

**Bibliometric Analysis of Experimental Designed Theses on Computer-Assisted Instruction in the Field of Mathematics Education**

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**Abstract**

The purpose of the research is to examine the experimentally designed master's and doctoral theses completed in the field of mathematics education in our country and to reveal the general status of the research. The data of the research were obtained from 66 theses written on computer and technology-aided teaching in the field of mathematics education, which were accessed from the National Thesis Center of the Council of Higher Education. While 54 of these theses were master's theses, 12 were doctoral theses. The determined theses were examined based on 10 criteria. In this context, the distribution of postgraduate theses according to their publication years, universities and gender of the researchers, the application periods of the experiments, sample levels, computer software materials used for teaching, dependent variable types, tests used in data analysis, application topics and the results obtained from the studies were examined. The bibliometric analysis technique was used in the examination of the documents covered in the study. Data analysis was performed by calculating the frequency and percentage values of the data obtained from the studies. The theses included in the scope of the research were examined by three researchers who are experts in the field of mathematics education. The reliability of the study was tried to be ensured by taking into account the percentage of agreement between the results obtained by the researchers. According to the findings obtained as a result of the research, it is seen that postgraduate theses showed an intensity after 2019, the studies were published the most in 2023 and the studies were carried out the most at Niğde Ömer Halisdemir University. It was determined that the application period of experimental studies is generally between 4-5 weeks. It is seen that the sample group of the studies generally consists of middle school level and the concept of "academic success" is examined as the dependent variable. In the theses, it was determined that computer-aided teaching in the experimental group was carried out with technological tools and software such as GeoGebra, Tinkerplots, Cabri 3d, digital storytelling method, smart board, Scratch, WebQuest application, Web 2.0 tools, EBA application, Morpa Campus Education Software, virtual manipulative set (MATMAP).