

A Bibliometric Analysis of the Papers on Urban Education

Ye Liang^{1*}, Lindong Wang^{2,3}

¹ School of Geography and Tourism, Shaanxi Normal University, Xi'an, CHINA

² Key Laboratory of Environmental Change and Natural Disaster of Ministry of Education, CHINA

³ State Key Laboratory of Earth Surface Processes and Resource Ecology, Engineering Center of Desertification and Blown-Sand Control of Ministry of Education, Faculty of Geographical Science, Beijing Normal University, Beijing, CHINA

Received 23 November 2017 • Revised 5 March 2018 • Accepted 15 April 2018

ABSTRACT

Researchers generated a comprehensive list of the articles published between 2010 and 2017 in the field of 'urban education' by searching the Social Sciences Citation Index database, using the keywords of "urban" and "education". Only the articles that were under the categories of "education, educational research", "education scientific disciplines", "psychology educational", and "education special" were included. As an additional criterion, all the articles published between 2010 and 2017 in the journals of "Urban Education" and "Education and Urban Society" were included. The researchers examined these articles according to a few criteria such as h-classics publications, authors, organizations, country of origin, article types, research areas, and journal titles. There is the total of 2123 publications that were checked and retrieved in the field of "urban education" between 2010 and 2017. Although the number of publications differs year by year, the sum of the citations received the increase from year to year on a regular basis. There are 35 articles, that was cited more than h-index, as h-classics in this field for this period and top ten of these h-classics are reported in this study. "Urban Education" and "Education and Urban Society" were revealed as the most prominent journals in the field of urban education. Also, the results show that the most cited articles, the most prolific authors and organizations, and top journals in this field are from the USA. Also, when we look at the overall record for the countries of origin, the USA has an overwhelming superiority in this field. This bibliometric analysis contributes to the literature of urban education through a historical perspective. Results show that the "urban education" field attracts more attention of the researchers and the impacts of these publications are increasing from year to year. Also, there is a prevalence of the USA in the field of urban education.

Keywords: urban education, bibliometric analysis, citation analysis

INTRODUCTION

Urban science is an interdisciplinary area of study that deals with urban issues and problems such as a history, economics, education, administration, architecture, urban engineering, transportation engineering, landscape architecture, environmental engineering, sustainability, sociology, and geo-informatics (Asdrubali et al., 2018; Lima et al., 2018; Hassan & Lee, 2018; Jiang et al., 2017; Shandas et al., 2017).

Urban education refers to schools geographically situated within urban areas (Alston, 2002). Urban education is related to the schools which function to serve the needs of industrial-business driven, commercial society (Rothstein, 1996). Urban schools are located in urban environments, reflect the characteristics and response to the needs of this metropolitan society, bureaucratic and hierarchical by nature, and suffer from the issues of class and race/ethnicity (Obiakor & Beachum, 2005). Urban education refers to schools geographically situated within urban areas (Alston, 2002). Urban education is related to the schools which function to serve the needs of industrial-business driven, commercial society (Rothstein, 1996). Urban schools are located in urban environments, reflect the

Contribution of this paper to the literature

- There are 35 articles which have h-index higher than 36 in the urban education field between 2010 and 2017. These are the h-classics in this field for this period. However, top 10 of the h-classics are reported in this paper.
- The most cited articles, the most prolific authors and organizations, and top journals in this field are from the USA. Also, when we look at the overall record for the countries of origin, USA has an overwhelming superiority in this field. Various issues in urban education draw the attention of the researchers from the USA than the ones in any other country in the world.

characteristics and response to the needs of this metropolitan society, bureaucratic and hierarchical by nature, and suffer from the issues of class and race/ethnicity (Obiakor & Beachum, 2005).

Urban schools are generally diverse, complex, striving against growth and have a high amount of student enrolments. These schools are inevitably affected by the environment created by the urban context (Noguera, 2004) and are linked to more significant social issues that have historical origins (Obiakor & Beachum, 2005). The subjects of urban education research are generally related to broader political, economic, and structural issues (Ginwright, 2004). In particular, urban education is an education scientific field about how various tools might be useful as the researchers investigate problems through the various areas of emphases associated with urban education: educational policy; psychology and human development; curriculum and instruction; equity; counselling and social services; leadership; special education; and teacher education (Milner, 2012).

