

Bibliometric Analysis of Studies in Media Education through the Algerian Scientific Journals Platform (ASJP)

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Abstract:

This research paper aims to measure research and scientific publications related to media education on the Algerian Scientific Journals Platform (ASJP). The study employs bibliometric analysis to examine the evolution of scientific publications. The focus is on the publication years, the nature of the studies (theoretical or applied), the languages used in the studies, and the fields of media education being explored. The study seeks to understand the researchers' interest in media education and assess the intellectual output in this vital research area through the ASJP platform, one of the most important research databases in Algeria.

The study extracted 80 scientific publications from 38 scientific journals. The findings indicate that research in this field lacks a consistent and strong research direction over time. The results also show that media education studies are predominantly theoretical, primarily involving literature reviews without delving into the reality of media education across various fields through field studies. Media education studies encompassed the fields of media and communication, as well as education, with a higher percentage in the former. All the analyzed studies were in the Arabic language

Keywords: Media Education, Bibliometric Analysis, ASJP Platform.

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1. INTRODUCTION

The widespread use of traditional and modern media by various segments of society has led to the emergence of a new social reality where all aspects of social life are intertwined with information and communication technologies. Media, especially the new media, are seen as educational tools that contribute to improving educational processes and allow for the modification of individual and group behaviors. This has led to the necessity for individuals to engage with and adapt to this evolving landscape, understanding how to interact with modern media and communication technologies, acquire media literacy skills, and develop critical thinking skills. This concept is embodied in media education, which equips individuals with the necessary abilities to comprehend the media process and critically evaluate the media content they encounter.

Media education refers to the skill of obtaining information and competence in conveying it. It encompasses the skills that learners or ordinary citizens should possess to deal with the flood of information, select, analyze it, and confront various technological challenges. Media education is one of the research fields that has attracted the attention of researchers in various studies. Researchers aim to highlight the importance of media education and the need to implement its programs in educational stages and assess its impact on the behaviors of individuals and communities.

Scientific research has kept pace with the advancements in media education through various types of studies. These include empirical studies that focus on the audience and content analysis studies that examine media education-related content. Theoretical studies build upon the findings of previous research and analyze the results obtained by scientific studies. This is reflected in the number of scientific articles on media education in international scientific

databases such as Web of Science and Scopus, which allow researchers to assess the level of interest in each topic

In the Algerian context, the Algerian Scientific Journals Platform (ASJP) is a crucial electronic platform that hosts a wide array of scientific research articles representing the scientific output across various research fields. ASJP enables researchers to measure the extent to which phenomena and scientific issues are addressed by experts, allowing them to understand trends in the field. ASJP currently hosts 222,978 scientific articles published in 824 scientific journals (ASJP, 2023). This qualifies the platform as a database for researchers to study and measure the coverage of scientific topics.

This study aims to conduct a bibliometric analysis of media education studies in research articles and scientific publications. It seeks to measure cognitive and intellectual production in a field that has garnered researchers' attention in recent years. This attention is due to the dominance of media, the vast amount of information available, the proliferation of new media, and the necessity to find optimal solutions for their use while addressing their negative impacts on individuals and societies.

Based on the above, the main research question that can be formulated is:

What is the national research landscape for media education in scientific research articles published on the Algerian Scientific Journals Platform (ASJP)?

2. Sub-questions:

-What are the main research trends that distinguish media education studies in scientific articles published on the Algerian Scientific Journals Platform (ASJP)?

-What is the percentage of theoretical studies compared to applied studies in the field of media education on the ASJP platform?

-How does the percentage of media education studies vary over time on the platform Asjp?

3-The importance of this study

The significance of this study lies in its focus on the academic and research exploration of the field of media education, which is considered a relatively new research domain still undergoing contemporary scientific experimentation. The study has the potential to provide results and statistics that can assist researchers and academics in understanding the research landscape of media education within the realm of media and communication, among other disciplines. Moreover, bibliometric studies in this field are relatively rare in Algeria and the Arab world, adding significance to this type of research aimed at measuring academic awareness in the field of media education and digital education. This is particularly relevant given the continuous evolution of media and communication technologies and their accessibility to a wide audience.

