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Scientific Trends of Large Language Model Assisted Pedagogy in Higher Education: A Bibliometric Analysis

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ABSTRACT This research work presents a bibliometric analysis of Large Language Model (LLM)-assisted pedagogy in higher education to study its global research trends and identify key themes, collaboration patterns, and research gaps. Lens (Lens.org) was used to retrieve the dataset by incorporating a logical and expanded structure from December 2015 to December 2025. A total of 17,089 relevant records were retrieved and analysed. VOSviewer was used for keyword co-occurrence, author collaboration, and journal-source network analyses. The results showed that LLM-assisted pedagogy research surged between 2020 and 2022. Journal articles were the main source of literature on LLM-assisted Pedagogy research. Computer science and artificial intelligence were the major disciplines in this field. Curriculum, education, digital learning, and assessment were the outcomes of the keyword co-occurrence analysis. It can be concluded that the findings may play a pivotal role in policy framing in LLM-assisted pedagogy development in higher education.