



A comparative bibliometric analysis of communication education studies across journals: A tri-journal review

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ABSTRACT

This article conducted an in-depth bibliometric analysis of the communication education studies published over a given period in three leading academic journals. It also provides a good reference for future researchers engaged in studying or designing new curricula as well as being able to base decisions made about content issues related to communications education soundly upon empirical evidence. Many academic journals, including *Journalism and Mass Communication Educator*, *Communication Education*, and *Communications Teacher* provide channels for researchers in the field to publish empirical findings or new teaching methods; likewise allow academics at different levels with pedagogical interests to share their experiences. *Journalism and Mass Communication Educator* collects teaching materials on journalism and media, while followed by series of this publication now become publishes practical content written by communication preceptors. The comparisons of findings provided with respect to the three selected journals of *Communication Education*, *Journalism and Mass Communication Educator*, and *Communication Teacher* will help identify similarities and differences in publication trends of these journals' literature. All three are characteristically experiencing an even upward trajectory of their yearly article count that attests to the buoyancy of communication education research.

Keywords: communication education, bibliometric analysis, Journalism and Mass Communication Educator, Communication Education, Communication Teacher

INTRODUCTION

Communication education in academia is important because societal transformation can only be achieved through such effects. Communication education programs in educational institutions have prepared students for successful activities in different fields of human activity. A study by Brinia et al. (2022) revealed that communication education had a positive effect on skill development. Effective communication skills acquired in the course of one's studies have a massive impact on career growth, engagement in community issues, as well as cultural understanding. The value of communication education in helping people overcome the challenges associated with knowledge-based society was highlighted by Martinez et al. (2023).

Research into the area of communication has been delivered successfully in higher education and as people carry it out the impact grows among societies. The academia community, therefore, inculcates to them the ardent efforts they need to achieve the extraordinary in many aspects of life via teaching them the holistic abilities of communication, such as verbal, nonverbal, written, and digital skills. Moreover, many findings pointed to the need for communication training. In particular, a work of Payne et al. (2023) examined exactly how communication training builds interpersonal trust, which is the center of relationship formation. Finally, communication education was also emphasized by Kasperski and Crispel (2022), who promoted the role of communication education in boosting interpersonal competence, as an important ability necessary for successful cooperation and conflict resolution. Education in schools not only places a person at an added advantage in terms of opportunities, public involvement, and nation unity but also among the aspects that build a truly rational democratic society (Dewi & Verawati, 2022).

Academic journals represent the major publication venue of research connected with communication education, providing researchers, educators, and practitioners an outlet through which to share empirical findings, pedagogical insights, as well as innovative teaching methods with others that work within this area. This sharing is done in a number of publications but can be named Journalism and Mass Communication Educator, Communication Education, and Communication Teacher.

Research and quantitative results are not only the focus in Journalism and Mass Communication Educator but addresses the teaching on journalism and the media. This journal refers to research articles for academic use, instruction guidelines for training in journalism or novel approaches to journalism, it covers them all. In essence, the journal is an impeccable weapon of the media and mass communication educator interested in remaining on top of the edge when it comes to contemporary developments experienced by media, which improve research journalism and mass communication education, respectively. Communication Education as an ancillary field is about communication in multicultural backgrounds. It fights the deficit of this kind by sharing research on the educational techniques, establishment of classroom formation, and quality testing of communicative proficiency. This journal is valuable for a teaching assistant, for example, who needs information on various methods of teaching and learning outcomes. Communication Teacher delivers straightforward to-the-point stuff with a lecture room touch to the trainers of communication subjects. It presents writing in such areas as tutoring, assignment options, and technology integration, which purely means that is a compulsory tool for communication preceptors sourcing effective tutoring programs. These journals together with other newspapers, which may be used as a forum for exchanging opinions, research results, and the use of current techniques are engaged in communication education development.

This study conducts a comprehensive bibliometric analysis of communication education research published in three influential academic journals: Communication Education, Journalism and Mass Communication Educator, and Communication Teacher. The data was obtained from Scopus database by using keywords such as communication education, bibliometric analysis, Journalism and Mass Communication Educator, Communication Education Journal, Communication Teacher Journal. The search dealing with publications from 2010 to 2023 was conducted. We integrated the Excel that helped us to identify the frequency of keywords from publication, perform key words mapping and recognized the intellectual structure of the field.

The purpose of this paper is to conduct comprehensive bibliometric research on the studies of communication education published in the title communication journals such as Communication Education, Journalism and Mass Communication Educator, and Communication Teacher. It will also feature a critical

reflection on the characteristics and trends of the published articles. Hence, the study will set the objective to fortify academicians, educators, and researchers to better understand the development of communication education in the long run and with a sense of detachment. In consequence, performing this bibliometric application can be regarded as a basis for further research, academic planning, and informed decision making based on the data.