Most urban education researchers aim to do work that encourages, produces and informs change in educational policy, practice, and the conditions that shape them. Furthermore, at the heart of the field called as "urban education research", there is an orientation toward social change to bring about equity, access, and fairness (Nygren, 2006). Furthermore, modern urban education research is grounded in broader social, cognitive, cultural, economic, and political contexts, and view urban schools as part of a broader set of human services and community development (Kincheloe, 2010).

The aim of this study is identifying the papers published on urban education field and analysing the characteristics of these papers to contribute to the urban education research over the recent years. This paper uses 'bibliometric analysis' to identify and analyze the publications in this field of research (Thibaut et al., 2018).

The term "bibliometrics" was first defined by Pritchard (1969) as "the application of mathematical and statistical methods to books and other media of communication". Bibliometrics is an effective method to analyse the research trend of a specific field. In a bibliometric analysis, publications are grouped according to their characteristics such as; the number of citations received, the name of authors, the name of journals, countries of origin, the name of institutions, article types, and research areas.

The number of citations received is among the most important indicators used in the bibliometric analysis. An article gets a 'citation' when another peer-reviewed article references it. The rate of this citation is a significant way to show the importance of an article. The total number of citations that an article receives has been viewed as a measure of the influence of the article in the related field (Marx, Schier, & Wanitschek, 2001).

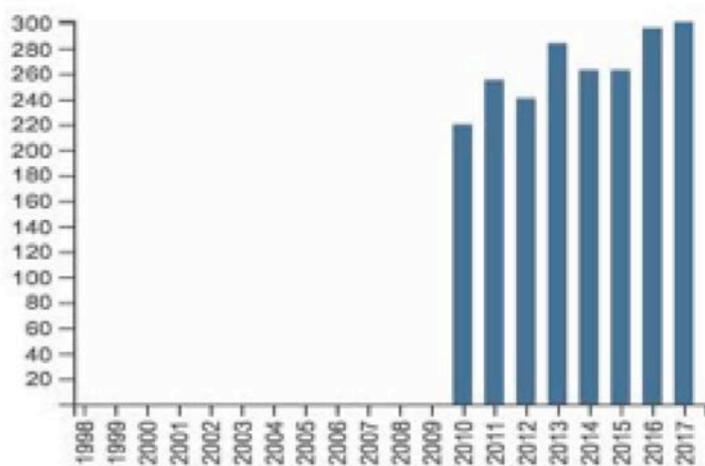
This study used Web of Science (WoS) to find the publications in urban education. The Institute for Scientific Information (ISI) has been collecting citations and other academic impact information since 1945 and has been available electronically since 1979. ISI calls their newest journal citation system "Social Sciences Citation Index (SSCI)". It is one of the databases available at the site of Web of Science.

MATERIALS AND METHODS

On February 13, 2018, researchers generated a comprehensive list of the articles published between 2010 and 2017 in the field of 'urban education' by searching Web of Science. The keywords of "urban" and "education" were searched in the "topic" field. It means that the articles containing "urban" and "education" -in their titles, abstracts, author keywords, and keywords plus- were extracted. Citation Indexes in Web of Science Core Collection were restricted to the "Social Sciences Citation Index (SSCI)" database. Only the articles that were under the categories of "education, educational research", "education scientific disciplines", "psychology educational", and "education special" were included in the research. Also, all the articles published between 2010 and 2017 in the journals of "Urban Education" and "Education and Urban Society" were included in this study as an additional search criterion. Because these are the only journals in SSCI index publish only the articles about urban education. The retrieved articles were cross-checked by the authors if they are really about urban education or not. At the final stage, only the ones that are really about urban schools or urban education issues were included and analyzed.

