

**JOURNAL OF  
GENERAL MANAGEMENT RESEARCH**

**THE UNTANGLED VIEW OF DIGITAL CITIZENSHIP: A  
BIBLIOMETRIC ANALYSIS**

**Simerpreet Kaur**

Associate, BYJU's Exam Prep

***Abstract***

*The objective of this research is to conduct a bibliometric analysis on Digital Citizenship to assess how far this idea has progressed since its debut in education. This study employs bibliometric methodologies based on 544 research papers extracted from Scopus between 2002 and 2021. Bibliometric Analysis has been done based on citation analysis and co-occurrence of author keywords. The study sheds light on the nature and trajectory of research on the topic of Digital Citizenship during the last decade. Aside from that, the study identifies the most significant authors, journals, organizations, and nations in the field of Digital Citizenship research, as well as potential future research areas in this field. The use of a single database and the inability to contextualize the citation structure of papers revealed by the review are both limitations of the study. This research will help practitioners get a thorough knowledge of the notion of digital citizenship, as well as its necessity and significance in education. This research identifies the literature and shows the field's progressive evolution through time.*

***Keywords Value:*** Digital citizenship, Bibliometric analysis, Citation analysis, Co-occurrence of author keywords, Global Citizenship Education, Digital Citizen

## INTRODUCTION

Educators have defined Digital citizenship as an important practice for students to be responsible and safe and while using technology. (Ng, 2012; Prensky., 2004; Ribble, 2011). Due to a shortage of learning activities that complement students' experiences in their everyday lives, educators perceive teaching digital citizenship as a challenge. (Hollandsworth, Donovan, and Welch 2017; Searson, Hancock, Soheil, and Shepherd; 2015; Jones and Mitchell, 2016). Digital Citizenship can be defined as:

- “The practice of defining the norms of appropriate, responsible behavior about technology use” (Ribble, 2014);
- “A person who can effectively and efficiently use digital tools through advanced communication technology and respect moral rules, individual rights and freedom in a virtual environment and use technological tools responsibly”. (Aslan, 2016).

At its most basic level, it aims to guarantee that individuals who are not "digital natives" or who do not have access to become "digital citizens," or "denizens," are not left behind in the future. With the emergence of relatively affordable technology, the "digital divide" is more likely to be a skill gap rather than a lack of access to technology.

Students would be better equipped to meet the 21st century's skill sets and proficiencies if digital citizenship is taught as a continuous classroom program. Through digital techniques teachers and students must be educated to recognize their personal and communal responsibilities. Students who have access to a digital citizenship curriculum will be able to work online and learn how to secure their identities. Students can determine which information is private, which information is at risk of identity theft, what cyberbullying is, how to deal with unsuitable individuals online, how to use a search engine, which passwords to use, how to properly reference sources, and which information is safe to post online. Digital citizenship lessons should be included in the curriculum since many young children use technology regularly

without understanding the ramifications of their behaviour.

## UNDERSTANDING CITIZENSHIP

## DIGITAL

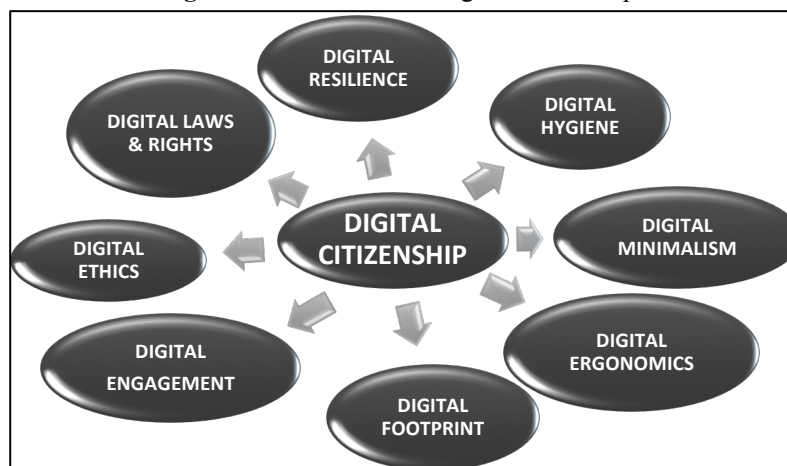
Digital citizenship should not be considered a stand-alone subject but should be integrated into a variety of subjects throughout the educational curriculum. ICT policy (2012) has emphasized the value and necessity of digital citizenship. According to the policy, teachers and students will be educated about current copyright regimes, various forms of prohibitions on content reuse, and the importance of copyright compliance. Additionally, teachers and students will be taught about and encouraged to use alternative licenses such as creative commons. Teachers and students will be trained on the proper use of internet firewalls, and additional security measures will be introduced to protect the school network from cyber-attacks and unauthorized use of ICT resources.

