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Öğretmen yetiştirme programlarının akreditasyonunda küresel uygulamalar ve temel kavramların incelenmesi: Bibliyometrik bir çalışma

Exploring global practices and key concepts in teacher education program accreditation: A bibliometric study

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ÖZ

Öğretmen yetiştirme programlarının niteliği; eğitim sistemlerinin sürdürülebilir başarısı ile öğrencilerin akademik, sosyal ve duygusal gelişimi açısından belirleyici bir role sahiptir. Günümüzde öğretmenlerden yalnızca alan bilgisi ve pedagojik yeterlikler değil; aynı zamanda kültürel çeşitliliğe duyarlılık, dijital yeterlik, eleştirel düşünme ve yaşam boyu öğrenme becerileri de beklenmektedir. Bu artan beklentiler, öğretmen yetiştirme programlarının sistematik biçimde değerlendirilmesini ve kalite güvencesi mekanizmalarıyla desteklenmesini zorunlu kılmaktadır. Bu bağlamda öğretmen eğitimi programlarının akreditasyonu; kalite standartlarının sağlanması, hesap verebilirliğin artırılması ve sürekli iyileştirmenin desteklenmesi açısından küresel ölçekte giderek daha merkezi bir konuma gelmiştir. Bu çalışmanın amacı, öğretmen eğitimi programlarının akreditasyonuna ilişkin akademik literatürü bibliyometrik yöntemler aracılığıyla analiz ederek alandaki araştırma eğilimlerini, öne çıkan yazarları, etkili dergileri, en çok atıf alan çalışmaları ve tematik odakları ortaya koymaktır. Araştırma, Web of Science veri tabanında 1982–2024 yılları arasında İngilizce yayımlanmış, 238 hakemli dergi makalesini kapsamaktadır. Bibliyometrik analizler Bibliometrix R paketi ve Biblioshiny arayüzü kullanılarak gerçekleştirilmiştir. Bulgular, öğretmen eğitimi akreditasyonuna yönelik akademik ilginin özellikle son on yılda belirgin biçimde arttığını göstermektedir. Journal of Teacher Education ve Teaching and Teacher Education gibi dergilerin alanın merkezinde yer aldığı; Romanowski, Allan ve Auld gibi araştırmacıların literatüre yön veren yazarlar arasında bulunduğu belirlenmiştir. Anahtar kelime ve tematik harita analizleri, "quality assurance", "initial teacher education" ve "accreditation" kavramlarının motor temalar olarak öne çıktığını; teknoloji entegrasyonu ve kültürel çeşitlilik gibi konuların ise yükselen araştırma alanları olduğunu ortaya koymaktadır. Çalışma, öğretmen eğitimi akreditasyonunun küresel literatürdeki yapısını bütüncül biçimde ortaya koyarak politika yapıcılar, akreditasyon kuruluşları ve araştırmacılar için yol gösterici çıkarımlar sunmaktadır.

*Anahtar Sözcükler***:** akreditasyon, öğretmen eğitimi, kalite, bibliyometrik analiz

ABSTRACT

The quality of teacher education programs plays a decisive role in the overall effectiveness of education systems and in supporting students' academic, social, and emotional development. Contemporary teachers are expected not only to possess strong subject-matter knowledge and pedagogical skills but also to demonstrate cultural sensitivity, digital competence, critical thinking, and lifelong learning abilities. These increasing expectations have intensified the need for systematic evaluation of teacher education programs and for robust quality assurance mechanisms. In this context, accreditation has emerged as a central tool for ensuring program quality, enhancing accountability, and promoting continuous improvement in teacher education worldwide. The purpose of this study is to examine the academic literature on the accreditation of teacher education programs through a bibliometric approach in order to identify research trends, influential authors, core journals, highly cited publications, and keyword-based thematic patterns within the literature. The study analyses 238 peer-reviewed journal articles published in English between 1982 and 2024 and indexed in the Web of Science database. Bibliometric analyses were conducted using the Bibliometrix R package and its Biblioshiny interface, enabling the examination of publication growth, citation patterns, authorship structures, and keyword-based thematic developments. The findings reveal a substantial increase in scholarly interest in teacher education accreditation, particularly over the past decade. Journals such as the Journal of Teacher Education and Teaching and Teacher Education occupy a central position in the field, while authors including Romanowski, Allan, and Auld have made significant intellectual contributions. Thematic analyses indicate that "quality assurance," "initial teacher education," and "accreditation" function as motor themes, reflecting a strong emphasis on standards-based evaluation and accountability. In contrast, themes related to technology integration and cultural diversity appear as emerging niche areas, highlighting the evolving priorities of contemporary teacher education. Overall, this study provides a comprehensive map of the intellectual structure of teacher education accreditation research and offers valuable implications for policymakers, accreditation agencies, and scholars seeking to strengthen quality assurance practices in teacher education.

*Keywords***:** accreditation, teacher education, quality assurance, bibliometric analysis

INTRODUCTION

Accreditation in teacher education provides one important mechanism for assuring stakeholders of the quality and effectiveness of teacher preparation programs within a complex and changing profession. Essentially, teacher education accreditation is a process through which teacher preparation programs are examined against standards of quality and later recognized to meet pre-set standards. Recent studies emphasize that contemporary teacher competencies extend beyond subject knowledge to include digital literacy, intercultural competence, and adaptive teaching skills (Darling-Hammond, 2006; Schleicher, 2018). Such standards ensure that the programs adequately equip the teacher candidates with knowledge, skills, and dispositions that will enable them to function in the classroom (Mihelic et al., 2019). Usually, this is conferred by independent, nationally recognized accrediting agencies such as the United States' Council for the Accreditation of Educator Preparation (CAEP), or the Teacher Education Accreditation Council (TEAC) (Taub et al., 2014). The importance of accreditation lies in the assurance of continuous development in teacher education programs, promotion of accountability, and safeguard of the public's trust (Wilkerson, 2019). Programs demonstrate, through adherence to accreditation standards, that they value producing quality educators who can contribute to students' academic success and well-being (Jalal et al., 2020). Moreover, accreditation assures employers and policymakers that the candidates have undergone a rigorous, standards-based education (Azhari et al., 2020). Without these accreditation processes, teacher preparation would likely suffer from lack of consistency and transparency and could seriously undermine the quality of education provided to future generations of students (Hasbun & Rudolph, 2016). Despite these structured quality assurance mechanisms, teacher education continues to face significant challenges related to program quality, candidate preparedness, and the integration of diversity and technology (Mihelic et al., 2019; Jalal et al., 2020). These ongoing challenges highlight the need for continuous evaluation and improvement of accreditation processes. Although a growing body of research has examined accreditation practices in teacher education, existing studies tend to focus on specific national contexts or particular dimensions of accreditation processes. There is still a lack of comprehensive analyses that map the overall intellectual structure, research trends, and thematic developments in this field. Therefore, a bibliometric perspective is needed to provide a systematic overview of the literature and to identify emerging directions and research gaps.

The historical development of accreditation systems reflects ongoing efforts to standardize and improve teacher education. In the United States, accreditation processes have evolved through the transition from the National Council for Accreditation of Teacher Education (NCATE) and the TEAC to the CAEP (Taub et al., 2014). This transition aimed to unify accreditation standards and strengthen the alignment between program outcomes and quality assurance mechanisms. TEAC, for instance, emphasized evidence-based evaluation and continuous improvement, highlighting both graduate competence and institutional accountability (Rigden & Murray, 2010).

The dimensions of teacher education that accreditation bodies examine would include curriculum design, faculty expertise, student learning outcomes, and institutional support—elements that are all interlinked to ensure the program's quality (Azhari et al., 2020). That gives way to accountability whereby institutions will need to prove that they too have high standards of preparing qualified teachers. The importance of accreditation is such that it earns the public's trust, allowing the teacher preparation programs to work in concert with the national and international educational aspirations. More than that, it also serves as an instrument of continuous improvement whereby schools will be obliged to undergo some form of periodic assessment and calibrate their courses by any feedback given so as to address changing educational needs. To the end, it will help the advancement of the teaching profession by fostering excellence and ensuring that the candidates are well-equipped to deal with the challenges associated with the classroom.

