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Review Article

Mapping the Scholarly Landscape of Educational Psychology Review (1989-2014): A Bibliometric Perspective

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ABSTRACT

This study presents a comprehensive bibliometric analysis of the Educational Psychology Review (EPR), spanning the period from 1989 to 2014, to evaluate its publication trends, authorship patterns, citation impact, institutional and country-wise contributions, and thematic evolution. A total of 1,265 articles indexed in the Scopus database were analysed using standard bibliometric indicators such as growth rate, authorship collaboration, citation analysis, and keyword co-occurrence mapping. The findings reveal a steady growth trajectory in publication output, with the number of papers increasing from 95 in the initial period (1989-1994) to 430 between 2010 and 2014, reflecting the journal's rising global influence. The degree of collaboration (0.83) indicates a strong preference for multi-authored works, underscoring the collaborative nature of educational psychology research. The United States emerged as the dominant contributor, accounting for 62.8% of the total publications, followed by the United Kingdom and Canada. Notably, leading contributors such as P.A. Alexander, R.E. Mayer, and B.J. Zimmerman played pivotal roles in shaping the journal's intellectual landscape. Highly cited works centred on self-regulated learning, cognitive load theory, and self-determination theory, highlighting enduring research themes. The keyword cluster analysis identified five major research domains: motivation and achievement, cognitive processing, metacognition, assessment, and technology-enhanced learning. The study concludes that *Educational Psychology Review* has evolved from a niche publication into a globally influential journal, fostering the integration of theory, practice, and innovation in educational psychology research. Despite its limitations, this bibliometric assessment provides valuable insights into the scholarly growth, collaboration patterns, and thematic directions that define the journal's contribution to the academic community.

Keywords: Authorship pattern, Bibliometric analysis, Citation impact, Educational psychology, Educational Psychology Review, Publication trends.

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INTRODUCTION

The Educational Psychology Review (EPR), established in 1989, is a leading international journal dedicated to advancing theoretical and empirical understanding of learning, cognition, motivation, and teaching. Over the past two decades, educational psychology has witnessed rapid diversification, reflected in the expanding themes and interdisciplinary approaches represented in EPR.

Bibliometric analysis offers a quantitative approach to studying scientific communication, allowing researchers to map publication patterns, identify influential authors and institutions, and trace intellectual trends. This study aims to provide a detailed bibliometric overview of EPR from its inception (1989) through 2014, a period marking its developmental and maturing stages.

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Educational psychology, as a dynamic and interdisciplinary field, explores how people learn, think, and are motivated within educational settings. It draws upon cognitive, motivational, and social theories to enhance teaching, learning, and instructional design. Since its establishment in 1989, the Educational Psychology Review (EPR) has emerged as one of the most influential journals in this domain, serving as a premier platform for theoretical synthesis, empirical analysis, and conceptual advancement. The journal has consistently published high-impact research addressing issues such as motivation, self-regulated learning, cognitive processing, instructional design, assessment, and technology-enhanced learning. Over the past two and a half decades, the landscape of educational psychology has undergone a remarkable transformation. The early years of EPR (1989-1999) were dominated by theoretical discussions on motivation, goal orientation, and self-efficacy, largely influenced by scholars such as Albert Bandura (1997), Paul Pintrich (1999), and Barry Zimmerman (2000). In the 2000s, the focus expanded to include cognitive load theory and multimedia learning, advanced by Richard Mayer (2001), and the exploration of self-determination theory by Deci and Ryan (2000). These developments collectively

shaped the journal into a global knowledge hub connecting cognitive, motivational, and pedagogical research. With the advent of digital education, EPR also began incorporating themes related to online learning, metacognition, and technology-based instruction (Dunlosky, 2013; Graham, 2006). This shift reflected the discipline's responsiveness to evolving educational environments and its engagement with contemporary learning challenges in the digital era. Consequently, EPR has played a pivotal role in bridging classical educational psychology theories with emerging trends in digital and cognitive science.

Despite the journal's prominence, there has been limited empirical exploration of its publication trends, citation dynamics, and thematic evolution over time. Understanding the growth and intellectual structure of EPR is essential for mapping how educational psychology as a discipline has evolved and diversified. Bibliometric analysis offers an effective methodological approach to achieve this, allowing for a systematic examination of publication output, author collaboration, institutional productivity, and keyword networks (Aria and Cuccurullo, 2017; Donthu *et al*., 2021).

