



# JUTLP

Journal of University Teaching & Learning Practice

## Leadership, Learning and Teaching Practice in Higher Education: A 2016-2023 Bibliometric Review

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### Abstract

The Journal of University Teaching and Learning Practice (JUTLP) has now published its twentieth annual volume, maintaining a record of publication for two decades now. This year, on the occasion of the journal's 20th annual volume, we seek to identify the distinctive contributions and influence of JUTLP as a research journal and how that influence has changed over time. This review has two broad purposes. First, it intends to empirically document the scholarly publications that has accumulated in JUTLP over its two decades of publication. Second, we seek to identify the noteworthy contributions that JUTLP has made to the field of leadership, teaching and learning practice in the higher education environment. This review is based on the analysis of 403 articles published in JUTLP between 2016 and 2023. Bibliographic data (e.g., authors, title, abstract, keywords, citations) in these articles were analysed using a bibliometric analysis method comprising of descriptive statistics, document citation and co-citation analysis, author co-citation analysis and keyword analysis. The review yields an empirically grounded findings on JUTLP 'corpus of knowledge' that provides useful indications and recommendations for the journal's future development.

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## Introduction

In the ever-changing world of higher education today, universities are facing a multitude of challenges. With more students enrolling than ever before, alongside rapid advancements in technology, and the unprecedented impact of the COVID-19 pandemic, traditional approaches to teaching and learning are being redefined (Biggs et al., 2022). The widespread adoption of digital and online tools has forced educators to adapt quickly, leading to a shift towards outcomes-based teaching, and innovative teaching and learning methods (Milakovich & Wise, 2019). In the midst of these challenges, the Journal of University Teaching and Learning Practice (JUTLP) has emerged as a leading platform for scholarly discussions. It offers valuable insights and reflections on innovative teaching practices and pedagogical strategies, helping universities worldwide navigate these complex issues and stay at the forefront of educational excellence.

The inception of JUTLP in 2004 was driven by a vision to address gaps in publications related to teaching and learning in higher education, with an emphasis on practical application (Carter, 2004). Initially rooted in the Australian educational context, JUTLP emerged as an open-access platform dedicated to showcasing the scholarly work of educators from various disciplines to share their scholarly work and innovative teaching methods (McInnis, 2004; Percy et al., 2021). As the journal evolved, it expanded its reach beyond national boundaries, attracting contributions from around the globe. It became a forum for educational practitioners worldwide to communicate their teaching and learning outcomes in a scholarly manner (Hallinger & Kovačević, 2022).

JUTLP has maintained a consistent publication record over two decades now. Notably, JUTLP reached a pinnacle of recognition in the recent decade, earning indexation into Scopus in 2016 and Web of Science (WoS) Emerging Sources Citation Index, achieving its highest level of quality and influence in the education category with a Quartile 2 (Q2) rating in 2022 (Clarivate, 2023; Scimago Journal & Country Rank, 2023). Thus, on the occasion of its 20th annual volume, this study endeavors to explore the scholarly contributions and impact of JUTLP within the field of leadership, teaching, and learning in higher education by employing bibliometric analysis techniques. The study aims to examine all Scopus-indexed publications within JUTLP and identify its noteworthy contributions to the scholarly discourse. These goals were portrayed in the seven research questions below:

1. What is the trend in volume of publications and number of citations to articles in JUTLP since it was indexed in Scopus between 2016 and 2023?
2. What is the global contribution, and patterns of collaboration between countries and institutions towards publications in JUTLP between 2016 and 2023?
3. What sources has been cited in the articles published in JUTLP between 2016 and 2023?
4. What is the intellectual and conceptual structure of knowledgebase associated with publications in JUTLP between 2016 and 2023?
5. What is the research projection on the publications in JUTLP?

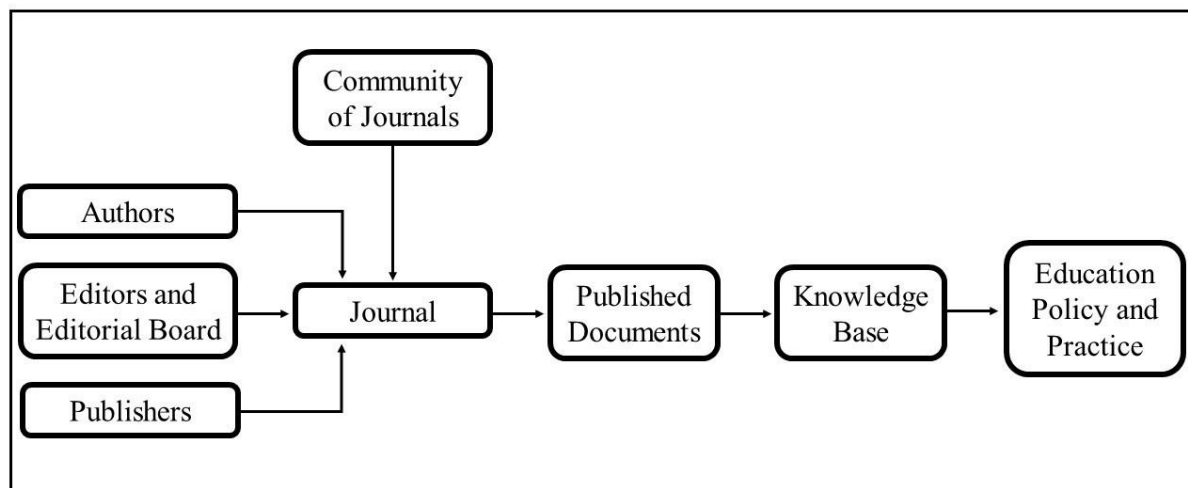
By illuminating the intellectual lineage of JUTLP and providing empirically grounded insights into its corpus of knowledge, this review seeks to offer valuable indications and recommendations for the journal's future development. In doing so, it seeks to contribute to the continued growth and influence of JUTLP in the field of leadership, teaching, and learning in higher education research.

## Central Concept of the Review

This review of JUTLP's intellectual knowledgebase was steered by a conceptual model which proposes a set of indicators that structures the efforts of a journal to attain its mission (see Figure 1). Commonly, a journal's impact is seen through its publications which has undergone peer-review, revisions, and accepted after the article has met the journal's scholarly standards of quality and relevance. These publications then form the 'knowledge base' of the journal through its theory-informed, empirically driven research, that helps the journal achieve intellectual coherence, strong reputational status, and significance among researchers and practitioners (Hallinger & Kovačević, 2022).

