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MAPPING THE INTELLECTUAL LANDSCAPE OF VALUE-BASED EDUCATION: A BIBLIOMETRIC ANALYSIS OF RESEARCH TRENDS

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Abstract:

This bibliometric analysis investigates the intellectual landscape and research trends in Value-based Education (VbE), a pedagogical paradigm that emphasizes the integration of moral, ethical, and civic values within teaching and learning. Despite its growing global significance, the field remains theoretically fragmented and lacks a comprehensive mapping of scholarly development. Addressing this gap, the present study aims to systematically analyze research output, thematic evolution, and collaborative patterns within VbE scholarship. Using the Scopus database as the primary data source, a total of 611 documents were retrieved through a targeted search strategy that incorporated keywords such as “VbE,” “teaching,” and “learning.” The dataset was refined and standardized using OpenRefine, followed by in-depth visualization and network analysis using VOSviewer software. The analysis reveals that the United Kingdom, the United States, and Australia are the leading contributors in terms of volume and citations. At the same time, countries such as Sweden and Canada demonstrate strong international collaborations. Keyword co-occurrence analysis highlights dominant themes, including ethics, moral education, character development, and decision-making, indicating a multidisciplinary orientation. However, the presence of overlapping and variably defined terms such as “value education” and “values-



based education” points to conceptual inconsistencies across studies. The findings also indicate a gradual increase in publications over the past two decades, reflecting a rise in scholarly interest and policy relevance. This study offers critical insights into the structure, scope, and evolution of VbE research, providing a foundational reference for future theoretical consolidation, empirical exploration, and cross-cultural collaboration. It contributes to advancing VbE as a coherent and impactful field of inquiry in the global educational discourse.

Keywords:

Value-Based Education, Teaching, Learning

Introduction

Value-based Education (VbE) has emerged as a pivotal component in the educational landscape, aiming to instill positive human values such as trust, humility, compassion, joy, hope, and love within the curriculum and pedagogy of schools. Originating from a community school in Oxfordshire, United Kingdom, VbE has demonstrated significant impacts on the quality of teaching and learning over seven years, as evidenced by comprehensive research and evaluation (Hawkes, 2023). This educational approach is not merely an adjunct to traditional academic instruction. However, it is increasingly recognized as central to the holistic development of students, encompassing moral, ethical, and social dimensions (Lovat & Toomey, 2009). The significance of VbE lies in its potential to address the moral and ethical development of students, a fundamental goal in education across various countries (Weinberger & Patry, 2016). Empirical studies highlight a broad consensus among educators regarding the importance of integrating values education into formal and professional education frameworks (Weinberger & Patry, 2016). By focusing on values such as empathy, respect, and responsibility, VbE aims to equip students with the necessary skills to navigate complex social situations and lead fulfilling, high-quality lives (Sayan, 2023). This approach aligns with the broader educational objective of fostering well-rounded individuals who are not only academically proficient but also morally and ethically grounded. The current state of VbE reflects a dynamic and evolving field characterized by diverse implementation strategies and varying degrees of integration within educational systems. Research indicates a dichotomy in the educational landscape, with a tension between outcome-based evaluation and values-based education (Gindi & Paul-Benjamin, 2021). While quantitative studies often support traditional academic achievement, VbE is predominantly backed by theoretical arguments and qualitative research. This divide highlights the need for a more integrated approach that bridges these perspectives, as evidenced by studies demonstrating the positive impact of close relationships and dialogical interactions on students’ identification with school values.

Moreover, the implementation of VbE is not confined to primary and secondary education. It extends to higher education and professional training. For instance, the value-competence-based approach in university programs aims to produce highly professional specialists who are competitive in the labor market while also emphasizing the conjunction of professional competencies and personal values (Florea, Volkova & Kravtsova, 2018). This approach highlights the importance of creating a convergent path for learning and educational processes, ensuring that students become active participants in their education. Despite its recognized importance, the application of VbE faces several challenges, including inconsistencies in its implementation and a lack of consensus on the most essential values for character development

(Lin, Kadir & kaur, 2025). Successful VbE programs often require explicit curriculum integration, teacher role modeling, and structured classroom activities to be effective. Additionally, the integration of VbE with other educational strategies, such as project-based learning and digital storytelling, has shown promise in enhancing student engagement and character development (Saripudin, Komalasari & Anggraini; Ökmen, Ş. ŞahİN, and A. Kiliç, 2022).