LITERATURE REVIEW

The Educational Psychology Review (EPR) has emerged as a cornerstone journal in advancing theoretical and empirical research on learning, cognition, and motivation. Over the years, its published works have significantly shaped the pedagogical and psychological understanding of how learners acquire and regulate knowledge. One of the most influential frameworks discussed in EPR is Cognitive Load Theory, extensively articulated by Mayer (2001), who emphasized the importance of designing multimedia instructional materials that align with human cognitive architecture. His work on multimedia learning demonstrated that effective instructional design must balance information processing demands to optimise learning outcomes. This cognitive perspective laid the foundation for the integration of instructional design principles into digital learning environments. Parallel to cognitive approaches, Bandura (1997) advanced the concept of self-efficacy**,** highlighting how learners' beliefs in their abilities influence their motivation and achievement. Building upon this, Zimmerman (2000) and Pintrich (1999) expanded the discourse on self-regulated learning, offering models that explain how learners actively plan, monitor, and evaluate their learning processes. These contributions collectively established the social-cognitive and metacognitive paradigms that underpin much of contemporary educational psychology. Motivational theories have also been central to the journal's intellectual development. Deci and Ryan (2000) introduced the Self-Determination Theory (SDT)**,** positing that intrinsic motivation arises from the fulfilment of autonomy, competence, and relatedness needs. Their work provided a robust psychological framework for understanding learner engagement and persistence, complementing the cognitive models of learning. Similarly, Alexander (2003) examined the development of expertise, emphasising the interaction between domain knowledge and strategic learning behaviours, thereby linking motivation with cognitive growth. In addition to theoretical contributions, EPR has featured comprehensive reviews that synthesise learning strategies and instructional practices Dunlosky (2013). Reviewed the effectiveness of various learning strategies, stressing the importance of evidence-based instructional interventions to strengthen student learning. Similarly, Graham (2006) explored the connection between writing and motivation, identifying affective and cognitive factors that influence academic writing performance. Schunk (1995) also contributed to this discourse by integrating self-efficacy theory with instructional contexts, arguing that learners' confidence directly shapes their achievement outcomes. The evolution of the journal's research themes mirrors broader transformations in educational psychology. Early contributions (1990s-early 2000s) concentrated on motivation, self-regulation, and cognitive development, while later years witnessed the rise of technology-enhanced and online learning research**.** This thematic progression reflects the journal's responsiveness to digital transformation in education, as well as its commitment to bridging psychological theory with instructional innovation. From a bibliometric standpoint, EPR has been recognised for its high citation impact and international authorship expansion (Aria and Cuccurullo, 2017; Donthu *et al*., 2021). The increasing collaboration among scholars across the United States, Canada, Europe, and Australia underscores the journal's global visibility. Bibliometric studies have shown that the journal's most cited works, such as those by (Mayer, 2001; Zimmerman, 2000; Pintrich, 1999) serve as intellectual anchors in the fields of motivation and cognitive learning, reflecting EPR's enduring influence within educational research (Small, 1999).

Statement of the Problem

Despite the remarkable growth and influence of Educational Psychology Review (EPR) since its inception in 1989, there has been a lack of systematic bibliometric investigation into its publication trends, intellectual structure, and scholarly impact over time. While individual articles in EPR have profoundly shaped theories of motivation, cognition, metacognition, and instructional design, there is a limited quantitative understanding of how the journal itself has evolved as a scholarly communication channel within the field of educational psychology. Previous research has often focused on theoretical or experimental developments in learning and motivation (Mayer, 2001; Zimmerman, 2000; Pintrich, 1999; Deci and Ryan, 2000), yet few studies have analysed the patterns of authorship, citation impact, institutional contributions, and thematic progression that define the journal's historical trajectory. This gap makes it difficult to assess how EPR has contributed to the growth, collaboration, and globalization of educational psychology research. Moreover, with

the advent of digital technologies and new learning paradigms, the field has undergone a substantial transformation. However, it remains unclear how these emerging research areas, such as online learning, digital pedagogy, and technology-enhanced instruction, have been represented and integrated into EPR's publication landscape. Therefore, there is a pressing need for a comprehensive bibliometric analysis that maps the journal's scholarly output from 1989 to 2014, identifies the most influential authors, institutions, and countries, and explores the thematic evolution of research trends. Such an analysis would not only highlight the journal's academic impact and developmental trajectory but also provide valuable insights into the intellectual foundations and future directions of educational psychology as reflected through Educational Psychology Review.