It would be observable that different countries have accreditation systems and standards, which are relatively varied, reflecting their peculiar educational system, cultural values, and policy priorities. For instance, in the United States, there exist specialized organizations such as the Council for the Accreditation of Educator Preparation that have been involved in taking care of the task of accreditation by proposing strict standards in teacher preparation for graduates to be able to measure up to the challenges of today's world classroom (Mihelic et al., 2019). The standard focuses, among other things, on the quality of faculty, curriculum alignment to current practice, graduate outcomes, etc. CAEP accreditation is evidence-based and granted in a rigorous manner to ensure educator preparation programs meet the lofty standards for quality and effectiveness. Programs do this to affirm the commitment of their faculty and the programs themselves for the preparation of better teachers to eventually impact gains in students' achievement. Through continuous improvement, accredited programs contribute to overall improvements in teacher preparation in the United States.

By contrast, the United Kingdom places reliance on an accreditation system through, for example, Office for Standards in Education (Ofsted), which assesses teacher education as part of the broader school inspection regime (Rigden & Murray, 2010). On the other hand, the British government ensures that the Office for Standards in Education, popularly referred to as Ofsted, inspects and provides accreditation to teacher education programs (Gevorkyan & Nikitin, 2022). The bases for Ofsted's accreditation are set upon a number of key domains, namely: (1) the quality of education—assessing whether the curriculum is robust and follows all national standards and subsequently equips the candidates with what they require in the classroom (Ofsted, 2019); (2) leadership and management—ensuring that there is strong leadership to drive the program to improvement and high standards (Jalal et al., 2020); and (3) personal development, looking into the holistic approach in training teachers and their ability for the creation of inclusivity, among other student development activities (Wilkerson, 2019).

EPDAD is the abbreviation for the Association for Evaluation and Accreditation of Teacher Education Programs and is the association responsible for the accreditation of teacher education programs in Türkiye. It was founded to ensure the quality of teacher preparation and is, thus, one of the pioneering organizations in Türkiye concerned with the evaluation and accreditation of teacher education programs. Established to ensure the quality and effectiveness of teacher preparation, EPDAD, thus, plays a critical role in the maintenance of quality standards within the education sector. This accreditation process is basically a detailed evaluation of the curriculum design, faculty qualifications, student performance, and institutional resources of these teacher training programs (Hamutoğlu et al., 2020). The EPDAD evaluates how well the programs will prepare future teachers to meet modern educational demands by examining, among other core competencies, their pedagogical knowledge, subject matter knowledge, and teaching skills (Jalal et al., 2020). Standards for its accreditation are based on both national and international standards to ensure that Turkish teacher education programs meet global expectations regarding quality standards (Azhari et al., 2020). The aspect to be accredited includes but is not limited to the appropriateness of the curriculum related to national education policies, appropriateness and effectiveness of teaching methodologies including professional development opportunities for faculty, integration of research and technology into the teaching process among others (Mihelic et al., 2019; Taub et al., 2014; Wilkerson, 2019).

These examples from different countries show that, within the context of teacher education, accreditation appears to be one of the most essential mechanisms for quality control and effectiveness. For instance, within the USA context, CAEP; within the UK context, Ofsted; within the Turkish context, EPDAD-the underlying theme is one of establishing controls with the objective of enhancing teacher quality. There is, therefore, a need to understand how these evolving forms of accreditation practice have emerged and their impact in ensuring that teacher education programs respond to the demands placed on them by ever-changing educational systems around the world. Bibliometric analysis enables us to track how these forms of accreditation practice emerge, describe how they are debated within an academic literature

context, and then distil the key trends and most influential authors in this area. In this respect, the findings of bibliometric analyses can provide valuable insights for policymakers, accreditation agencies, and researchers by identifying dominant research areas, emerging themes, and gaps in the literature. Such insights can support evidence-based decision-making and contribute to the development of more effective and context-sensitive accreditation frameworks. In addition, this study contributes to the literature by providing a comprehensive overview of the intellectual structure of research on teacher education accreditation. By identifying key trends, influential studies, and thematic developments, the findings offer guidance for future research and support more informed policy and practice in teacher education.

The purpose of this study is to analyse the academic literature on accreditation in teacher education programs through bibliometric methods in order to identify publication trends, influential studies, and thematic developments in the field. By providing a systematic overview of the intellectual structure of the literature, this study aims to contribute to a better understanding of how research in this area has evolved and to provide insights that may inform future research, policy development, and accreditation practices in teacher education. In light of this context, the following research questions are addressed:

1. What are the most highly cited publications on teacher education program accreditation?
2. Who are the most productive authors in the field of teacher education program accreditation?
3. What are the publication patterns and trends in research related to teacher education program accreditation?
4. What are the core journals in the field of teacher education program accreditation?

METHODOLOGY

This study is designed as a bibliometric analysis aiming to examine the academic literature on accreditation in teacher education programs. Specifically, it seeks to identify publication trends, influential studies, and thematic developments in the field. Bibliometric analysis provides a systematic and transparent approach to examining patterns within the existing literature through quantitative analysis of publication and citation data (Donthu et al., 2021; Aria & Cuccurullo, 2017).

Identification of Studies Included

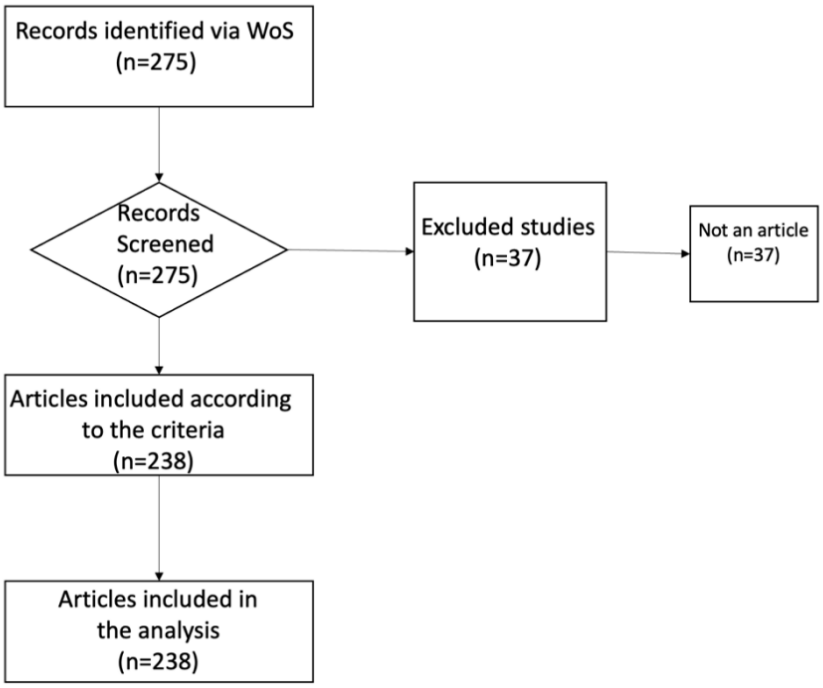
The guidelines outlined by Moher et al. (2009) were followed to retrieve the empirical studies included in this review. The process began with a systematic search of electronic databases for studies related to accreditation in teacher education programs. The Web of Science (WoS) databases were chosen for its extensive coverage across various academic fields. These databases were searched using different combinations of keywords "teacher training," "teacher education," and "accreditation," which appeared in the title, abstract, or keyword fields of the publications. This initial search resulted in the identification of 275 studies. The relatively limited number of studies retrieved is due to the specific combination of keywords and the inclusion criteria applied, which focused only on peer-reviewed journal articles indexed in the Web of Science database. Following the search, the second phase involved screening the titles and abstracts of the 275 studies to assess their relevance to the topic of accreditation in teacher education. Of these, 37 were found to be proceeding papers, data papers, or book chapters, and were excluded from the review. The remaining 238 studies were then evaluated for their eligibility based on specific inclusion and exclusion criteria. The researcher reviewed the titles and abstracts of these studies and selected them according to the criteria outlined in Table 1.

Table 1
Inclusion Criteria

Criteria	Inclusion	Exclusion
Publication type	Articles published in journals	Books, book chapters, conference papers, proceedings
Language	English	The other languages
Article focus	Accreditation in teacher education or teacher training programs	Studies of which main focus is not accreditation in teacher education or teacher training programs

After the screening and eligibility assessment processes, a total of 238 articles were found to meet the selection criteria for inclusion in the analysis. The steps involved in the identification and screening process are visually depicted in Figure 1.

