


Citation index: a case study on the journal *Ensino em Perspectivas*

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Abstract

The article explores the Google Scholar citation index, adopted as the main criterion to be considered an evaluation for humanities journals in the 2017-2020 quadrennium. The objective was to analyze the main articles that impacted the h5 index of the journal *Teaching in Perspectives* (EnPe). A qualitative case study research was conducted, which uses the public profile of the EnPe magazine on Google Scholar as a data collection platform. The results showed that h5 indexes, on June 10, 2021, are equal to 6, as there were 9 articles cited 6 or more times. The analysis makes it possible to infer that, as a journal with only a year and a half of existence, its Google indexes are relatively good, as well as that the most cited themes were varied, dealing with teacher education, gender, inclusion, public management, among others.

Keywords: Scientific article. Citation impact. Scientific journal. Education journal. Google Scholar.

Índice de citação: um estudo de caso sobre o periódico *Ensino em Perspectivas*

Resumo

O artigo versa sobre o índice de citação do Google Scholar, adotado como critério principal a ser considerado avaliação para as revistas de humanidades no quadriênio 2017-2020. O objetivo foi analisar os principais artigos que impactaram no índice h5 da revista *Ensino em Perspectivas* (EnPe). Desenvolveu-se uma pesquisa qualitativa, do tipo estudo de caso, que utilizou o perfil público da revista EnPe no Google Scholar como plataforma de coleta de dados. Os resultados demonstraram que índices h5, em 10 de junho de 2021, é igual a 6, pois havia 9 artigos citados 6 ou mais vezes. As análises possibilitam inferir que por ser uma revista com apenas um ano e meio de existência seus índices no Google são relativamente bons, bem como que as temáticas mais citadas eram variadas, versando sobre formação de professor, gênero, inclusão, gestão pública, dentre outras.

Palavras-chave: Artigo científico. Impacto de citação. Periódico científico. Revista de Ensino. Google Scholar.



1 Introduction

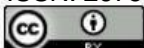
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This article is inserted in the large area of the humanities, more specifically in the field of Teaching, and deals with the citation index of a scientific journal recently founded, hosted in the periodical portal of the Ceará State University (UECE). In this direction, the object of study is the journal *Ensino em Perspectivas*, selected by the authors of this article because it drew attention to the fact that such a recently established journal has citation index equal to or higher than other journals in the same field that have existed for much longer.

The journal "*Ensino em Perspectivas*" (EnPe) is a scientific journal in the field of Teaching, sponsored by the Publishing House of the Ceará State University (EdUECE). Its goal is to publish scientific articles, experience reports and expanded abstracts that bring discussions about theories and practices of teaching, in the national and international scope, that collaborate with the expansion of knowledge. It was created in 2019 by a group consisting of students and teachers who were looking for a formative journal, which would enable a plural publication prepared by teachers of basic education, students and teachers of higher education as explained (FIALHO, 2021, p. 2):

In spite of this desolating scenario, a group of professors and students who defend the importance of the Human Sciences, linked to the Graduate Program in Education of the State University of Ceará (PPGE/UECE), and more specifically to the study group "Educational Practices, Memories and Oralities - PEMO", collectively decided to foster the creation of a public channel for the dissemination of research in the form of articles, experience reports and summaries, in a free and democratic way. Inspired by the principles of open science, the goal was to enable students, teachers of basic and higher education, and other researchers in the field of education to publicize their experiences and research in a vehicle with scientific credibility, but which was not extremely selective, making it impossible for beginner students and other non-experienced professionals to disseminate their knowledge.

Given the aforementioned citation, the question was raised: How did such a young journal, which includes graduate program students in its editorial board, with a formative and not very exclusive character, achieve expressive citation index in Google Scholar in



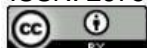


less than two years of operation? To understand this problematic, we developed a qualitative study, of the case study type, with the objective of analyzing the main articles that impacted the h5 index of the EnPe journal.

As an assumption, it is suggested that the citation index in Google Scholar stemmed from the fact that the students themselves engaged in publicizing the journal and the articles published. When other graduate and undergraduate students, teachers of basic education, and other readers felt encouraged to read and publish in the journal, they also started to cite the journal as a reference in their studies. Furthermore, very quickly, the journal managed to be linked to 21 databases, search engines and indexers, namely: 1) *Directório de Revistas Académicas em Acesso Aberto (DOAJ)*; 2) *Latindex*; 3) *Red Latinoamericana de Revistas Académicas em Ciências Sociais (LatinREV)*; 4) *Bielefeld Motor de Pesquisa Académica (BASE)*; 5) *Red Iberoamericana de Innovación y Conocimiento Científico (REDIB)*; 6) *Eurasian Scientific Journal Index (ESJI)*; 7) *Academic Resource Index (Research Bib)*; 8) *The Latest Journal Tablets of Contents (Journal TOCs)*; 9) *Sumários de Revistas Brasileiras. org (SUMÁRIOS)*; 10) *Índice de Jounauls de Pesquisa (DRJI)*; 11) *Mirabel*; 12) *Mercado de Acesso Aberto de Qualidade (QOAM)*; 13) *Portal de Periódicos da UECE*; 14) *Google Scholar*; 15) *Diretório de Políticas Editoriais das Revistas Científicas Brasileiras (DIADORIM)*; 16) *Research4Life*; 17) *International Impact Factor Services (IIFS)*; 18) *Library Hub Discover*; 19) *Semantic Scholar*; 20) *Directório de Recursos Académicos de Acesso Livre (ROAD)*; 21) *Index Copernicus International*, conforme dados disponíveis na página <https://revistas.uece.br/index.php/ensinoemperspectivas/indexadores>.