LITERATURE REVIEW

Bibliographic analysis is very crucial when appreciating patterns of research as it provides a methodological and empirical way to unravel the changing terrain of scholarship. Bibliometrics studies publication patterns, citation rates and co-operation in several fields, providing information about leading scientists, highly cited publications, and productive organizations in several branches of knowledge (Velez-Estevez et al., 2022). This provides not only guidance for researchers in locating developing areas and intersection points between different disciplines but also helps institutions distribute resources intelligently, inform choices concerning academic research funding and evaluate impacts of academic courses (Ghani et al., 2022). Bibliometric analysis is an important instrument upon which modern-day society could rely in keeping track of their cultural and academic inclinations.

There has been significant growth in the number of scholarly articles published regarding communication education as a discipline in recent times. It is mostly the US and Europe who carry out research in this sphere. Communication education research concentrates mainly on health education related areas like doctor-patient communication in oncology and functional communication training (Ozcinar, 2021). In addition, physical education is recognized as one of the key factors facilitating development of such important communication skills as social competence among teenagers (Florea, 2022). More research is required to establish how the students view the need for these competencies and how effectively they can be developed beyond linguistics (Hendrix & Wilson, 2014). Some of the main concerns in the discipline of Communication Education are teacher/instructor-student communication, public speaking, technology, and identity. There is also lack of studies on the experience of students who belong to a color and how professor of color approach their pedagogical (Haynal, 2016). Moreover, implications of increased homogeneity in journalism and mass communication education in Pakistan were stated in a study by Bockino and Ilyas (2021).

The study of communication education looks into the role played by communication to one's learning achievements. Secondly, it studies diverse logistic approaches including classroom management and curriculum design, as well as abstract links between communication and learning. Such research can give major philosophical perspectives that influence schools' instruction. Some of these institutions include the European Communication studies and Education association, which works on international level in accrediting and standardizing communications education programs. The leading countries conducting bibliometric analysis in this field are mostly the US and European ones with a particular emphasis on health education-related issues. Digital storytelling and using a metacognitive approach are trending ways of improving students' communication skills. It has been established that this learning mode is effective in improving one's listening, speaking, reading, and writing capabilities (Brammer et al., 2023; Chaisriya et al., 2023).

The success of students' personal and professional lives hinges on communication education studies. It is a central one-disciplines for communication to improve processes within an organization, health-communication, education, crises-security awareness, relations, etc., diplomacy and personal development (Morreale et al., 2023). The continuation of a sustainable education system in this pandemic era requires university teachers to use technology platforms like zoom and google meet for online communication (Herwina & Islahudin, 2023). Teacher educators must ensure they ease clear communication among teacher trainees as communication has a great influence in their development into language teachers (Mumtaz, 2000). Development of communication education in Malaysia has taken place gradually under governmental policies and institutional factors (Idid, 2019). Communicative theories and studies allow students to gain competencies necessary for both individual, interpersonal, group and public speaking (Chen, 2021). Different areas of communication skills development in various recipient groups are discussed in communication education literature. There is scanty research in management science with respect to literature and high secondary education (Le Ngoc et al., 2022).

When creating a literature review on the education of a communicative course for the pre-licensed registered nursing students, the authors state that the evidence quality of what one intervention of communication works better than another one is of a low standard (Grant & Jenkins, 2014). The other research sought to build upon earlier stories and essences on comparative literature education in East Asia so as to highlight the place of communicational competence in achieving educational goals (Manzon, 2017).

Information and communication technologies in education is now seen as a useful tool for educational change and reform. Another communication education model on nutrition interventions in early childhood stages (first two years) was successful in reducing stunting. The findings of these studies indicate that communication education should be a critical component in all domains and the design and use of communication measures need to be evaluated (Aramico et al., 2020).

Education in communication can be made more applicable to the needs of the 21st century if it is centered around development of communication skills (Hunt et al., 2014; Nagata, 2004). These include giving students' avenues to hone their oral verbalization and nonverbal communications skills (Mahmud et al., 2023). From childhood, it should be developed and enhanced in a child, through all levels of knowledge formation during the educational process (Garner & Barnes, 2013). One of the approaches that have been found to work well towards enhancing students' communication skills is lesson study. Communication education would also cover the actual application of communication among various organizations. Introduction of such strategies is going to make communication education more appropriate to cater of the needs of the 21st century and thus support students on their way to be prepared to conquer the challenges of both global age and information age (Gallagher, 2018; Morreale & Pearson, 2008; Walton, 2010).

Traditional forms of communication like speaking in public and writing have developed through the years, and it has into present times that embrace more modern ways (Ou et al., 2023). The field of communication education has changed as society has evolved. This includes an understanding of both digital and mediated communications, interpersonal and intercultural communication, and the application of communication theories and practices within various contexts (Kadhim et al., 2023). Its development revealed an increasing awareness that communication is essential for individual, organizational, and social prosperity with this in mind. Today, there are various areas under communication education, such as media literacy, management of conflicts, persuasive skill of communication, and incorporation of technology making the subject important in preparing people to prosper in an interactive and communication dependent society (Salendab & Laguda, 2023).