Figure 1
Selection of the Studies to Include in the Analysis



The paper examines salient features of empirical research regarding accreditation in teacher education, using bibliometric data represented by publication and citation metrics of the selected studies. A bibliometric review seeks to reveal the intellectual structure, patterns of collaboration, and developing trends within the frames of a certain domain by means of quantitative and statistical techniques on a large volume of bibliometric data. These data usually include publication and citation-related metrics retrieved from scientific databases such as Scopus and Web of Science (Donthu et al., 2021; Mukherjee et al., 2022). This research studied the data using Biblioshiny, a free online open-access graphical user interface using the Bibliometrix R package, which enables the user to conduct bibliometric analyses without requiring coding skills (Moral-Muñoz et al., 2020). Bibliometrix R is the complete science mapping software package for the analysis of bibliometric data (Aria & Cuccurullo, 2017).

Data were collected using the Web of Science database; all bibliographic data, such as authors, titles, sources, abstracts, keywords, addresses, and cited references, were directly downloaded from it as BibTeX files. The WoS bibliographic files are uploaded for analysis in Biblioshiny.

From bibliometric analysis, it was possible to find data on the most relevant sources: the journals that publish more empirical articles on the subject of accreditation in teacher education, the most cited sources, the most outstanding authors-that is, those who have published more studies on the subject. Similarly, the most globally cited documents were identified, as well as those references most frequently cited by the empirical studies making up the review (Aria & Cuccurullo, 2017).

The visual analysis of the authors' research on the accreditation of teacher education is supported using a trend topic plot, network map, and thematic map based on some keywords. It helps in revealing the conceptual structure of the studies. The trend topic plot is designed according to the keywords set by the authors, developed from specific keywords that allow for the recognition of the hot topics existing within the subject area. A thematic map based on the keywords that have been put into place by the authors has been developed so as to present the development and significance of accreditation in teacher education research. A thematic map, therefore, is made up of four quadrants: basic, motor, niche, and emerging or declining themes. Centrality measured on the X-axis gauges the importance of the research themes, while the Y-axis does the measurement of density regarding the development of the same topics.

Research Ethics

All the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed in the entire process from the planning, implementation, data collection to the analysis of the data. None of the actions specified under the second section of the Directive, "Scientific Research and Publication Ethics Actions" have been carried out.

During the writing process of this study, scientific, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic media for evaluation.

Research ethics committee approval information

As this study is a bibliometric analysis, it does not fall within the category of research requiring Ethics Committee approval. Therefore, Ethics Committee approval was not sought or declared.

FINDINGS

A bibliometric analysis was performed to examine key aspects of empirical research on accreditation in teacher education, focusing on publication and citation metrics. The data for this bibliometric analysis spans from 1982 to 2024, encompassing 157 sources, including journals, and a total of 238 documents. The annual growth rate of publications is 6.49%, with an average document age of 11.3 years. On average, each document has received 10.67 citations, and the total number of references cited across all documents is 8,521. In terms of keywords, there are 226 "Keywords Plus" and 583 "Author's Keywords." A total of 557 authors contributed to the research, with 77 authors having single-authored documents. Collaboration among authors is common, with 81 single-authored documents and an average of 2.47 co-authors per document. Approximately 8.82% of the documents involve international co-authorship. The majority of the documents are articles, with 238 articles included in the analysis.

Figure 2
Most Relevant Sources

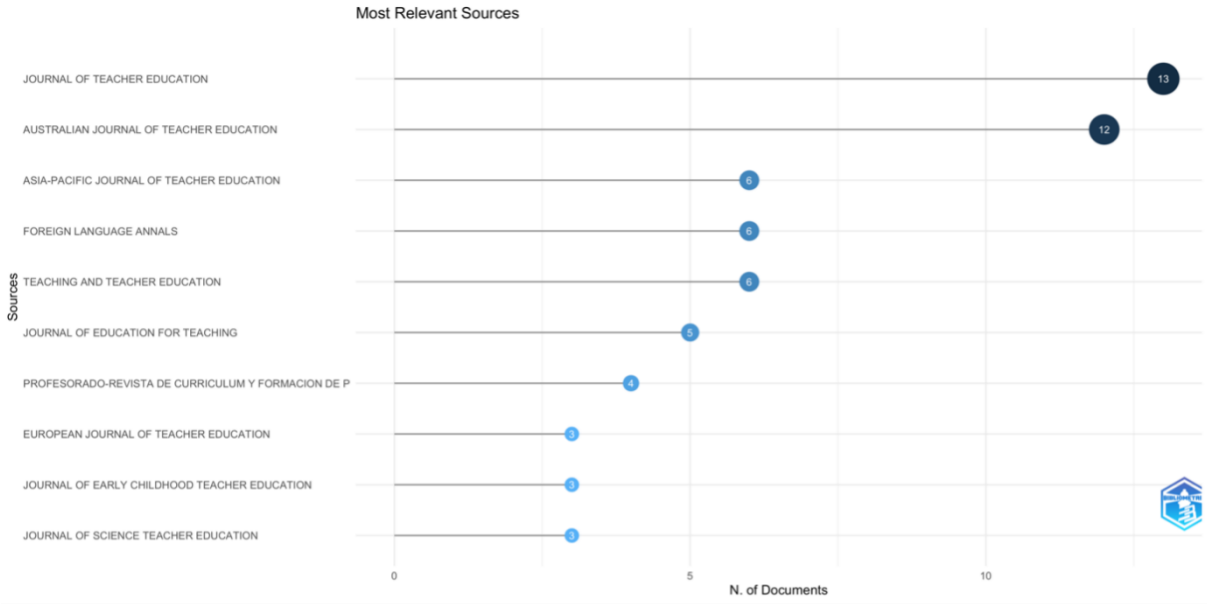


Figure 2 displays the most relevant sources in the field of teacher education research, based on the number of documents published in each journal. The Journal of Teacher Education stands as the most relevant source, with 13 documents, followed closely by the Australian Journal of Teacher Education and the Asia-Pacific Journal of Teacher Education, both contributing 12 and 6 documents, respectively. Other journals, such as Foreign Language Annals, Teaching and Teacher Education, and Journal of Education for Teaching, each have 6 documents, indicating their significant contributions to the discourse in teacher education. Further notable sources like Profesorado-Revista de Curriculum y Formacion de P, European Journal of Teacher Education, Journal of Early Childhood Teacher Education, and Journal of Science Teacher Education also have a presence with 3 to 5 documents. These journals collectively reflect a broad spectrum of research in teacher education, showcasing the diversity of academic platforms that are central to the field.