**Figure 1**

*Conceptual model on the set of indicators for a journal's knowledge production. Adapted from Hallinger and Kovačević (2022)*



The framework also frames the direct and indirect role of publishers, editors, editorial boards and authors influence on a journals' contents. For example, publishers who are the main funder for the journal influence the journal's distribution of ideas through the number of articles and its inclusion in an annual 'volume'. This influence also extends to the journal's mission, appointment of editors, and its editorial board. Editors on the other hand curate the journal's contents based on its mission and approve of special issues. Editors also directly influence the appointment of editorial board members, assignment of reviewers, and ensures the peer review process adheres to the journal's quality standards resulting in decision-making for each manuscript whether its rejected, undergoes minor or major revisions before its accepted for publication.

The editorial board members play a vital role in advising the journal's direction, planning the journal's priorities, providing scientific expertise, serving as a peer reviewer, helping the journal to attract high-quality manuscripts, providing feedback and suggesting improvements for the journal. Finally, the authors decide whether to a particular journal based upon the journal's scope, audience, reputation (e.g., ranking, impact factor), standards (e.g. acceptance rate, quality of reviewers, and editorial board members).

Additionally, every journal operates within a 'community of journals' that publish similar contents (Ding et al., 2001). For example, in the field of teaching and learning practice in higher education,

journals such as *Studies in Higher Education*, *Assessment and Evaluation in Higher Education*, *Higher Education Research and Development*, and *JUTLP* simultaneously vie for manuscripts and influence each other's content through cross-referencing of articles. For example, decisions made by *JUTLP*'s editors and editorial board members to publish a special issue on innovative teaching methods in higher education significantly influenced the direction of the journal and attracted contributions from leading authors in the field.

Furthermore, the interactions with different journals often impact *JUTLP*'s thematic focus and content. The cross-referencing of articles between *JUTLP* and *Higher Education Research and Development* has led to the incorporation of diverse perspectives, enriching the discourse within both journals. For example, an article published in *Higher Education Research and Development* on innovative assessment methods influenced *JUTLP* to feature a thematic series on assessment practices, broadening the depth and diversity of content within *JUTLP*.

Finally, the publication process is influenced by research trends, political and policy priorities. For example, scholars in English speaking countries are in advantageous position as English-language journals tend to give priority to policy priorities and ideas that arise within those countries (Clavero, 2010; Mertkan et al., 2017).

## Method

This study encompasses two major categories of analysis, both intricately connected to the conceptual framework and broader goals outlined earlier. The first category involves bibliometric analyses, utilizing indicators such as the number of publications and citations, global contribution, and collaboration between countries and institutions (Hallinger & Kovačević, 2019). These analyses directly align with our conceptual framework, which emphasizes the impact, dissemination, and collaborative aspects of scholarly publications in *JUTLP*.

Bibliometric reviews commonly use quantitative methods to analyse bibliographic data linked to a delimited body of literature (Donthu et al., 2021). It is also common for bibliometric reviews to use software in order to analyse large number of documents as it aims to showcase the trends in knowledge production on a certain topic rather than evaluate each documents quality or findings (Hallinger & Kovačević, 2022). Thus, a bibliometric review method was deemed suitable for this article as it intends to empirically document the scholarly publications that has accumulated in *JUTLP* over its two decades of publication in the field of leadership, teaching and learning practice in the higher education environment.

In the second category of analyses, we employed science mapping techniques, including citation, co-citation, and keyword analysis where, VOSviewer was employed to generate visualization maps (van Eck & Waltman, 2010). This aligns with the broader goals of the manuscript by offering a comprehensive overview of the intellectual lineage and trends in leadership, learning and teaching practices in higher education as reflected in the *JUTLP* publications.

We examined the network in Figure 7 primarily based on link strength, indicating the number of times a given source (journal) is cited with another source in the network. The size of nodes represents number of citations of a source (Ellegaard & Wallin, 2015). Similarly, in Figure 8, the size of nodes represents the total link strength, indicating the number of times an author has been cited together with another author in the network (Ellegaard & Wallin, 2015). In the generated

VOSviewer networks, it is a limitation that proper nouns, including countries, institutions, sources, and authors, are not automatically capitalized. Normalized citations, as defined by Bornmann (2020, p. 1558), “measures the average citation rate of papers published in a journal within one year”.

### **Data search and retrieval**

We engaged a search approach that would retrieve all publications in the journal that are indexed in Scopus. To this end, in August 2023, we conducted the search on the database using the ISSN field by entering ISSN of the JUTLP to retrieve all Scopus indexed publications in the journal. This yielded a total of 403 documents published in the journal from the year 2016 until the date of the search. We then filtered the search to include only articles and reviews excluding 24 editorials and 1 note, reducing the number of publications to 378. The bibliometric data such as authors, title, abstract, keywords, citations, and references associated with these 378 documents were then exported from the Scopus database to a comma-separated values (.csv) file. Subsequently, this data set was used for analysis in the current bibliometric investigation.