The relevance of this research consists in enabling a greater understanding of the Google Scholar citation index, by realizing that the length of a journal's existence does not necessarily result in good rates. Besides allowing us to understand which themes published by EnPe in the field of education are being more read and cited by the academic community and education professionals.

2 Methodology





The research is inserted in the roll of qualitative studies of the case study type, because it stops to study a single journal - Teaching in Perspectives - in relative depth, with the motto of identifying not only the citation index, but also the theme of the most mentioned texts in the journal's Google Scholar profile. This is because it is understood that in addition to quantifying the disseminated production, in an objective and numerical way, it matters to think about the themes related to citations (NASCIMENTO; FIALHO; BRANDENBURG, 2020).

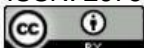
Methodologically, the research was based on the State of the Art or State of Knowledge (FERREIRA, 2002), since this perspective allows the study of the productions disseminated by the journal. The State of the Art involves a descriptive process about the state of knowledge production (FIALHO; SOUSA; FREIRE, 2020), in this case, the themes related to the most cited articles in EnPe.

Understanding the themes that EnPe has been publishing "is crucial to understand the focus and scope of the journal, as well as point out the discussions not yet referenced and guide possible articulations between researchers interested in the themes addressed by this journal" (SOUSA; FERNANDES, 2020, p. 3).

The data collection of the most cited productions of EnPe was developed on June 10, 2021, in the online address of the journal in Google Scholar (<https://scholar.google.com.br/citations?user=ZSuA6fQAAAAJ&hl=pt-BR>), from which, first, the general number of citations of the journal was collected, then the h5 index, to later tabulate the most cited production of this journal.

After collecting the texts and tabulating the number of citations, we used content analysis to identify the main themes conveyed. It is important to mention that, according to Bardin (2010), this technique to analyze the data explores them from inference or deduction, following the following procedures: pre-analysis; exploration of the material and treatment of results; and inference and interpretation.

The pre-analysis allows the identification of the initial ideas of the works raised in the themes so that they can later be synthesized for further interpretation. The exploration of the material and treatment of the results consists in carrying out the floating reading and



rereading, when appropriate, detailed data, in this case the articles, to subsequently enable the products under analysis to be grouped and organized into categories by thematic similarity (FIALHO, SOUSA, 2020).

3 Results and Discussion

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The results show that EnPe, in its first 18 months of existence, received 68 citations, with 9 articles cited 6 times or more, which indicates an h5 equal to 6. It is also important to highlight that there were also 2 articles cited 7 times, 6 cited 6 times, 2 cited 5 times, 3 cited 4 times and 1 cited 3 times.

For the qualitative analysis, it was opted to include the 15 most cited articles, since the citation difference between them was small, as can be seen in the table below organized from the mention of the title, author, volume and number, year of publication and number of citations.

Quadro 1 – Os 15 textos mais citados da Ensino em Perspectivas (EnPe)

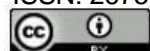
Title	Author	V (N), year	Citations
Pedagogical Residency and its contribution to teacher training	MC de Freitas, BM de Freitas, DM Almeida	1 (2), 2020	8
Guiding elements of supervised internships: the teacher's view	BM Freitas, MC de Freitas, GF Cavalcante	1 (1), 2020	7
School geography and the role of the teacher in the contemporary context	FS Guerra	1 (2), 2020a	7
Girls and boys: play and gender relations	PIR da Silva, FA Jorge, FM from N Ferreira	1 (2), 2020	6
Inclusion in higher education: a challenge for teaching	ATFFP Arruda, EL de Castro, RF de Barreto	1 (2), 2020	6
Women's education in Ceará through the lens of the Escola Normal (1884-1930)	KCA Coelho	1 (2), 2020	6
Public management of early childhood education: collective work for the benefit of meaningful teaching	BM de Oliveira Neto	1 (1), 2020	6



Diversity and construction of the child's identity in everyday life in early childhood education	RP Barbosa, VSM Saboia	1 (1), 2020	6
The legacy of the Terreiro Association for capoeira in Ceará	JOF Ferreira Neto	1 (1), 2020	6
A cooperative learning experience in the Language Arts course	ACC Moura, A da S Portela, AMA de Lima	1 (2), 2020	5
Reflections on the story of Pinocchio and children's rights	FA Jorge, A de M Araújo	1 (1), 2020	5
The importance of school for children in single-parent families	MC de Freitas, BM Freitas, GF Cavalcante	2 (1), 2021	4
The importance of environmental education for professional, teaching, and human improvement	AA de S Pinheiro, BM de Oliveira Neto, NMTC Maciel	2 (1), 2021	4
Geocology of landscapes as a contribution to the teaching of physical geography	FS Guerra	1 (1), 2020b	4
The student evasion in the course of Portuguese Language and Literature at FECLESC	MJ Rolim, DM Almeida	2 (1), 2021	3

Source: <https://revistas.uece.br/index.php/ensinoemperspectivas/issue/archive>.