4-Defining concepts and terminologies:

Media education, as defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO), encompasses a set of skills and competencies that enable individuals to understand media and information sources, use them responsibly and safely, evaluate media messages critically, and comprehend methods of media content production (Al-Shamimari, 2010). The concept of media education has evolved through various statements and declarations issued by conferences and international organizations, including:

The Grunwald Declaration of 1982 outlined fundamental principles for media education programs. It emphasizes the necessity of bridging the gap between media and education, and enhancing the media literacy of users across various media forms.

The Ontario Media Education Union was established in 1980. It

adopted a concept that focuses on the critical development of mass media, its methods, and its impact. The aim is to increase students' understanding of media operations and content production, thereby enhancing their media literacy.

The Vienna Declaration in 1999 endorsed education that includes all forms of media content, such as text, images, and drawings, across various media.

The European Commission reaffirmed in 2007 that media education encompasses the skills to access, evaluate, and critically analyze media content, as well as the ability to produce media content (Faten, 2020).

In the modern world, media education is defined as the process of personal development facilitated by various media and their materials. It aims to cultivate a culture of interaction with media and to foster the development of creative and critical skills. This is achieved through thinking, perception, interpretation, analysis, and evaluation of media texts, as well as teaching various forms of self-expression using information technology. Media education helps develop critical thinking and independence skills in users of both traditional and modern media (Fedorov, Alexander, 2015).

In summary, media education is a strategic program designed to impart critical thinking skills regarding media content and equip individuals with the ability to interact with media materials effectively. This enables individuals to benefit from the media's advantages while avoiding its risks and disadvantages. One of the primary sectors where media education programs are applied is in education at various levels, contributing to enhancing media literacy among different segments of society

Bibliometric analysis is a scholarly review methodology that enables

the coverage of all scientific publications related to a specific topic or field. It provides information about research topics, authors, and helps in understanding the overall intellectual landscape. Primary bibliometric analysis mainly relies on author information or citations to examine intellectual flow and the most impactful publications. The search is conducted through titles and keywords (HAN, Jieun, KANG, Hyo-Jin, & KIM, Minjung, 2020). This type of analysis aids in tracing the history of research on a particular topic and predicting future trends. Bibliometric analysis can enhance the quality of research papers by assisting authors in identifying relevant literature for their studies, evaluating the impact of their work, and comparing their work with other researchers in their field (Rahul Pratap Singh Kaurav, 2022).

The ASJP platform: which stands for the Algerian Scientific Journal Platform, is an electronic platform for Algerian scientific journals managed by the Research Center for Scientific and Technical Information (CERIST). Its primary goal is to enable researchers to publish their research papers and scientific articles in line with their specialties and interests (Roumaissa Sados and Abdelmalek Ben Tabat, 2020). The ASJP platform can be accessed through the website <https://www.asjp.cerist.dz/>. The platform covers 29 research fields and includes 824 scientific journals, which are categorized into various classes, including uncategorized journals, and those classified under categories C and B. Currently, it hosts 223,196 articles across all research fields, with the option to publish in seven languages: Arabic, English, French, German, Spanish, Russian, and Amazigh (ASJP, 2023)

5-Study Methodology:

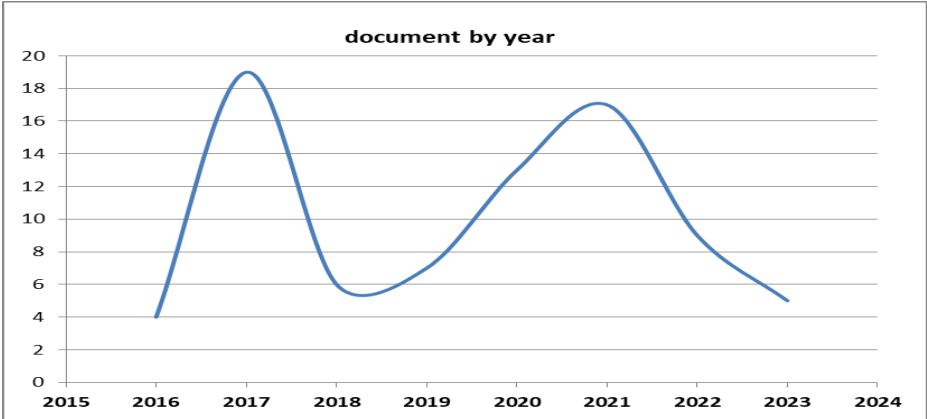
The bibliometric methodology aims to measure intellectual production in various thematic and informational forms within the field of published sciences. It involves identifying the structural characteristics

