were published by a single author. Two author articles follow single author articles with the number 60. It was seen that 53 articles written by two authors were compiled from graduate theses or proceedings presented in symposiums and congresses. According to the obtained data, the articles with three or more authors do not constitute a significant amount, and articles with multiple authors were not preferred by the authors. The language used in writing the articles was investigated in the fourth sub-objective of the research. Findings on this sub-objective are presented in Table 5.

Table 5*Publication Language of Articles (Compiled by the researcher)*

Publication Language	f	%
Turkish	127	81.41
English	23	14.74
Both Turkish and English	6	3.85
Total:	156	100 %

It is seen that the authors mostly use the Turkish language in the articles examined in the study. Apart from Turkish, the mostly used language is English. Because of the journal rules, some of the journals accept articles written in both Turkish and English languages. For this reason, the authors used both Turkish and English in four articles published in related journals. It is seen that there is no article written in a third language except for Turkish and English. The research methods in articles were questioned in the fifth sub-objective of the research. Findings on this sub-objective are presented in Table 6.

Table 6*Research Method in Articles (Compiled by the researcher)*

Used Research Methods ¹	f	%
Qualitative	72	46.15
Quantitative	39	25.01
General Research Method/Descriptive Research	28	17.95

Table 6*(Continued)*

Used Research Methods ¹	f	%
Undetermined ²	13	8.33
Mix Research Method	4	2.56
Total:	156	100

¹ Written as specified by the authors in the text² It was used for articles that did not contain any information about the research method.

It is seen that the authors mostly benefit from qualitative research methods in related articles. The multi-layered structure of art education, which consists of social and cultural dimensions, directs the authors to qualitative research methods. It is seen that authors benefited from quantitative methods in the second place. When the data collection and analysis processes of the articles stated by the authors as 'general research method' or 'descriptive research' were examined, it was understood that most of them adopted the quantitative research approaches, but it was preferred that the method stated in the original document was preserved. It can be stated that the mixed research method, which is used effectively in recent years and provides data diversity in publications, is not utilized by the authors.

The distribution of the subjects discussed in the context of art education in the articles was questioned in the sixth sub-objective of the research. It is seen that various subjects are discussed in the context of art education in the articles. Articles related to arts education at different levels of education are divided into 43 different categories. It was found that most of the articles examined different variables and could cover three or four categories at the same time. The articles, in this case, were analysed in detail for their main purposes and categorized into a single most proper category. Because the distribution of the subjects covered in the original articles by categories is highly diverse, Table 7 presents data on only five or more repetitive subjects.

Table 7*The Distribution of Research Trends in the Context of Articles (Compiled by the researcher)*

No	Subjects	Repetition frequency (f)
1	Teaching / Learning process	18
2	Curriculums	14
3	Visual culture	10
4	Creativity / Creative thinking	8
5	Transformation of art education	7
6	Examining the concepts related to art education	6
7	Determination of self-efficacy / skill level	6

It is seen that teaching and learning process has been the mostly discussed issue by the authors. Research about curriculums are in the second place of the findings. In this

category, it can be stated that the applied curriculum at education levels in the Ministry of National Education is handled more frequently by the authors. The third place is the visual culture which has been frequently examined in the international literature in recent years. In the fourth and fifth places, it is seen that there are articles about the transformations in art education due to scientific, technological, and social developments in the world and the creativity of individuals in the art education process.

The educational levels examined in the articles were questioned in the seventh sub-objective of the research. Although the Turkish education system has changed at various times, there are seven educational levels today. These are preschool, primary school, secondary school, high school, associate degree, bachelor's degree, graduate education levels, and special education. It can be seen that the problems related to various levels of education are examined in related articles. Findings on this sub-objective are presented in Table 8.

Table 8

The Educational Levels Examined in Articles (Compiled by the researcher)

Educational Level	f	%
Associate - Bachelor's degree	70	44.87
Undetermined ¹	37	23.72
Preschool	10	6.41
High School	8	5.13
Secondary School	11	7.05
Elementary Education ²	6	3.85
Primary and Secondary School	5	3.21
Special Education	4	2.56
Primary School	4	2.56
Both Secondary School, High School, and Bachelor's Degree	1	0.64
Total:	156	100

¹ It was used for articles that did not contain any information about educational level.