Scholars, educators, and researchers can use these periodicals as a source of sharing information concerning what is happening in the field. The two journals allow the exchange of diverse scholarly thoughts including empirical results, and theories in communication pedagogy generally. Moreover, an academic journal in communication education carries out rigorous peer review ensuring that results of research meet acceptable standards of quality and reliability. These include change management through dialogical approaches, which question set doctrines thereby igniting alternative means to interact with student's learning experiences via instruction techniques and curriculum developments. Journals in this specific area are commonly practicing special issues, guest editors and themed parts or sections that indicate new trends inciting intellectual debate orienting the sphere. Overall, journal articles are an important part of the ongoing constructive progress that occurs in communication education.

The process of information transmission between disciplines; methods of instructions revision and probably updating; as well as possibilities for the development of the aspect of language for today's society is added by this reading journals. Building up of the collection of journals in a bibliometric analysis is a necessary stage, which chooses above the mentioned three well-known journals–Communication Education, Journalism and Mass Communication Educator, and Communication Teacher, is the first of the goals to be accomplished. Topics of journal articles concerned with the developments of the field of communication education cover the range of communication research and pedagogy, which makes them a very valuable source of the profession. They provide us with a perfect environment, where we, the researchers, conduct lengthy scanning of the contemporary trends and theories of concern that are very relevant for nowadays, since they possibly have stewardship of the area. Secondly, this selection is quite broad as it touches upon various aspects of communication education. Generally, Communication Education encompasses various areas such as

teaching strategies, curriculum building and testing methods on the whole issue. Journalism and Mass Communication Educator deals exclusively with the instructional practices of journalism and mass communication in general. In the meantime, Communication Teacher has become famous for its real-life based instruction and hands on approaches that are necessary when looking for the best teaching methods by teachers in the classroom. The diversity thus enables a detailed analysis of research in this field as it covers diverse dimensions of communication education.

Moreover, the selected journals enjoy a large number of readers and contributors who include scholars and educators all over the globe. By examining these journals, it is possible to establish an extensive and typical representation of communication education research. Such findings could be applied to describe the general condition of the field. Therefore, the reason why choosing the following journals for analysis namely, Communication Education, Journalism and Mass Communication Educator, and Communication Teacher is due to their good reputation, broad subject coverage, and popularity among reliable picture concerning the directions that the research on communication education is taking communication scholars. Selecting this option makes certain that bibliometric analyses offer a thorough and so as to better guide scholars, teachers, and organizations for more insights into the current state of communication education.

METHOD

The analysis methodology is standard bibliometric methodologies. To follow the established bibliometric methodologies including data collection, processing, and analysis. The chosen journals for examination were in line with their relevance and influence in the teaching communication education area. Nevertheless, the assessment does not examine the credibility of each study or usefulness of produced knowledge for schools work only.

The outcome of the bibliometric analysis, which is conducted in this study is in accordance with the most known processes used in the bibliometric research. We received data from three top-rated academic journals that are into communication instruction. Articles were meticulously examined through bibliometric factors, which include publishing trend, citation numbers and author contribution. The limitation to be acknowledged is the fact that the aforementioned analysis captures the publishing trends of the mentioned publications only, and thus does not represent the whole field of media education research (Delen et al., 2024).

The selection of the journal in bibliometric analysis depends on certain criteria; they are aimed at making the working journal relevant in terms of content and applicable to the sample.

1. **Reputation and impact:** They should, for instance, show their credibility with a long communication education experience that is evidenced by supplementary factors like high impact factors, large citation index, and appreciated by the academic community.
2. **Scope and coverage:** The articles to be selected should cover both practical and theoretical bases of educational communication, including pedagogy, curricula, instructional strategies, and assessment methods. The analysis implies multifaceted factors.
3. **Diversity of contributors:** It is better to take journals submitted by a great number of individuals like scholars, lecturers, and experts. Different orientations and styles of communication education are a true "melting pot".
4. **Frequency of publication:** This implies that one has a whole lot of research published from time to time and therefore, analyzable. A commitment to publishing according to a particular schedule indicates that you are a serious scholar wishing to share scholarship within your discipline.
5. **Accessibility and availability:** The results generated as a result of analysis are made available to a number of users such as research as well as teachers through publicly published journals.
6. **Historical significance:** They can also be journals that published the first work in communication education or took part in an evolving practice and discourse.

These criteria can help other scholars to verify that the selected journals are not only influential but also they cover all aspects of communication education.

Basically, this dataset compilation consists of three main sections, which are typical for literature research with Communication Education, Journalism and Mass Communication Educator, and Communication Teacher journals taken as samples. Super-sized surveys yield the beginning point with an accurate time schedule for data gathering taking anywhere from a few years to tens of years or more referring to a great deal of time that is appropriate for the research. Next, a search method of systematically searching for relevant papers is applied. To say the least, such could be through keyword search in any repository database that targets communication-education terminologies. To find specific and narrow results Boolean search operates by AND, OR, and NOT operators, the use of which is very popular. Thereafter, the dataset is expanded by considering citations indexes in addition to the references lists from the identified articles. It is accompanied by this by adding it to the search for a citation index in combination with the reference list of the identified articles. In most cases search examines attentively in accordance with the criteria applied that are related to intended goals to select for analysis relevant articles only, which will result in final allowed dataset that is comprehensive and inclusive so that it can be used for bibliometric analysis.