Looking forward, the future development of VbE will likely involve a more systematic and holistic approach, incorporating both cognitive and affective dimensions of learning. This includes fostering a supportive educational environment that promotes ethical behavior and social responsibility. Furthermore, ongoing professional development for educators will be crucial in equipping them with the skills and knowledge necessary to deliver VbE effectively. As the educational landscape continues to evolve, VbE stands as a critical component in shaping ethically responsible individuals ready to engage actively in society. Hence, VbE represents a transformative approach that integrates moral and ethical development into the core of educational practices. Its significance is underscored by its potential to enhance the holistic development of students, preparing them for the complexities of modern life. As research and practice continue to evolve, VbE will play an increasingly central role in shaping the future of education.

A systematic mapping of the intellectual landscape of VbE is therefore essential to advance understanding of its scholarly development, identify prevailing research trends, and uncover underexplored areas. Such a mapping effort offers critical insights into the historical trajectory, theoretical foundations, methodological preferences, and geographic distribution of VbE-related studies. It also enables a more precise delineation of the field's academic boundaries and its intersection with broader educational, philosophical, and sociocultural discourses.

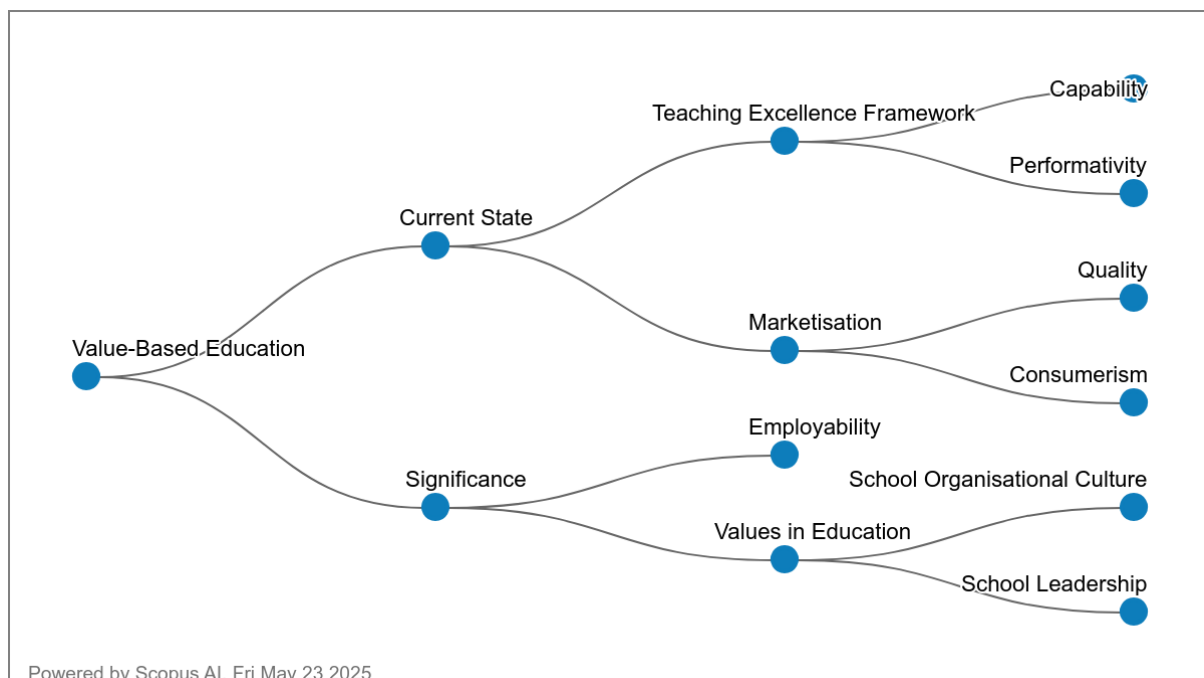


Figure 1: Current Research Trends on VbE

Research Question

To gain a comprehensive understanding of the intellectual structure, thematic development, and global landscape of research in VbE, this study seeks to address the following research questions:

RQ1: What are the research trends in value-based education based on the year of publication?

RQ2: What are the top ten most cited articles in this field?

RQ3: Which are the top ten countries based on the number of publications?

RQ4: What are the most frequently occurring keywords related to the topic?

RQ5: What are the patterns of co-authorship based on international country collaborations?

