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Global Studies in Digital Transformation Phases in School Settings: A Bibliometric Analysis

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ABSTRACT New emerging technologies promoting digital transformation in areas of life, like in education are unexceptional. Digital transformation is not a simple process of transforming existing materials into digital ones but also about digitising the operations of the educational institutions. This study explores studies on digital transformation in schools (DTS) by applying bibliometric analysis to 142 Scopus-indexed documents from 2001 to 2022. The finding shows that the annual publication growth has increased rapidly in the last few years. The research community has expanded, but the cooperation of scholars is still limited. Germany, Sweden, USA, Italy and Russia have the most publications. Sustainability is the most relevant source. Six themes in DTS were investigated, including school digitalisation, educational policies, learning in the digital age, digital literacy, future school, and school leadership. Among the three phases of digital transformation, digitalisation is currently the issue that receives the most research community attention. Although COVID-19 contributes to the promotion of DTS, it is not an important factor in the research field. In addition, some suggested research directions are stakeholder roles, program development, digital education, and school library roles. The findings contribute to clarifying the field of DTS research and suggest new approaches for the research community in the coming time.