Objectives of the Study

The main aim of this study, titled "Mapping the Scholarly Landscape of Educational Psychology Review (1989-2014): A Bibliometric Perspective," is to analyse the publication trends, authorship patterns, and intellectual structure of the Educational Psychology Review (EPR) over a span of 25 years. The specific objectives are as follows:

- To examine the publication growth and productivity trends of the Educational Psychology Review from 1989 to 2014.
- To analyse the patterns of authorship and research collaboration among contributors to assess the degree of cooperative research within the field.
- To identify the most prolific authors, their citation impact, and h-index values, highlighting the key contributors who have shaped the journal's intellectual influence.
- To determine the geographical and institutional distribution of publications, identifying the countries and universities most active in contributing to EPR.
- To identify and evaluate the most highly cited articles that have significantly influenced research directions in educational psychology.
- To conduct keyword and thematic cluster analysis to uncover major research themes, conceptual trends, and evolving areas of focus within the journal's literature.
- To assess the overall scholarly impact and intellectual evolution of Educational Psychology Review, thereby mapping its contribution to the advancement of educational psychology as a discipline.

These objectives collectively aim to provide a comprehensive bibliometric portrait of EPR, elucidating how its scholarly output, collaboration patterns, and research themes have evolved to shape the global discourse in educational psychology.

METHODOLOGY

The present study employed a bibliometric research design to analyse the publication patterns, authorship trends, citation impact, and thematic evolution of the Educational Psychology Review (EPR) over 25 years from 1989 to 2014. Bibliometric analysis was chosen as it offers a quantitative and systematic approach to assess scholarly output, collaboration, and intellectual structure within a specific discipline. The bibliographic data were retrieved from the Scopus database, which provides comprehensive coverage of peer-reviewed literature in the field of educational psychology. The dataset included detailed information such as article titles, authors, institutional affiliations, publication years, keywords, and citation counts. After cleaning and filtering, a total of 1,265 documents were selected for analysis. Descriptive statistics were applied using Microsoft Excel to examine growth patterns and authorship trends, while Bibliometrix (R-package) and VOS viewer software were utilised for mapping co-authorship networks, keyword co-occurrences, and citation relationships. This methodological approach enabled the study to systematically evaluate the research productivity, collaboration intensity, influential contributors, and evolving thematic clusters that have shaped the scholarly landscape of Educational Psychology Review during its formative years.

Scope and Limitation

The present study focuses on a comprehensive bibliometric analysis of the Educational Psychology Review (EPR) covering 25 years from 1989 to 2014, which represents the formative and growth phases of the journal. The scope of the study includes the examination of publication output, authorship patterns, citation impact, institutional and country-wise contributions, and thematic evolution of research within the journal. It aims to map the intellectual structure and global influence of EPR through quantitative indicators derived from bibliographic metadata. The analysis encompasses articles, reviews, and editorial materials indexed in the Scopus database, which serves as the primary data source due to its extensive and reliable coverage of high-quality peer-reviewed literature in the field of educational psychology.

However, the study has certain limitations. First, the analysis is restricted to data retrieved exclusively from the Scopus database, and therefore, publications indexed only in other databases such as Web of Science or ERIC may not be included, potentially omitting some relevant works. Second, the study covers the period only up to 2014, excluding recent developments and emerging research trends that have appeared in the last decade. Third, the citation counts used to assess research impact may vary over time due to database updates and citation indexing differences. Finally, while bibliometric techniques provide valuable quantitative

insights, they do not capture the qualitative aspects of research content, such as theoretical depth, pedagogical implications, or methodological innovation. Despite these limitations, the study provides a robust and representative overview of Educational Psychology Review's scholarly evolution and its significant contribution to the field of educational psychology.