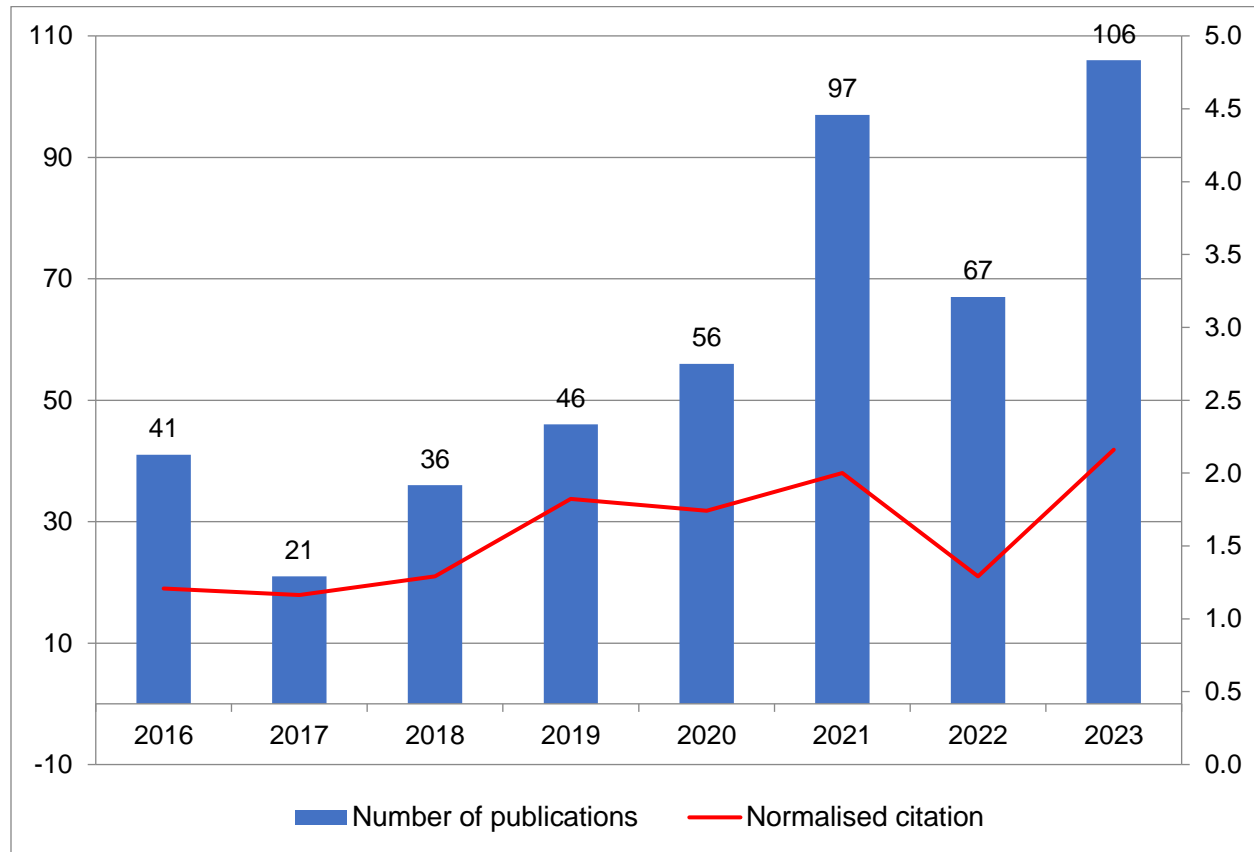
## **Results**

### **Volume of publications and citation trajectory of JUTLP**

Our first research question was to identify the volume of publications and citations in the JUTLP since it was indexed in Scopus. Despite the long history of JUTLP, based on the scope of our analysis, we included bibliometric data from the time JUTLP was indexed in Scopus. Figure 2 depicts the results of the analysis carried out accordingly. According to the figure, there is a consistent increase in the number of publications from 2017 with a sharp rise in 2021. This unusual increase may be explained by the number of issues published in 2021. In the given year, unlike the usual practice of having five issues, JUTLP published eight issues. In spite of this increase, there is a decline in 2022 which, based on the trend from 2017 to 2020, is reasonable. Further, according to the information from JUTLP’s website, by June 2023, JUTLP had already published five issues. However, our data file retrieved from Scopus shows records of only three issues. While this may be due to the time delay in updating the records, with reference to the information on the JUTLP’s website, it is estimated that the number of publications in 2023 may surpass the output in 2022.

**Figure 2**

*Number of publications and citations in JUTLP since 2016.*



The red line in Figure 2 represents the normalized citation. Observing the pattern of normalized citations, it typically ranges between 1 to 2 citations per paper for most years. However, it is noteworthy that the normalized citation has been steadily increasing overall since 2018. This trend suggests a positive trajectory in the citation impact of JUTLP over time.

In addition to the analysis of the overall trends in citations, we also investigated the most impactful articles published in JUTLP. We rank-ordered the documents based on citations per year rather than the total citations because this approach is more logical for assessing the impact of a publication. For the purpose of brevity, only articles with a minimum of three citations per year were considered. As indicated in Table 1, it is apparent that there is a notable concentration of articles related to the impact of the COVID-19 pandemic on higher education, particularly in the first few articles. For instance, the top-ranked article by Tice et al. (2021) underscores the significance of student belongingness in higher education amid the challenges posed by the pandemic. This trend is further exemplified by Cifuentes-Faura et al. (2021) and Wilson et al. (2020), which probed into the cross-cultural impacts of COVID-19 on learning and teaching practices, and the facilitation of cross-cultural student voice during the pandemic, respectively. Interestingly, many of these articles come from a single special issue in 2021, indicating JUTLP's focused exploration of the pandemic's repercussions on higher education.

**Table 1***The most impactful articles published in JUTLP*

Rank	Authors	Title	Type	Citations	CPY
1	Tice et al. (2021)	Student belongingness in higher education: Lessons for professors from the COVID-19 pandemic	Com	39	20
2	Cifuentes-Faura et al. (2021)	Cross-cultural impacts of COVID-19 on higher education learning and teaching practices in Spain, Oman, Nigeria and Cambodia: A cross-cultural study	Emp	32	16
3	Wilson et al. (2020)	Enabling cross-cultural student voice during COVID-19: A collective autoethnography	Emp	32	11
4	Kaçınari et al. (2021)	The switch to online teaching during the first COVID-19 lockdown: A comparative study at four European universities	Emp	19	10
5	Eri et al. (2021)	Digital resilience in higher education in response to COVID-19 pandemic: Student perceptions from Asia and Australia	Emp	19	10
6	Allen et al. (2021)	Work like a girl: Redressing gender inequity in academia through systemic solutions	Com	15	8
7	Harvey et al. (2016)	Towards a theory of the ecology of reflection: Reflective practice for experiential learning in higher education	Con	49	7
8	Douglas et al. (2020)	Online discussion boards: Improving practice and student engagement by harnessing facilitator perceptions	Act	18	6
9	Munoz and Mackay (2019)	An online testing design choice typology towards cheating threat minimisation	Rev	23	6
10	Cramp et al. (2019)	Lessons learned from implementing remotely invigilated online exams	Act	22	6
11	Davey et al. (2019)	Negotiating pedagogical challenges in the shift from face-to-face to fully online learning: A case study of collaborative design solutions by learning designers and subject matter experts	Emp	20	5
12	Inouye and McAlpine (2017)	Developing scholarly identity: Variation in agentive responses to supervisor feedback	Emp	29	5
13	Dinmore (2019)	Beyond lecture capture: Creating digital video content for online learning – A case study	Com	19	5
14	Martin and Ndoye (2016)	Using learning analytics to assess student learning in online courses	Com	32	5
15	Houston and Thompson (2017)	Blending formative and summative assessment in a capstone subject: 'it's not your tools, it's how you use them'	Act	25	4
16	Tadesse et al. (2018)	Making sense of quality teaching and learning in higher education in Ethiopia: Unfolding existing realities for future promises	Emp	20	4

17	Pattanaphanchai (2019)	An investigation of students' learning achievement and perception using flipped classroom in an introductory programming course: A case study of Thailand higher education	Emp	16	4
18	Cavaleri et al. (2019)	How recorded audio-visual feedback can improve academic language support	Emp	16	4
19	Heron (2019)	Making the case for oracy skills in higher education: Practices and opportunities	Emp	16	4
20	Hargreaves (2016)	Reflection in medical education	Con	27	4
21	Bandaranaike (2018)	From research skill development to work skill development	Con	18	4
22	Crawford and Johns (2018)	An academic's role? Supporting student wellbeing in pre-university enabling programs	Emp	14	3

*Note. CPY=citations/year, Act=action research, Emp=empirical, Com=commentary, Con=conceptual*

Moreover, an observation from the analysis shows the most impactful articles published in JUTLP are empirical in nature (see Table 1). Action research articles are also among the most impactful publication in JUTLP. However, conceptual papers are few in numbers. These results suggest that the strength of JUTLP lies in its empirical and review papers. However, we note that JUTLP's Scopus citation impact (e.g. 679) are lower than those of related journals in the field of teaching and learning practice in higher education such as *Studies in Higher Education* 6176, *Assessment and Evaluation in Higher Education* 3348, *Higher Education Research and Development* 2901. These data offer a contrasting perspective on JUTLP's citation impact drawing upon a more broadly comparative metric.