Various Indian organizations have imitated the importance of digital citizenship in education such as CBSE & Cyber Peace Foundation, Be Safe in Cyber World, CIET & NCERT, Cyber Swachhta Kendra, Information Security Education and Awareness, and Cyber Saathi. The educational system's to-do list has been expanded to include teaching and protecting children in digital environments.

- **Digital Ethics:** Digital ethics focuses on individuals' utilization of digital technology that is acceptable, safe, ethical, and responsible. shaping digital reputation, Knowledge about creative commons, Intellectual Property Rights, Protecting Privacy, Respecting others, Responsible Sharing constitute digital ethics.
- **Digital Resilience:** Awareness of the dangers present online, cognitive techniques to engage and problem solve, actions to manage and react to risk are all abilities and qualities of a digitally resilient individual.
- **Digital Minimalism:** A technology utilization philosophy that focuses on the time management skills of an individual while operating digital

technology with optimum utilization. Increasing online productivity, time spent unproductively on social media. Being less dependent digitally constitutes being digitally minimalistic.

**Figure 1:** Dimensions of Digital Citizenship



Source: Authors' Compilation

- **Digital Ergonomics:** Prolonged use of the computer or mobile phones can cause muscle aches. Adjusting screen brightness, Font size, maintaining good posture, proper distance from tech devices constitute digital ergonomics.
- **Digital Rights & Laws:** They are intertwined with freedom of speech and privacy, allowing individuals to access, utilize, produce and publish digital material. Digital rights and laws include the right to privacy, the right to life, liberty, security, the right to access and utilize a secure internet, and the right to be forgotten.
- **Digital Hygiene:** Digital hygiene refers to the habits and activities that users take to keep their systems healthy and secure both online and offline. It includes Security Software is up to date, Anti-Virus and Firewall, Encrypting Wi-Fi Network Security Protecting Personal Information, Securing Browsers
- **Digital Engagement:** Digital engagement includes an online interaction, such as blogging. NROER and MOOCS are structured online interactions for students. Digital Citizenship influences students to engage in positive engagement.
- **Digital Footprint:** One's unique collection of traceable digital activities exhibited on the web is referred to as one's digital footprint or digital shadow. Using Privacy Setting, Disabling Cookies, Monitor Linking Accounts, Password Management, Not Oversharing are examples of digital footprint.

## LITERATURE REVIEW

Greenhow and Robelia (2009) studied how low-income high school students in the United States use social networking sites to build their identities and learn informally. Using SNSs outside of school, students were able to develop and explore many aspects of their identity as well as demonstrate 21<sup>st</sup>-century competencies. Students, on the other hand, could not find a connection between their online activities and their classroom learning. Choi (2016) used concept analysis and data from multiple fields to better grasp the meaning of digital citizenship. As a consequence, four major categories emerged that may be utilized to improve civic education. Digital citizenship is made up of four main components: ethics, media, and information literacy, participation/engagement, and critical resistance. Digital citizenship, according to the author, should be

seen as a multidimensional concept that is intertwined with offline civic life. (Tapingkae *et al.*, 2020) developed a digital game-based learning environment on the topic of digital citizenship to test its effectiveness. The data showed that the proposed technique increased students' digital citizenship activities while also increasing their motivation and viewpoints. Emejulu and McGregor (2019) defined radical digital citizenship and studied its implications for digital education and citizenship. Radical digital citizens critically explore the social, political, economic, and environmental implications of technology in everyday life. Elementary educators begin teaching digital citizenship as early as kindergarten, according to a descriptive study performed by Lauricella, Herdzina, and Robb (2020), however not all digital citizenship competencies are taught equally. Digital civic education is associated with disparities in grade, teacher experience, and elements of the school environment. More recently, newer teachers have been trained how to include social-emotional learning abilities into their lectures, making it easier for them to mix social-emotional learning and digital citizenship competencies in their lessons.