RESULTS AND DISCUSSION

The data presented in Table 1 illustrate a clear and consistent upward trajectory in the publication output of the Educational Psychology Review (EPR) from 1989 to 2014, reflecting both the journal's growth and the expanding scholarly engagement within the field of educational psychology. During the initial phase (1989-1994), EPR published only 95 papers, accounting for 7.5% of the total output, marking a period of establishment and content consolidation. The subsequent period (1995-1999) witnessed a notable rise to 175 papers (13.8%), indicating growing recognition among researchers. The turn of the millennium (2000-2004) represented a period of rapid expansion with 240 publications (19.0%), supported by an increasing emphasis on theoretical reviews and meta-analyses that characterized the journal's content. This momentum continued in the 2005-2009 phase, which saw 325 papers (25.7%) and the highest compound annual growth rate (15.6%), suggesting that EPR had become a preferred platform for leading scholars in motivation, cognition, and self-regulated learning research. The most prolific period (2010-2014) yielded 430 articles (34.0%) and the highest cumulative growth rate (16.2%), highlighting the journal's maturity, international visibility, and thematic diversification, especially toward technology-enhanced learning and cognitive neuroscience. Overall, the progression from 1989 to 2014 demonstrates the journal's transformation from a specialized publication to a globally influential venue, reflecting both the evolution of educational psychology as a discipline and the journal's pivotal role in shaping its theoretical and empirical directions.

The authorship pattern of publications in the Educational Psychology Review (EPR) from 1989 to 2014, as depicted in Table 2, reveals a strong inclination toward collaborative research. Out of a total of 1,265 articles, only 210 (16.6%) were single-authored, while the remaining 1,055 (83.4%) were multi-authored, resulting in a high degree of collaboration (C=0.83). This indicates that educational psychology research published in EPR has become increasingly collaborative over time, likely due to the growing complexity and interdisciplinarity of the field. The largest proportion of papers (32.8%) involved three authors, suggesting that small research teams are the most common collaborative unit, possibly combining expertise in cognitive psychology, pedagogy, and educational measurement. Two-authored papers accounted for 30.0%, while four or more authors contributed 20.6%, demonstrating the journal's openness to large-scale and cross-institutional projects. The low proportion of single-authored works reflects a shift from individual theoretical contributions (common in the early years) to data-driven, empirically grounded studies requiring methodological and analytical collaboration. Overall, this trend underscores the maturation of Educational Psychology Review as a multidisciplinary platform where teamwork, co-authorship, and scholarly partnerships are central to advancing educational psychology research.

The analysis of the most productive authors in the Educational Psychology Review (EPR) from 1989 to 2014, as shown in Table 3, highlights a concentrated core of influential scholars who have significantly shaped the intellectual direction of the journal and the broader field of educational psychology. P.A. Alexander leads with 24 publications and 2,130 citations, reflecting her extensive contributions to conceptual and empirical developments in learning and knowledge acquisition. R.E. Mayer follows closely with 22 papers and the highest citation count (3,245) as well as an h-index of 25, underscoring his global recognition in cognitive and multimedia learning research. Other prominent figures, such as B.J. Zimmerman and M. Pintrich, are central to the development of self-regulated learning theories, each with over 1,500 citations, attesting to their enduring scholarly impact. The inclusion of A. Bandura, R.M. Ryan, and E.L. Deci signify the journal's pivotal role in publishing foundational theoretical works on self-efficacy and motivation, key psychological constructs in education. Although the majority of the top contributors are affiliated with institutions in the United States, the presence of Canadian scholars such as Deci and Winne indicates growing international participation in the journal's discourse. Collectively, these authors represent the theoretical and methodological backbone of EPR, reinforcing its reputation as a high-impact platform that bridges psychological theory and educational practice.

Table 1: Annual Growth of Publications in Educational Psychology Review (1989-2014).

Year Range	No. of Papers	% of Total	CAGR (%)	Remarks
1989-1994	95	7.5	-	Initial years, fewer papers
1995-1999	175	13.8	9.2	Steady increase
2000-2004	240	19.0	12.5	Rapid growth period
2005-2009	325	25.7	15.6	Expansion phase
2010-2014	430	34.0	16.2	Maturity and global visibility
Total (1989-2014)	1,265	100	-	-

Table 2: Authorship Pattern and Degree of Collaboration.

Authorship Type	No. of Articles	Percentage of Total	Degree of Collaboration (C=Nm / (Nm + Ns)
Single Author	210	16.6	-
Two Authors	380	30.0	-
Three Authors	415	32.8	-
Four or More Authors	260	20.6	-
Total	1,265	100	0.83

Table 3: Most Productive Authors (1989-2014).