### **Geographic distribution of publications in JUTLP**

Our second research question investigates the global distribution of publications in JUTLP over two distinct time periods, from 2016 to 2019 and from 2020 to 2023. We divided the time into two parts to examine how JUTLP's publications changed over time and to identify any emerging trends in contributions from around the world. This approach helps us gain a better overall understanding of JUTLP's evolving trends and contributors.

Table 2 presents a comparison of countries contributing to JUTLP's research during these periods, highlighting notable changes in publication volume and distribution. The top contributors for the period between 2016 and 2019 are Australia (92 publications), followed by the USA (16 publications), the UK (6 publications), and Canada (3 publications). Contributions from other regions, such as Southeast Asia (7 publications), are also significant.

Similarly, the top contributors for the period between 2020 and 2023 are Australia (160 publications), followed by the UK (57 publications), the USA (36 publications), New Zealand (21 publications), South Africa (13 publications), Canada (9 publications), Malaysia and Oman (7 publications each), and Spain and Vietnam (6 publications each).



**Table 2**

Comparison of contributing research in JUTLP between 2016-2019 and 2020-2023

Country	No. of publications		Percentage change
	(2016 - 2019)	(2020 - 2023)	
Australia	92	160	73.91%
United States	16	36	256.25%
United Kingdom	6	57	500.00%
Canada	3	9	200.00%
Indonesia	2	4	100.00%
Ireland	2	5	150.00%
Malaysia	2	7	250.00%
New Zealand	2	21	950.00%
Singapore	2	3	50.00%
China	1	4	300.00%
South Africa	1	13	1200.00%
Spain	1	6	500.00%
Oman	NA	7	NA
Vietnam	NA	6	NA
Saudi Arabia	NA	5	NA
Bangladesh	NA	4	NA
Germany	NA	4	NA
India	NA	4	NA
Iran	NA	4	NA
Norway	NA	4	NA

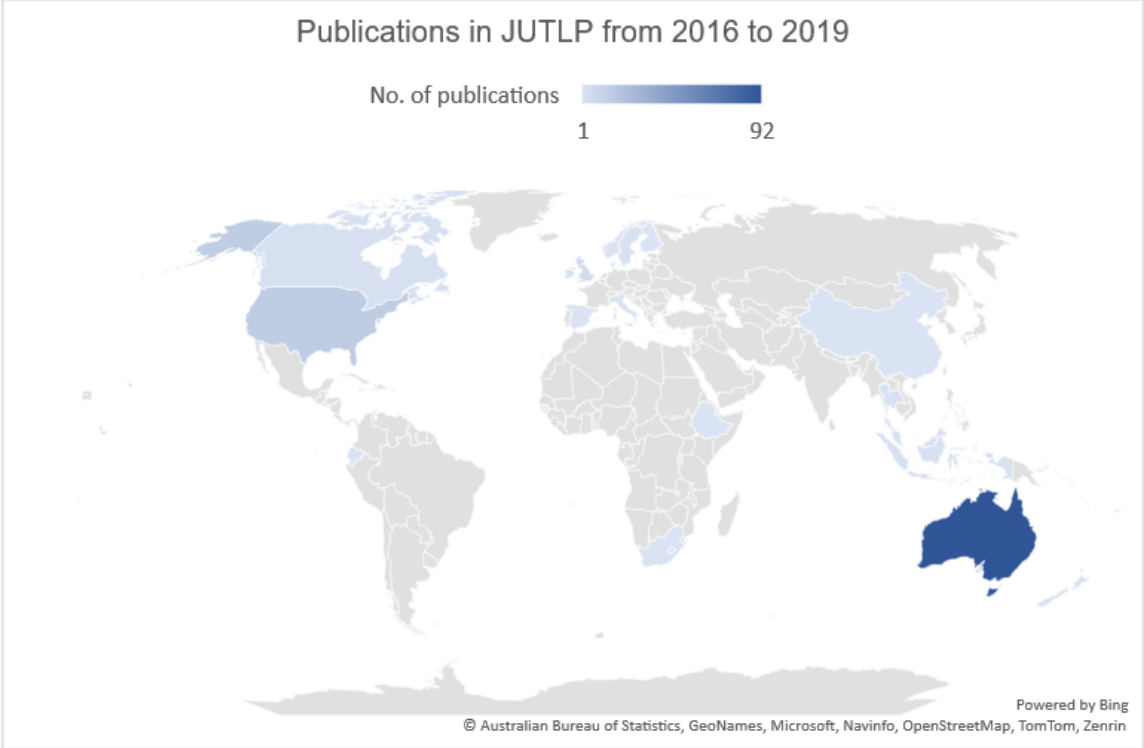
*NA = no publication in the base period, hence, comparison is not possible*

While Australia remained the top contributor in both periods, with a 73.91% increase in publications from 2016-2019 to 2020-2023, it is essential to recognize that this growth may be proportionally smaller compared to other contributors. Notably, countries such as South Africa, Vietnam, Oman, and Spain witnessed substantial increases in their publication contributions, suggesting a noteworthy expansion in their research output and potentially signaling emerging trends or areas of focus within JUTLP.

For a comprehensive analysis of global contribution of publications in JUTLP over time, we generated two maps, one for the period from 2016 to 2019 (see Figure 3) and another for the period since 2020 (see Figure 4).