Methodology

Bibliometrics involves gathering, organizing, and analyzing bibliographic data from scientific publications (Verbeek, Debackere, Luwel & Zimmermann, 2002; Assyakur & Rosa, 2022; J. Alves, Borges & De Nadae, 2021). Beyond basic statistics, such as identifying publishing journals, publication years, and leading authors (Y. C. J. Wu and T. Wu, 2017), bibliometrics encompasses more sophisticated techniques, including document co-citation analysis. Conducting a successful literature review requires a careful, iterative process to select suitable keywords, search the literature, and perform an in-depth analysis. This approach facilitates the compilation of a comprehensive bibliography and yields reliable results (Fahimnia, Sarkis & Davarzani, 2015). With this in mind, the study focused on high-impact publications, as they provide meaningful insights into the theoretical frameworks that shape the research field. To ensure data accuracy, Scopus served as the primary source for data collection (Stefano, Peteraf, & Veronay, 2010; Khiste & Paithankar, 2017; Al-Khoury et al., 2022). Additionally, to maintain quality, the study only considered articles published in peer-reviewed academic journals, deliberately excluding books and lecture notes (Gu, Li, Wang, Yang & Yu, 2019). Using Elsevier's Scopus, known for its broad coverage, publications were collected from 2020 through December 2023 for further analysis.

Data Search Strategy

The data collection strategy employed Scopus as the primary database, using a targeted search string to identify literature relevant to VbE. The search was refined to retrieve documents where the title includes terms such as "value-based," "moral-based," or "value education" in conjunction with "education," "learning," "teaching and learning," or "teaching." To ensure disciplinary relevance, the results were limited to subject areas of Social Sciences (SOC), Arts and Humanities (ARTS), Psychology (PSYC), and Multidisciplinary (MULT). This comprehensive yet focused strategy yielded a total of 611 documents, providing a solid foundation for analyzing current trends and developments in the field of VbE.

Table 1: The Search String

Scopus	(TITLE (value-based OR moral-based OR "value education") AND TITLE ("education" OR "learning" OR "teaching and learning" OR teaching)) AND (LIMIT-TO (SUBJAREA , "SOC") OR LIMIT-TO (SUBJAREA , "ARTS") OR LIMIT-TO (SUBJAREA , "PSYC") OR LIMIT-TO (SUBJAREA , "MULT"))
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Table 2: The Selection Criterion Searched

Criterion	Inclusion	Exclusion
Subject	Social Sciences, Arts and Humanities, Psychology, Multidisciplinary	Besides Social Science, Arts and Humanities, Psychology, Multidisciplinary

Data Analysis

VOSviewer is a user-friendly bibliometric software developed by Nees Jan van Eck and Ludo Waltman at Leiden University, Netherlands (Van Eck & Waltman, 2017, 2010). Widely utilized for visualizing and analyzing scientific literature, the tool specializes in creating intuitive network visualizations, clustering related items, and generating density maps. Its versatility allows for the examination of co-authorship, co-citation, and keyword co-occurrence networks, providing researchers with a comprehensive understanding of research landscapes. The interactive interface, coupled with continuous updates, ensures efficient and dynamic exploration of large datasets. VOSviewer's ability to compute metrics, customize visualizations, and its compatibility with various bibliometric data sources make it a valuable resource for scholars seeking insights into complex research domains.

One of the standout features of VOSviewer is its capacity to transform intricate bibliometric datasets into visually interpretable maps and charts. With a focus on network visualization, the software excels in clustering related items, analyzing keyword co-occurrence patterns, and generating density maps. Researchers benefit from its user-friendly interface, enabling both novice and experienced users to explore research landscapes efficiently. VOSviewer's continuous development ensures it remains at the forefront of bibliometric analysis, offering valuable insights through metrics computation and customizable visualizations. Its adaptability to different types of bibliometric data, such as co-authorship and citation networks, positions VOSviewer as a versatile and indispensable tool for scholars seeking deeper understanding and meaningful insights within their research domains.

Datasets comprising information on publication year, title, author name, journal, citation, and keywords in Plain Text format were obtained from the Scopus database, spanning the period from 2004 to December 2024. These datasets were then analyzed using VOSviewer software version 1.6.19. Through the application of VOS clustering and mapping techniques, this software facilitated the examination and generation of maps. Offering an alternative to the MDS approach, VOSviewer focuses on situating items within low-dimensional spaces, ensuring that the proximity between any two items accurately reflects their relatedness and similarity. In this respect, VOSviewer shares a similarity with the MDS approach (Appio, Cesaroni & Di Minin, 2014). Diverging from MDS, which primarily engages in the computation of similarity metrics like cosine and Jaccard indices, VOS utilizes a more fitting method for normalizing co-occurrence frequencies, such as the Association Strength (AS_{ij}), and it is calculated as (Van Eck & Waltman, 2007):

$$AS_{ij} = \frac{c_{ij}}{w_i w_j},$$

which is “proportional to the ratio between, on the one hand, the observed number of co-occurrences of i and j and, on the other hand, the expected number of co-occurrences of i and

j under the assumption that co-occurrences of i and j are statistically independent” (Van Eck & Waltman, 2007).