According to Pedersen, Nrgaard, and Köppe (2018), participants from around the world collaborated with a group of people who gathered at a workshop to analyze the notion of hybridity in education and to identify educational patterns for hybrid education that are directly applicable to the concept of digital citizenship. By identifying and harmonizing the participants' beliefs and aims, the strategy applied a value-based and vision-driven design pattern approach to education innovation. This research yielded about 85 alternative pattern options, each addressing a different facet of educational hybridity. Finally, hybrid education, as a concept and practice, is both fruitful and conducive to a reimagined notion of digital citizenship.

Gazi (2016) investigated learners' and instructors' understanding of the importance of internalizing digital literacy skills in the context of digital citizenship in terms of proper conduct while using technology in daily life. In addition, the study employed an action research learning cycle to improve their digital literacy expertise. Activity theory provides a theoretical underpinning for

research in this direction. Qualitative research and a case study technique were utilized to boost learners' and instructors' comprehension of digital citizenship via a feeling of action learning. Thematic analysis was used to analyze data for reflective reports. The study's findings revealed that as a result of the research process, learners and teachers gained a better understanding of digital citizenship; however, to build global citizens, it is necessary to include digital citizenship in the curriculum at all levels.

### **Introduction to Bibliometric Analysis**

Pritchard (1969) was the first to coin the word bibliometric as “the application of mathematical and statistical methods to books and other means of communication”. To analyze the patterns of publishing within a discipline, bibliometrics uses quantitative analysis of empirical data in published literature. (DeBellis, 2009). Bibliometrics is a collection of distinct analytic methodology based on various types of data utilized in the research. (Van Raan, 2005). “The most common ones are citation-based analysis, co-word analysis or keyword co-occurrence analysis, and co-authorship analysis” (VanEck and Waltman, 2014). The current study utilizes bibliometric to address a research gap in digital citizenship by conducting a systematic and quantitative examination. The study employs a bibliometric technique that combines citation analysis and co-occurrence of key phrases to illuminate and depict the large picture and development of this research topic.

## **RESEARCH QUESTIONS**

- R1.** How has Digital Citizenship progressed and which are the most cited documents?
- R2.** Who are the well-known scholars of Digital Citizenship and which institutions countries, and journals have had the biggest impact on the field?
- R3.** What are the fledging themes in the field of Digital Citizenship?

## **METHODOLOGY**

To address all of the pre-determined research questions, this study performed a comprehensive bibliometric assessment. The bibliometric study exposes links

between articles based on the frequency with which they are referenced and co-cited by other publications. (Apriliyanti and Alon, 2017).

**Citation analysis:** This method examines several features of research using pre-selected units such as the number of publications per year, prominent authors, significant journals, institutions, and nations. Citations are used to determine the level of impact in the study (Van Raan, 2003).

**Co-occurrence of author keywords:** This method takes into account the frequency of a term that appears below the abstract, as well as the number of times it appears in the same article. (Su and Lee, 2010). The bibliometric visualization application VOS viewer was utilized to carry out the procedures of citation analysis and co-occurrence of author keywords. VOSviewer is particularly useful for visualizing understandable bibliometric maps. (Van Eck and Waltman, 2009).

**DATA COLLECTION**

Scopus has a more comprehensive list of contemporary sources. Scopus also has the benefit of establishing an independent sourcing system. Additionally, its user experience is often seen as more user-friendly. As a result, the author searched for papers that would be pertinent to this research. The author searched Scopus using the following keywords: "Digital Citizen," "Digital Citizenship Education," and "Global Citizenship." The research confines its analysis to the disciplines of 'Arts and Humanities' and "Social Studies," owing to the study's limited emphasis on Digital Citizenship. The papers were published between 2002 and 2021. A search query using the criteria

described above returned a total of 574 items. The query scanned the following parts of journals for articles containing the specified keywords, abstract and title. However, upon careful examination of the retrieved articles, the author discovered that some of them were not about digital citizenship, despite the phrase being referenced in the abstract, and keyword. Finally, 544 articles were chosen and a comprehensive bibliometric analysis was conducted to address the suggested study.