Table 1. Record counts and percentages by publication years

| Publication Years | Record Count | % of 2123 |
|-------------------|--------------|-----------|
| 2017 | 301 | 14.18% |
| 2016 | 296 | 13.94% |
| 2013 | 284 | 13.38% |
| 2014 | 263 | 12.39% |
| 2015 | 263 | 12.39% |
| 2011 | 255 | 12.01% |
| 2012 | 241 | 11.35% |
| 2010 | 220 | 10.36% |

**Figure 1.** Total publications by year

The authors employed “bibliometric analysis” to determine and examine the features of the articles in “urban education” topic. Bibliometric analysis is a kind of statistical method to examine the quantitative properties of bibliographic information, journals, articles, and literature (Narin & Hamilton, 1996). In this study, some of the bibliometric analysis indicators were used such as; h-index, h-classics publications, most productive authors, organizations, country of origin, article types, research areas, and journal titles.

In this study, citation analysis was employed to extract h-index and h-classics. Citation analysis is a way to evaluate the impact of research because it measures the impact of a series of papers written by an author or a university (Podsakoff, MacKenzie, Podsakoff, & Bachrach, 2008).

The h-index is a useful index to characterize the scientific output of a researcher and defined as the number of papers with citation number $\geq h$ (Hirsch, 2005). The h-index is an indicator which combines publications with their citations. It implies that the number of studies X that have received X or more citations (Cancino, Merigó, & Coronado, 2017). For example, if there is a series of publications with an h-index of 8, there are 8 articles that have been cited 8 times or more. It means there are not 9 publications or more that have been cited at least 9 times.

Another way to report the papers with high quality is determining the “h-classics” of a field. The concept of “h-classics” was first introduced by Martínez et al. (2015). H-classics publications include h highly cited papers with more than h citations. The indicator of h-classics is among the most popular ones to highlight the quality of the journals, researchers, and publications (Cobo et al., 2014). Therefore, the indicator of h-classics was used in this study to determine the high-quality publications in the field of urban education.

RESULTS

General Review of the Publications

Total of 2123 publications was checked and retrieved in the field of ‘urban education’ between 2010 and 2017. Year by year, the number of publications differ (Table 1, Figure 1). The years of 2010 (220), 2012 (241), and 2011 (255) have the least number of publications, while the years of 2017 (301), 2016 (296), and 2013 (284) have the largest number of publications.

Table 2 shows the document types retrieved and selected for this study. Most the publications retrieved and selected for this study are articles (2004, %94.4). There are 46 editorial materials (%2.17), 37 book reviews (%1.74),

Table 2. Document types

| Document Types | Record Count | % of 2123 |
|--------------------|--------------|-----------|
| Article | 2004 | 94.40% |
| Editorial Material | 46 | 2.17% |
| Book Review | 37 | 1.74% |
| Review | 33 | 1.55% |
| Proceedings Paper | 4 | 0.19% |
| Book Chapter | 3 | 0.14% |
| Correction | 3 | 0.14% |

Table 3. "Web of Science" categories on research areas

| Web of Science Categories | Record Count | % of 2123 |
|----------------------------------|--------------|-----------|
| Education Educational Research | 1945 | 91.62% |
| Education Scientific Disciplines | 152 | 7.16% |
| Psychology Educational | 90 | 4.24% |
| Education Special | 49 | 2.31% |

33 reviews (%1.55), 4 proceeding papers (%0.19), 3 book chapters (0.14), and 3 corrections (0.14). The materials other than the articles were included in this study because some of these studies have serious numbers of citations which mean they have a serious impact in this field.

Table 3 shows the "Web of Science" categories for the publications retrieved and selected for this study. Most of the publications that were checked and selected for this study were in the category of "education – educational research" (1945 items, %91.62). The other publications are in the categories of "education scientific disciplines" (152 items, %7.16), "psychology educational" (90 items, %4.24), and "education special" (49 items, %2.31).

H-Classics Publications Analysis

For this study, there was totally 2123 publications, average citation per item was 5.65, the sum of times cited was 11998, the sum of times without self-citations was 10961, and h-index was calculated as 36. Therefore, the articles with have citations higher than h-index were reported as h-classics in this study.