Findings

What Are The Research Trends In Value-Based Education Based On The Year Of Publication?

The trend of publications related to VbE exhibits a notable growth trajectory, particularly since 2010. The data indicates a steady and significant increase in scholarly attention, peaking in 2023 with 56 publications (9.17%), the highest number recorded in a single year. The years 2022 (6.38%) and 2024 (6.87%) also demonstrate strong academic output, signaling sustained interest and relevance in the field. This upward trend reflects the growing importance of integrating values in educational discourse amid contemporary global challenges that demand not only cognitive but also ethical development in learners.

In contrast, the earlier decades, from the 1970s to the 1990s, show sporadic and minimal output, with only one to five publications annually, typically accounting for less than 1% of the total. This indicates that VbE was not yet a significant area of focus in academic literature during that period. The gradual increase starting in the early 2000s suggests a shift in educational priorities, possibly influenced by global educational reforms, the rise of moral education initiatives, and broader discourses on holistic education.

The data also reflects a consistent rise in the last 15 years, with publication counts rarely dropping below 20 per year since 2010. This pattern underscores the maturity of VbE as a research domain, indicating that it has evolved into a critical area for pedagogical innovation, policy development, and curriculum design. The consistent scholarly output from 2015 to 2025 indicates a robust and evolving intellectual landscape, likely driven by interdisciplinary collaboration across the fields of education, psychology, sociology, and the humanities.

Table 3: Trends of Research in VbE by Years

Year	Total Publication	Percentage	Year	Total Publication	Percentage
2025	15	2.45	2000	1	0.16
2024	42	6.87	1999	5	0.82
2023	56	9.17	1998	5	0.82
2022	39	6.38	1997	3	0.49
2021	31	5.07	1996	1	0.16
2020	27	4.42	1995	8	1.31
2019	27	4.42	1993	3	0.49
2018	33	5.40	1992	1	0.16
2017	27	4.42	1990	1	0.16
2016	25	4.09	1989	4	0.65
2015	23	3.76	1988	3	0.49
2014	15	2.45	1987	1	0.16
2013	25	4.09	1984	5	0.82
2012	15	2.45	1983	6	0.98
2011	25	4.09	1982	3	0.49

2010	14	2.29	1981	2	0.33
2009	18	2.95	1980	2	0.33
2008	13	2.13	1979	5	0.82
2007	20	3.27	1978	5	0.82
2006	5	0.82	1977	6	0.98
2005	20	3.27	1976	2	0.33
2004	7	1.15	1975	1	0.16
2003	7	1.15	1974	3	0.49
2002	1	0.16	1971	1	0.16
2001	4	0.65	-	-	-

What Are The Top Ten Most Cited Articles In This Field?

The citation data from Scopus highlights the foundational and influential works that have shaped the discourse on VbE. Leading the list is Gert J.J. Biesta, whose seminal article “Why ‘What Works’ Still Won’t Work: From Evidence-Based Education to Value-Based Education” (2010) stands as the most cited work with 543 citations. This publication critically challenges the dominance of technocratic and outcome-based approaches in education, advocating instead for a more nuanced, ethically grounded, value-based perspective. Biesta’s work is frequently cited and serves as a philosophical touchstone for scholars seeking to reorient educational paradigms toward humanistic and democratic values.

Several other high-impact works emphasize the multidimensional nature of VbE, integrating insights from sociology, psychology, and neuroscience. For example, Irwin and Elley’s (2011) article on parenting values and class diversity in education (154 citations) and Dixon and Christoff’s (2014) exploration of value-based decision-making in the brain (123 citations) underscore the interdisciplinary appeal of the topic. Similarly, the contributions of Robert Thornberg, with two entries among the top ten, highlight his prominence in values education research, particularly his critiques of teachers’ preparedness and international comparisons. These studies collectively reflect a dynamic intellectual landscape in which VbE is a pedagogical concern and deeply intertwined with cultural, cognitive, and social factors.