**RESULTS**

**Citation analysis**

The following are the outcomes of this analysis:

**Most Influential Documents**

20% of the articles have sustained 100 citations or more with "Informal learning and identity formation in online social networks" (Greenhow and Robelia,2009) having the highest citation. In this the author has looked upon learning using SNS technology may be integrated into students' broader learning ecology to eliminate educational inequity, and how to present institutionalized systems could alter to accommodate such change The next most cited article is "Global Citizenship: A Typology for Distinguishing its Multiple Conceptions" (Oxley and Morris, 2013) having 145 citations. The author has attempted to construct a typology to identify and differentiate various perspectives on global citizenship. The typology is based on two types of global citizenship: cosmopolitanism and advocacy. Following that, the author briefly demonstrates how the typology may be used to assess the important elements of a GC curricular plan.

**Table 1:** Most Influential Documents

<b>Ran k</b>	<b>Title</b>	<b>Citation</b>
1	"Informal learning and identity formation in online social networks" (Greenhow and Robelia,2009)	260
2	"Global Citizenship: A Typology for Distinguishing its Multiple Conceptions" (Oxley and Morris,2013)	145
3	"Globalising citizenship education? A critique of 'global education and 'citizenship education" (Davies, Evans and Reid,2005)	130
4	"(Towards) decoloniality and diversity in global citizenship education "(Andreott ,2011)	108

5	“Global citizenship education in context: teacher perceptions at an international school and a local Israeli school” (Goren and Yemini,2016)	99
6	“Exploring the relationships between learning styles, online participation, learning achievement and course satisfaction: An empirical study of a blended learning course” (Cheng and Chau,2016)	87
7	“Intermediaries and hate speech: Fostering digital citizenship for our information age” (Citron and Norton,2011)	77
8	“Linking moral and social-political perspectives in global citizenship education: A conversation with Wiel Veugelers” (Veugelers and Bosio,2021)	75
9	“Mobile learning: At the tipping point” (Franklin, 2011).	71
10	“Cultivating global citizens: Planting new seeds or pruning the perennials? looking for the citizen-subject in global citizenship education theory” (Pashby, 2011).	70
11	“Defining and measuring youth digital citizenship” (Jones and Mitchell, 2016).	67
12	“Sexual Violence in the Digital Age: The Scope and Limits of Criminal Law” (Henry and Powell, 2016).	66
13	“We cannot teach what we don't know: Indiana teachers talk about global citizenship education” (Rapoport,2010).	66
14	“Digital Citizenship: Parameters of the Digital Divide”(Shelley et al.,2004)	57
15	“Instrumentalism, ideals, and imaginaries: Theorising the contested space of global citizenship education in schools”(Marshall, 2011))	57
16	“A Concept Analysis of Digital Citizenship for Democratic Citizenship Education in the Internet Age” (Choi, 2016)	57
17	“The digital turn in postcolonial urbanism: Smart citizenship in the making of India's 100 smart cities”(Datta, 2018)	56
18	“Global citizenship education, school curriculum, and games: Learning Mathematics, English and Science as a global citizen”(Lim, 2008)	54
19	“Digital citizenship among ethnic minority youths in the Netherlands and Flanders” (d'Haenens, Koeman and Saeys,2007)	49
20	“International elite, or global citizens? Equity, distinction, and power: the International Baccalaureate and the rise of the South” (Gardner,2016)	47

**Source:** Author's calculations

### ***Most Influential Journals***

The most prominent journal is Globalisation, Societies, by the British Journal of Educational Studies, which has and Education, which has 480 total citations, followed 321 total citations.

**Table 2:** Most Influential Journals

Rank	Source	Document	Citations
1	Globalisation, Societies and Education	33	480
2	British Journal of Educational Studies	9	321
3	International Journal of Communication	6	156
4	Educational Technology and Society	9	156
5	Education, Citizenship and Social Justice	16	146
6	Computers and Education	5	136
7	Compare	10	127
8	Turkish Online Journal of Educational Technology	6	115
9	Journal of Social Studies Education Research	6	51
10	Sustainability (Switzerland)	7	45

**Source:** Author's calculations

**Most Influential Author**

The most influential writers are included in this section. The number of documents the writers have about the

number of citations each of them receives is used to determine their impact. With 233 and 206 citations, respectively, Yemini M and Goren H have sustained the highest citations.

**Table 3: Most Influential Author**

Rank	Author	Documents	Citation
1	Yemini M.	10	233
2	Goren H.,	5	206
3	Pashby K.	10	169
4	Torres C.A.	5	64
5	Wang C.	6	57

Source: Author's calculations

**Most Influential Organization**

The organizations are plotted about the authors who have been published and referenced, as well as their affiliation with them. School of Education ranks first.