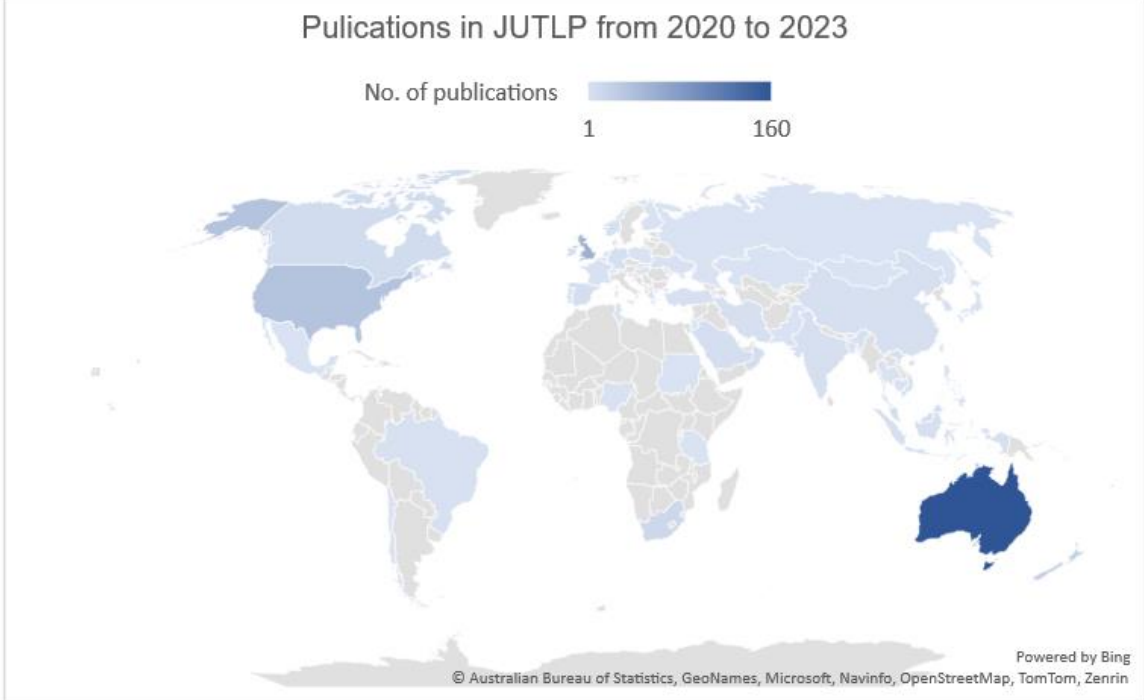
**Figure 3**

*Global distribution of contribution to publications in JUTLP from 2016 to 2019*



**Figure 4**

*Global distribution of contribution to publications in JUTLP from 2020 to 2023*



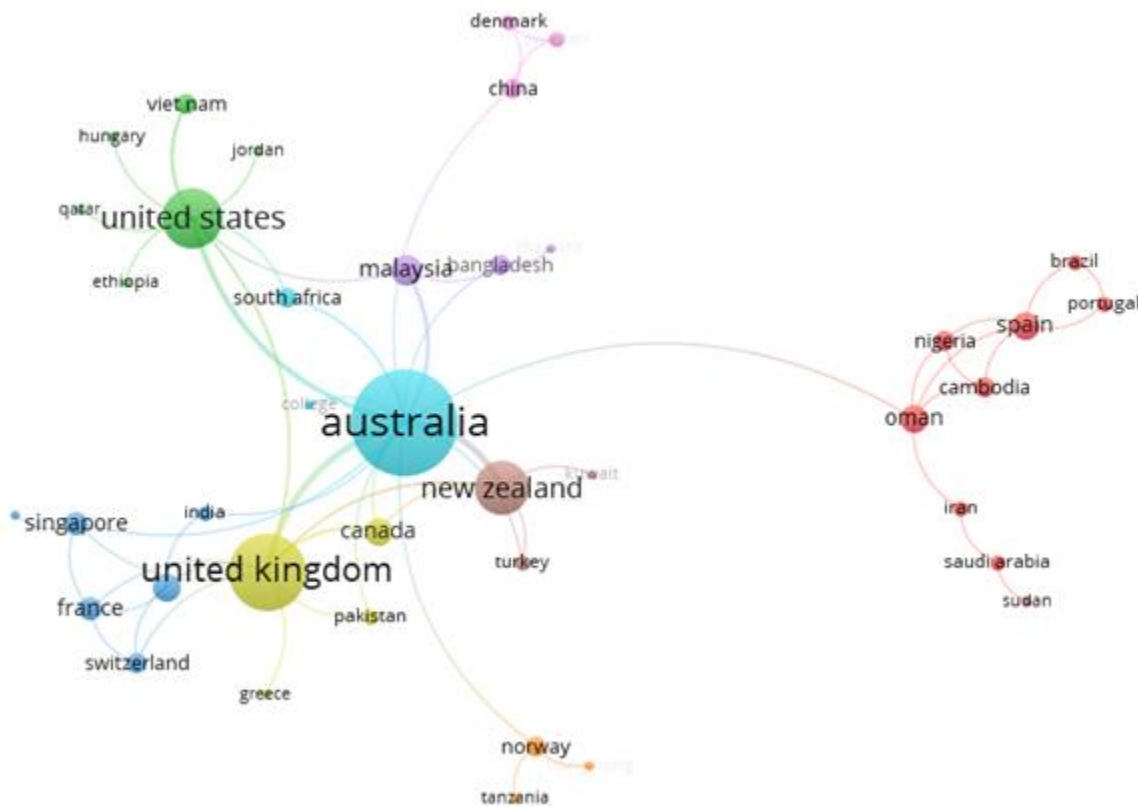
For the first period, it was found that a total of 28 countries contributed to the publications in JUTLP while for the second period, a total of 53 countries were involved.

### Patterns of collaboration between countries and institutions

This section also answers research question two which is the amount and nature of collaboration between countries and institutions towards publications in JUTLP. To achieve this, we conducted co-authorship analysis in VOSviewer based on countries and then based on institutions. Figure 5 shows the collaboration between countries that have contributed to publications in the JUTLP. The size of nodes represent the magnitude of collaboration (Ellegaard & Wallin, 2015). Australia is the biggest collaborator followed UK, USA, New Zealand, and Malaysia. This is pretty much in the same order as that of the contribution in terms of publications except for South Africa being replaced by Malaysia.