Notably, the diversity of source titles, ranging from educational philosophy and teacher education to neuroscience and intelligent transport systems, indicates the broad applicability and integration of value-based frameworks beyond traditional classroom settings. For instance, the inclusion of articles on reinforcement learning and traffic signal control using value-based algorithms (e.g., Wan and Hwang, 2018) signifies the expansion of the concept into technology and decision sciences. This breadth of citation demonstrates how the principles of value-based thinking resonate across academic fields, suggesting a shift towards ethically informed practice in both human and artificial systems. Overall, the citation analysis reveals both the depth and the disciplinary reach of VbE research, with ongoing relevance and impact.

Table 4: Most Top 10 Cited Authors

Authors	Author Full Names	Title	Year	Source Title	Cited by
Biesta G.J.J.	Biesta, Gert J.J. (16030478100)	Why ‘What Works’ Still Won’t Work: From Evidence-Based Education to Value-Based Education	2010	Studies in Philosophy and Education	543
Irwin S.; Elley S.	Irwin, Sarah (7101755804); Elley, Sharon (36189846300)	Concerted cultivation? parenting values, education and class diversity	2011	Sociology	154
Dixon M.L.; Christoff K.	Dixon, Matthew L. (26644750900); Christoff, Kalina (6701471556)	The lateral prefrontal cortex and complex value-based learning and decision making	2014	Neuroscience and Biobehavioral Reviews	123
Thornberg R.	Thornberg, Robert (9635262200)	The lack of professional knowledge in values education	2008	Teaching and Teacher Education	123
Fontanesi L.; Gluth S.; Spektor M.S.; Rieskamp J.	Fontanesi, Laura (57185292800); Gluth, Sebastian (35799567200); Spektor, Mikhail S. (57201365428); Rieskamp, Jörg (6507866774)	A reinforcement learning diffusion decision model for value-based decisions	2019	Psychonomic Bulletin and Review	117
Berkowitz M.W.	Berkowitz, Marvin W. (7006559311)	What works in values education	2011	International Journal of Educational Research	110
Wan C.-H.; Hwang M.-C.	Wan, Chia-Hao (57204210664); Hwang, Ming-Chorng (7203023464)	Value-based deep reinforcement learning for adaptive isolated intersection signal control	2018	IET Intelligent Transport Systems	78
Thornberg R.; Oğuz E.	Thornberg, Robert (9635262200); Oğuz, Ebru (23482083600)	Teachers’ views on values education: A qualitative study in Sweden and Turkey	2013	International Journal of Educational Research	76
Paterson R.W.K.	Paterson, R.W.K. (59842446800)	Values education and the adult [32]	2009	Values Education and the Adult	75

Lovat T.; Toomey R.	Lovat, (6506388151); Toomey, Ron (36570925800)	Terry Values education and quality teaching: The double helix effect	2009	Values Education and Quality Teaching: The Double Helix Effect	73
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Which Are The Top Ten Countries Based On The Number Of Publications?

The geographical distribution of the top 10 most cited authors in VbE research indicates a strong dominance from Western countries, with the United Kingdom and the United States leading the list, each contributing 86 highly cited works. This reflects the prominent role these countries play in shaping global educational discourse and research, often driven by well-established academic institutions and robust funding ecosystems. Australia follows closely with 72 citations, indicating a significant engagement with values-based pedagogical frameworks in the Asia-Pacific region. Turkey's strong presence (69) highlights a growing body of scholarship from non-Western contexts, suggesting a broader internationalization of VbE research. Meanwhile, emerging contributions from countries like Indonesia (29), China (20), Spain (18), Sweden (17), Canada (16), and India (16) showcase a diversifying scholarly landscape, signaling increased global interest and relevance of value-centric approaches in education across varying cultural and policy contexts. This geographic trend indicates a growing intellectual engagement with educational values, ethics, and social goals worldwide.