With a total citation count of 169, "School of Education", Israel has the maximum citation.

**Table 4: Most Influential Organization**

Rank	Organization	Documents	Citation
1	"School of Education, Tel Aviv University, Tel Aviv, Israel"	10	169
2	"Cardiff University, United kingdom"	4	112
3	"Department of Education, University of Bath, United Kingdom"	4	144
4	"University of North Carolina Charlotte, Charlotte, NC, United States"	4	32

Source: Author's calculations

**Most Influential Country**

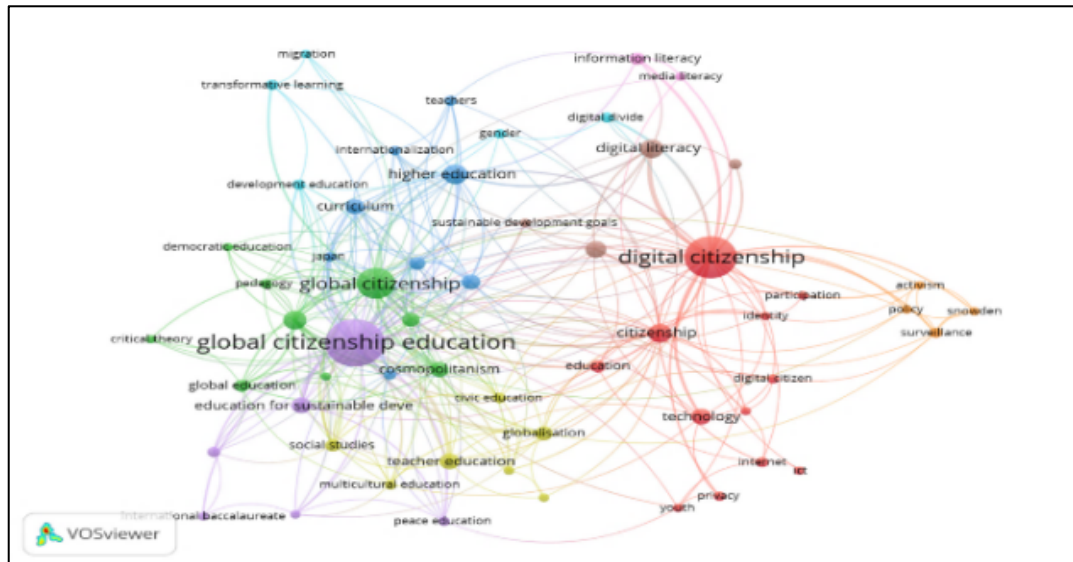
This section depicts the most prominent nations with widely recognized publications in the field of Digital Citizenship have been based. Based on total citations

received, the United States with 1703 citations and United Kingdom with 1381 citations have a maximum citation on digital citizenship.

**Table 5: Most Influential Country**

Rank	Country	Documents	Citation
1	United States	143	1703
2	United Kingdom	88	1381
3	Canada	41	605
4	Australia	49	444
5	Israel	13	243
6	Netherlands	15	203
7	Turkey	24	135
8	Spain	21	100
9	South Korea	17	77
10	Denmark	9	50

Source: Author's calculations

**Figure 2:** Co-occurrence of author keywords Snapshot

Source: Author's calculations

### *Co-occurrence of author keywords*

In the occurrence analysis, we can witness 53 keywords forming 9 clusters, with keywords having a frequency of 5.

#### *Cluster 1 (12 items)*

Red Cluster indicated by citizenship, digital citizenship, digital citizen, digitalization, education, ICT, identity, internet, participation, privacy, technology, youth. Digital identity, digital participation, privacy are all terms that revolve around digital citizenship and digital citizen. Governance, citizenship, and democracy are all undergoing a fresh transition today, with their notions and practices being electrolyzed or digitalized. Digital citizenship entails a significant shift in individual interaction as well as the internal dynamics of citizenship.

#### *Cluster 2 (9 items)*

Green cluster indicated citizenship education, cosmopolitanism, critical literacy, critical theory, democratic education, global citizenship, global education, neoliberalism, pedagogy. Critical literacy and critical theory are two routes that lead to a better understanding of the world. Readers in the twenty-first century must be meaning builders, text consumers, and

text critics. Neoliberal citizenship not only allows individuals to take care of themselves but also links them to the well-being of society as a whole.