Figure 3
Most Local Cited Sources

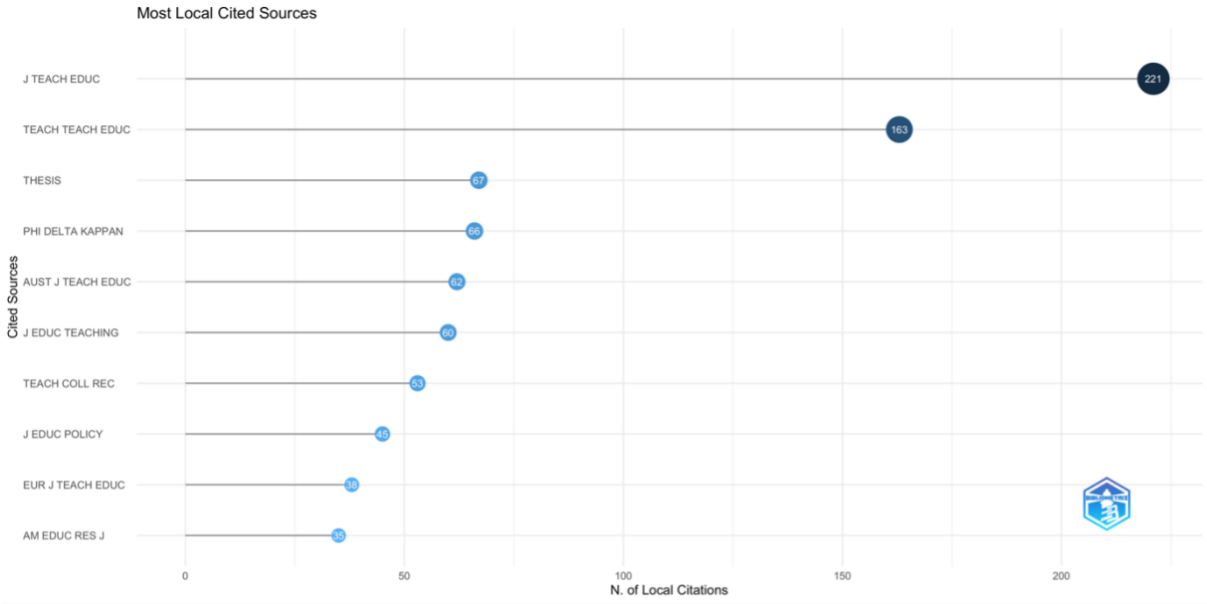


Figure 3 illustrates the most locally cited sources in the field of teacher education and accreditation, providing a visual representation of citation counts within a specific set of studies. The source "Journal of Teaching Education" (J Teach Educ) emerges as the most locally cited, with 221 citations, followed by "Teach Teacher Education" (Teach Teach Educ) with 163 citations. These two journals dominate the local citation network, suggesting their significant influence on research related to teacher education accreditation. Other sources such as "Thesis" and "Phi Delta Kappan" also show notable citation counts, 67 and 66 respectively, indicating that both academic theses and this specific journal are frequently referenced in the local studies of teacher education. The presence of other educational journals like "Australian Journal of Teacher Education" (Aust J Teach Educ), "Journal of Educational Teaching" (J Educ Teaching), and "Journal of Educational Policy" (J Educ Policy) further reflects the diversity of academic sources contributing to the field, with citation counts ranging from 45 to 62. These sources collectively represent the foundational and influential literature that informs current research on accreditation processes in teacher education. The chart highlights a strong reliance on specific journals for shaping the local academic discourse in this area.

Figure 4

Most Relevant Authors

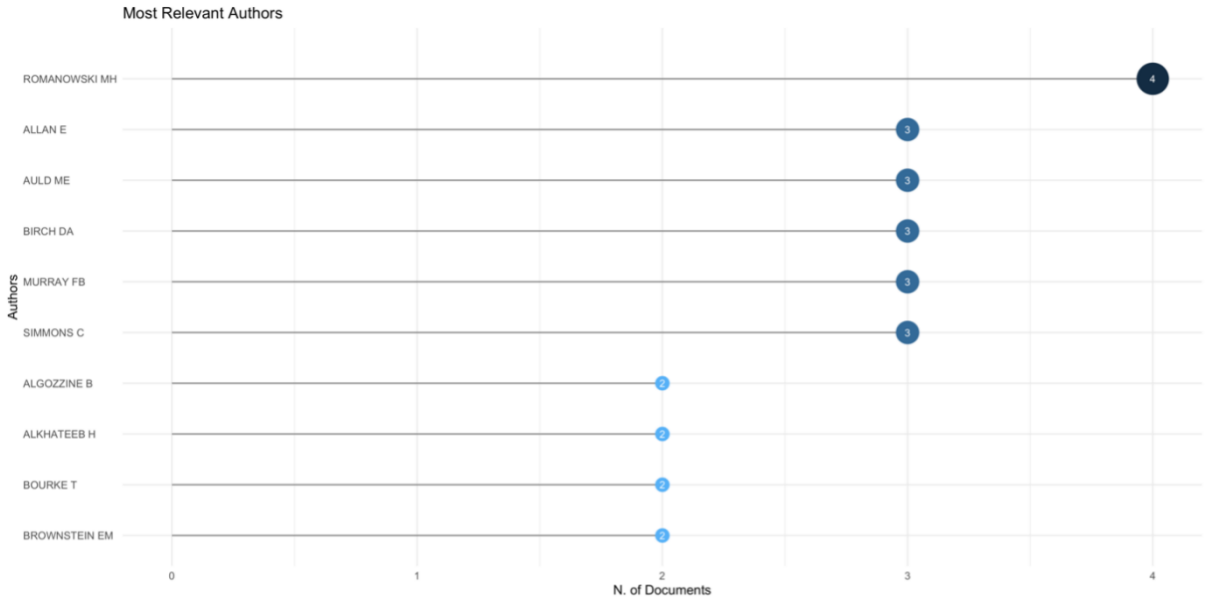


Figure 4 shows the most relevant authors in the field of research on teacher education and accreditation, based on the number of documents they have published. Romanowski is the leading author with the highest number of relevant documents, having published 4 papers. Other notable authors such as Allan, Auld, Birch, Murray, Simmons, Algozzine, Alkhateeb, Bourke, and Brownstein each have 3 documents cited as relevant to the field. These authors represent a core group of scholars whose work has significantly contributed to the discourse on accreditation in teacher education. The relatively small number of documents per author (3 or fewer) suggests a focus on specific, impactful studies rather than widespread publication, indicating that these researchers may have influenced key aspects of accreditation practices. This chart highlights their contributions to shaping the body of knowledge within this area of study.

Figure 5
Most Global Cited Sources

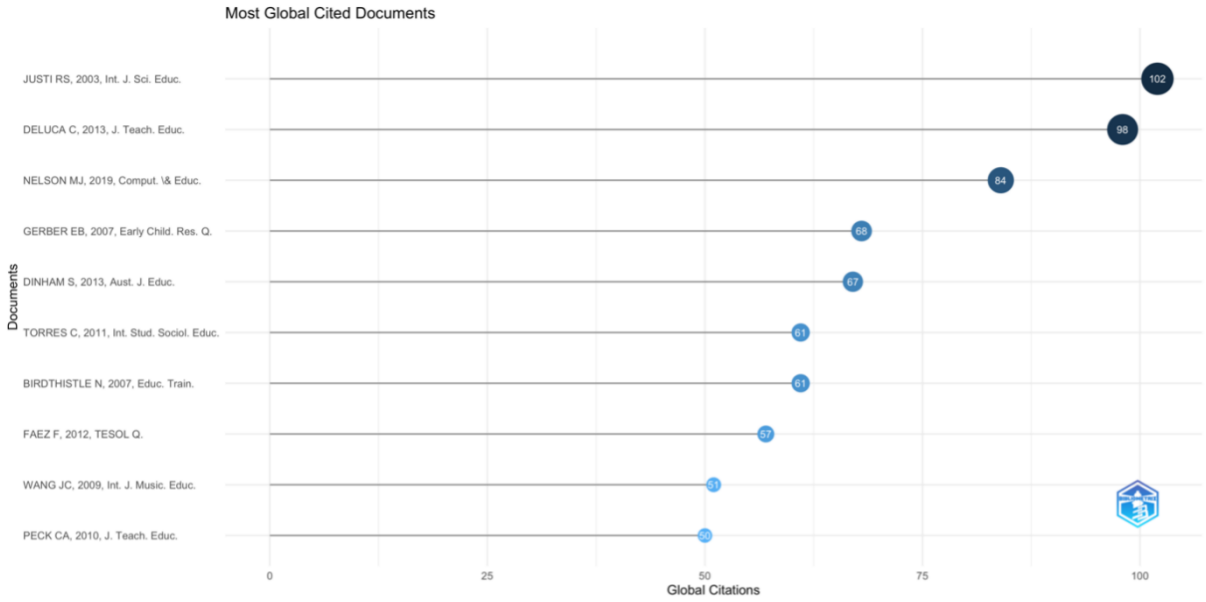


Figure 5 presents globally highly cited documents on accreditation in teacher education. The paper of Justi and Gilbert (2003) published in the International Journal of Science Education, had 102 citations and thus was ranked first in terms of citation frequency. It was followed by DeLuca (2013) in the Journal of Teaching Education, which obtained 98 citations. It would then seem that those two works impressively shook the sphere of teacher education research worldwide. Other highly cited works are those of Nelson et al. (2019) published in Computers & Education; Gerber et al. (2007) in Early Childhood Research Quarterly; and Dinham (2013) in Australian Journal of Education, where the total citations range between 67 and 84. It would, in that respect, seem that the implication of these works is still very influential in the development of the current practice and research in education. Other major studies detected by the chart include Torres (2011), Birdthistle et al. (2007), Faez and Valeo (2012), Wang and Humphreys (2009) and Peck et al. (2010). Each of these has contributed to the discussion of teacher education but has been cited less often than the previously identified articles of record with citation counts of 50-61. In general, the distribution suggests this is a well-supported area with a small number of seminal or foundational documents which are cited regularly within the academic community.

