

Mapping Global Trends in Feminist Pedagogy: A Bibliometric Analysis

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ABSTRACT (9 pt)

Objective: This study examines the global development of feminist pedagogy scholarship to highlight that gender equality remains a pressing concern, despite prevailing perceptions that women have achieved parity with men. The aim is to demonstrate how feminist pedagogy serves as a critical educational approach to address ongoing gender disparities, including those within classroom contexts. **Method:** A bibliometric analysis was conducted on 253 articles and reviews on feminist pedagogy published between 2004 and 2024 and indexed in the Scopus database. Data analysis employed VOSviewer and Microsoft Excel to identify the most influential authors, affiliations, and countries, and to map citation patterns and research networks. **Results:** Findings reveal a dominance of contributions from researchers in the United States, with notably lower participation from Asian countries and other regions. Despite these geographical disparities, feminist pedagogy consistently emerges as a transformative educational approach in combating gender discrimination and fostering inclusive learning environments, with teachers playing a pivotal role in its implementation. **Novelty:** This review underscores the enduring relevance of feminist pedagogy in education amid ongoing sexism, policy limitations, and cultural resistance. By integrating feminist pedagogy into educational practices, stakeholders can advance gender equality not only in schools but also in society at large, contributing to more equitable and inclusive global education systems.

INTRODUCTION

When I was about to submit a proposal on women's equality, a colleague in a discussion remarked that women no longer needed special attention because, in the 21st century, they had already made significant progress. At a glance, this statement seems reasonable, as women today have indeed gained broader opportunities to participate in the public sphere. Some women have even risen to positions of national leadership, such as Benazir Bhutto, the first female prime minister of Pakistan; Megawati Soekarnoputri, the first female president of Indonesia; and Kamala Harris, the first female vice president of the United States. Yet, do these achievements truly represent the overall advancement of women? Upon closer examination, the statement reveals a sexist undertone, as it disregards the reality that gender issues remain a global challenge. This is evident in the United Nations' inclusion of gender equality as one of the Sustainable Development Goals (SDGs). UNESCO reports that 58% of individuals worldwide have experienced online harassment on social media platforms (Chowdhury & Lakshmi, 2023) often with the intent to intimidate or demean women (Schiffrin et al., 2021).

The progress experienced by women in the 21st century has also yet to demonstrate significant advances in the pedagogical domain. A review of more than 110 national curriculum frameworks in primary and secondary education across 78



7 countries revealed that many textbooks and learning materials still contain gender bias, leading to reduced classroom engagement, lowered educational expectations, and more limited life choices (Benavot, 2016). A gender-aware approach in pedagogy is crucial because inappropriate pedagogical practices can reproduce gender inequality in the classroom (Chapin & Warne, 2020). To address this, a feminist approach to teaching is necessary.

Feminist pedagogy is grounded in critical pedagogy (Freire, 2021) and feminist theory (Maher & Tetreault, 2001; Misawa & Johnson-bailey, 2024). From the perspective of feminist pedagogy, the classroom should be a learning space free from discrimination against either male or female students, where both teachers and students are respected as subjects (Shrewsbury, 1987). However, what happens when a teacher aspires to such equality but still engages in discriminatory practices, for example, by saying to the class: "This tablecloth is very dirty, are there no female students in this class?" Such a remark implicitly assigns domestic tasks exclusively to girls. In reality, both male and female students should share equal responsibilities. Even in such small interactions, the roots of discrimination can be seen in the learning process (Qibtiyah, 2016). Feminist pedagogy seeks liberation through the development of critical thinking, reducing teacher authority in the classroom, and fostering critical awareness of racism, sexism, oppression, and domination (Apriantika, 2024). Through this approach, 5 students are actively engaged in the learning process (Martin et al., 2017).