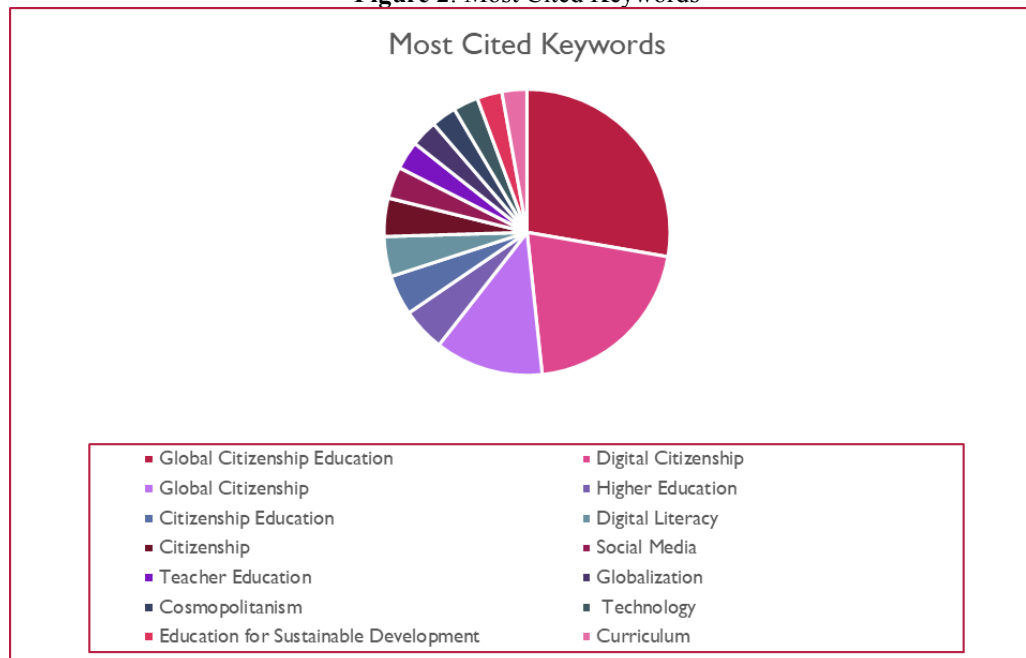
#### *Cluster 3 (8 items)*

The blue cluster consists of keywords such as curriculum, globalization, higher education, human rights, internationalization, Japan, Social Justice, teachers. A Global Digital Citizen is an ethical, responsible citizen who uses technology to create a global community via connection and compassion. The following are examples of digital rights that are both human and legal. They include the right to access and utilize digital material; the right to produce and share digital media; the right to privacy in digital communities; and the freedom to express ideas and views.

#### *Cluster 4 (7 items)*

Yellow Cluster consists of keywords such as civic education, global citizenship education, globalization, multicultural education, social studies education, and teacher education. All of these factors have contributed to the establishment of a more global and collaborative approach to education. Multicultural education is a collection of educational practices designed to aid instructors in adapting to their pupils' changing



**Figure 2: Most Cited Keywords**

**Source:** Author's Calculations

demographics.

*Cluster 5 (6 items)*

Critical global citizenship, education for sustainable development, global citizenship education, international baccalaureate, international education, peace education. Sustainable development is development for the future. Such a development cannot take place in education if students are not made responsible for their activities online and offline. Citizenship and peace education are highly correlated. International baccalaureate thus emphasizes on the need for teaching students in higher education to be mindful of their activities.

*Cluster 6 (5 items)*

Development education, digital divide, gender, migration, transformative learning. In comparison to men, women have much less exposure to technology particularly in underdeveloped nations that struggle to afford technology and internet access.

*Cluster 7 (4 items)*

Activism, policy, Snowden, surveillance. The Snowden leaks were not the first to reveal how the

government monitor people's communications with the aid of commercial infrastructure companies.

*Cluster 8(4 items)*

Cyberbullying, digital literacy, social media, sustainable development. Digital Citizenship is a term that refers to the standards that govern the proper and responsible use of technology. Conveniently, being a good digital citizen also means protecting information, respecting others, not indulging in any activity that will hurt the sentiments of any individual globally. Digital citizenship and sustainable development are highly correlated.