**Figure 5**

*Collaboration network of countries*



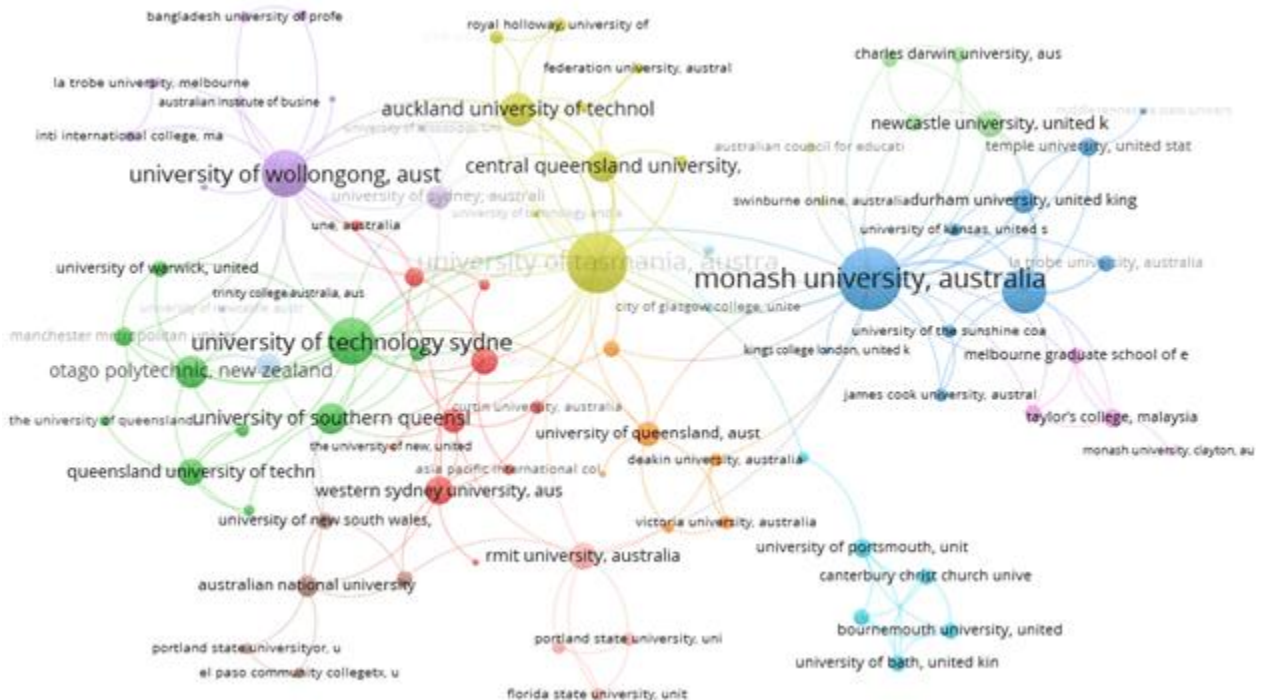
*Note: The interactive map can be accessed at <https://tinyurl.com/2oknwk5m>.*

Apart from the size of collaborations, the patterns of collaborations as indicated by the clusters are quite interesting. On the far right, we noticed close collaborations between a group of African/Arabian countries and some countries from Asia, Europe, and South America. Moreover, it is also observed that UK mostly had collaborations with countries in the global north while USA had more collaborations with the global south. Additionally, it is also noticed that many of the clusters are rather small in number including those that include Norway, Malaysia, and China.

Overall, these results suggest the need for international collaborations towards publications in JUTLP.

Next, we analysed the collaborations among the 322 institutions that were affiliated to the publications in JUTLP. However, the visualisation network in Figure 6 only includes the 85 institutions that had some collaborations. We identified the greatest collaborators based on link strength which represents the number of publications a given entity (in this case, institution) has co-authored with other institutions. According to the results, with a link strength of 32, Monash University had the highest level of collaboration followed by University of Tasmania (link strength = 29) and next by University of Wollongong and University of Technology (both with a link strength of 20). While each of these institutions belong to a different cluster, none of those clusters are significantly larger than any other as can be inferred from the small number of circles in each colour. This may indicate that collaborators operate in close circles. Moreover, it is also observed most of these intuitions collaborated within national boundaries.

**Figure 6**  
*Collaboration network of institutions*



Note: The interactive map can be accessed at <https://tinyurl.com/2khlrgnc>.

### Co-cited sources in the JUTLP knowledge base

This section answers research question three. Analysis based on co-citation of sources is relatively less in existing bibliometric studies. However, we propagate that such an analysis would enhance our understanding of the roots of knowledge published in JUTLP. In a way, this helps us identify the journals that publish materials that are conceptually similar with that of the JUTLP. In this view, we conducted a co-citation analysis to generate a network of sources which has been cited in the reference list of documents published in the JUTLP. Consequently, out of more than 8,000 sources, 83 met the criteria of 20 citations which are included in Figure 7. In order to account





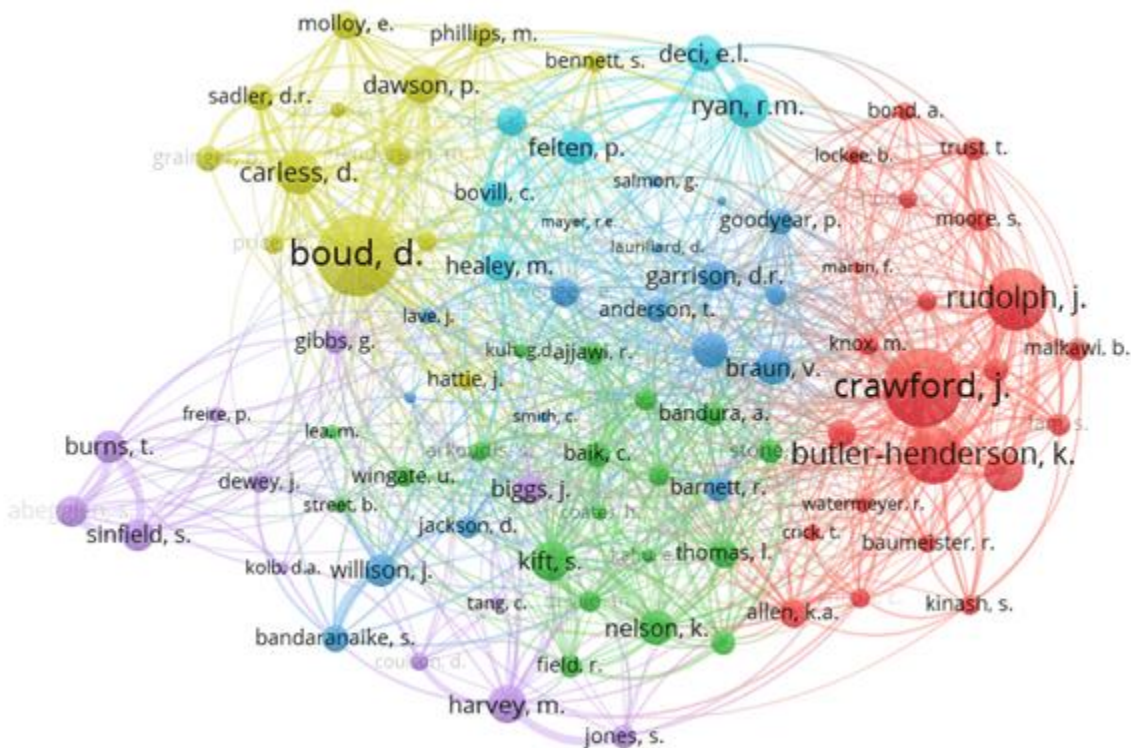
education, research in higher education, students in higher education, and discipline focused titles such as those on nursing and language. The blue cluster consist of journals from more diverse disciplines (e.g. *Medical Education*; *BMC Medical Education*; *Medical Teacher*). Many of these journals' topics are related to medical education while others are from the science, engineering, teaching and research in higher education.