Articles should be included or not included regarding specified criteria so that the study can be relevant and rigorous. Most commonly, inclusion criteria include articles directly addressing issues in communication education including pedagogy, curriculum development, instructional strategies, assessment approaches, and scholarship of teaching and learning concerns in the area. Such articles appear mainly on the pages of such journals as Communication Education, Journalism and Mass Communication Educator, and Communication Teacher. The exclusion criteria may include any article that does not fit in the given sphere of communication education and those, which are beyond the specified period. For example, such articles are limited to communication education from these three journals. The chosen standards have been developed to provide reliability and validity in a bibliometric analysis so that the results can be narrowed down to examine only research trends in very specific domains of communication education.

In general terms, bibliometric analysis for communication education covers different objects and indicators, which we can receive the overall information about research space in this area. They consider article trends such as publication number per annum counting to determine areas of active research in terms of interest over time. Collaborations detect recurring patterns of authorship, collaboration nature and writing communities in the area of study. Counting the original articles means determining the number and effectiveness of citation, which is the most cited author, article and journal, which could be very significant to the researcher. In addition, it additionally points out what are popular themes and the topics who have different topics by using the words, which are common and appear together. Hence, altogether they are elements making overall analysis of the field, of the leading people, as well as of emerging trends in communication education possible. Consequently, this can be supported with claims based on communication education research.

DATA ANALYSIS & FINDINGS

Communication Education Journal

Publication trends over time

Over the past 13 years, Communication Education shows the escalating number of papers published annually, rising at a more allocated rate initially until recent trends reflect the focus on digital communication, online teaching and between cultures inquiry (**Figure 1**).

Authorship patterns

The top prolific authors of Communication Education in **Table 1** show the scholarship works of several great scholars in this domain. S. P. Morrele and D. M. Trank come out strongly with eight published articles reflecting a steady contribution to communication education. His works include at least eight volumes covering various aspects in the field and as such it is apparent that he contributed significantly to communication education. Close behind is J. Sprague, who has published seven pieces, and M. A. Broeckelman-Post who has six, both displaying considerable and consistent publication in communication education. Since J. Sprague is an abundant writer, he might have touched on different facets of instructional

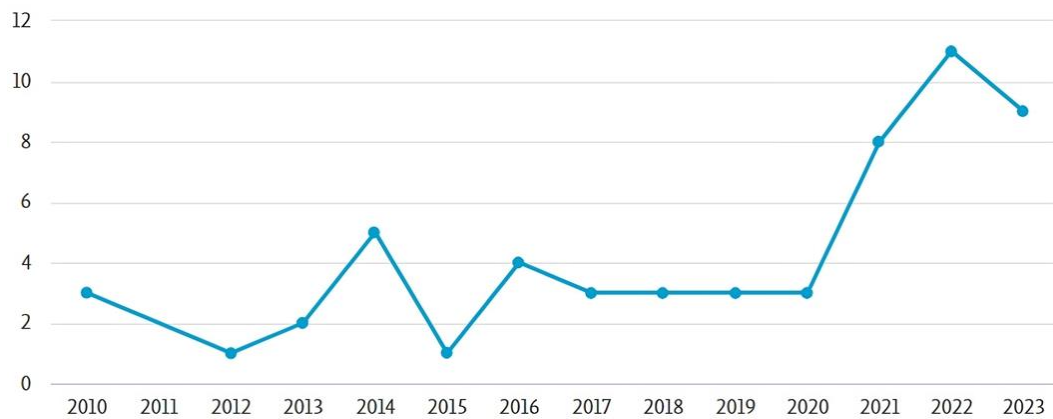


Figure 1. Number of documents in Communication Education per year (Source: Authors)

Table 1. Top prolific authors in Communication Education

Author	Number of publications
S. P. Morreale	8
D. M. Trank	8
J. Sprague	7
M. A. Broeckelman-Post	6
J. P. Mazer	5

Table 2. Top cited articles in Communication Education

Article title	Number of citations
Why communication education is important: The centrality of the discipline in the 21 st century	76
A meta-analysis of the impact of forensics and communication education on critical thinking	60
Retrieving the research agenda for communication education: Asking the pedagogical questions that are ‘embarrassments to theory’	51

communication and/or other aspects. On the other hand, M. A. Broeckelman-Post has published six articles, a considerable sum indicative of an emphasis on pioneering pedagogy or curriculum in communication education. Finally, J. P. Mazer publishes five papers for a substantial contribution to communication education literature (Table 1).

This is not only an indication that these scholars were productive, but it also reflects the richness and the multifaceted nature of the research undertaken in this fast-growing discipline on teaching methods, communication pedagogy as well as the possible emergence of other areas of interest.