Vanner & Almanssori (2020) explored students' perspectives on how teachers in Canada should address gender-based violence (GBV) in the classroom. Students expressed a desire for teacher-student relationships that foster a safe and supportive environment for discussing sensitive topics such as GBV. They also emphasized that GBV education should not only address specific incidents of violence but also explore the underlying causes, the impacts on survivors, and strategies for prevention and response. From the teachers' perspective, the implementation of feminist pedagogy in Australia faces challenges because gender equality is no longer a priority in education policy. Consequently, its application is influenced by teachers' feminist identities and their sensitivity to gender dynamics in schools. If these challenges are overcome, teachers have the potential to create inclusive and safe learning environments (Elwell & Buchanan, 2019). Feminist pedagogy can be applied through various methods, such as documentary filmmaking (Hess & Macomber, 2020), cultural approaches (Misawa & Johnson-bailey, 2019) and integrating it with discussions on love (Mei-Hui, 2014).

The research findings above, while valuable, are not sufficiently comprehensive, particularly in terms of quantity, especially regarding studies on feminist pedagogy. 19 To address this gap, the present study employs bibliometric analysis. Bibliometrics is a scientific method that uses computer-assisted tools to identify research and publications related to a specific topic (Bellis, 2009). It has been increasingly used to examine various aspects of science by providing a quantitative analysis of scholarly publications (Ellegaard & Wallin, 2015). This study uses the Scopus database to examine publications from 2004 to 2024, with the aim of mapping trends in feminist pedagogy.

While the bibliometric findings in this study cannot serve as an absolute benchmark for measuring women's progress in education, they can reveal that women



continue to face various forms of inequality and provide insight into how feminist pedagogy can be implemented as a strategy to address these issues. To clearly delineate the scope of this research, the present study has three primary objective: to identify the most influential authors, affiliations, and countries contributing to feminist pedagogy over the past two decades; (2) to analyze the most highly cited and relevant publications within the field; and (3) to map the emerging research trends in feminist pedagogy from 2004 to 2024. By addressing these objectives, this study seeks to provide a comprehensive overview of global scholarly developments in feminist pedagogy and to highlight its continuing relevance as a transformative approach to achieving gender equality in education

RESEARCH METHOD

This study employs a bibliometric method with the aim of analyzing trends in feminist pedagogy. Bibliometric analysis, also referred to as webometrics, utilizes relevant literature or web-based publications to evaluate a specific research theme (Ellegaard & Wallin, 2015). The data source used in this study is Scopus. The selection of the Scopus database may result in the exclusion of literature from other databases, such as Web of Science (WoS) or Google Scholar, from this study. Scopus was chosen as the data source because it is one of the most well-known databases and applies a rigorous selection process for scientific publications. Data from Scopus were collected on October 17, 2024, covering publications from 2004 to 2024. This study adapts the bibliometric steps outlined by Fosso et al., (2017) as follows:

1. Determining the research theme plan, namely "feminist pedagogy." The determination of the research theme also serves to set boundaries for the study, making it more focused and specific. The research boundaries also include the time span, namely publications issued from 2004 to 2024.
2. Collecting data from Scopus using a clearly defined search string, which included field codes, Boolean operators, and keywords. The search was conducted in the TITLE-ABS-KEY fields using the following query: TITLE-ABS-KEY ("feminist pedagogy" OR "feminist teaching practices" OR "critical feminist pedagogy") AND TITLE-ABS-KEY ("higher education" OR "classroom") AND PUBYEAR > 2003 AND PUBYEAR < 2025. This format separates the search terms ("feminist pedagogy," "feminist teaching practices," etc.), Boolean operators (OR, AND), and field codes (TITLE-ABS-KEY) for better transparency and replicability. Following the search, 253 documents were obtained from Scopus.
3. Analyzing and visualizing the data using VOSviewer. VOSviewer is a software program developed to represent data in graphic form in bibliometric analysis (van Eck & Waltman, 2010)
4. Data interpretation. This step involves examining the visualization outputs to identify trends, influential authors, collaboration networks, and thematic clusters related to feminist pedagogy.