of specialized intellectual production, determining the most productive and impactful scientific journals in the specific field, and spanning various domains (Saleh Mohammed Kalo, 2009). In this context, the bibliometric approach was employed to measure and analyze scientific articles related to media education published on the Algerian Scientific Journal Platform (ASJP). This involved collecting all the scientific documents produced until July 2023 that contained the term "media education" in their titles or variables. Through the application of bibliometric methodology, a database was compiled. It included author names, article titles, journal names, affiliated universities, research field of the article, article language, type of study (theoretical/applied/analytical), publication year, and other relevant information. These data were obtained from the Algerian Scientific Journal Platform. It's worth noting that citation analysis cannot be performed through this platform, unlike major scientific databases that enable researchers to measure various elements in the field of bibliometric studies.

6- results and discussion:

The practical procedures of the study were carried out through a series of steps, starting with the selection of the study database, which is the Algerian Scientific Journal Platform (ASJP). The research methods for identifying topics related to media education were selected based on titles and keywords associated with the subject. This process resulted in the extraction of 80 scientific articles published in 38 journals up until July 2023. The bibliometric analysis yielded the following results:

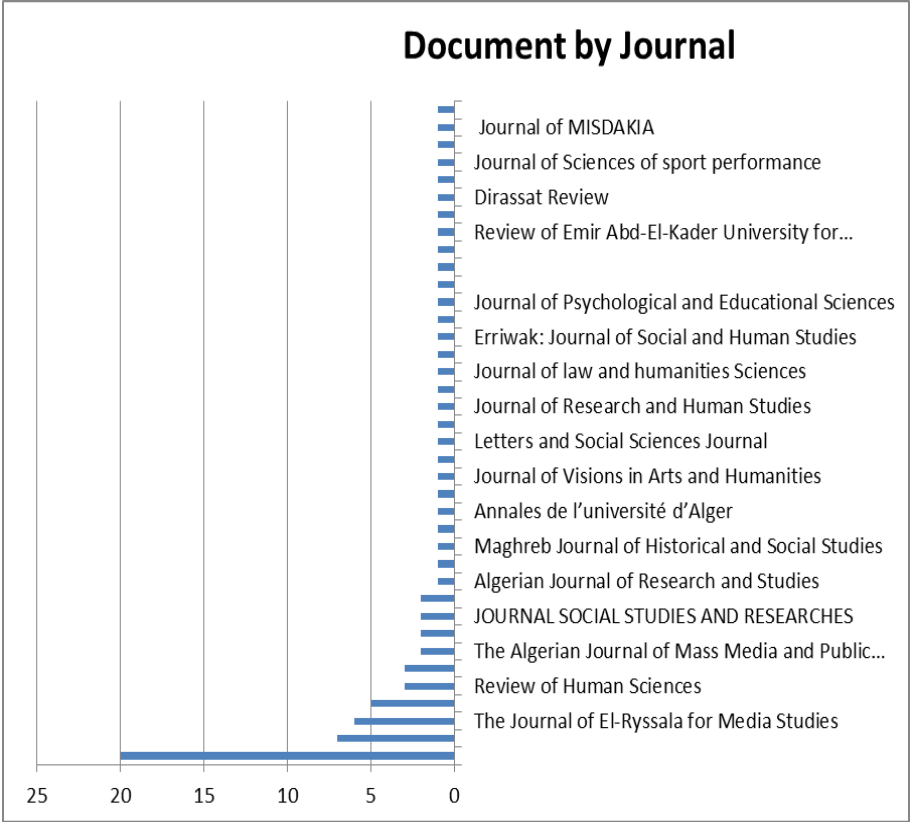
Figure 01: Evolution of Annual Publications on Media Education Topic via ASJP Platform