Most cited articles & authors

Top cited articles in Communication Education suggest the impacts and significance of some specific works. Topping the list with an impressive 76 citations is the article titled “Why communication education is important: The importance of communication education in the twenty-first century.”

In simpler terms, this means acknowledging and valuing the importance of such an education as we go through a world highly sensitive to communication technology at the turn of the century. Another one is a meta-analysis titled “A meta-analysis of the impact of forensics and communication education on critical thinking”. In fact, the issue of generalized problematization of the problem related to the impact of communication research on educational outcomes is what concerns scholars and the popularity of this paper illustrates it. The third-ranked article is “Retrieving the research agenda for communication education: Asking the pedagogical questions that are ‘embarrassments to theory’”, and there are 51 citations in this case (Table 2).

These pedagogical questions can be addressed, but only with some degree of difficulty; scholars as well as educators admit that it could go against the theoretical framework of pedagogue studies. Finally, the information presented above is not merely that of an animated communicative pedagogy but shows that some articles are still relevant in modern day discussions.

Table 3. Number of keywords in Communication Education

Keyword	Number of keywords
Communication education	20
Higher education	6
Instructional communication	5
Critical communication pedagogy	4

**Figure 2.** Number of documents in Journalism & Mass Communication Educator per year (Source: Authors)**Table 4.** Top prolific authors in Journalism & Mass Communication Educator

Author	Number of publications
R. Gibson	3
L. B. Becker	2
W. G. Christ	2
J. J. Henderson	2
D. Hill	2

Keyword analysis

The recurrence of 20 is for “communication education” keyword. This means, as studies reveal, scholars on various aspects of communications as a part of the educational process. This is because this is a common keyword, which shows how relevant communication is in terms of education. The six times appearing keyword “higher education” is also important. Such focus could possibly be associated with a view on communication dynamics in higher education system considering some specific issues specific for higher education. The study also refers to the strategic use of communication during instruction as “instructional communication”. This last aspect demonstrates an increased scholarly interest in researching pedagogy with critical communication practice in the social context (Table 3).

Journalism & Mass Communication Educator

Publication trends over time

The number of publications of Journalism and Mass Communications Educator demonstrates considerable growth every year. The journal exhibits consistent publication trends, with an emphasis on journalism ethics and multimedia journalism education (Figure 2).

Authorship patterns

The article entitled, “Top prolific authors in Journalism and Mass Communication Educator journal”, provides an elaborate discussion about some scholars that are important when discussing journalism and mass communications education. One such person who published three articles of extension into the field awareness is R. Gibson for example. They also share their view on research by giving publications per authors like L. B. Becker, W. G. Christ, J. J. Henderson, and D. Hill among others (Table 4). This shows that these authors’ engagement with journalism would have had to cut across numerous sectors like pedagogy, media studies and changing education system. This information shows the effectiveness of these scholars towards

Table 5. Top cited articles in Journalism & Mass Communication Educator

Article title	Number of citations
Collaborating with ChatGPT: Considering the implications of generative artificial intelligence for journalism and media education	116
Journalism educators, regulatory realities, and pedagogical predicaments of the “fake news” era: A comparative perspective on the Middle East and Africa	29
“2013 annual survey of journalism mass communication enrollments: Enrollments decline for third consecutive year	21

Table 6. Number of keywords in Journalism & Mass Communication Educator

Keyword	Number of keywords
Journalism and mass communication education	39
Journalism	8
Professional skills	8
Collaborative learning	6

Journalism and Mass Communication Educator. Moreover, it illustrates collective endeavors employed towards reconstituting and fortifying educational principles within the context of journalism and mass communication. The fact that these scholars differ in terms of backgrounds and opinions on the issue indicates the presence of an active academic society advancing pedagogical approaches and relevant research in the field of study.

Most cited articles & authors

“Top prolific authors in Journalism and Mass Communication Educator journal,” gives an elaborate explanation to different scholars associated with Journalism and Mass Communication Educator. One example is R. Gibson among those who published three pieces of journal that shows on increasing field awareness. The other aspects of their partnership in research are evident on the list of authors. The authors include L. B. Becker, W. G. Christ, J. J. Henderson, and D. Hill each wrote a publication. These aspects of L. B. Becker, W. G. Christ, J. J. Henderson, and D. Hill also imply that their involvement with the concerned area should refer to more areas such as journalism pedagogy, media studies and the evolving education system (Table 5).

This information indicates the effectiveness of those scholars in Journalism and Mass Communication Educator. Furthermore, it illustrates the joint thrust toward reformulation and fortification of education theory and practice related to journalism and mass communications. This indicates that there are numerous authors who have made significant contributions to the topic hence fostering active scholarship with more informative work covering the issue.