According to the results, there are 35 articles which have h-index higher than 36 in the urban education field between 2010 and 2017. According to the citation report, top 10 of the h-classics are reported in **Table 4**. Four of these ten most cited publications are about science education in urban areas: one from the "Journal of Research in Science Teaching", two from the "Science Education", one from the "Journal of the Learning Sciences". In overall, there are two articles from the "Urban Education", one from the journals of "Educational Administration Quarterly", "Educational Psychologist", "Journal of School Health", and "Child Development".

Table 4. Top 10 h-classics publications in urban education field between 2010 and 2017

| Results found | | 2123 | | |
|---|--|---|-------------------------|------------------------|
| Sum of the Times Cited | | 11998 | | |
| Average Citations per Item | | 5.65 | | |
| h-index | | 36 | | |
| Title | Authors | Source Title | Publication Date | Total Citations |
| Inquiry-Based Science Instruction-What Is It and Does It Matter? Results from a Research Synthesis Years 1984 to 2002 | Minner, Daphne D.; Levy, Abigail Jurist; Century, Jeanne | Journal of Research in Science Teaching | Apr 2010 | 247 |
| How Principals and Peers Influence Teaching and Learning | Supovitz, Jonathan; Sirinides, Philip; May, Henry | Educational Administration Quarterly | Feb 2010 | 105 |
| Scientific Discourse in Three Urban Classrooms: The Role of the Teacher in Engaging High School Students in Argumentation | McNeill, Katherine L.; Pimentel, Diane Silva | Science Education | Mar 2010 | 90 |
| A Meta-Analysis of the Efficacy of Different Types of Parental Involvement Programs for Urban Students | Jeynes, William | Urban Education | Jul 2012 | 85 |
| Confronting the Marginalization of Culturally Responsive Pedagogy | Sleeter, Christine E. | Urban Education | May 2012 | 82 |
| Cultural Processes in Science Education: Supporting the Navigation of Multiple Epistemologies | Bang, Megan; Medin, Douglas | Science Education | Nov 2010 | 82 |
| Do Learners Really Know Best? Urban Legends in Education | Kirschner, Paul A.; van Merriënboer, Jeroen J. G. | Educational Psychologist | Jul 1 2013 | 80 |
| Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap | Basch, Charles E. | Journal of School Health | Oct 2011 | 74 |
| Child Development in Rural China: Children Left Behind by Their Migrant Parents and Children of Nonmigrant Families | Wen, Ming; Lin, Danhua | Child Development | Jan-Feb2012 | 71 |
| We Be Burnin'! Agency, Identity, and Science Learning | Barton, Angela Calabrese; Tan, Edna | Journal of the Learning Sciences | 2010 | 71 |

The most cited article is “Inquiry-Based Science Instruction-What Is It and Does It Matter? Results from a Research Synthesis Years 1984 to 2002” by Minner, Abigail, and Century (2010) from the USA with 247 citations. This article developed a conceptual framework that clarifies and specifies what is meant by “inquiry-based science instruction,” and used a mixed-methodology approach to analyze both numerical and text data describing the impact of instruction on K-12 student science conceptual learning in urban schools. Various findings across 138 analyzed studies showed a positive trend favouring inquiry-based instructional practices.

The second most cited article is “How Principals and Peers Influence Teaching and Learning” by Supovitz, Sirinides, and May (2010) from the USA with 105 citations. This article examines the effects of principal leadership and peer teacher influence on teachers’ instructional practice and student learning and used data from an urban school district in the United States. The results show the importance of principals’ efforts for student learning in urban schools because of their indirect influence on teachers’ practices through the fostering of collaboration and communication around instruction.

The third most cited article is “Scientific Discourse in Three Urban Classrooms: The Role of the Teacher in Engaging High School Students in Argumentation” by McNeill and Pimentel (2010) from the USA with 90 citations. This article examines the discourse in urban high school science classrooms in which the teachers used the same global climate change curriculum. The results indicated that teachers’ use of open-ended questions plays a significant role in supporting students in argumentation; it provides evidence and reasoning for students’ claims and encourages dialogic interactions between urban high school students.