² As a result of the change made in the Turkish education system in 2012, the 'elementary education' is divided into two different levels as '1st Level' and '2nd Level'. For this reason, the level of education is presented as stated in the article.

It is seen that the authors mostly include art education processes carried out at associate and bachelor's degree levels in their articles. It is understood that associate and bachelor's degree levels are included in the purpose, importance, sample/study group and data collection processes of the research carried out by the authors with this approach. The fact that many of the authors work in associate and bachelor's degree levels is thought to have an impact on the situation. 37 articles with undetermined education levels are in second place with 23.72 percent in Table 8. When the contents of these articles are examined, it is understood that all these articles consist of theoretical studies related to the unique qualities of art education and addressing the general situation of art education. While all fields from pre-school to undergraduate level have been the subject of research, it is also remarkable that postgraduate education levels have never been examined in art education research in Türkiye.

The local and foreign sources usage of the authors was questioned in the eighth sub-objective of the research and findings on this sub-objective are presented in Table 9.

Table 9

The Usage of Domestic and Foreign Sources (Compiled by the researcher)

Sources	f	%
Domestic (Local) Sources	2685	66.23
Foreign Sources	1369	33.77
Total:	4054	100 %

When the bibliography of articles is examined; it was determined that the authors benefited from a total of 4054 sources, 2685 of which were local and 1369 were foreign. It is seen that the authors mostly refer to local and Turkish sources. Among the articles examined within the scope of the research; it is determined that the maximum number of references used in one article is 75 and minimum number of references is three. The number of references per publication is calculated as 25.98.

Conclusion, Discussion and Implications

In this research that examines the articles published about arts education in Türkiye, various conclusions have been reached. The conclusions presented in the following paragraphs are addressed exclusively in the working group, and generalizations should be considered within the boundaries of the relevant working group. Of the 13093 articles published in the TR Index in the dates between 2009-2021, 156 articles are related to art education. It is found out that 1.19 percent of the total number of articles is related to art education. Similar studies in the related literature support this result. Keser (2009) stated that 37 (47.4 percent) of the staff working in faculty of fine arts did not have any published articles. However, it should be stated that this situation observed for arts education research in Türkiye is not similar to studies in other countries and other fields of science. Milbrandt et al. (2018) presented an analysis of articles about art education in two journals. In their research, they show us, in only three years (2014, 2015, and 2016) these two journals published 106 articles related to art education. But in Türkiye, we need to wait nine years (from 2009 to 2017) to reach this number. The same situation can be observed in other fields of science. Karamustafaoğlu et al. (2020) stated that 379 articles in science education were published in only five years at journals indexed in TR Index. These examples can be further reproduced by similar studies in the literature. Göktaş et al. (2012) stated that most of the research was conducted in the disciplines of educational technologies, science education, psychological counselling and guidance, and mathematics education. According to this result, it can be said that art education research is inadequate compared to other scientific fields.

According to O'Donoghue (2020) "the articles and reviews bring together understandings of how art functions in concert with other modes of understanding, inquiring, telling, showing, and producing knowledge." Related research should contribute to both the artistic formation, orientation, change, development, and competence of the individual as well as the development and change of the specific field (Bulut & Gülsoy, 2016). The development

of a scientific field depends on scientific research to be done in that field. Educational research is important as a way of producing objective, valid and reliable information (Balci, 2007). At this point, it is important to determine national policies for the development of art education and to support all researchers studying in that field.

Considering the increase in art education research in and after 2015, it can be stated that the authors increased their publication activities because of various developments. There are similar views in Dilmaç's (2020) own research. According to the results of her research, it is seen that there has been an increase in the field of visual arts education in Türkiye since 2014. Associate professorship criteria and academic incentive allowance regulation are two main developments that are effective in this process. Regulations issued by the government agencies Inter-universities Board (UAK) and Council of Higher Education (YÖK), directly influenced the authors' publication activities. In addition to these regulations, we should also remember the administrators and academic staff of the period, who made significant contributions to the increase in the number of publications in the field by organizing Anadolu International Symposium on Arts Education in 2014.