Figure 6

Trend Topics Based on Authors' Keywords

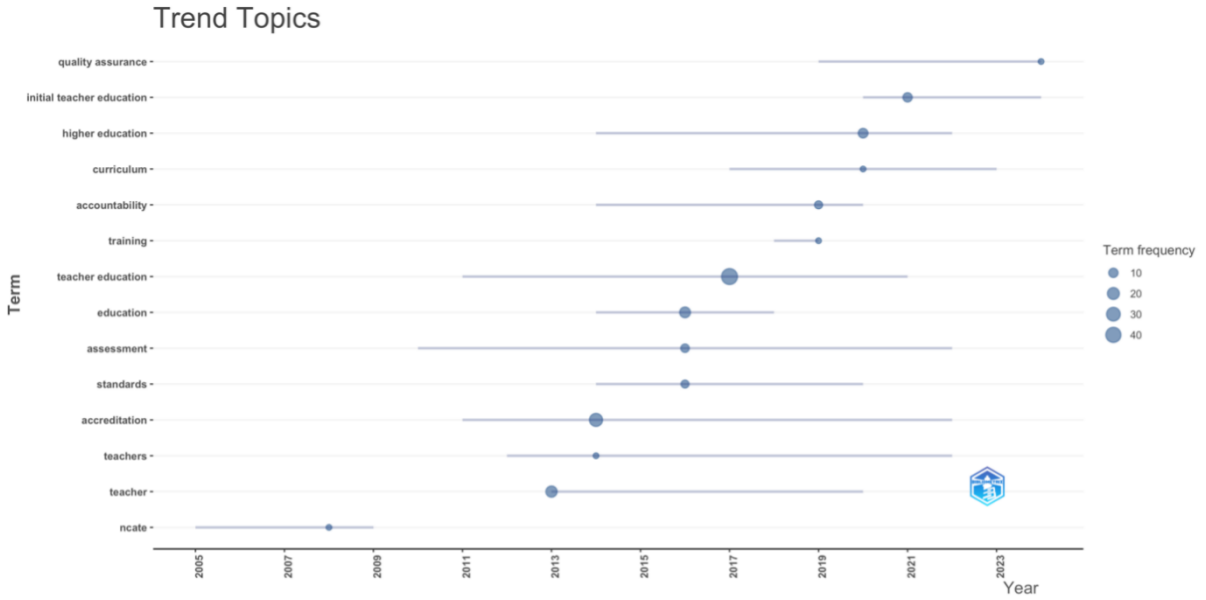


Figure 6 presents trends of the main topics in the area of teacher education, as reflected by the frequency of author's keywords over the years. Relevant changes in the emphasis given by the literature are reflected, therefore underlining the area that recently reached the predominance position. The terms "quality assurance" and "initial teacher education" follow an upward trend, though outstanding growth is evidenced starting from 2016. This clearly depicts an increasing concern about the area of quality assurance in teacher preparation and how this is to be improved right at foundational instances of a teacher's training. Similarly, "higher education" and "curriculum" emerged as prominent themes, peaking around 2013, suggesting a period of intense focus on these aspects of teacher education. The terms "accountability" and "training" also experienced a rise in usage between 2012 and 2015, reflecting increasing interest in the effectiveness of teacher preparation programs and their alignment with accountability measures. Core terms such as "teacher education" and "education" are presented throughout the period, but their usage seems to level off. On the other hand, "ncate" stands for National Council for Accreditation of Teacher Education; with a smaller range and lower frequency, the role of this term is considered rather specific within the general context. Overall, the chart tends to expose the emergent prominence of themes such as quality assurance, accreditation, and teacher education; it exposes, at the same time, the terms “ncate" and "teachers" to be more or less at a constant end in their use, reflecting the perpetuity of these themes. The trends indicate a general shift toward quality and accountability within the preparation programs.

Figure 7
Thematic Map Based on Authors' Keywords

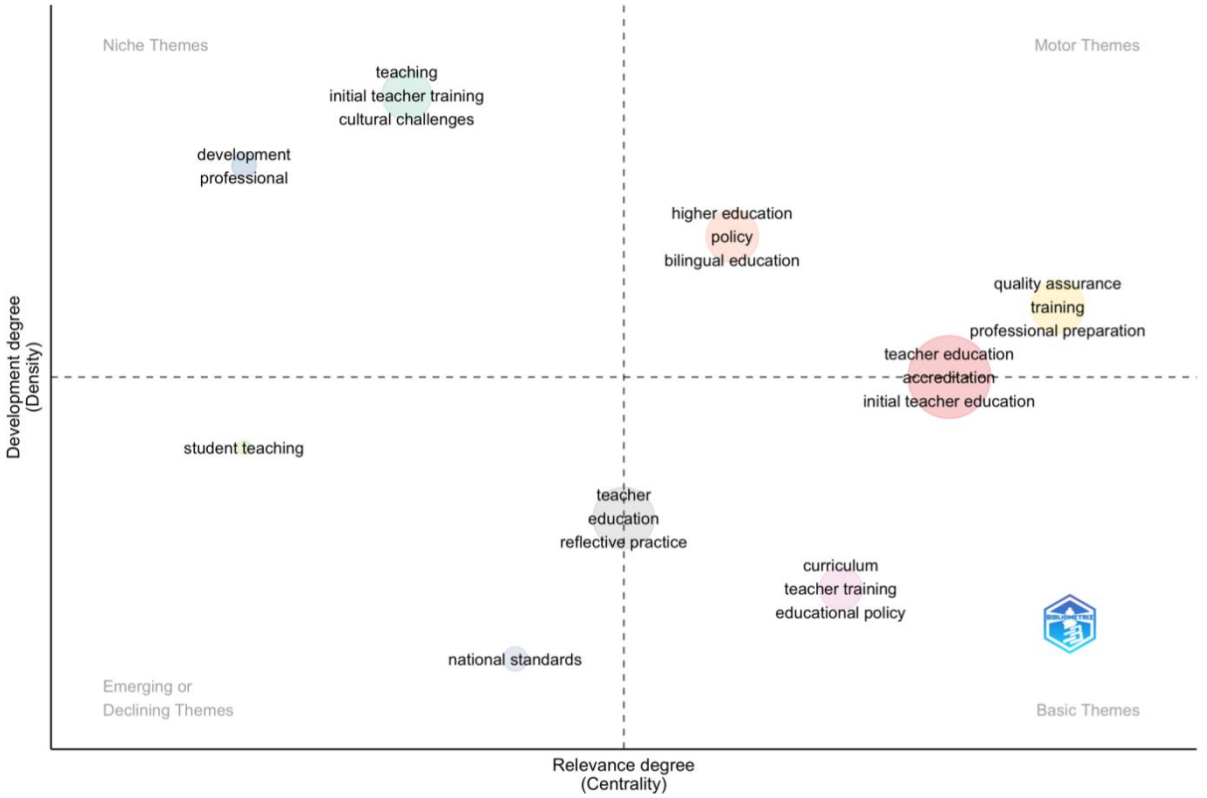


Figure 7 shows the themes obtained by clustering authors' keywords. Among those that fall into the motor themes quadrant-that is, which are most relevant and developed-one finds terms such as "accreditation," "initial teacher education," and "teacher education." Centric in the field, they are also highlighted for receiving significant attention from academia and, therefore, are outstanding in the current debate on the preparation of teachers and quality assurance. "Quality assurance" and "training" also fall into this quadrant, reflecting a strong focus on the systematic evaluation of teacher education programs and their preparation of educators. The niche themes quadrant contains terms like "teaching," "initial teacher training," and "cultural challenges," which, while relevant, may be more specialized areas of research that have not yet achieved the same level of centrality or widespread attention. These topics focus on specific aspects of teacher education, such as pedagogical strategies and addressing the challenges teachers face in classrooms. In the basic themes quadrant, we see basic concepts like "curriculum," "teacher training," and "educational policy." These all represent core features of teacher education, so it is hardly unexpected to see them remain steady as shaping conditions within the profession. Included in the rising/falling theme quadrant are terms like "student teaching" and "national standards," which are still applicable but apparently less cogent than the newer themes of accreditation and quality assurance.