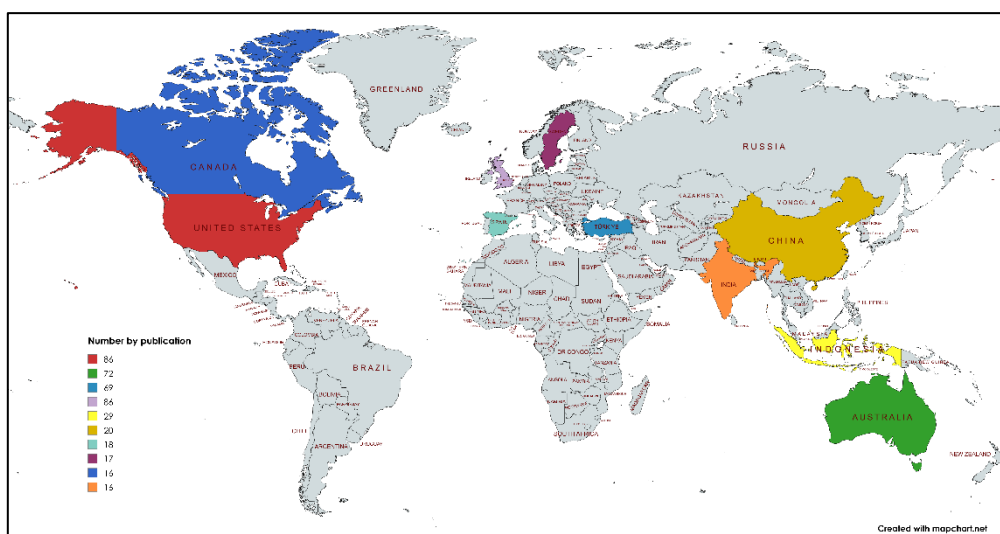


Figure 2: Map of Top 10 Most Cited Authors' Country

What Are The Most Frequently Occurring Keywords Related To The Topic?

The bibliometric analysis of the keyword co-occurrence data highlights the centrality and thematic structure of the intellectual landscape surrounding VbE. The term “values education” appears most frequently (113 occurrences) and is closely followed by “values” (75) and “education” (49), underscoring the conceptual and pedagogical focus of this research domain. Notably, while “education” has the highest total link strength (146), suggesting broad connectivity with other keywords, the term “human” (33 occurrences, with a total link strength of 224) emerges with the highest linkage strength overall. This indicates a strong conceptual association between VbE and human-centered approaches, possibly reflecting philosophical

foundations in humanism and holistic education. Additionally, the presence of both “value education” and “VbE” as separate entries suggests some terminological ambiguity, reflecting variations in regional or theoretical usage across the literature.

The presence of “ethics” (24 occurrences, 51 total link strength), “moral education” (18, 30), and “character education” (13, 21) reveals the normative and developmental dimensions underpinning the field. These keywords confirm that VbE is not only associated with the transmission of abstract values but also with shaping ethical reasoning and moral behavior. “Teaching” (20, 85), “learning” (19, 116), and “students” (13, 40) collectively suggest that the practical implementation of VbE is well explored within classroom contexts, focusing on both instructional strategies and learner outcomes. Meanwhile, “decision making” (13, 97) indicates a cognitive-behavioral component that links values education to critical thinking and ethical choice-making, a core goal of values integration in curricula.

The high co-occurrence of “adult” (14, 112) and “female” (13, 110) hints at a demographic and sociological framing of the research. These findings suggest that studies in VbE extend beyond school-aged populations to include adult education and potentially gender-focused analyses. The inclusion of “social studies” (14, 23) reflects disciplinary grounding. It implies that value-based content is often embedded within humanities and civic education. In summary, the intellectual structure of VbE research is multifaceted and evolving, encompassing philosophical, pedagogical, ethical, and sociocultural domains. This mapping underscores the richness of the field and affirms its relevance in addressing complex educational and societal challenges.