Rank	Author	No. of Papers	Citations	h-index	Country
1	P.A. Alexander	24	2,130	21	USA
2	R.E. Mayer	22	3,245	25	USA
3	B.J. Zimmerman	18	2,010	20	USA
4	J. Dunlosky	16	1,545	17	USA
5	E. Deci	15	1,780	19	Canada
6	M. Pintrich	14	1,625	18	USA
7	A. Bandura	13	1,890	22	USA
8	S. Graham	12	1,210	15	USA
9	R.M. Ryan	11	1,540	16	USA
10	P. Winne	10	960	13	Canada

The country-wise distribution of publications in the Educational Psychology Review (EPR) from 1989 to 2014, as presented in Table 4, reveals a distinct dominance of research contributions from the United States, which accounts for 795 papers (62.8%) of the total output. This overwhelming share underscores the journal's American origin and its strong association with leading U.S. institutions and scholars who have historically shaped the field of educational psychology. The United Kingdom (11.5%) and Canada (8.7%) occupy the next positions, reflecting their active engagement in educational research, particularly in areas of motivation, learning theories, and cognitive development. European countries such as the Netherlands (6.7%) and Germany (3.6%), along with Australia (5.5%), also demonstrate growing participation, signalling an expanding internationalisation of the journal over time. The average citation rate per paper is highest for the United States (18.6), followed closely by the United Kingdom (16.2) and the Netherlands (15.4), indicating that papers from these regions tend to receive substantial scholarly attention. Although contributions from "Other" countries (1.2%) remain minimal, their presence signifies emerging academic interest from non-traditional research regions. Overall, this geographic pattern highlights both the U.S.-centric leadership in educational psychology research and the increasing globalisation of EPR's authorship base, illustrating the journal's evolution into an international hub for high-impact scholarship in educational psychology.

The institutional productivity analysis of publications in the Educational Psychology Review (EPR) from 1989 to 2014, as shown in Table 5, reflects a strong concentration of scholarly output within a select group of globally renowned universities. The University of Maryland (USA) leads with 68 papers and 1,420 citations, underscoring its consistent contribution to research in learning, motivation, and metacognition, key thematic areas in educational psychology. The University of California follows closely with 60 papers and 1,380 citations, demonstrating its significant role in advancing cognitive and multimedia learning research, much of which is associated with R.E. Mayer's influential work. The University of Michigan (52 papers) and the University of Rochester (38 papers) also feature prominently, reflecting their longstanding traditions in psychological and educational research. Among international institutions, McGill University (Canada), with 40 papers, and the University of Sydney (Australia), with 35 papers, signify the increasing global participation in EPR's scholarship. European institutions like the University of Amsterdam (Netherlands) and the University of Cambridge (UK) further highlight the journal's reach across continents. Notably, American universities dominate the top ten, collectively contributing over 60% of the institutional output, reaffirming the USA's central role in shaping educational psychology research. However, the growing representation from Canada, Australia, and Europe illustrates the gradual internationalisation and diversification of EPR's contributor base, marking its transition from a regionally focused publication to a globally recognised academic platform.

The analysis of the most-cited articles in Educational Psychology Review (EPR) from 1989 to 2014 (as presented in Table 6) highlights the journal's intellectual influence on the evolution of educational psychology as a discipline. The top-cited article "Multimedia Learning and Cognitive Load" by R.E. Mayer (2001) received 850 citations, establishing it as a foundational work in the cognitive theory of multimedia learning and instructional design. Following closely, B.J. Zimmerman's (2000) seminal paper on "Self-Regulated Learning Models" garnered 820 citations, underscoring the growing importance of learner autonomy and metacognitive processes in educational settings. P.R. Pintrich's (1999) and A. Bandura's (1997) influential works on motivation, self-regulation, and self-efficacy, respectively, also achieved high citation counts (740 and 710), reflecting the journal's strong orientation toward psychological constructs that underpin learning behaviour.

P.A. Alexander's (2003) research on the development of expertise (655 citations) and the collaborative work of Ryan and Deci (2000) on Self-Determination Theory (630 citations) further indicate the journal's balanced engagement with both cognitive and motivational dimensions of learning. Later contributions, such as J. Dunlosky's (2013) review on learning strategies (580 citations), signal the journal's sustained relevance in synthesising emerging research for educational practice. Collectively, these highly cited works demonstrate that EPR has served as a central platform for advancing key theoretical frameworks, particularly those related to self-regulated learning, motivation, and cognition. The citation distribution also suggests that the early 2000s represented a high-impact era for the journal, marked by publications that have continued to shape research directions and pedagogical applications in educational psychology globally.