RESULTS AND DISCUSSION

Results

Most Influential Authors, Affiliations, And Countries Contributing To Feminist Pedagogy

The growth of articles in this field is associated with the scientific community of authors, sources, and affiliations. Figure 1 illustrates the growth in the number of publications related to the theme of feminist pedagogy from 2004 to 2024. A gradual increase in the number of publications is observed, with several fluctuations up to the year 2020. A significant surge occurred after 2020, peaking in 2023. This trend may be linked to the growing global attention to issues of gender equality and inclusive education, which are the primary focus of feminist pedagogy. To further interpret the bibliometric findings, the identification of the most influential authors was based on a combination of two criteria: the total number of publications and the total number of citations. These indicators were used to determine the authors' overall impact and contribution to the development of feminist pedagogy research.

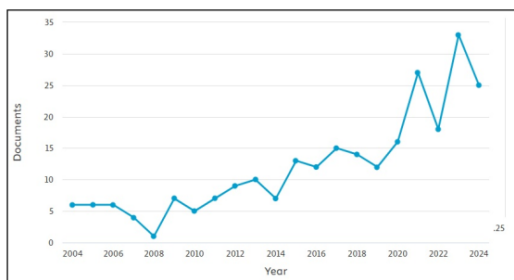
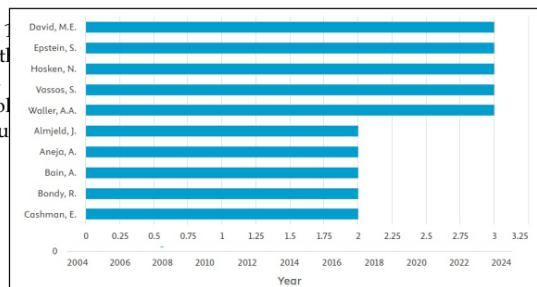


Figure 1. Document growth by year

Figure 2 shows the contributions to research on feminist pedagogy by Hosken, N., as well as a significant role of influential authors in this theme.



Contributions to research on feminist pedagogy by E., Epstein, S., as well as a significant role of influential authors in this theme.



Figure 2. Most influential authors

Meanwhile, Figure 3. identifies academic institutions such as the University of Toronto, Deakin University, and the University of Warwick as leading contributors to publications in the field of feminist pedagogy. This indicates that academic institutions in developed countries play a crucial role in advancing the theory and practice of feminist pedagogy.

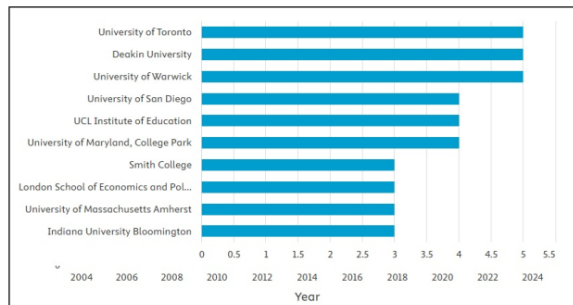


Figure 3. Most relevant affiliation

The dominance of institutions from Western countries such as the United States, the United Kingdom, Canada, Australia, and Spain (Figure 4) reflects the tendency for research on feminist pedagogy to develop within academic environments that are progressive toward gender equality issues. However, among the list of the 10 most relevant countries shown in Figure 4, only two non-Western countries, India and Taiwan, make a significant contribution. The limited representation from developing countries may indicate the presence of structural barriers or a lack of attention to feminist pedagogy in these regions.

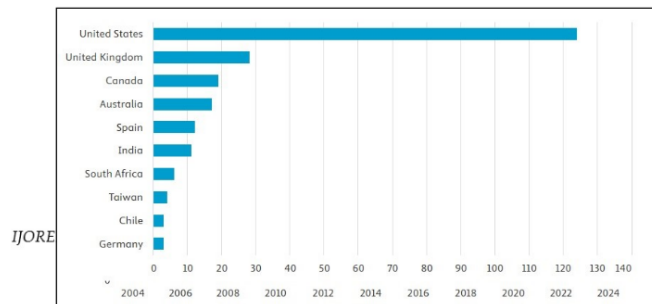




Figure 4. Most relevant countries

Citation Analysis

Table 1 presents data on the top 10 articles based on citation count in research on feminist pedagogy. Issues of the body, gender, and social justice in education illustrate that feminist pedagogy serves as a tool for structural change. This approach is not limited to gender studies but is also applied in the fields of science education, engineering, and culture, as seen in studies such as *Breaking Body Hair Boundaries* and *Engineering Thermodynamics*. This underscores the flexibility and relevance of feminist pedagogy across various disciplines. However, the dominance of articles from Western countries highlights the limited representation from countries in regions such as Asia or the Middle East.