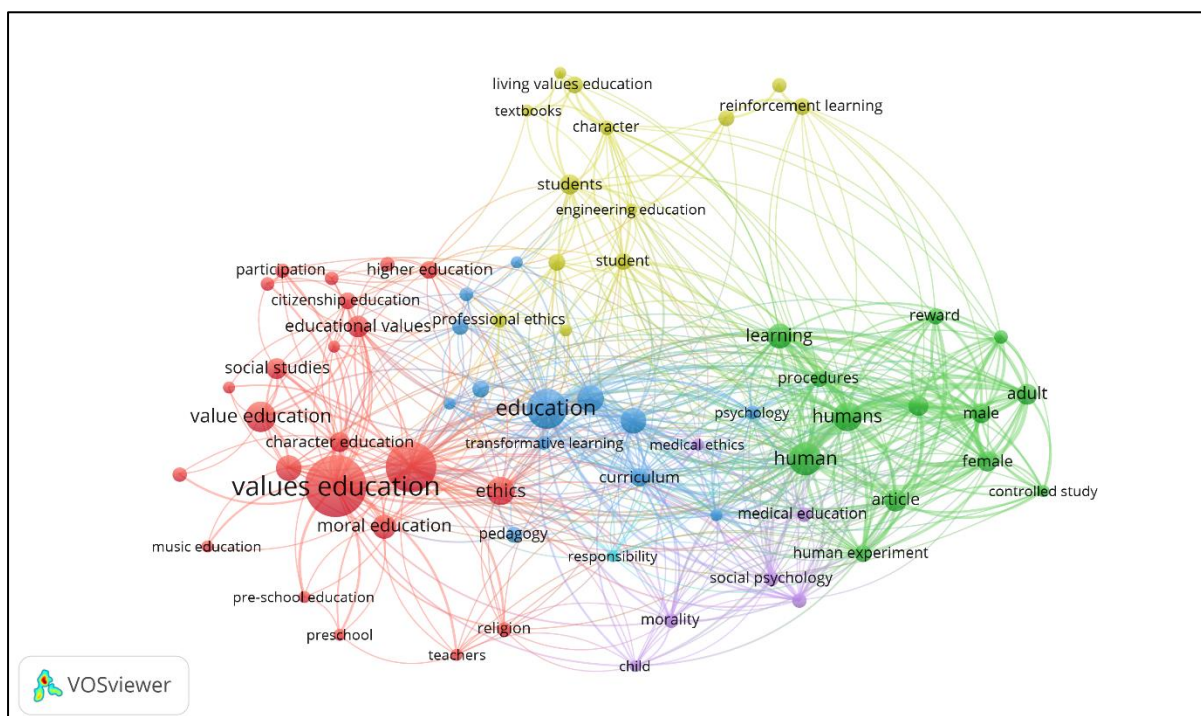


Figure 3: Network Visualization Map of Keywords' Co-Occurrence

Table 5: Most Frequently Used Keywords in Publications on VbE

Keyword	Occurrences	Total Strength	Link
Values Education	113	127	
Values	75	121	
Education	49	146	
Human	33	224	
Ethics	24	51	
Values-Based Education	21	42	
Teaching	20	85	
Value	20	29	
Learning	19	116	
Moral Education	18	30	
Article	16	106	
Educational Values	15	24	
Adult	14	112	
Social Studies	14	23	
Character Education	13	21	
Decision Making	13	97	
Female	13	110	
Students	13	40	

What Are The Patterns Of Co-Authorship Based On International Country Collaborations?

The co-authorship analysis based on country collaboration in the field of VbE reveals a predominantly Western academic influence, with the United Kingdom, United States, and Australia leading in both the number of documents and citation impact. The United Kingdom ranks highest with 86 documents and 1,257 citations, indicating not only strong scholarly output but also substantial influence and recognition in the academic discourse. The United States and Australia follow closely, with 85 and 72 documents, respectively. However, their citation counts (819 for the United States and 698 for Australia) suggest a slightly lower per-document impact compared to the United Kingdom. The relatively high total link strengths for these three countries (United Kingdom: 19, United States: 17, Australia: 14) also indicate robust international collaboration, positioning them as key nodes in the global research network on VbE.

European countries, such as Sweden, Spain, Norway, and the Netherlands, demonstrate moderate contributions, characterized by smaller document counts but notable link strengths (Sweden: 13; Spain and the Netherlands: 9 each; Norway: 9), suggesting active engagement in collaborative research despite their lower overall output. These countries appear to function as collaborative hubs, potentially contributing niche perspectives or participating in cross-national studies. Conversely, Germany and France exhibit lower citation counts relative to their document counts, suggesting either emerging scholarship or limited integration into broader citation networks. The presence of Canada (16 documents, 347 citations, link strength 5) is significant, reflecting both quality and moderate collaboration, which aligns with the country's long-standing emphasis on values and ethics in education.

Emerging and non-Western contributors such as Indonesia, Malaysia, China, and Turkey (also listed separately as “Türkiye”) indicate a growing interest in VbE within Asia. However, these countries exhibit lower total link strengths (ranging from 0 to 5), indicating more insular research outputs or limited participation in international collaborations. Despite this, countries such as Indonesia (29 documents, 290 citations) and Turkey (69 documents, 272 citations) make meaningful contributions in terms of volume, underscoring the importance of further integration into global scholarly networks. Singapore, Saudi Arabia, and South Africa also feature modest outputs and limited collaborative ties. Collectively, the data suggest that while Western nations currently dominate the academic landscape in terms of visibility and collaboration, there is significant potential for more inclusive and diversified global partnerships in advancing VbE research.