*Cluster 9 (2 items)*

Information literacy and media literacy. The totality of knowledge, attitudes, and skills needed to identify when and what information is required, where and how to acquire it, how to critically examine and organize it once gained, and how to utilize it responsibly is known as media and information literacy. This research looks at the most often used keywords located right below the abstract. The map illustrating the co-occurrence of author keywords reveals that the words like global citizenship education, global citizenship, and digital

citizenship have been the most popular in the literature over the previous 23 years.

## DISCUSSION AND CONCLUSION

A complete bibliometric study of 544 papers published between 2002 and 2021 was undertaken by the researcher. A bibliometric investigation was carried out, which included citation analysis and co-occurrence of author keywords. To begin, a citation analysis was conducted to address the study's first two research questions. The number of publications on digital citizenship has constantly expanded since its start. This pattern of publication may be divided into two halves. The first stage (2002–2007) depicts the discipline's early years, with a minimal number of publications. However, in 2007, the second stage of the literature on digital citizenship underwent an annual growth in the number of publications. With 260 citations, the most referenced publication in this topic to date is "Informal learning and identity formation in online social networks" (Greenhow and Robelia, 2009). Additionally, the authors who have had the most influence are Yemini M and Goren H with 233 and 206 citations, respectively. *Globalization, Societies, and Education* is the most influential journal, with 480 citations, progressed by the *British Journal of Educational Studies*, which receives 321 citations. Again, when the total number of publications published is considered, the School of Education is at the top. Once again, the School of Education, Israel, comes first with a citation count of 169. The United States ranks first with 1703 citations, followed by the United Kingdom with 1381, being the nation with a maximum citation for digital citizenship.

Co-occurrence of author keywords reveals that some of the most frequently used terms in the literature include 'global citizenship, global citizenship education, digital citizenship, citizenship education, digital literacy, higher education, cosmopolitanism, curriculum, globalization, education for sustainable development, teacher education, citizenship, social media, and technology. These keywords provide light on the major points of digital citizenship research throughout the years. Students will be able to educate and defend themselves, organize authentic involvement, and enhance their capacity for empowerment. Parents will

be able to balance their child's online and offline lives, emphasizing the need for digital parenting. Teachers will be able to expand their knowledge and teaching techniques in tandem with their students' usage of interactive media and will be equipped with the competencies necessary for implementing and evaluating.

## LIMITATIONS

Despite the research's high quality, relevance, and scope, many limitations must be addressed. As a consequence, the study's reliance on a single database represents a substantial constraint. To begin, this study focuses only on digital citizenship as it pertains to the "arts and humanities" and "social studies" fields. On the other hand, the field of digital citizenship has spawned a plethora of specialties. As a consequence, future studies should emphasize exploring the concept from a multidisciplinary and interdisciplinary approach. Second, given the discipline's infancy and quick growth, it is inevitable that several further major studies will be published in this field. As a consequence, future research on digital citizenship should continue to undertake comparable bibliometric studies at 5-7 year intervals. Finally, the bibliometric analysis may be utilized to do a literature review using some different approaches. Two of these analytic methods were employed in this study. Future studies should use some different bibliometric approaches to have a deeper understanding of this subject.

## REFERENCES

1. Andreotti, V. D. O. (2011). (Towards) decoloniality and diversity in global citizenship education. *Globalization, Societies, and Education*, 9(3-4), 381-397.
2. Apriliyanti, I. D., & Alon, I. (2017). Bibliometric analysis of absorptive capacity. *International Business Review*, 26(5), 896-907.
3. Aslan, S. (2016). Digital citizenship behavior of social studies teachers of primary investigation of some variables (The sample of Firat, Dicle, Siirt, Adiyaman universities).
4. Benckendorff, P., Zehrer, A., 2013. A network analysis of tourism research. *Ann.Tour. Res.*43, 121–149.