Table 1. Top ten cited global documents

No	Author	First author affiliation	Title	Year	Journal	Citations
1	Linda Prieto, Sofia A. Villenas	California Polytechnic State University	Pedagogies from ²¹ <i>Nepantla: Testimonio, Chicana/Latina Feminisms and Teacher Education Classrooms</i>	2012	<i>Equity and Excellence in Education</i>	76
2	Brenda M. Capobianco	Purdue University	Science teachers' attempts at integrating feminist pedagogy through collaborative action research	2007	<i>Journal of Research in Science Teaching</i>	62
3	Cecilia Shelton	George Washington University	Shifting Out of ⁵ <i>Neutral: Centering Difference, Bias, and Social Justice in a Business Writing Course</i>	2020	<i>Technical Communication Quarterly</i>	49
4	Kim A. Case; Heather	University of Houston-Clear Lake	Transgender Inclusion in University	2012	<i>Journal of Social Issues</i>	47



No	Author	First author affiliation	Title	Year	Journal	Citations
	Kanenberg; Stepen Arch Erich; Josephine Tittsworth		Nondiscrimination Statements: Challenging Gender- Conforming Privilege through Student Activism			
5	Sue Clegg, Miriam David	Sheffield Hallam University	Passion, pedagogies and the project of the personal in higher education	2006	Twenty-First Century Society	42
6	Geraldine McCusker	Manchester Metropolitan University	A feminist teacher's account of her attempts to achieve the goals of feminist pedagogy	2017	Gender and Education	40
7	Karen Shelley; Louise McCuaig	University of Queensland	Close encounters with critical pedagogy in socio- critically informed health education teacher education	2018	Physical Education and Sport Pedagogy	39
8	Breanne Fahs	Arizona State University	Breaking body hair boundaries: Classroom exercises for challenging social constructions of the body and sexuality	2012	Feminism and Psychology	38
9	Donna Riley	Smith College	Engineering Thermodynamics and 21st Century Energy Problems: A Textbook Companion for Student Engagement	2011	Synthesis Lectures on Engineering	32
10	Anna Feigenbaum	Bournemouth University	The teachable moment: Feminist	2007	Review of Education,	31



No	Author	First author affiliation	Title	Year	Journal	Citations
			18 pedagogy and the neoliberal classroom		Pedagogy, and Cultural Studies	

Network Analysis

We conducted a keyword mapping of 253 articles on feminist pedagogy using VOS viewer software. The most frequently occurring keywords were analyzed prior to mapping the visualization of feminist pedagogy over the past twenty years. The minimum citation threshold was set at three. As a result, six clusters were identified, represented by the colors purple, red, green, yellow, and blue, as shown in Figure 5.

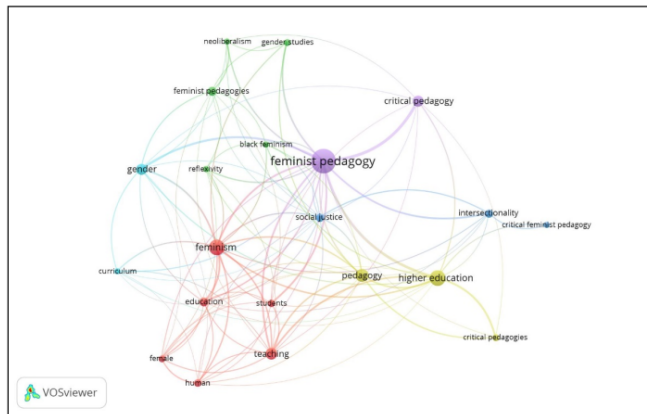


Figure 5. Visualization of keyword mapping

The keyword “*feminist pedagogy*” emerges as the central node within the network, indicating that this concept lies at the core of scholarly discourse and is frequently associated with a variety of other issues, such as gender and social justice. The connecting lines between keywords demonstrate correlations or co-occurrences within



the literature. Keywords such as *feminist pedagogy*, *social justice*, and *gender* exhibit strong connections with numerous other concepts, signifying that research in this field is inherently cross-disciplinary and engages a multidisciplinary approach.