According to the findings, it was found out that 58.4 percent of the articles related to art education were single authors. It is observed that the researchers working in the related field act individually in the research process. Similarly, Dilmaç (2020) stated that 66.5% of the 125 articles examined in her research had a single author. The research carried out by Doğan and Tok (2018) stated that the published articles on educational sciences in Türkiye with one author are more. The number of studies with multiple authors is less than studies with single author. According to the articles examined in the study group; it was concluded that the authors respectively preferred AJESI, KEF, AIBUJFE, EUJEF, and BUJFE.

In the research, it was seen that 79.87 percent of the articles in peer-reviewed journals, which are indexed in international indexes such as ESCI and Scopus, were published in Turkish. In the process of scientific research ranging from national to universal, the usage of Turkish can be interpreted with two approaches. The usage of Turkish as the language of the publication provides an opportunity for the Turkish language to spread as a universal language of science and be accepted by other nations. This statement is a positive approach. On the other hand, people who do not speak Turkish fall behind in understanding and using current information produced at the national level and shared in international literature. This raises the negative approach. According to these approaches and findings, it is not possible to consider one language superior or necessary than another language. The idea about the language of publication is being taken to a different dimension in the use of references. Most of the articles which are mostly in Turkish, use Turkish references. Turkish sources were used at the rate of 66.2 percent in related articles. Even if the related articles provide universal knowledge, they are more limited to related Turkish literature. Therefore, to ensure parallelism with the international literature and to analyse the current information simultaneously, it can be considered that the current information in the international literature should be mentioned more in the articles.

According to the findings in the study, the trends of research method most frequently addressed was qualitative (46.15%), followed quantitative (25.01%), with general/descriptive research at 17.95%, and undetermined methods at 8.33%. According to Kirisoğlu (2009); the fields of qualitative research are quite diverse. This diversity, which is experienced both in methods used and, in the subjects is studied. Qualitative research can be applied in various settings by researchers from different disciplines. The multidisciplinary structure of art

education can be the reason why qualitative research methods are utilized more frequently by the authors. However, each research has its characteristics and research methods may vary according to these characteristics. Therefore, any research method should be superior to others.

According to the findings, it was understood that various subjects were handled in 43 various categories in art education research. This result is considered important in terms of not repeating similar subjects, producing new information, and developing the sub-dimensions of art education. However, despite the subject diversity, teaching/learning processes (18%), curriculum (14%), and visual culture (10%) subjects are discussed more frequently than other subjects. The research carried out by Milbrandt et al. (2018, p.44) stated that “in studies, the topic most frequently addressed was educational theory (19%), followed by visual culture and curriculum (each at 15%), with pedagogy at 11%, and narrative and historical topics at 8%.” Boughton (2015) explains the reason for this result reached in the research with the transformation in the curricula. According to Boughton (2015, p.17) “in recent years many university art education programs undertook a transformation from Discipline-Based Art Education (DBAE) to a Visual Culture approach. The content of DBAE was very much focused upon museum fine art, whereas the content of a visual culture curriculum is much broader embracing all forms of imagery.” It is also thought that the distribution should be taken into consideration because this distribution only increases knowledge in certain areas of art education. In the research that examines research published in the Journal of Education and Science, written by Selçuk et al. (2014), similarly, stated that educational programs and teaching subjects were the most discussed subjects in the articles.

Education levels in which the subjects covered are examined should be considered at this point. Results showed that 44.87 percent of the articles are examining the processes of art education at the associate and undergraduate levels. 70 articles are addressed at the associate degree and undergraduate level, 37 articles with undetermined levels, and 49 articles addressed all other levels. Selçuk et al. (2014) reported in their research, undergraduate education is the most discussed at the rate of 39 percent in related articles. As well as in the research subjects, it is understood that there is a concentration in the field of education. To show the status of art education at different levels, it is thought that diversity should be provided, and research should be conducted in all fields as much as possible.

This research, which was carried out for the purpose of examining the articles published about arts education in Türkiye, was limited to the articles on art education published between 2009 to 2021. All conclusions and recommendations expressed above should be considered within these stated limits.

Statement of Conflict of Interest

The author declares that there is no conflict of interest related to the publication of this article.

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