DISCUSSION AND CONCLUSION

This study examines the bibliometric characteristics of research on accreditation in teacher education by focusing on publication trends, influential sources, and thematic structures within the existing literature. The analysis could outline that during the last decades, accreditation took a central place in developing teacher education systems worldwide by assuring that teacher education programs faced strict standards aimed at equipping prospective professionals with competencies needed to meet such diversity at the classroom level.

The most relevant sources identified in the bibliometric analysis were leading academic journals. First place goes to the Journal of Teacher Education, since it published 13 documents

about accreditation and teacher education. Indeed, this journal has been recognized to be highly regarded for its valued contribution to researching issues on teacher preparation and accreditation processes-meaningful, a very important platform for the discussion of program standards and accountability. Other highly ranked journals within the leading journals were the Australian Journal of Teacher Education and the Asia-Pacific Journal of Teacher Education. These have more than 6 documents on issues of accreditation because these provide academic frameworks through which there are substantial discussions on issues that bring out the interconnection between global policy on education and teacher quality versus accreditation (Mihelic et al., 2019). Finally, one more leading paper, Teaching and Teacher Education, sets the agenda in discussions pertaining to the accreditation of particular emphasis on how the best practices associated with curriculum designs and pedagogical development should be integrated accordingly (Bullock et al., 2010).

A bibliometric analysis shows the main studies that have had a deep impact on the academic community as expressed in terms of the most cited documents. At the global level, the most cited document is that of Justi and Gilbert (2003), as published in International Journal of Science Education, with 102 citations. This attests to how relevant this study was to continue setting directions up to the present in shaping the field. Similarly, the study by DeLuca (2013) appearing in the Journal of Teaching Education, has huge clout with 98 citations. The thing speaks to how important this study has been in realizing the critical role accreditation has played in shaping preparedness in teachers. These works are notably used across different studies, thus generally core and foundational in the discourse about teacher education accreditation. Other members of the class of highly-cited documents include those of Darling-Hammond (2006), Shulman (1987), Cochran-Smith (2005) whose works on teacher quality and alignment between teacher preparation programs and national standards have left a lasting impact on the global understanding of the concept of accreditation. These represent globally cited documents, grounding not only the theory of teacher preparation but also continuing to mold the practice of the accreditation criteria applied in teacher education programs worldwide.

The contribution of the authors also can be seen in framing the contours of the field of accreditation in teacher education. Indeed, this mapping of authors' contributions in the area shows that a limited number of scholars has contributed significantly to the discussion related to teacher education accreditation. In this context, authors such as Romanowski, Allan, Auld, Birch, Murray, and Simmons form part of the nucleus of the academic discourses, since each of them develops multiple works in the area. What is more important, they were at the roots of setting up the outlines of the most debated topics on accreditation practices, the preparation of teachers, and changes in standards adopted within teacher education institutions. In this respect, the centrality of authors like Romanowski, who has developed the highest number of relevant studies in this area, presupposes a deep interest in certain topics of teacher education and accreditation. Romanowski's studies about accreditation in teacher education have considerably contributed to the understanding of how accreditation processes influence teacher preparation programs. His works very often dwell upon the changing standards for teacher education and the way accreditation bodies assess the quality of teaching and program effectiveness. For example, he discusses in the Teaching and Teacher Education CAEP accreditation as an instrument of educational neocolonialism, claiming that the accreditation process promotes American educational practices at the expense of indigenous knowledge. The paper critiques CAEP's standards, which it argues are culturally bound to the U.S., and highlights the challenges non-U.S. institutions face in aligning with these standards. The article argues that this process not only impacts the content and methods of teacher preparation programs but also undermines local educational practices, turning CAEP accreditation into a form of "neocolonialism of the willing" (Romanowski, 2020). In one of his recent work, Romanowski examines how internationalization and accreditation by CAEP impact teacher education programs outside the United States. It discusses how non-U.S. Colleges of Education seek CAEP accreditation to validate their program quality, often replicating U.S. teaching philosophies and

practices. The author critiques the process of CAEP accreditation as a form of educational neocolonialism, where local practices and knowledge are subordinated to American educational standards. The paper also uses Knight's framework on the internationalization of higher education to explore how CAEP accreditation imposes American educational models globally (Romanowski, 2022). Throughout these two works, Romanowski places consistent emphasis on the need for dynamic and responsive accrediting practices which react to ongoing changes within the educational landscape. As educational systems everywhere in the world continue to change, so too will the set of standards and criteria accreditation agencies use to assess programs in teacher preparation. Romanowski's work contributes to the knowledge base on how accreditation can support the improvement of teacher education through the development of quality programs that would prepare teachers to meet the demands of the contemporary classroom.

Similarly, the occurrence of Allan and Auld, who have published various works in the domain, signifies that their work has been integral to defining the practices for and policy formulation of teacher education accreditation. The scatter of authors in further indicates that teacher education accreditation remains, for the most part, representative of a limited number of nested researchers and institutions. Such notedness would suggest that though accreditation is an exceptionally relevant area, it is nonetheless driven at its core by a chosen few cadres of scholars. For the field to open up, new voices must come into this conversation with innovative insights into challenges and innovations found within emerging systems of accreditation. Generally, the bibliometric analysis of authors in the field of teacher education accreditation indicates both the large contributors and the collaborative nature of research in the education arena. The network of authors, many of whom have contributed assiduously to the field, therefore engages in continuous development related to standards and practices of accreditation from across the world. Further research in this area will no doubt continue to build on these seminal works by adding new voices to the field and continuing international collaboration that furthers the refinement and raising of standards for teacher education within various educational systems.

The bibliometric analysis reveals the trending of topics, which provides important insights into the evolution of the prioritization of research on teacher education in the last years, especially regarding the development of the accreditation process. The emergence of "quality assurance" and "initial teacher education" since approximately 2016 reflects teachers' increasing concern with the need for teacher preparation programs to meet rigorous standards. These words, within the most highly cited in recent years, evidence a worldwide drive toward ensuring that teacher education programs provide high-quality training of educators who are capable of handling diverse needs within the classroom. It has coincided with the rise of an accreditation framework that puts increasing emphasis on accountability and continuous improvement. For example, Darling-Hammond (2006) signals the role of teacher preparation programs in developing effective teachers who are well prepared for the classroom.

The term "higher education" also became an important theme in recent years. This reflects the increasingly important recognition that teacher education programs need to be part of broader higher education frameworks as education systems strive to keep standards high at all levels of instruction. The focus on higher education will become increasingly important as teacher education programs increasingly are housed within the larger landscape of postsecondary education (Schleicher, 2018). Second, "curriculum" and "accountability" are themes that appear frequently in recent research, with more studies investigating how different types of accreditation frameworks monitor and support the development of curriculum that will meet both national and international standards regarding teacher preparation (Mihelic et al., 2019). This growing interest in accountability, particularly in accreditation, attests to the interest of education systems in assuring that teacher preparation programs demonstrate results-oriented outcomes to enhance the quality of education. The consistent prevalence of "teacher education" and "education" throughout the chart, including its increase in topics such as "assessment" and

"standards," indicates that there is a consistent debate about what teacher education programs are for and what they should achieve. These key words imply that future studies should focus on continuing to reform the standards of teacher preparation but, more fundamentally, the means by which these are understood and measured through different forms of accreditation (Ofsted, 2020). Since the publication rate on "assessment" is increasing, there is great concern over assessing the quality of such programs and the level of preparedness of educators in dealing with students. Hence, only those accreditation schemes with mechanisms for assessment can ensure that teacher program candidates are better equipped to deal with the challenges posed by modern classroom realities (Gevorkyan & Nikitin, 2022).