Source: Prepared by the researcher

From Figure (01), it is evident that the most prominent journal for publishing research in media education is the "Al-Risalah Journal for Human Studies and Research," with 20 scientific publications out of the total estimated 80 scientific articles. This result is significant compared to other scientific journals. It is followed by "Al-Mu'yar Journal " with seven (07) publications and "Al-Risalah Journal for Media Studies' ' with six (06) publications in the field of media education. The editorial team's interest in the topic of media education, as well as the journal's opening lines and research orientation, can influence whether the topic gets published or not.

Figure (02): Classification of Scientific Publications in Media Education According to the Publishing Journal (2016 - July 2023)



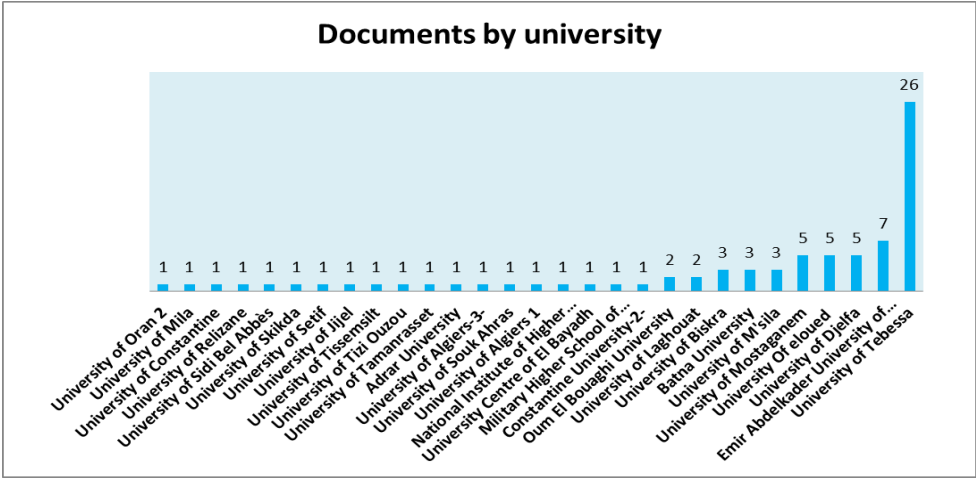
Source: Prepared by the researcher

Based on Figure 02, it is clear that the most prolific journal when it comes to publishing research in the field of media education is "The Journal of Al-Risalah for Studies and Research in Humanities," with twenty (20) scientific publications out of a total estimated eighty (80) scientific articles. This finding is particularly noteworthy in comparison to other scientific journals. Following closely behind is "The Journal of Al-Mieyar" with seven (7) publications and "The

Journal of Al-Risalah for Media Studies" with six (6) publications, all within the realm of media education.

The level of interest demonstrated by each journal's editorial team in the field of media education, in conjunction with the editorial focus and research orientation of the journal, can significantly influence whether a specific topic gets published or not.

Figure (03): Classification of Scientific Publications in the Field of Media Education According to Institutes and Universities.