Keyword analysis

A table containing keywords for “Journalism and Mass Communication Educator” illustrates what this academic journal is about. The keyword journalism and mass communication education appeared thirty-nine times in this issue suggesting that the journal dedicated a lot of attention to the relation between journalism, mass communication and education. This therefore calls for extensive examination of pedagogy, theories, and practice related to journalism and mass communication education. This is implied by having “journalism” as a keyword with eight points, which shows that there remains focus on key journalistic principles and practice in an educational setting. This is one keyword, which probably encompasses the ethical issues in journalism, reporting skills, as well as changes within the profession. Concurrently, “professional skills” and “collaborate learning” having eight and six instances, reveal sophisticated strategies regarding education in communication. The repetition of “professional skill,” suggests that these skills are central to successful professional journalism practice. On the other hand, “collaborative learning” shows their relevance as pedagogy methods within journalism education (Table 6).

These words create multi-dimensional picture of topics presented in journalism and mass communication educator journals showing that one cannot limit it to theory only but needs to include practice and teamwork as well.

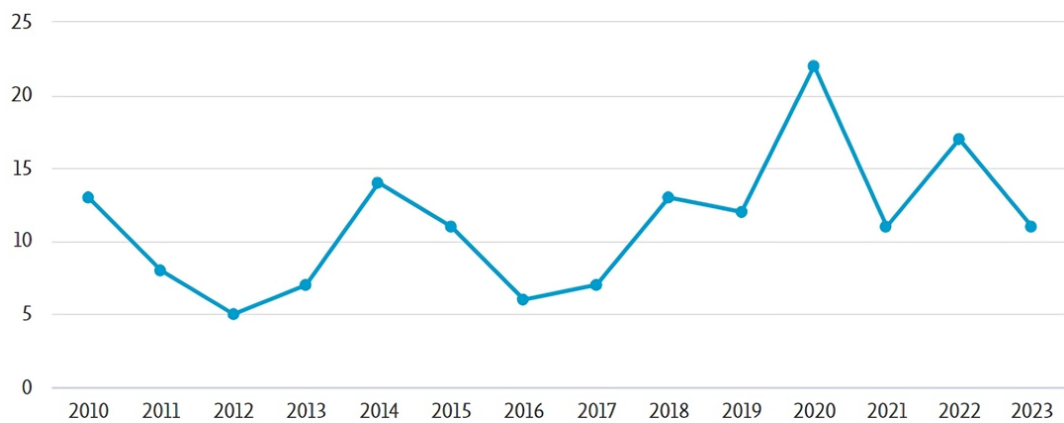


Figure 3. Number of documents in Communication Teacher per year (Source: Authors)

Table 7. Top prolific authors in Communication Teacher

Author	Number of publications
L. B. Anderson	5
D. H. Kahl	4
S. A. Myers	4
J. Boyd	3
B. N. Frisby	3

Communication Teacher

Publication trends over time

This is shown by the stable publication trends of Communication Teacher, where there is a growing tendency of writing about modern communication classroom approaches involving advanced technologies. The journal maintains consistent publication trends, with a focus on innovative teaching strategies and technology integration (Figure 3).

Authorship patterns

However, there are some writers that can be called real pioneers in making a considerable contribution into communication education, being widely recognized. L. B. Anderson, another luminary, has published five articles demonstrating his/her commitment to the field. Following them are D. H. Kahl, and S. A. Myers, equally distinguished authors with four publications per person show very deep understanding of the issue and contribute much to communication pedagogy. Together, they have had far-reaching influences on education and scholarship, such that their contributions are regarded as essential references for teachers and research scientists. J. Boyd is yet another contributor to the forefront of communication education who added three noteworthy contributions that expanded the body of literature and methods used in this area. Through their numerous and enlightening publications, these authors, among others, add to the corpus of knowledge in academia, as well as affect the directions taken by future authors and communicologists. The mentioned authors have a paramount function in directing communicative studies towards innovativeness, improvement, as well as comprehension of communication intricacies (Table 7).

Most cited articles & authors

In Communication Teacher, some articles really stand out because lots of people have mentioned them. One of these is called "Assessing the effects of instructor enthusiasm on classroom engagement, learning goal orientation, and academic self-efficacy," and it has a big number (42 times). This paper shows that a teacher, being itself exciting, can attract students and give them morals and confidence. Another important article is "Student response systems and facilitating the large lecture basic communication course: Assessing engagement and learning." Students can evaluate their own engagement and learning as they progress through the section "Task 1: Assessing engagement and learning" and it got 37 mentions. This will examine

Table 8. Top cited articles in Communication Teacher

Article title	Number of citations
Assessing the effects of instructor enthusiasm on classroom engagement, learning goal orientation, and academic self-efficacy	42
Student response systems and facilitating the large lecture basic communication course: Assessing engagement and learning	37
Teachers and Facebook: Using online groups to improve students' communication and engagement in education	31

Table 9. Number of keywords in Communication Teacher

Keyword	Number of keywords
Cognitive learning	2
Teacher/student communication	1
Communication education	1
Small group communication	1

how computer programs or multimedia aids can be useful for the students to learn well in large classes. Then there's "Teachers and Facebook: (communicating and engaging online groups in education) "becoming tech savvy and easing the digital divide in education", was the issue that was discussed 31 times. The article zooms into the topic on how educators can adopt the use of Facebook as a communication enhancement tool among them and the learners. Thus, those articles are not only a priceless asset for Communication Teacher as perceived, but they also act like the best sources of information for the teachers and researchers who want to learn and have a competent grasp of communication and how its taught (Table 8).