### The intellectual structure of knowledge base in JUTLP

This section focuses on answering research question four. White and McCain (1998) suggested that author co-citation analysis is useful in providing a 'visual illustration' of the intellectual structure of a field of inquiry, academic discipline or a journal. In order to elicit the intellectual structure, also known as the schools of thought, of the knowledgebase in JUTLP, we performed a co-citation analysis in VOSviewer using authors as the unit of analysis. For simplicity, those authors with a minimum of 15 citations were chosen whereby 90 of the 23,581 cited authors met this criterion. The result of the analysis is shown in Figure 8.

#### Figure 8

*Network of co-cited authors in JUTLP knowledgebase*



*Note: The interactive map can be accessed at <https://tinyurl.com/2kwzdmva>.*

In Figure 8, the links or 'lines' linking pairs of scholars imply co-citations of the scholars by other authors. Authors who are located in close proximity to one another tend to be frequently co-cited by JUTLP authors thereby bearing an intellectual similarity. The colored clusters, formed out of these co-citation relationships, depicts six distinct schools of thought that is embedded in the JUTLP corpus. For brevity, we will only discuss the top-four clusters here. These consist of learning and teaching practices, assessment, student experience and transition, and teaching

methods. Author co-citation analysis identifies Boud (93 citations), Crawford (88 citations), Butler-Henderson (52 citations), Braun (50 co-citations), Clarke (50 co-citations), Rudolph (47 citations), Kift (42 co-citations), and Willison (41 co-citations) as the authors whose scholarship has most directly influenced authors who have contributed articles to JUTLP.

The largest school (in red) is comprised of a somewhat diverse cluster of authors (22 authors) whose interests encompass learning and teaching practices. This school is led by Crawford (88 co-citations), Rudolph (47 co-citations), Butler-Henderson (52 co-citations), and Tan, S. (23 co-citations). Authors in this group have focused on social psychology of learning and teaching, and COVID (e.g. Butler-Henderson et al., 2022; Crawford et al., 2023; Rudolph et al., 2021). The second largest school (in green) is represented by 19 authors led by Kift (42 co-citations), Nelson (34 co-citations), and Thomas (30 co-citations) whose scholarship has focused on student experience and transition, with a focus on emergent pedagogy (e.g. Coady & Nelson, 2013; Thomas et al., 2016).

The third school (in dark blue) centres on 13 scholars led by Braun (50 co-citations), Clarke (50 co-citations), Willison (41 co-citations), Wenger (35 co-citations), Garrison (30 co-citations), and Bandaranaike (20 co-citations). Authors in this group have authored key works on teaching methods, with a focus on learning and teaching theories (e.g. Bandaranaike, 2018; Willison, 2007; 2018; Wingrove et al., 2015). The fourth school (in yellow) composed of 13 authors such as Boud (93 co-citations), Dawson (33 co-citations), Carless (32 co-citations), Sadler (21 co-citations) and Molloy (18 co-citations) whose interests is on assessment at the institutional, faculty, course and subject level.

### **The conceptual structure of knowledge base in JUTLP**

Our fourth research question also identifies the topical content of JUTLP publications. Contrary to author co-citation analysis, term analysis is based on actual content of the published articles in JUTLP. To achieve this, we conducted a keyword analysis in VOSviewer, where we used only author keywords that have appeared a minimum of three times. Out of 1,231 keywords, 92 met the threshold. Additionally, in order to obtain a more sensible network, we used thesaurus to merge keywords which has the same meaning into one. With all of the above parameters applied, Figure 9 depicts that the conceptual structure of knowledge published in JUTLP since it was indexed in Scopus. The map composed of 10 different clusters. The size of nodes represents the number of occurrences of a keyword. For brevity, we report only the three largest clusters.

The most frequently used keyword in the largest cluster (in red with 15 keywords) is assessment (16 occurrences), which is used in combination with eight other keywords from four clusters. Other leading keywords in this cluster include feedback (8 occurrences), professional development (7 occurrences), leadership (6 occurrences), peer review (6 occurrences), and well-being (6 occurrences). Despite the multiplicity of keywords in this cluster, the major focus of scholarship is assessment and feedback in higher education (e.g. Bedford et al., 2020; Sarmiento et al., 2020).

The most frequently used keyword in the second largest cluster (in green with 12 keywords) is blended learning (8 occurrences), which is used in combination with eight other keywords from four clusters. Other leading keywords in this cluster include work-integrated learning (7 occurrences), online assessment (5 occurrences), communication (4 occurrences), formative







There was a noticeable change in the topics researchers were studying in JUTLP due to the different ways teaching and learning were enacted in universities. Subsequently, there was a notable emphasis on emerging topics such as online learning, e-learning, blended learning, and online assessment, while at the same time keeping intact various forms of students centred approaches to teaching such as experiential learning. This transition is indicative of the broader transformations within higher education, driven by technological advancements and changing pedagogical paradigms.

In recent years, JUTLP has seen a surge in research on contemporary issues, aligning with the evolving needs of the academic community. Current publications delve into critical areas such as leadership, educational technology, digital writing, ChatGPT, peer review, COVID-19, and remote learning (see Figure 10). For instance, Crawford et al. (2023) stresses on the role of leadership for ethical use of ChatGPT while Johnke et al. (2023) discuss about teaching digital writing in higher education. A noteworthy development is the emergence of a new cluster of keywords reflecting a heightened focus on humane perspectives of learning. Terms such as gender, success, support, and sense of belonging have become more prevalent in recent research (e.g., Keyser et al., 2022; Midford et al., 2023). This shift indicates researchers' increasing attention to the social and emotional dimensions of learning and reflects a broader societal emphasis on inclusivity in education.

## **Discussion**

This review of JUTLP builds on prior efforts to describe the journal's evolution and provides detail about the contributions of the journal to the scholarly and research practice in teaching and learning, which in turn gives potential for reach and impact to change in practice (Carter, 2004; Percy et al., 2021; McInnis, 2004). The analyses selected for this review aimed to fill gaps (e.g. citation; co-citation analyses; geographical and topical analyses) from earlier efforts of JUTLP's reviews. In this section, we offer our interpretation of the results.

First, this review identified five distinctive features of the JUTLP corpus. Two decades from its launch, our findings acknowledge that JUTLP evidences a dual focus on the Australian and international education contexts. This has been driven first and foremost by a growing number of researchers in Africa, New Zealand and Southeast Asia outside the traditional intellectuals from Australia, USA, UK, Canada and Australia (Hallinger & Kovačević, 2022). These increase in contribution between 2016-2019 and 2020-2023 are significant. This trend has presented an opportunity for growth for journals specializing in the field of higher education, all of which have historically relied heavily on content authored by researchers from in English speaking nations (Aypay & Ertem, 2022; Raman et al., 2021).