5. Cheng, G., & Chau, J. (2016). Exploring the relationships between learning styles, online participation, learning achievement, and course satisfaction: An empirical study of a blended learning course. *British Journal of Educational Technology*, 47(2), 257-278.
6. Choi, M. (2016). A concept analysis of digital citizenship for democratic citizenship education in the internet age. *Theory & research in social education*, 44(4), 565-607.
7. Citron, D. K., & Norton, H. (2011). Intermediaries and hate speech: Fostering digital citizenship for our information age. *BUL Rev.*, 91, 1435.
8. Datta, A. (2018). The digital turn in postcolonial urbanism: Smart citizenship in the making of India's 100 smart cities. *Transactions of the Institute of British Geographers*, 43(3), 405-419.
9. Davies, I., Evans, M., & Reid, A. (2005). Globalizing citizenship education? A critique of 'global education' and 'citizenship education'. *British journal of educational studies*, 53(1), 66-89.
10. De Bellis, N. (2009). *Bibliometrics and citation analysis: from the science citation index to cyber metrics*. scarecrow press.
11. D'Haenens, L., Koeman, J., & Saeys, F. (2007). Digital citizenship among ethnic minority youths in the Netherlands and Flanders. *New media & society*, 9(2), 278-299.
12. Emejulu, A., & McGregor, C. (2019). Towards a radical digital citizenship in digital education. *Critical Studies in Education*, 60(1), 131-147.
13. Franklin, T. (2011). Mobile learning: At the tipping point. *Turkish Online Journal of Educational Technology-TOJET*, 10(4), 261-275.
14. Gardner-McTaggart, A. (2016). International elite, or global citizens? Equity, distinction, and power: The International Baccalaureate and the rise of the South. *Globalization, Societies, and Education*, 14(1), 1-29.
15. Gazi, Z. A. (2016). Internalization of Digital Citizenship for the Future of All Levels of Education. *Education & Science/Egitim Ve Bilim*, 41(186).
16. Goren, H., & Yemini, M. (2016). Global citizenship education in context: Teacher perceptions at an international school and a local Israeli school. *Compare A Journal of Comparative and International Education*, 46(5), 832-853.
17. Greenhow, C., & Robelia, B. (2009). Informal learning and identity formation in online social networks. *Learning, media, and technology*, 34(2), 119-140.
18. Henry, N., & Powell, A. (2016). Sexual violence in the digital age: The scope and limits of criminal law. *Social & legal studies*, 25(4), 397-418.
19. Hollandsworth, R., Donovan, J., & Welch, M. (2017). "Digital Citizenship: You Can't Go Home Again," *TechTrends*, vol. 61, no. 6, pp. 524– 530 <http://blog.whoosreading.org/digital-citizenship-resources-for-every-teacher/>
20. Information and Communication Technology, retrieved from [http://www.unctad.org/en/docs//iteipc20031\\_en.pdf](http://www.unctad.org/en/docs//iteipc20031_en.pdf)
21. Jones L. M., & Mitchell. K. J.,(2016.) "Defining and measuring youth digital citizenship," *New Media Soc.*, vol. 18, no. 9, pp. 2063–2079
22. Lauricella, A. R., Herdzina, J., & Robb, M. (2020). Early childhood educators' teaching of digital citizenship competencies. *Computers & Education*, 158, 103989.
23. Lim, C. P. (2008). Global citizenship education, school curriculum, and games: Learning Mathematics, English and Science as a global citizen. *Computers & Education*, 51(3), 1073-1093.
24. Marshall, H. (2011). Instrumentalism, ideals, and imaginaries: Theorising the contested space of global citizenship education in schools. *Globalization, Societies, and Education*, 9(3-4), 411-426.

25. Martínez-López, F. J., Merigó, J. M., Valenzuela-Fernández, L., & Nicolás, C. (2018). Fifty years of the European Journal of Marketing: a bibliometric analysis. *European Journal of Marketing*.
26. Ng, W. 2012. "Can we teach digital natives digital literacy?," *Comput. Educ.*, 59(3), 1065–1078.
27. Oxley, L., & Morris, P. (2013). Global citizenship: A typology for distinguishing its multiple conceptions. *British journal of educational studies*, 61(3), 301-325.
28. Pashby, K. (2011). Cultivating global citizens: Planting new seeds or pruning the perennials? Looking for the citizen-subject in global citizenship education theory. *Globalization, Societies, and Education*, 9(3-4), 427-442.
29. Prensky M., 2004 "The emerging online life of the digital native," *Consult. em*, 1–14.
30. Pritchard, A. (1969). Statistical bibliography or bibliometrics. *Journal of documentation*, 25(4), 348-349.
31. Punjani, K. K., Kumar, V. R., & Kadam, S. (2019). Trends of puffery in advertising—a bibliometric analysis. *Benchmarking: An International Journal*.
32. Rapoport, A. (2010). We cannot teach what we don't know: Indiana teachers talk about global citizenship education. *Education, citizenship and social justice*, 5(3), 179-190. Retrieved From: <https://www.cyberswachhtakendra.gov.in/z>.