Keyword analysis

As far as education domain is concerned, the most critical credit goes to "cognitive learning", which thematically denotes how students reciprocally reciprocate, analyze, and retain information to give them wide and in-depth understanding. On the other hand, teacher-student dialogue, which is implied in the expression "teacher/student communication" undeniably brings to light the significance of effective and clear communication in the educational landscape. Moreover, this communication contributes to the diffusion of knowledge derived from cultural environment. Also, all the broader sphere of education placed into "communication education" word, thus recognizes that effective communication takes the primary place in learning and teaching process., therefore the role of collaborative learning experiences in emphasizing the concept very much, "small group communication," which pinpoint the value of interpersonal skills in smaller educational settings. As a whole, such keywords characterize the dual-natured phenomenon of education that involves both cognitive learning and interpersonal communication, along with the wider context of communication education (Table 9).

DISCUSSION

The subject, which is submitted in this study, is a comprehensive review of the publications trending in communication education. Meanwhile, a certain degree of the inevitable task must be admitted. The analysis below concentrates on counts of peer-reviewed copy publications and collaborative citation but not discerning scholars' treatments of their teaching and learning. Along with that, the choice of journals, which are ones that are influential, cannot cover all the research that is available in this field.

This article thus offers a valuable navigation for researchers working on communication education trends across journals analyzed. It might be the starting point for future studies and curriculum development. But in-depth research should be conducted including other techniques and data to get a more comprehensive look at the widely spread communication education practices around the world.

The results arising from the bibliometric analysis of the identified journal articles in communication education also contribute to a comprehensive view of the topic. This initially shows that the industry can be flexible and can respond to evolving communications. Common threads of digital pedagogy, media ethics and experiential learning in journal articles indicate that learning institutions are responding to changing learning needs amidst technology. This aspect of adaptation is crucial to communication educators and researchers

as they seek to continue equipping the young generation with necessary skills needed to live in a dynamic media world. Generally, this shows that there is an ever-changing environment of communication education characterized by different characteristics in every journal. The distinction between the two journals lies in that Communication Education is oriented towards online pedagogy teaching of intercultural communication, whereas Journalism and Mass Communication Educator addresses media ethics as applied to multimedia journalism education. On the other hand, Communication Teacher focuses on modern instructional approaches and the use of technical support. Keyword analysis reveals new-born issues on media ethics, experiential learning, and online teaching pointing at the advancement in the field. Communication education moves forward through prolific collaboration through networks and a multitude of authors. Such insights provide important resources for researchers, educationalists and institutions interested in keeping up with and making contributions to the changing face of communication education.

The comparisons of findings provided with respect to the three selected journals of Communication Education, Journalism and Mass Communication Educator, and Communication Teacher will help identify similarities and differences in publication trends of these journals' literature, all three are characteristically experiencing an even upward trajectory of their yearly article count that attests to the buoyancy of communication education inquiry. However, each journal has its own unique focus: Communication Education is centered in pedagogy of digital communication and intercultural communication through a periodical called Journalism and Mass Communication Educator has its focus on media ethics and multimedia journalism education meanwhile Communication Teacher focuses on core institutional research in communication education. Commonality is evident in the citation analysis as some articles and authors by all three journals earn remarkable citations; this highlights how other works have stood the test of time. The keyword analysis shows that new issues are arising like media ethics, experiential learning, or online teaching, which can be more relevant to the present situation on communication education. Thematic common feature throughout all these journals is that their authors explore how the field responds to newest technology trends; digital tools have been integrated into the mainstream education process; there have been discussions about ethical approaches to using the new technologies by academic institutions.

Nevertheless, it is important to state some drawbacks of the research. The analysis is based on published bibliometric data that could perhaps overlook important articles or fail to represent some significant writings completely. Moreover, this report concentrates on selected journals, which might have overlooked contributions from other related publications. Research in Communication Education calls for wider coverage of journals and other sources in future studies. In addition to the quantitative approach used, a qualitative analysis can offer more details on the information presented in the individual publications and practical significance of the study itself. Therefore, this bibliometric analysis provides views regarding dynamic shifts in communication education. Such focusses are important emphasizing teamwork, multidisciplinary research techniques, and evolution with modern technology. The results provide useful guidelines for researchers, educators, and editors whose contribution is essential to ensure relevance of communicative education in a changing society.

CONCLUSIONS & IMPLICATIONS

Firstly, the comparative bibliometric analysis of these journal three journals: Communication Education, Journalism and Mass Communication Educator, and Communication Teacher has provided some important observations. It is notable that for each of these journals the trends in publication are increasing highlighting the dynamic and adaptive nature of the area. It also shows that communication education recognizes modern student requirements in an ever-changing communication environment through common research themes like digital pedagogy, media ethics, and experiential learning.