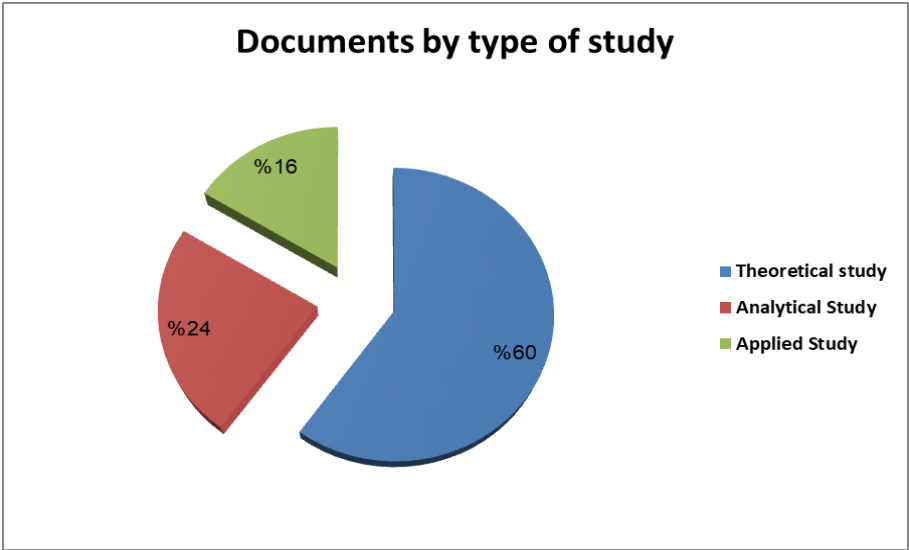
Source: Prepared by the researcher

Through bibliometric analysis, it becomes evident that the categorization of publications based on universities and institutes is a result of each journal's affiliation with a specific academic institution. As a result, it is challenging to pinpoint any specific scientific organization in terms of the volume of scientific production. The classification presented in the figure indicates the university institutions associated with each journal.

The study highlights that the University of Tébessa in Algeria stands out as a leading institution in both scientific and intellectual output

within the field of media education. This prominence is a direct result of The Journal of El-Ryssala for Studies and Research in Humanities being affiliated with this university. Similar patterns can be observed in other Algerian universities, highlighting the significant role of institutional affiliations in shaping the landscape of scientific research and publications in the field of media education.

Figure (04): Classification of Scientific Publications in Media Education Studies According to the Type of Study.

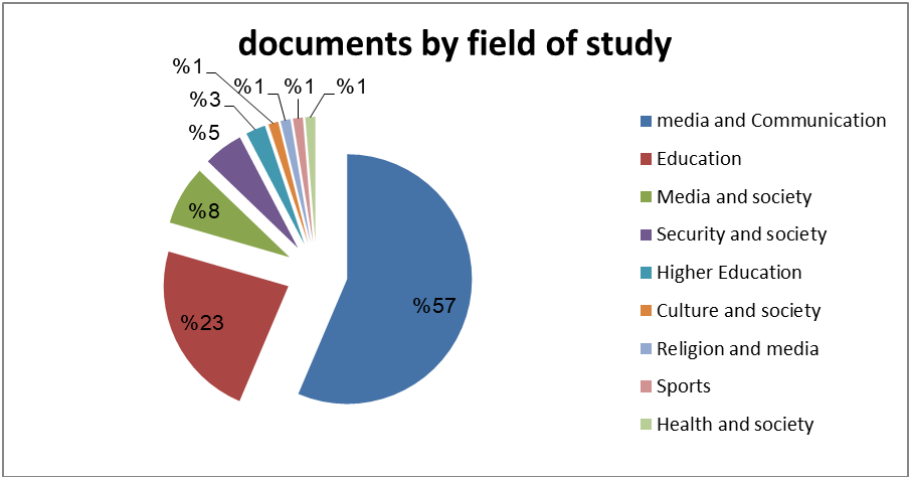


Source: Prepared by the researcher

Through bibliometric analysis, the figure above illustrates that the majority of published media education studies on the ASJP platform were theoretical studies, constituting 60% of the total. This trend could be interpreted as a lack of in-depth exploration of the subject of media education, indicating a surface-level approach. Furthermore, the lack of practical media education programs in reality may influence the types of research and studies conducted.

This result does not negate the existence of researchers' attempts to conduct analytical studies, which account for 24% of the publications, as well as field studies and applied research, each comprising 16%. These findings suggest a potential gap between theoretical understanding and practical implementation in the field of media education.

Figure (05): Classification of Scientific Articles in the Field of Media Education According to Research Fields on the ASJP Platform.