The coming-of-age terms like "training" and "accreditation" in the mid-2010s indicate a critical turning of the tide toward practical and outcome-oriented teacher preparation. These terms mean that the notion of accreditation has moved beyond a process that assesses structures of programs as enabling mechanisms toward the improvement of the practical dimensions of teacher training. This becomes really important, as education systems around the world increase their demands for teachers to have acquired competencies sufficient to address the needs of their diverse students (Azhari et al., 2020). The concentration of "teachers" and "teacher" within the latter half of the period reviewed indicates that the interest has developed towards focusing on competencies and qualifications of the individual educators turned out by programs. That signals toward international attempts at bringing into being, improving, or maintaining the status quo of existing standards of teachers by means of accreditation and professional development programs for them (Bullock et al., 2010). Finally, "ncate" refers to the National Council for Accreditation of Teacher Education and remains a highly important keyword but with less presence after 2015. This can mean that as one shifts into employing newer accreditation bodies, such as the Council for the Accreditation of Educator Preparation, updates have been affected to better fit new educational realities in the ways in which these standards for accreditation come into play (Mihelic et al., 2019). Equally, the presence of "ncate" reflects the central role it played in historical developments regarding accreditation procedures for teacher education, and how newer scholarship is now orienting itself towards newer standards in these times.

The thematic map illustrates the development and relevance of various themes pertaining to teacher education in light of accreditation and teacher preparation. It organized the research themes into four quadrants based on two dimensions, the degree of relevance (centrality) and the degree of development (density), namely, motor themes, basic themes, niche themes, and emerging or declining themes. Among such motor themes, "quality assurance," "accreditation," and "initial teacher education" are some of the most central and developed issues within the field. Each of these themes has gained high attention from academia during the last years and refers to the emergence of strict standards about teacher preparation programs. That "accreditation" is one of the leading themes in this quadrant explains that quality within the teacher education programs forms the core of achieving continuous improvement in teacher training (Mihelic et al., 2019). "Initial teacher education" has equally gained the same momentum, where it has necessitated the call for an education that prepares teachers with basic knowledge and essential competencies for the classroom. The rise of "quality assurance" in teacher education resonates with how the profession is now focusing on measurable outcomes and accountability, and where accreditation systems stand out as crucially important in ensuring that such programs meet specified criteria (Gevorkyan & Nikitin, 2022). If attention is paid to the basic themes, the terms "curriculum," "teacher training," and "educational policy" can be identified. Being more general, these topics are considered the building blocks in teacher preparation. Attention to "curriculum" reveals how there is continuous interest in designing and implementing curricula that effectively prepare prospective teachers for various classroom settings (Darling-Hammond, 2006). Evidence for this shows that curriculum development must be done to respond to updated pedagogical practices and also be sensitive to the different needs that students bring into the classrooms, which include students from underrepresented groups

(Schleicher, 2018). In the same manner, "teacher training" expresses interest in the practical field and further continuous training for teachers. Teacher preparation programs, which include hands-on training experiences, tend to leave educators much better prepared to deal with complexities in teaching in a dynamic educational landscape (Ofsted, 2020).

In the niche themes quadrant, we encounter terms such as "teaching," "initial teacher training," and "cultural challenges." These are very specialized topics which, while relevant, have more restricted foci within the broader context of teacher education. "Cultural challenges" is another interesting theme that has picked up recently as researchers and educators have begun to discuss how teacher preparation programs might respond to the increasing cultural diversity of classrooms (Bullock et al., 2010). As such, this theme emphasizes the preparation of teachers to be culturally competent and responsive to the diverse needs of students, something indeed much needed in today's world. The quadrant of "emerging or declining themes" flags the term "national standards," which, though still crucial, seems to be declining in comparison with other discourse themes. This perhaps indicates a shift toward more global ways of looking at accreditation and standards for teacher preparation. The decreasing focus on "national standards" would imply that education systems are tending toward more flexible, adaptive frameworks of teacher preparation, responding to local needs but meeting international standards (Organisation for Economic Co-operation and Development (OECD), 2019). This trend also reflects a growing interest in international education frameworks that seek to standardize approaches across nations for the purpose of creating a unified approach to teacher preparation (DeLuca & Bellara, 2013). In summary, the thematic map portrays a growing centrality and development in regard to accreditation and quality assurance within teacher education, thereby reflecting the global movement toward ensuring teacher preparation programs are of high calibre and that educators are properly prepared for diverse classrooms. Rather than merely confirming expected developments, the findings provide a structured overview of how research in this field has evolved, highlighting specific thematic concentrations and gaps that may not be immediately visible through individual studies. As these themes continue to take shape, future research must be conducted to examine how contemporary teaching practices, such as technology integration and inclusive teaching approaches, are infused within current accreditation frameworks. Moreover, addressing the emerging challenges of cultural diversity and the global mobility of students will be critical to the continued relevance of accreditation systems around the world.

This paper represents a detailed analysis of the changing landscape of accreditation processes in teacher education and emphasizes the rising importance with respect to the quality and efficiency of teacher education programs across the world. Results from the bibliometric analysis reveal some emergent trends, such as quality assurance and initial teacher education, which reflect an overall growth in the development of strict standards in the professional preparation of future teachers. It has been argued in this research work that since accreditation systems lie at the heart of setting benchmarks in teacher education for assuring quality curriculum design and pedagogical practices that meet national and international standards, it is necessary to pay attention to those highly cited documents and sources of influence. While education systems evolve over time, current research manifests that an accreditation process has to be updated so that teacher education programs further continue to meet the challenges thrown up by arising technology integration, cultural competence, and the mobility of students across national borders. Future studies should add to these trends so that, at each level, teacher education addresses educators and students in an increasingly complex educational environment.

The findings of this study have major implications for policymakers, educators, and researchers involved in teacher education. First, increased attention to quality assurance and initial teacher education means that accreditation bodies should continue to refine their standards in response to the changing global demands being placed on education systems. Policymakers need to ensure that not only do accreditation frameworks maintain high standards but also that they

encourage innovation in teaching practices and program structures. For example, it is likely that more emphasis will need to be placed on contemporary educational technologies within the standards of accreditation in preparing teachers to engage with students in the digital age (Schleicher, 2018). It may therefore be important that the agencies could work with international organizations to align their standards with each other and therefore provide consistency across different countries while still allowing flexibility to address local needs and contexts.

The increasing attention being paid to the cultural challenge in teacher education means, in the second instance, that the frameworks for the accreditation of teacher education should give more attention to preparing teachers to work in diverse classrooms. For this reason, teachers need preparation to understand the needs of students from other cultures and make them feel accepted. Following the lead of Bullock et al. (2010), cultural competence should form part of the core components in teacher education curricula. For this reason, the processes of accreditation need to consider how teacher training programs prepare teachers to engage different student populations and to use such information to subsequently inform their teaching practices. This will, therefore, ensure that the graduate teachers are not just qualified but able to create inclusive and equitable learning environments. These findings extend beyond descriptive observations by offering a comprehensive synthesis of the literature, which can inform future research directions and support the development of more evidence-based approaches in teacher education accreditation.

Limitations of the Study

This study has several limitations that should be considered when interpreting the findings. First, the analysis is limited to publications indexed in the Web of Science (WoS) database. Although WoS provides access to high-quality and influential journals, relevant studies indexed in other databases such as Scopus, ERIC, or Google Scholar may not have been included. Therefore, the findings reflect trends within the scope of the WoS-indexed literature only. Second, the study includes only English-language journal articles, excluding books, book chapters, conference proceedings, and publications in other languages. As a result, some region-specific or policy-oriented research on teacher education accreditation may not be fully represented. Third, as a bibliometric study, the analysis relies on quantitative indicators such as publication counts, citation metrics, and keyword co-occurrence. While these indicators provide valuable insights into research trends and influence, they do not allow for an in-depth evaluation of the methodological quality or theoretical contributions of individual studies.

Additionally, more recent publications may have relatively lower citation counts due to the time required for citations to accumulate, which may affect the visibility of emerging research topics. Finally, keyword-based analyses depend on authors' selected terms, which may vary conceptually and limit the complete representation of thematic structures. Despite these limitations, the study offers a comprehensive overview of the intellectual structure and research trends in teacher education program accreditation and provides a foundation for future qualitative and comparative research.

In this context, the findings of the study provide several implications for different stakeholders. For policymakers, the results highlight the importance of developing flexible and context-sensitive accreditation frameworks that respond to emerging trends such as technology integration and cultural diversity. For accreditation bodies, the study underscores the need to continuously update standards in line with evolving expectations in teacher education. For researchers, the identified gaps and thematic trends offer directions for future studies, particularly in underexplored areas and emerging topics within the field.