It is then clear why such a study using a bibliometric perspective reveals prolific authors, co-networks, and most important publications. It involves quantifying representation of the discipline's scholarly contributions by indicating some landmark research and writers in this discipline. Additionally, it provides a way to identify new themes/trends and helps in formulating directions for future research or curriculum development.

The current study is worth noticing since it provides comprehensive review of research studies around many aspects of communication education and their main features world-wide. The recommendations thus

obtained can enable the research agenda, instructors' practice and, not least, the editorial policies of experts, teachers, and publishing houses, respectively. When communication education is implemented, it's stakeholders should be keen on the dynamics and priorities to enable them equipping students with skills that can help them handle the complexity of the current communication. Thus, the mentioned comparative bibliometric study with wake up the communication education researchers and educators. This allows them to go beyond the discipline content as they incorporate multisectoral collaborations, invent creative pedagogy, and engage in topical issues. Therefore, with their teaching and learning, the teachers and scholars play a primary role in ensuring that learners get the most relevant content and skills at a fast pace of development to keep them in a desirable communication situation. Communication education is becoming more and more essential considering the fact that effective communication skills are no longer optional in this age. This happens as these people can be skillful in using digital technologies, maneuvering through challenges of digitation, ethically communication, as they also can adapt to the emerging technologies. To put it briefly, the bibliometric findings make researchers and communication educators rethink the new ways of studying liberal arts. This talk, of knowledge generation and pedagogy effectiveness, by the multidisciplinary approach is it. Besides that, the consequences produced by this research underline the importance of teachers being creative, using experimental and technological techniques for teaching. Journals have an opportunity to bring contemporary research that is of concern to the field in issues like media ethics, online teaching, and multi-media storytelling.

We are not mere observers in communication education; indeed, we play an important role in producing future communicators, journalists, and media experts that will engage with the changing communications environment. Collaboration, innovation, and those of bibliometric analysis should be utilized to jointly keep such a bright light of communication education going and equipped to groom upcoming communicators who can confront such the diverse demands and prospects of a modern environment.

The recognition of prolific authors and the highly cited publications act as the ground to applaud and to celebrate the achievements of the major researchers in the area of focus. Recognition of these types of leaders helps create an environment that enables people to be mentors and to network with each other. This sort of learning environment is usually very active. On the other hand, joint author teams highlight that interdisciplinary cooperation and trans-institutional, cooperation have main role to play within the framework of the future progress of the field. The significance of these results provides communication teachers and learning institutions to set the frameworks for the cross-system exploration and joint investigations.

Furthermore, shared research topics are also good evidence that the field is sensitive to social issues as some critical issues include digital pedagogy and media ethics. It clearly demonstrates the increasing awareness of the necessity for media literacy and ethical communication in a digital world. This is going to urge teachers to constantly update and make the learning process student-based to teach them the skills they will need in such a media environment. Lastly, the rising public trends are an indicator of the educators' inflexibility in the issue of technology developments and other pedagogical enhancements. Arises the possibility of the researchers, educators, and editors of the journals to follow new trends, and thereby the education of communication continues to grow and develop. The main finding of this study suggests that the role of partnership, flexibility, and creativity in communication education cannot be discounted. This thus necessitates the researchers, the educators, and the institutions to accept if they are to produce an education on communication that will be sufficient for the students to face.

However, these similarities are worthy of consideration for the field of communication education. To begin with the authors, underline this branch is truly interdisciplinary leaving collaboration networks running through various journals and subfields, which therefore boost the flow of innovative ideas. Secondly, it finds out that common themes among the research community suggest that media ethics, hands-on learning experience and digital teaching methods now become pivotal issues today. Not to mention that the rise seen in publication trends also demonstrates the continuous excitement as well as the commitment towards accepting any of the evolving technology related to communications and pedagogical frames at the larger scale. Such understanding has tremendous power in designing curriculum, choosing tutors and research directions it also enhances the quality of Communication Education that empowers students to be well equipped to handle the current situation in which communication space is full of challenge.

This analysis would be very significant for many researchers. Collaborative networks demonstrate the importance of interdisciplinary collaboration and cross-institutional partnerships, as shown in the authorship patterns. One way of doing this is by learning from other writers who are well known for their research on the subject. Some of these new emerging themes, which can be explored further are online teaching and media literacy, among other areas.

This study could be beneficial for educators in terms of understanding novel approaches and ways of integrating technology into the classroom. These keywords include experiential learning and flipped classrooms, which may be relevant to the methods of instruction. Also, familiarity with publication trends may equip teachers with new insight regarding the available findings and hence improve their pedagogical actions.

The results could be used by journal editors, for example, to inform their choice of articles for editorial purposes. Identifying the top cited articles and authors is a useful technique on what articles to choose and issue papers to publish. The publication trends also reveal what will be on demand in the near future thereby enabling journals to keep up with current interests.

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