By sketching the theme of the texts in this table, one can verify the contribution of the pedagogical residency program in the initial formation of the teacher and the approximations between university and school (FREITAS; FREITAS; ALMEIDA, 2020); the contributions of the curricular component supervised internship for the teaching professionalism of the members of the degree course in Nature and Mathematics of the University of International Integration of Afro-Brazilian Lusophony (FREITAS, FREITAS; CAVALCANTE, 2020); the role of the curricular component Geography in basic school (GUERRA, 2020a); the origin of games in association with gender relations, whose heteronormative meaning is imposed by adults and not by toys (SILVA; JORGE; FERREIRA, 2020); the national publications about inclusion in higher education and the duty of teachers, students and higher education institutions towards inclusion (ARRUDA; CASTRO; BARRETO, 2020); the educational transformations operationalized by the Escola Normal do Ceará, in the period from 1884 to 1930, for women in the perspective of gender issues and the social view of women as vulnerable beings (COELHO, 2020); the

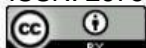




role of the public school manager in Early Childhood Education (OLIVEIRA NETO, 2020); the role of Early Childhood Education in the construction of identity, diversity and the self-control of the child as a social subject (BARBOSA; SABOIA, 2020); the legacy of the Terreiro de Capoeira Association for Ceará's Capoeira, for the record of local memory and other fields of knowledge (FERREIRA NETO, 2020); the activities of the discipline Special Topics in Language and its consequences arising from the cooperative learning methodology (MOURA; PORTELA; LIMA, 2020); the desire to study verified in the narrative of the Pinocchio doll and the rights of children vilified by social and economic factors (JORGE; ARAÚJO, 2020); the role of school and single-parent family in the cognitive, affective and social development of the child (FREITAS, FREITAS; CAVALCANTE, 2021); the Environmental Education, in the practice of teachers of Elementary I and II, as a factor of professional, teaching and human improvement (PINHEIRO; OLIVEIRA NETO; MACIEL, 2021); the contribution of Geocology of Landscapes to the teaching of Physical Geography along the lines of transdisciplinary teaching practice (GUERRA, 2020b); the student dropout in the courses of Licenciatura em Letras Português in Sertão Central cearense (ROLIM; ALMEIDA, 2021).

Going from Basic Education to Higher Education, researches with good metrics have problematized the various curricular components, the teaching practice and pedagogical formative practice - residency and supervised internship -, the role of educational institutions and their managers, giving amplitude to the themes addressed at EnPe in these 18 months of existence.

In the most cited EnPe studies, the considerable presence of transversal themes such as gender issues, heteronormativity, inclusion, identity construction, diversity, children's rights, single-parent families, environmental education, and others, called our attention. This finding indicates that this journal, through its authors, contributes to the construction and dissemination of interdisciplinary knowledge relevant to the development of other essential dimensions to education, including those peculiar to everyday life, as proposed in its scope.





Another revealing theme is the value placed on other sources of knowledge, such as that contained in the study by Ferreira Neto (2020), which highlights the social, cultural and educational legacy of capoeira, especially in preserving memories, identities, history and ancestry.

4 Final considerations

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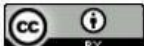
To analyze the main articles that impacted the h5 index of EnPe, a qualitative case study research was conducted, using the public profile of this journal in Google Scholar as a platform for data collection.

The results revealed that EnPe, in its first 18 months of existence, is already linked to 21 national and international databases, search engines and indexers. Probably due to the efforts of professors, students, authors, and readers in publicizing and/or referencing the publications of this journal, it has so far obtained 68 citations, with 9 articles cited 6 times or more, indicating an h5 equal to 6.

The 15 most cited articles revealed that the theme of the journal under consideration has reached both themes proper to Education and transversal themes. From this standpoint, the approaches contained in EnPe have permeated Basic Education and Higher Education, and have also focused on other sources of knowledge such as the social, cultural and educational legacy of capoeira.

Studies with good citation metrics looked at curricular components, teaching practice, pedagogical training, the role of the various players in the education system, etc. As for cross-cutting themes, the interest revealed by the citations was in articles dealing with identity building, children's rights, gender, inclusion, diversity, among others.

With the support of the data collected - theme of the articles and citation rates - it can be inferred that, despite the 18 months of existence, EnPe has contributed to the construction and dissemination of knowledge not only for the areas of Education and Teaching, but also interdisciplinary. The study made it possible to know what has already been published and the gaps that still exist. Therefore, in accordance with the permanent



construction of knowledge, new studies of scientific and social relevance are expected to contribute to the journal *Ensino em Perspectiva*.

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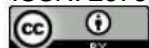
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