Figure 2 shows there are how many citations for the publications in the urban education field each year. According to the results, although the number of publications differs year by year (Table 1, Figure 1), the number of citations of these publications in this field are increasing on a regular basis from year to year. It shows that the impacts of these publications in the literature are increasing and various issues in urban education field attract more attention from year to year.

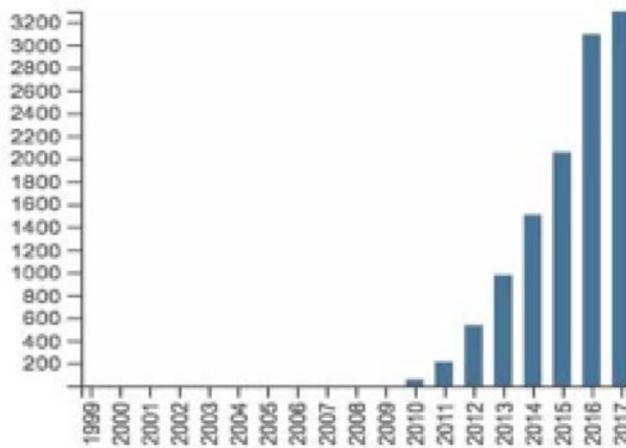


Figure 2. Sum of times cited by year

Table 5. The most prolific organizations

| Organizations-Enhanced | Record Count | % of 2123 |
|--|--------------|-----------|
| University of California System | 91 | 4.29% |
| University of Texas System | 71 | 3.34% |
| University of Wisconsin System | 57 | 2.69% |
| City University of New York Cuny System | 53 | 2.50% |
| Pennsylvania Commonwealth System of Higher Education Pcshe | 53 | 2.50% |
| University of North Carolina | 52 | 2.45% |
| California State University System | 51 | 2.40% |
| Columbia University | 51 | 2.40% |
| University of Illinois System | 50 | 2.36% |
| State University System of Florida | 45 | 2.12% |

The Most Prolific Organizations, Authors, Journals, and Countries

In this section, according to the number of publications in the field of urban education between 2010 and 2017, the most prolific organizations, authors, journals, and countries are reported. Table 5 shows the ten most prolific organizations. The most prolific one is “University of California System” with 91 publications (4.29%), the second one is “University of Texas System” with 71 publications (3.34%), and the third one is “University of Wisconsin System” with 57 publications (2.69%), the fourth and fifth ones are “City University of New York Cuny System” and “Pennsylvania Commonwealth System of Higher Education PCSHE” with 53 publications each (2.5%). The sixth one is “University of North Carolina” (53, 2.45%), the seventh and eighth ones are “California State University System” and “Columbia University” (51 publications each, 2.4%), ninth one is “University of Illinois System” (50, 2.36%), and the tenth one is “State University System of Florida” (45, 2.12%). All of these universities are from USA. It shows the impact of USA universities in the field of urban education in the last 7 years.

Table 6 shows the top ten most prolific authors in the field of urban education between 2010 and 2017. The most prolific author in this field is Milner, H.R. from University of Dayton, USA, with 16 publications (0.75%). He is also the editor of the journal of “Urban Education”. Some of his editorials receive more than citations than most of the articles in this field. For example, one of his editorials titled as “But What is Urban Education” (2010) are among the h-classics in this field with 41 citations. So, we did not exclude these editorials. The second most prolific author is Lomotey, K. from University of Western Carolina, USA, with 13 items (0.61%), the third one is Gottfried, M.A. from University of California, USA, with 11 items (0.52%), the fourth one is Lee, O. from University of Miami, USA, with 9 items (0.42%), the fifth one is Naraian, S. from Columbia University, USA (7 items each, 0.33%). Sixth, seventh, eighth, and ninth ones are Basch, C.E. from Columbia University, USA; McCaughtry, N. from Wayne State University, the USA; McNeill, K.L. from Boston College, USA; and Shen, B. from Wayne State University, USA (6 items each, 0.28%). The tenth one is Anderson, L. from Connecticut College, USA (5 items (0.23%). Affiliations of these authors show that all the ten most prolific authors in the field of urban education are working at the USA universities.