Second, this review found that there is a consistent increase in the number of publications and citations in JUTLP from 2017. This success was no doubt boosted by the journal's inclusion in Scopus in 2016 and Web of Science (WoS) Emerging Sources Citation Index with a Quartile 2 (Q2) rating in 2022 (Clarivate, 2023, Scimago Journal & Country Rank, 2023). This increased JUTLP's attraction to researchers where they are under increasing pressure to 'publish' in citation indexed journals (CIJs) as part of their yearly key performance index (KPI) and promotions (Adams et al., 2023; Eshchanov et al., 2021). Nevertheless, the growth of a globally valid knowledge base is highly dependent on the research published from diverse contexts (Mertkan

et al., 2017). Thus, while JUTLP continues to maintain an 'Australian focus' (i.e. 56% of authored content), JUTLP has substantially increased its visibility and ability to attract and publish content from more 'international contexts'.

In addition to the analysis of the overall trends in the number of publications, we observed increase in normalised citation rates since 2018. This suggests a growing recognition of the JUTLP's scholarly contributions. Notably, the most impactful articles have emerged in the last three years, particularly since 2020. The surge in impactful articles may be attributed to the transformative shift from face-to-face to e-learning environments as an inevitable response to the COVID-19 pandemic, prompting educators to adapt and innovate (Adams et al., 2022; Adams & Dewitt, 2021). This reflects a reliance on JUTLP as a valuable resource for scholars navigating the complexities of educational research in the digital age (e.g. Cifuentes-Faura et al., 2021; Tice et al., 2021) and underscores the journal's pivotal role in shaping the discourse surrounding innovative pedagogical practices (Percy et al., 2021). This trend aligns with JUTLP's initial aspirations to serve as a vital platform for researchers to engage in evidence-based work and its responsiveness to the dynamic landscape of teaching and learning in higher education (Carter, 2004; Percy et al., 2021; McInnis, 2004).

Fourth, findings from citation, co-citation and keyword analyses all indicates learning and teaching practices, assessment, student experience and transition, and teaching methods remain pillars of JUTLP content (e.g. Ahmed et al., 2022; Bedford et al., 2020; Das & Meredith, 2021; Wilson et al., 2020). However, in recent years, global interest in understanding how leadership and management shapes good educational outcomes in the context of higher education (e.g., Aiston, 2022; Butler-Henderson et al., 2022), we conclude that JUTLP's editorial team made a timely decision recently to incorporate 'leadership and management' into the journal's banner (Crawford, 2023). Finally, while the discourse on leadership, teaching and learning practice in the higher education environment featured in JUTLP is eclectic, we identified a special emphasis of research published on humane perspective of learning such as gender, success, support, and sense of belonging (e.g. Keyser et al., 2022; Midford et al., 2023). We believe that this also qualifies as a signature contribution JUTLP has made to the field of leadership, teaching and learning practice in the higher education environment.

## **Conclusions**

### **Limitations**

This review has several limitations. First, the findings of this review are solely dependent on the analysis of bibliographic data related with articles published in JUTLP rather than a in depth analysis of the articles themselves. Thus, the review does not offer insights into the quality of research published in JUTLP nor does it provide a synthesis of substantive findings. Second, bibliometric analyses are known to focus on 'major trends' within a literature. This may lead to the review missing out on potentially important features of the knowledge base under examination. For example, due to the bibliometric analysis focusing on JUTLP post-2016 publications due to its indexation into Scopus, articles published before 2016 might have been disadvantaged in the citation analysis. Likewise, due to technical issues, delays, and procedure employed in indexing, there can be differences in the number of articles captured in SCOPUS database and the actual

number of articles published by the journal. Hence, the findings are limited to that which is retrievable from the database at the time of data search which might have lost some documents published by the journal during the period of search. Third, we advise that the analysis of trends extracted from the JUTLP corpus cannot be generalized to the field as a whole. JUTLP and every other journal has its own genetic markers.

## **Implications**

We wish to highlight two implications on our findings from this review. First, researchers and authors engaging with JUTLP can leverage its diverse content to stay abreast of global trends in higher education. However, the Scopus citation impact of JUTLP, although substantial, lags behind those of related journals in the field of teaching and learning practice in higher education such as *Studies in Higher Education*, *Assessment and Evaluation in Higher Education*, *Higher Education Research and Development*. As citation metrics are playing an increasingly influential role for decision-making at the governmental, individual, and disciplinary levels, we urge JUTLP's editorial board members to formulate strategies aimed at bolstering the journal's citation impact in order to ensure its long-term impact.

Second, while JUTLP's internationalization strategy has been highly successful with increasing international contribution, JUTLP continues to maintain a distinctive 'Australian focus'. To strengthen the journal's global outreach, we propose an internationalization strategy involving the appointment of regional Editors. These Editors, focused on specific geographical areas, could call for special issues from early career scholars, providing a platform for emerging voices and diverse perspectives (Hallinger & Kovačević, 2022). By prioritizing themes relevant to developing societies, JUTLP can enrich its intellectual structure and foster a more inclusive and globally representative knowledgebase in the coming years. This targeted approach aims to amplify the impact of JUTLP beyond Australia, engaging a broader readership and contributing to the advancement of teaching and learning practices worldwide.

Finally, the signature contribution of JUTLP to the broader field of leadership, teaching, and learning in higher education research lies in its comprehensive exploration of contemporary issues and innovative practices, particularly amidst the challenges posed by the COVID-19 pandemic (see Cifuentes-Faura et al., 2021; Das & Meredith, 2021; Eri et al., 2021; Kaqinari et al., 2021; Tice et al., 2021; Wilson et al., 2020). The journal has provided valuable insights into various aspects of higher education, including student belongingness (Tice et al., 2021), cross-cultural impacts of COVID-19 on learning and teaching practices (Cifuentes-Faura et al., 2021; Wilson et al., 2020), digital resilience (Eri et al., 2021), and the transition to online teaching (Kaqinari et al., 2021). Additionally, JUTLP has addressed critical topics such as gender inequity in academia (Allen et al., 2021), reflective practice for experiential learning (Harvey et al., 2016), and the integration of technology-enhanced learning environments (Cavaleri et al., 2019; Dinmore, 2019; Douglas et al., 2020). These contributions reflect the journal's commitment to fostering scholarly discourse and advancing best practices in higher education teaching and learning.

## **Conflict of Interest**

The authors have produced this manuscript without artificial intelligence support. The authors disclose that they have not received any funding for this manuscript beyond resourcing for academic time at their respective university. The authors disclose no use of artificial intelligence in this manuscript or research

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