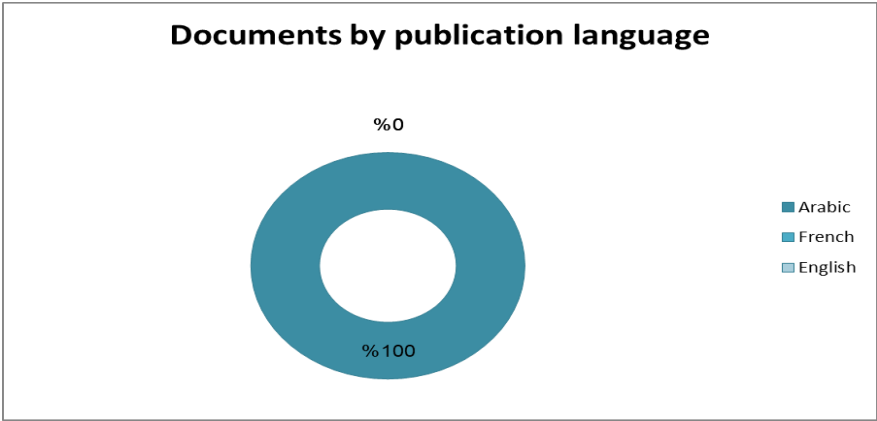
Source: Prepared by the researcher

From Figure 05, it becomes evident that the published research in the field of media education in Algerian scientific journals primarily focuses on media and communication, accounting for 55%. These topics encompass variables in media education and another variable associated with the field of media and communication. This suggests that the study of media education is closely linked to understanding the domain of media and communication, including its rapid developments in technologies and their impacts on various areas.

Additionally, publications in media education within the field of education and teaching constitute 22% of the total. This section emphasizes the significance of the subject as media education programs aim to be incorporated into curricula at different educational levels. Education is considered a pathway for personal, academic, and professional development. However, the education sector does not fully align with communication and information technologies, raising questions about traditional assumptions that have shaped the learning environment and their impact on the social and cultural needs prevalent in the context of contemporary media, its content, skills, and practices.

It can be argued that the education sector, especially in the Arab world, is facing a historical paradox. It continues to prepare students for a society that no longer exists. Most students spend their days in schools that are far removed from their media and information literacy skills, interests, and needs (Martín, 2012).

Figure (06): Classification of Scientific Publications in the Field of Media Education According to the Language of Publications.



Source: Prepared by the researcher

From Figure (06), it is evident that all the scientific articles in the field

of media education on the Algerian Scientific Journals Platform (ASJP) were in the Arabic language. However, research abstracts, titles, and keywords were provided in either English or French.

7. CONCLUSION

Through bibliometric analysis of media education studies on the Algerian Scientific Journals Platform (ASJP), which yielded 80 scientific publications in 38 scientific journals, it can be concluded that research in this field lacks a consistent and strong research direction over time. This is evident from the fluctuation in the publication process from 2016 to July 2023. Despite the irregularity in the publication of media education studies, there are leading journals in the platform that can be considered as references for students and researchers. The results also indicate that theoretical studies dominate the field of media education, often limited to literature reviews without delving into the actual state of media education in various domains through field studies. These field studies could provide valuable insights, especially in Arab and Islamic countries. Media education studies primarily cover the fields of media and communication, as well as education and teaching. All the studies included in the analysis were in the Arabic language, with abstracts, titles, and keywords provided in English or French. Moreover, only a small percentage of researchers addressed media education topics multiple times, while the majority published on the subject only once during the study period. This study represents an attempt to apply bibliometric methodology using the Algerian Scientific Journals Platform (ASJP) to measure scientific research in the field of media education, which is considered a significant topic in the research landscape. This is especially true regarding the relationship between media and communication and their impact, both positive and negative, on individuals and societies. Despite the findings of this study, it is worth noting that the field of research in media education and the application of bibliometric analysis through local and

international scientific databases remain open for further enrichment. Researchers should be aware of the challenges they may face due to limited data availability on some platforms, difficulties in standardizing keywords used in scientific research, and categorizing them into diverse and varied classifications. Additionally, it is not possible to measure scientific citations in other research through the ASJP platform, which is one of the primary indicators in bibliometric analysis for measuring intellectual production.

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