Discussion

Two Decades of Feminist Pedagogy Research

It has been decades since prominent feminist figures such as Mary Wollstonecraft, Simone de Beauvoir, Betty Friedan, Gayatri Spivak, and Indonesian feminists such as R.A. Kartini, challenged the unequal gender relations between women and men, a struggle that continues to this day. However, this does not imply that women have not made progress. Beneath such advancements, inequality in gender relations still persists, often unnoticed or perhaps society has become so deeply entrenched in patriarchy.

The bibliometric data presented above provides scientific evidence that, despite notable progress, women continue to face sexism. Figure 1 illustrates the trend of publications related to feminist pedagogy from 2004 to 2024, showing a gradual increase with significant growth after 2020 and peaking in 2023. This surge reflects heightened global awareness of gender equality and inclusive education, which remain central to feminist pedagogy discourse. For instance, one 2023 publication by Castro (2023) examines the experience of a Black female student in a U.S. high school history class who resisted non-inclusive historical narratives and sought to integrate Black women's perspectives into classroom discussions. This study exemplifies the ongoing need for feminist pedagogy to challenge racial and gender bias in educational contexts.

The citation analysis further reinforces this persistence. Highly cited works, such as Capobianco (2007) with 62 citations and Shelton (2019) with 46 citations, continue to influence the field, indicating sustained scholarly engagement with issues of inequality in classroom contexts. These data reveal that feminist pedagogy remains relevant in addressing gender bias and promoting inclusive learning practices. Although the number of publications and citations has grown, the persistence of gender inequality especially among marginalized groups such as Black women demonstrates that progress remains uneven. Bibliometric evidence thus confirms that feminist pedagogy continues to serve as a critical framework for exposing and challenging structural inequalities in education.

Challenges and Solutions in Implementing Feminist Pedagogy

Rather than revisiting the philosophical foundation of feminist pedagogy, this section focuses on data-driven insights into its implementation barriers and possible strategies identified in the analyzed publications. Studies indicate that challenges arise when gender equality is no longer a policy priority and when teachers' feminist identities and awareness influence how they interpret and apply feminist pedagogy (Elwell & Buchanan, 2019). Topics such as women's history, gender, or feminism are often avoided due to perceptions that they may provoke controversy (Bowman et al., 2020; Crabtree & Sapp, 2003), sometimes leading to classroom conflict (Simmonds, 2017). To address this, teachers' personal awareness and lived experiences are key determinants in promoting inclusive learning spaces (Stevens & Martell 2019; Sheehy



2022). These findings highlight the critical role of educators as central agents in translating feminist pedagogy into practice.

Several strategies have been successfully employed across different contexts, including the development of instructional media such as creating interactive toys (Schaper, 2024), using documentary films (Hess & Macomber 2020); project-based approaches (Granger & Gerlach, 2024) and collaborative action research (Capobianco, 2007), as well as culturally responsive approaches (Misawa & Johnson-bailey, 2019) and the implementation of feminist pedagogy models (Malichah et al., 2019). Such diverse approaches demonstrate how feminist pedagogy has evolved into an adaptable educational model that promotes inclusivity and equity across disciplines and cultural settings.

Although feminist pedagogy faces various challenges particularly resistance to the discussion of gender issues in educational contexts the role of teachers remains crucial in creating inclusive learning spaces that promote equality. Through critical awareness of gender issues and the application of relevant instructional strategies, teachers can help address discrimination and oppression. Furthermore, female teachers hold significant potential not only to serve as educators but also as activists advocating for gender justice within schools and the broader community, thereby driving positive change toward a more equitable society.