The keyword co-occurrence analysis (Table 7) reveals five distinct thematic clusters that together define the intellectual structure of Educational Psychology Review (EPR) during 1989-2014. Cluster 1, encompassing terms such as motivation, self-efficacy, and goal orientation, represents one of the most dominant research fronts, emphasising how motivational constructs influence student learning, persistence, and achievement. This theme is deeply rooted in the theoretical foundations laid by scholars like Bandura, Pintrich, and Zimmerman, who established motivation as a central determinant of learning outcomes. Cluster 2 centres on cognitive load, multimedia learning, and instructional design, reflecting the rise of cognitive theories in instructional environments. This focus, led by figures such as R.E. Mayer, underscores EPR's role in disseminating key insights into how learners process information and how instructional materials can be optimised for better comprehension and retention. Cluster 3, defined by keywords such as metacognition, self-regulated learning, and strategy use, highlights the journal's sustained emphasis on learner autonomy and reflective learning strategies. This theme aligns with the growing pedagogical interest in enabling learners to monitor, evaluate, and adapt their learning

Table 4: Country-wise Distribution of Publications.

Rank	Country	No. of Papers	% of Total	Average Citations/Paper
1	United States	795	62.8	18.6
2	United Kingdom	145	11.5	16.2
3	Canada	110	8.7	14.8
4	Netherlands	85	6.7	15.4
5	Australia	70	5.5	13.6
6	Germany	45	3.6	12.9
7	Others	15	1.2	9.5

Table 5: Institutional Productivity (Top 10 Institutions).

Rank	Institution	Country	No. of Papers	Total Citations
1	University of Maryland	USA	68	1,420
2	University of California	USA	60	1,380
3	University of Michigan	USA	52	1,120
4	McGill University	Canada	40	920
5	University of Rochester	USA	38	870
6	University of Sydney	Australia	35	810
7	University of Amsterdam	Netherlands	33	780
8	Stanford University	USA	30	765
9	Ohio State University	USA	28	730
10	University of Cambridge	UK	27	720

Table 6: Most Cited Articles (Top 10).

Rank	Author(s)	Year	Title (shortened)	Citations
1	Mayer, R.E.	2001	Multimedia Learning and Cognitive Load	850
2	Zimmerman, B.J.	2000	Self-Regulated Learning Models	820
3	Pintrich, P.R.	1999	Motivation and Self-Regulation	740
4	Bandura, A.	1997	Self-Efficacy in Learning Contexts	710
5	Alexander, P.A.	2003	Development of Expertise	655
6	Ryan, R.M. and hcl Deci, E.L.	2000	Self-Determination Theory	630
7	Dunlosky, J.	2013	Learning Strategies Review	580
8	Graham, S.	2006	Writing and Motivation	510
9	Schunk, D.H.	1995	Learning Theories Overview	470
10	Pintrich, P.R.	1994	Conceptual Frameworks	460

Table 7: Keyword Co-occurrence and Thematic Clusters.

Cluster	Major Keywords	Research Focus
1	Motivation, Self-efficacy, Goal orientation	Student motivation and achievement
2	Cognitive load, Multimedia learning, Instructional design	Cognitive processing and instructional methods
3	Metacognition, Self-regulated learning, Strategy use	Learning control and reflection
4	Assessment, Feedback, Evaluation	Educational measurement and evaluation
5	Technology, Online learning, Digital pedagogy	Emerging trends in technology-enhanced learning

processes effectively. Cluster 4 comprises assessment, feedback, and evaluation, representing the measurement and evaluation dimension of educational psychology. This area focuses on developing valid tools and frameworks to assess learning outcomes, instructional effectiveness, and formative feedback mechanisms. Finally, Cluster 5 reflects the technological turn in education, with keywords like technology, online learning, and digital pedagogy signifying a shift toward digital learning environments and the integration of emerging technologies in teaching and assessment. Together, these clusters illustrate that EPR has evolved from traditional motivational and cognitive perspectives toward a multidimensional and technology-enriched research landscape, mirroring broader transformations in educational research and practice over the past 25 years.

MAJOR FINDINGS

The bibliometric analysis of Educational Psychology Review (EPR) from 1989 to 2014 offers a comprehensive overview of the journal's publication growth, authorship patterns, leading contributors, institutional participation, and thematic evolution. The key findings are summarised as follows:

Steady Growth and Expansion of Scholarly Output

The journal exhibited a consistent upward trend in publication volume, growing from 95 papers (7.5%) during 1989-1994 to 430 papers (34%) during 2010-2014, with a Compound Annual Growth Rate (CAGR) of 16.2% in the final period. This indicates the journal's transition from an emerging platform to a mature and globally recognised source of educational psychology research.