Table 6. The most prolific authors

| Authors | Record Count | % of 2123 |
|--------------|--------------|-----------|
| Milner HR | 16 | 0.75% |
| Lomotey K | 13 | 0.61% |
| Gottfried MA | 11 | 0.52% |
| Lee O | 9 | 0.42% |
| Naraian S | 7 | 0.33% |
| Basch CE | 6 | 0.28% |
| McCaughy N | 6 | 0.28% |
| McNeill KL | 6 | 0.28% |
| Shen B | 6 | 0.28% |
| Anderson L | 5 | 0.23% |

Table 7. Top 10 journals in the field of urban education

| Source Titles | Record Count | % of 2123 |
|--|--------------|-----------|
| Urban Education | 373 | 17.57% |
| Education and Urban Society | 272 | 12.81% |
| Teachers College Record | 84 | 3.96% |
| International Journal of Educational Development | 42 | 1.98% |
| Journal of Research in Science Teaching | 35 | 1.65% |
| Teaching and Teacher Education | 35 | 1.65% |
| Environmental Education Research | 32 | 1.51% |
| Journal of Teacher Education | 32 | 1.51% |
| Educational Policy | 31 | 1.46% |
| Journal of School Health | 31 | 1.46% |

Table 8. Top 10 countries of origin for the publication record in the field

| Countries/Regions | Record Count | % of 2123 |
|-------------------|--------------|-----------|
| USA | 1517 | 71.46% |
| Canada | 101 | 4.76% |
| England | 101 | 4.76% |
| Australia | 93 | 4.38% |
| Peoples R China | 72 | 3.39% |
| South Africa | 50 | 2.36% |
| Turkey | 33 | 1.55% |
| Taiwan | 24 | 1.13% |
| Netherlands | 23 | 1.08% |
| Spain | 22 | 1.04% |

Table 7 shows the top ten journals in the field of urban education between 2010 and 2017 according to the number of publications. The first two journals, as expected, are the only ones that focus on the urban education field and publish only the articles on this field in SSCI Index; "Urban Education" (373 publications, 17.57%) and "Education and Urban Society" (272 publications, 12.81%). The third one is "Teachers College Record" (84 publications, 3.96%), fourth one is "International Journal of Educational Development" (42 publications, 1.98%), fifth and sixth ones are "Journal of Research in Science Teaching" and "Teaching and Teacher Education" (35 publications each, 1.65%), seventh and eighth ones are "environmental Education Research" and "Journal of Teacher Education" (32 Publications each, 1.51%), ninth and tenth ones are "Educational Policy" and "Journal of School Health" (31 publications each, 1.46%).

Table 8 shows the top ten countries of origin, for the publications in urban education field between 2010 and 2017, according to the authors' affiliations. Undisputedly, the most prolific country is USA with 1517 publications (71.46%). Second and third ones are Canada and England (101 publications each, 4.76%), fourth one is Australia (93 publications, 4.38%), fifth one is Peoples' Republic of China (72 publications, 3.39%), sixth one is South Africa (50 publications, 2.36%), seventh one is Turkey (33 publications, 1.55%), eighth one is Taiwan (24 publications, 1.13%), ninth one is Netherlands (23 publications, 1.08%), and tenth one Spain (22 publications, 1.04%).

DISCUSSION

The aim of this study was identifying all the publications in urban education field between 2010 and 2017 and analysing the characteristics of these papers using bibliometric analysis. Firstly, Web of Science was used to extract all the articles in this field. All the articles using “urban” and “education” in their titles, abstracts, author keywords or keywords plus were retrieved. The categories of WoS were restricted to “education, educational research”, “education scientific disciplines”, “psychology educational”, and “education special”. Only the articles which were published in the journals indexed in SSCI were included in this study. Also, all the articles in the SSCI indexed journals of “Urban Education” and “Education and Urban Society” published between 2010 and 2017 were included. All the articles were reviewed by the authors, and only the ones which are really about “urban education” were included and analysed in this study.