Bibliometric Analysis: Insights and Key Findings

Bibliometric analysis is highly useful for identifying publication patterns, key information, and research opportunities (Matorevhu, 2024). The bibliometric mapping indicates a steady and growing scholarly engagement with feminist pedagogy, reflecting the continued urgency of addressing women's marginalization in education. As shown in Figure 1 and Table 1, publication trends demonstrate a consistent increase over the past two decades, confirming that feminist pedagogy remains central to global academic discourse on gender equality.

The bibliometric data show a publication surge in 2023, suggesting renewed scholarly engagement with feminist pedagogy, particularly in discussions surrounding gender equality, women's representation, and inclusive curriculum development. Although fluctuations exist, the consistent growth pattern emphasizes the relevance of feminist approaches in addressing inequality within higher education systems. These findings also highlight how feminist pedagogy has evolved into an adaptable educational model that promotes inclusivity and equity across disciplines and cultural settings.

Regionally, the data reveal a concentration of publications in Western countries, while contributions from developing nations, especially in Asia remain limited. This regional disparity can be attributed to several factors, including unequal access to academic resources and limited institutional or policy support for gender-related research. According to Spivak (1988) the struggle for gender equality in formerly colonized nations is highly complex, with cultural factors playing a significant role. In contrast to the West, where feminism has reshaped cultural and educational discourse Asian feminism is often viewed as a Western import, influencing how women's modern



identities are negotiated (Niranjana, 2007). In Indonesia, feminism is sometimes viewed as a women's movement that harbors animosity toward men (Prabasmoro, 2006) or as something that undermines society because it is deemed incompatible with Indonesian cultural values (Santoso, 2022). Such misconceptions contribute to the underrepresentation of feminist scholarship in global bibliometric databases like Scopus.

Nevertheless, these challenges are not insurmountable. In Indonesia, the legacy of Kartini continues to inspire feminist thought, especially regarding women's access to education (Sundari, 2019). Future bibliometric trends could benefit from more inclusive publication practices and stronger policy frameworks that support gender-focused research in developing countries. By expanding participation from Asia and other underrepresented regions, global feminist pedagogy scholarship can achieve greater balance and diversity in interpreting issues of equality and educational transformation.

CONCLUSION

This bibliometric review has illuminated the global development and persistent challenges of feminist pedagogy, highlighting its role as a transformative approach for addressing gender inequality in educational contexts and beyond. By analyzing 253 Scopus-indexed publications from 2004 to 2024, this study provides empirical evidence that, despite notable progress for women in various spheres, structural and cultural barriers continue to limit the reach and implementation of feminist pedagogy, particularly in developing countries.

Fundamental Findings: The bibliometric review reveals that feminist pedagogy has advanced notably in Western contexts through inclusive academic environments and transformative teaching strategies such as collaborative research and culturally responsive pedagogy, while limited contributions from non-Western regions highlight persistent global disparities shaped by socio-cultural and policy barriers.

Implications: The findings underscore the necessity of embedding feminist pedagogy into curriculum design, teacher professional development, and policy frameworks. Encouraging cross-regional collaboration and integrating diverse cultural perspectives can enrich the global application of feminist pedagogy. For educational systems, this approach not only addresses gender disparities but also cultivates critical thinking, empathy, and active citizenship among learners.

Limitations: The study's reliance on the Scopus database excludes potentially relevant research indexed elsewhere, such as in Web of Science or Google Scholar. Furthermore, bibliometric methods, while valuable for mapping scholarly trends, do not fully capture the nuanced, context-specific experiences and challenges faced in the field implementation of feminist pedagogy.

Future Research: Future studies should adopt mixed-method approaches, combining bibliometric analysis with qualitative investigations to explore how feminist pedagogy is adapted in various socio-cultural contexts. Comparative research between high-adoption and low-adoption regions, along with policy-oriented studies, can identify enabling conditions and address barriers to implementation. Expanding contributions from underrepresented regions through targeted funding, capacity



building, and global research networks is essential to achieving a more inclusive scholarly landscape. The integration of feminist pedagogy into educational practice presents a transformative opportunity, one that not only advances gender equality but also equips learners with the knowledge, skills, and values necessary to thrive in an increasingly complex and diverse global society.

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