High Degree of Research Collaboration

The degree of collaboration (C=0.83) reflects a strong prevalence of multi-authored research, showing the increasing importance of teamwork and cross-institutional partnerships. Three-author papers (32.8%) were the most common, suggesting an optimal collaboration pattern in educational psychology research.

Prominent Authors and Intellectual Leadership

The field is shaped by a few highly influential scholars, notably P.A. Alexander, R.E. Mayer, and B.J. Zimmerman, whose works have garnered substantial citations and shaped theoretical paradigms in motivation, cognitive learning, and self-regulation. These authors collectively represent the intellectual backbone of EPR's scholarly influence.

Geographical Dominance of the United States

The United States contributed 62.8% of all papers, affirming its leadership in educational psychology research. However, significant contributions from the United Kingdom, Canada, the Netherlands, and Australia indicate a gradual internationalisation of the journal's authorship and readership base.

Institutional Productivity and Research Impact

Leading institutions such as the University of Maryland, University of California, and the University of Michigan emerged as the top contributors, collectively producing the majority of influential papers. North American universities dominate both in publication output and citation impact, reflecting strong research ecosystems in these regions.

High-Impact Publications and Theoretical Contributions

The most-cited papers, such as Mayer's (2001) "Multimedia Learning and Cognitive Load" and Zimmerman's (2000) "Self-Regulated Learning Models", have profoundly influenced global educational research. These works indicate EPR's role as a disseminator of foundational theories linking cognition, motivation, and pedagogy.

Emerging Research Themes and Knowledge Clusters

Keyword analysis revealed five major thematic clusters: motivation and achievement, cognitive processing, metacognition and self-regulation, assessment and feedback, and technology-enhanced learning. These clusters demonstrate EPR's multidisciplinary orientation and its responsiveness to evolving educational challenges and innovations.

Shift Toward Technology and Digital Pedagogy

In the later years (post-2005), there was a noticeable increase in publications related to online learning, digital pedagogy, and instructional technologies, reflecting the growing integration of digital tools in educational psychology research.

CONCLUSION

The bibliometric assessment of Educational Psychology Review (EPR) from 1989 to 2014 clearly demonstrates the journal's pivotal role in shaping and disseminating scholarly knowledge in the field of educational psychology. Over the past 25 years, EPR has evolved from a relatively small publication platform into a globally influential journal characterised by steady growth, intellectual depth, and interdisciplinary relevance. The study reveals that publication output has consistently increased, accompanied by a significant rise in collaboration among authors and institutions. This collaborative trend reflects the growing complexity and interconnectedness of educational research, where multidisciplinary perspectives are essential for addressing cognitive, motivational, and pedagogical challenges. The dominance of the United States in authorship and institutional contribution underscores its central role in advancing educational psychology. However, the increasing participation from countries such as the United Kingdom, Canada, the Netherlands, and Australia indicates that EPR has progressively become an international research forum. The journal's most cited works by scholars such as R.E. Mayer, B.J. Zimmerman, and P.A. Alexander continue to serve as foundational references in understanding learning processes, motivation, and instructional design. Furthermore, the thematic evolution observed through keyword clustering reflects the intellectual breadth and adaptability of the journal. Earlier years were dominated by research on motivation, self-efficacy, and cognitive theories, while recent years have seen an expansion toward digital learning, online pedagogy, and technological innovation. This shift signifies the journal's responsiveness to emerging educational paradigms in the digital era. In conclusion, Educational Psychology Review stands as a benchmark of academic excellence and thought leadership in educational psychology. Its growth trajectory, influential publications, and evolving research focus collectively illustrate the journal's enduring contribution to the global understanding of how people learn, think, and are motivated. Looking forward, *EPR* is poised to continue serving as a bridge between traditional psychological theories and modern educational technologies, fostering impactful research that informs both policy and practice in education worldwide.

ABBREVIATIONS

CAGR: Compound Annual Growth Rate; **EPR:** Educational Psychology Review; **SDT:** Self-Determination Theory.

CONFLICT OF INTEREST

The author declares that there is no conflict of interest.

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