In this study, most of the publications that were retrieved and analysed are articles, and there are small numbers of editorial materials, book reviews, reviews, proceeding papers, book chapters and corrections. Most of the publications in this study are in the category of “education - educational research”. Also, there are small numbers of publications in the categories of “education scientific disciplines”, “psychology educational”, and “education special”. From 2010 to 2017, each year has a different number of publications, whereas, the sum of the citations received the increase from year to year on a regular basis. It shows that the field of “urban education” attracts more attention of the researchers in the literature and the influence of these publications is increasing from year to year.

The results show that there are 35 articles which have h-index higher than 36 in the urban education field between 2010 and 2017. These are the h-classics in this field for this period. However, top 10 of the h-classics are reported in this paper. Four of these ten most cited publications are about science education in urban areas: one from the “Journal of Research in Science Teaching”, two from the “Science Education”, one from the “Journal of the Learning Sciences”. In overall, there are two articles from the “Urban Education”, one from the journals of “Educational Administration Quarterly”, “Educational Psychologist”, “Journal of School Health”, and “Child Development”. The most cited article is “Inquiry-Based Science Instruction-What Is It and Does It Matter? Results from a Research Synthesis Years 1984 to 2002” by Minner, Abigail, and Century (2010) with 247 citations. The second most cited article is “How Principals and Peers Influence Teaching and Learning” by Supovitz, Sirinides, and May (2010) with 105 citations. The third most cited article is “Scientific Discourse in Three Urban Classrooms: The Role of the Teacher in Engaging High School Students in Argumentation” by McNeill and Pimentel (2010) with 90 citations. All of these top three works are from the USA.

Looking at the affiliations of the authors and according to the number of publications, top ten organizations are reported in this paper. The most prolific organization is “University of California System”, the second one is “University of Texas System”, and the third one is “University of Wisconsin System”. Also, all of the top ten universities are from the USA. It proves the influence of the USA universities in this field in the last 7 years.

The most prolific author in this field is Milner, H.R. from University of Dayton, USA. He is also the editor of the journal of “Urban Education”. The second most prolific author is Lomotey, K. from University of Western Carolina, USA, and the third one is Gottfried, M.A. from University of California, USA. Also, all of the top ten authors in the field of urban education are working at the USA universities.

According to the number of publications, the top ten journals in the field of urban education between 2010 and 2017 are listed in this paper. The first two prolific journals are “Urban Education” and “Education and Urban Society”. These are the only journals that concentrate on the urban education field and publish only the items on this field in SSCI Index. The third one is “Teachers College Record”, and the fourth one is “International Journal of Educational Development”.

When we look at the countries of origin for the publications in this field between 2010 and 2017, the USA has unchallengeable the largest number of publications. Second and third ones are Canada and England. In order; Australia, Peoples’ Republic of China, South Africa, Turkey, Taiwan, Netherlands, and Spain follow these countries.

In general, the results show that the most cited articles, the most prolific authors and organizations, and top journals in this field are from the USA. Also, when we look at the overall record for the countries of origin, USA has an overwhelming superiority in this field. Various issues in urban education draw the attention of the researchers from the USA than the ones in any other country in the world. Kincheloe (2010) explained the reasons of the recent popularity of urban education research in the USA as; the researchers find “the emergent American culture” in the urban context and the USA faces an uncertain future because of a wide diversity of problems in more than 200 urban areas in all over the country. Researchers in the USA try to understand the urban education context deeply to find solutions for the various issues of urban education.

The authors acknowledge that this study may have possible methodological limitations. The survey was limited to the keyword of “urban education” in the fields of title, abstract, author keywords and keywords plus. Although all the publications in the journals of “Urban Education” and “Education and Urban Society” were added in the

analysis, there may still be other publications which are related to the urban education field in the SSCI indexed journals. Despite the possible limitations, the information presented in this paper provides insight into the development of urban education research over the recent years.

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