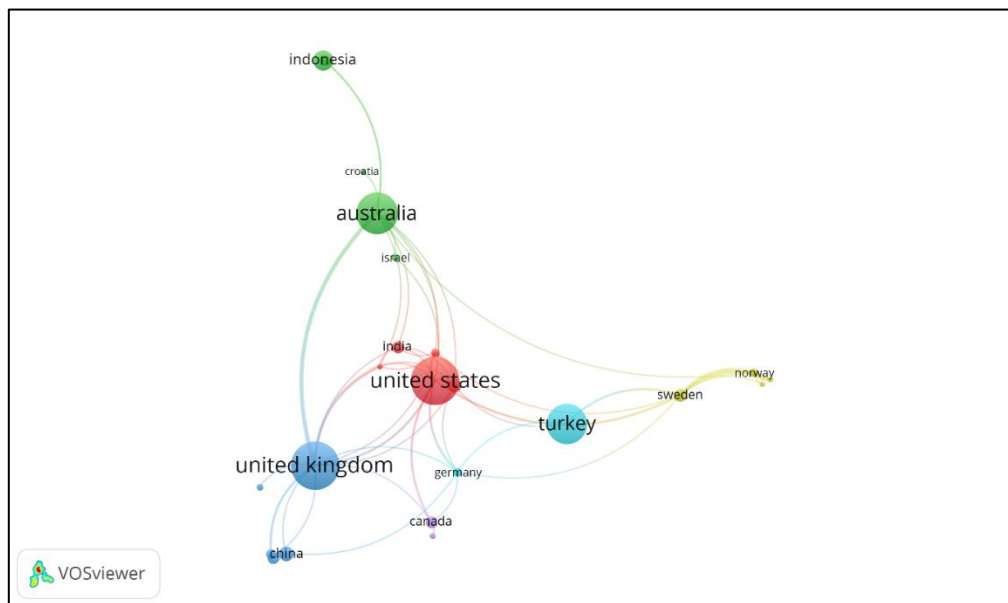


Figure 4: Network Visualization Map of Co-Authorship by Countries Collaboration

Table 6: Patterns of Co-Authorship Based on International Country Collaborations

Country	Documents	Citations	Total Link Strength
United Kingdom	86	1257	19
United States	85	819	17
Australia	72	698	14
Canada	16	347	5
Sweden	17	318	13
Indonesia	29	290	3
Turkey	69	272	4
China	20	116	5
Hong Kong	13	110	4
Malaysia	14	103	3
Singapore	7	94	1
Spain	18	89	9
Germany	11	68	8
Saudi Arabia	6	64	0
South Africa	16	63	2

Norway	11	59	9
Israel	9	58	2
Türkiye	7	48	0
Denmark	5	44	2
Netherlands	11	37	9

Conclusion

This study set out to map the intellectual landscape and research trends in VbE through a bibliometric analysis of scholarly publications indexed in the Scopus database. By analyzing 611 documents using VOSviewer and OpenRefine, the research aimed to answer five key questions concerning publication trends, influential articles, prolific countries, dominant keywords, and international co-authorship patterns. The findings reveal a steady and notable growth in VbE publications over the past two decades, indicating increasing global scholarly attention to values-oriented education. The analysis identified the United Kingdom, the United States, and Australia as the leading contributors, both in terms of volume and citation impact. The top-cited works underscore the interdisciplinary nature of the field, with influential contributions from education, psychology, sociology, and even decision sciences. Keyword co-occurrence analysis shows a concentration around terms such as “values education,” “ethics,” and “moral education,” reflecting the thematic richness and complexity of the domain. Furthermore, co-authorship patterns reveal a significant Western dominance in collaborative research networks. However, emerging contributions from Asia and other regions indicate an expanding global interest.

This research contributes to the field by offering a structured overview of how VbE has evolved as an area of inquiry, consolidating fragmented discussions into a clearer academic profile. It provides a reference point for scholars aiming to explore theoretical integration, interdisciplinary dialogue, and collaborative engagement in VbE research. Practically, the insights gained may inform curriculum design, teacher training, and educational policy that seek to integrate values meaningfully into learning environments. Despite its comprehensive scope, the study is limited by its reliance on a single database and English-language publications, which may exclude relevant literature from other contexts. Future research could expand the dataset to include other databases or regional publications and apply longitudinal or content analysis techniques to deepen the understanding of thematic shifts over time.

Overall, this bibliometric mapping underscores the significance of VbE as a growing and multidimensional field. The methodological approach employed in this study affirms the utility of bibliometric tools in capturing the contours of academic landscapes. It supports the advancement of VbE as a coherent scholarly discourse with practical societal relevance.

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