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Declaration of Conflict of Interest

The author declares that there are no financial, personal, professional, or institutional conflicts of interest that could have influenced the conduct or outcomes of this research

Statement of Use of Large Language Models

During the preparation of this study, large language models were used solely for linguistic editing and to enhance clarity of expression. Large language models were not used in the research design, data analysis, or scientific interpretation processes. The scientific content of the study and full ethical responsibility remain entirely with the author.

Statement of Publication Ethics

All the rules stated in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed in the entire process from the planning, implementation, data collection to the analysis of the data. None of the actions specified under the second section of the Directive, "Scientific Research and Publication Ethics Actions" have been carried out.

During the writing process of this study, scientific, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic media for evaluation.

Research ethics committee approval information

As this study is a bibliometric analysis, it does not fall within the category of research requiring Ethics Committee approval. Therefore, Ethics Committee approval was not sought or declared.

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GENİŞLETİLMİŞ ÖZ

Giriş

Dünya genelinde öğretmen yetiştirme programlarının niteliği, eğitim sistemlerinin genel başarısını ve öğrencilerin akademik, sosyal ve duygusal gelişimini doğrudan etkileyen temel unsurlardan biridir. Günümüzde öğretmenlerden yalnızca alan bilgisi ve pedagojik yeterliklere sahip olmaları değil; aynı zamanda teknolojiyi etkin biçimde kullanabilmeleri, kültürel çeşitliliğe duyarlı olmaları, eleştirel düşünme becerileri geliştirmeleri ve yaşam boyu öğrenmeye açık bireyler olmaları beklenmektedir. Bu artan beklentiler, öğretmen yetiştirme programlarının sistematik biçimde değerlendirilmesini ve belirli kalite standartları doğrultusunda güvence altına alınmasını gerekli kılmaktadır. Bu doğrultuda, öğretmen eğitimi programlarının akreditasyonu; program kalitesinin sağlanması, hesap verebilirliğin güçlendirilmesi ve sürekli iyileştirme süreçlerinin desteklenmesi açısından küresel ölçekte giderek daha merkezi bir konuma gelmektedir. Akreditasyon süreçleri, öğretmen yetiştirme programlarının belirlenen standartlara uygunluğunu değerlendirerek hem kamuoyuna güvence sağlamakta hem de programların gelişimine yön vermektedir.

Bu çalışmanın temel amacı, öğretmen eğitimi programlarının akreditasyonuna ilişkin akademik literatürü bibliyometrik yöntemler aracılığıyla incelemek; bu alandaki araştırma eğilimlerini, en etkili yazarları, dergileri, yayınları ve öne çıkan tematik odakları ortaya koymaktır. Bu yönüyle çalışma, öğretmen eğitimi akreditasyonunun zaman içindeki gelişimini ve araştırma alanı olarak nasıl şekillendiğini nicel veriler ışığında analiz ederek, alandaki bilgi birikiminin bütüncül bir haritasını sunmayı hedeflemektedir.

Yöntem

Araştırmada sistematik derleme ilkeleri benimsenmiş ve bibliyometrik analiz yöntemi kullanılmıştır. Veri kaynağı olarak Web of Science (WoS) veri tabanı tercih edilmiştir. “Teacher education”, “teacher training” ve “accreditation” anahtar kelimeleri kullanılarak yapılan tarama sonucunda 1982–2024 yılları arasında yayımlanmış toplam 275 çalışma belirlenmiştir. Başlık, özet ve yayın türüne göre gerçekleştirilen eleme sürecinin ardından yalnızca İngilizce yayımlanmış hakemli dergi makaleleri çalışmaya dâhil edilmiş ve analizin kapsamı 238 makale ile sınırlandırılmıştır. Bibliyografik veriler Bibliometrix R paketi ve Biblioshiny arayüzü kullanılarak analiz edilmiştir. Bu araçlar aracılığıyla yayın sayıları, atıf yapıları, yazar iş birlikleri, dergi etkileri ve anahtar kelime temelli tematik haritalar oluşturulmuştur.

Bulgular

Bibliyometrik bulgular, öğretmen eğitimi programlarının akreditasyonuna yönelik akademik ilginin özellikle son on yılda belirgin biçimde arttığını göstermektedir. Yıllık yayın artış oranının %6’nın üzerinde olması, konunun güncelliğini ve küresel eğitim politikalarıyla olan güçlü ilişkisini ortaya koymaktadır. İncelenen çalışmaların büyük çoğunluğunun çok yazarlı olması, alanın disiplinler arası ve iş birliğine dayalı bir yapıya sahip olduğunu göstermektedir. Ancak uluslararası ortak yazarlık oranının görece düşük olması, daha güçlü küresel araştırma ağlarına ihtiyaç duyulduğuna işaret etmektedir.

Kaynak dergiler açısından bakıldığında Journal of Teacher Education, Teaching and Teacher Education, Australian Journal of Teacher Education ve Asia-Pacific Journal of Teacher Education gibi dergilerin alanda öne çıktığı görülmektedir. Bu dergiler, öğretmen eğitimi, kalite güvencesi ve akreditasyon süreçlerine ilişkin teorik ve ampirik tartışmaların merkezinde yer almaktadır.

Yazar analizleri, öğretmen eğitimi akreditasyonu literatürünün görece sınırlı sayıda araştırmacı tarafından şekillendirildiğini ortaya koymaktadır. Romanowski, Allan, Auld ve Murray, alanın en üretken ve etkili yazarları arasında yer almaktadır. Atıf analizleri ise Justi ve Gilbert (2003) ile DeLuca (2013) tarafından yayımlanan çalışmaların alanın en etkili ve en çok referans verilen eserleri olduğunu göstermektedir. Ayrıca teknoloji entegrasyonu, öğretmen yeterlikleri ve

ölçme-değerlendirme konularına odaklanan çalışmaların son yıllarda artan biçimde atıf aldığı belirlenmiştir.

Anahtar kelime ve tematik harita analizleri, öğretmen eğitimi akreditasyonu alanındaki kavramsal dönüşümü açık biçimde yansıtmaktadır. "Quality assurance", "initial teacher education" ve "accreditation" kavramları, alanın motor temaları olarak öne çıkmaktadır. Bu durum, öğretmen yetiştirme programlarının yalnızca yapısal özellikler üzerinden değil; çıktı, etki ve sürekli iyileştirme odaklı bir anlayışla değerlendirildiğini göstermektedir. "Curriculum", "teacher training" ve "educational policy" gibi kavramlar temel temalar arasında yer alırken; "cultural challenges" ve "technology integration" gibi kavramlar niş ve yükselen temalar olarak dikkat çekmektedir. Bu bulgular, akreditasyon sistemlerinin giderek daha fazla kültürel çeşitlilik ve dijital dönüşüm bağlamında ele alındığını göstermektedir. Özellikle teknoloji entegrasyonu ve kültürel duyarlılık, çağdaş öğretmen yetiştirme programlarının vazgeçilmez bileşenleri hâline gelmektedir.

Sonuç

Çalışmanın sonuçları, öğretmen eğitimi programlarının akreditasyonunun küresel ölçekte kalite güvencesinin temel araçlarından biri haline geldiğini ortaya koymaktadır. Bununla birlikte, akreditasyon süreçlerinin bağlamsal farklılıkları dikkate alacak şekilde esnek ve kapsayıcı biçimde tasarlanması gerekmektedir. Farklı ülkelerde uygulanan CAEP, Ofsted ve EPDAD gibi akreditasyon modellerinin karşılaştırmalı olarak ele alınması, yerel ihtiyaçlarla küresel standartlar arasındaki dengeyi kurma açısından büyük önem taşımaktadır. Sonuç olarak bu bibliyometrik çalışma, öğretmen eğitimi programlarının akreditasyonuna ilişkin literatürün yapısını, eğilimlerini ve araştırma boşluklarını sistematik biçimde ortaya koymaktadır. Elde edilen bulgular, gelecekte yapılacak araştırmalar için yol gösterici nitelikte olup; politika yapıcılar, akreditasyon kuruluşları ve eğitim fakülteleri için önemli çıkarımlar sunmaktadır. Özellikle teknoloji entegrasyonu, kültürel duyarlılık ve öğretmen yeterliklerinin ölçülmesine yönelik yeni akreditasyon yaklaşımlarının geliştirilmesi, alanın gelecekteki öncelikleri arasında yer almaktadır.