The intersection of film, teaching, and inclusive education

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ABSTRACT

Background: The convergence of film, teaching, and inclusive education research on education has received much attention recently because it can potentially improve educational experiences and create social change. **Purpose:** This intersection of disciplines provides educators an immense tool for engaging children, cultivating empathy, and addressing social and cultural inequities. Using film's emotional connection and narrative force, educators may build more diverse and efficient learning environments that meet the different needs of their students. **Methods:** This study used existing data from Scopus to analyze the intersection of film, teaching, and inclusive education using bibliometric quantitative publications studies to assess academic influence. It entails analyzing citations, publication trends, and other bibliographic information. **Results:** The findings underline the importance of utilizing films to encourage inclusive school practices. Films can reduce socioeconomic inequities, raise cultural knowledge, and improve inclusive teaching techniques. This study underlines the relevance of using film in instructional approaches to promote inclusive education practices and increase learning results. Films are exhibited to promote critical thinking about teaching methods, interpersonal relationships, and classroom ethics. **Conclusion:** Introducing film into teaching techniques can boost student engagement, improve critical thinking abilities, and raise cultural understanding. Subsequently, this bibliometric study provides a helpful overview of the present research environment in films, teaching, and inclusive education, serving as a foundation for academics to investigate and introduce new modern topics from various regional and cultural perspectives. **Implications:** Future research should examine the confluence of films, teaching, and inclusive education, as well as the ramifications of these encounters for educational settings, and compare them across study areas and locations or other relevant scopes.

Keywords: Film; teaching; inclusive; education; educators

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INTRODUCTION

Film is a valuable educational resource that can explore complex social issues and cultural phenomena through visual storytelling. It can be used in inclusive education to challenge stereotypes and present diverse perspectives on social issues. The convergence of film, teaching, and inclusive education research has led to increased interest in this approach. Film can promote analytical thinking, engaged learning, and cultural awareness, especially among deprived student groups. It can be used as a topic illustration or for conversation and analysis, enhancing analytical skills and media literacy. However, careful preparation and focus on film literacy are necessary to maximize its didactic application (Lieberman, 2002). Filmmakers can challenge educational traditions and assumptions by creating documentary or fictional films exploring educational situations (Barone, 2003). By highlighting diverse viewpoints and experiences, film can create a more inclusive and sympathetic learning environment.

Inclusive research in education involves the active engagement of students and instructors, ensuring their perspectives and experiences are considered (Seale et al., 2014). Films can effectively foster inclusive practices, such as stimulating critical thinking about teaching approaches, power dynamics, and classroom ethics (Fennell, 2013). Films can also teach cross-cultural concepts and increase awareness and empathy. However, the long-term impact of films on behaviour may vary, as instant emotions may not translate into sustained activities over time (Janpol & Dilts, 2016).

Inclusive education research emphasizes the importance of providing learning settings that cater to students' different needs and experiences. Integrating film into teaching techniques can create diverse and culturally adaptive environments for learning. Films can also help raise cultural awareness and solve cultural inequities, particularly when combined with other teaching tactics. Film in education can enhance empathy, compassion, and professionalism among learners and can be used to teach soft skills like professionalism and ethics. Research has shown that films can help students acquire critical and creative thinking skills about instructional approaches, democracy, power dynamics, and ethics in the classroom.

Inclusive education research also underlined the significance of providing learning settings catering to students' different needs and experiences. This includes identifying and eliminating systemic obstacles and prejudices limiting students' pursuit of education and academic progress. By integrating film into teaching techniques, educators may build more diverse and culturally adaptive learning environments that meet their students' different needs and experiences. A significant field of attention in inclusive education studies involves using films to increase cultural awareness and solve cultural inequities. Studies have

demonstrated that film may be an excellent tool for raising cultural understanding and decreasing stereotypes, especially when combined with other teaching tactics. Furthermore, research has shown the necessity of presenting varied and inclusive portrayals of identities and cultures in film to foster more compassion and comprehension among students.

Films have been increasingly included in instruction, especially in science and history classes, to enhance learning and communication (Muñoz-Oyarce et al., 2023). It offers a dynamic and visually appealing way to teach different academic subjects, improving students' comprehension and memorization of important topics (Aravopoulou et al., 2017). Studies reveal that using films in the classroom improves learning outcomes, boosts student engagement, and fosters the growth of critical thinking abilities (Bali & Wickramasinghe, 2007). Additionally, films enhance vocabulary acquisition, provide a rich context for language learning, and make the classroom more entertaining (Kalra, 2017). Films and literature have a significant educational link since they include audiovisual components that improve comprehension and interaction with literary texts (Keleş, 2015). Films also add to the educational aspect by promoting young people's education and morals through a pedagogical approach (Fuchs et al., 2016).

Inclusive education is crucial for creating a diverse and equitable learning environment and promoting understanding, empathy, and respect among students. It breaks down barriers, reduces discrimination, and fosters a sense of belonging and acceptance (Fennell, 2013). Teachers play a crucial role in making inclusive education a reality, but challenges include a lack of training, resources, and structural changes (Muñoz-Oyarce et al., 2023). Teacher identity development has become one of the most critical issues in the educational system due to its significant impact on student's performance, teachers' performance, and overall education quality (Yulisinta et al., 2023). According to Bilbokaitė et al. (2022), films in education are an effective teaching tool for informal learning, improving students' visual literacy, critical thinking, and creativity. The inclusive education framework aims to serve diverse populations and requires a holistic approach to diversity and inclusion in education policy (Cerna et al., 2021). Inclusive teaching practices, such as ICT, individualized learning, classroom management techniques, collaboration, and curriculum adaptations, are essential for promoting inclusion. These practices provide teachers and students with a broad range of best teaching practices that address the needs and requirements of a varied group of students (Singh & Pallai, 2023).

Using film as an educational tool in an inclusive setting has shown promising developments. It can enhance empathy, compassion, and professionalism among learners. Films can be effectively used in education to teach soft skills like professionalism

and ethics. It engages learners through active discussion and observation, making it a valuable tool in inclusive educational settings. There is a growing amount of research in film, particularly in the field of education. Studies have shown the effectiveness of using film to teach soft skills and enhance empathy in education. Film in education research has been implemented in various countries and across different inclusive specialities, indicating a rising interest in this educational approach (Kadeangadi & Mudigunda, 2019). An increasing amount of research recognizes the value of using films to teach cross-cultural and intercultural concepts in higher education and corporate contexts (Pandey & Ardichvili, 2015). Films can help students acquire critical and creative thinking skills concerning instructional approaches, democracy, power dynamics, and ethics in the classroom (Fennell, 2013). Extensive studies have demonstrated that videos of ordinary life may be utilized to foster a dialogic approach to comprehending changes happening in different world regions (Brown, 2011).

A further significant field of emphasis in inclusive educational research is the utilization of film to solve social and cultural inequities in schooling. Research indicates that film can function as a helpful instrument for addressing issues like prejudice, gender bias, and racism, particularly if linked with other instructional approaches. Recent evidence reveals there is still a requirement for comprehensive research on the processes and results of employing films

in multicultural education and instruction. Furthermore, limited generalizations are due to the specific organizations included, and the educational institutions' cultural circumstances may only reflect some cross-cultural situations (Pandey & Ardichvili, 2015). Furthermore, this research has emphasized the value of utilizing film to raise awareness of systemic hurdles and biases in education, which may help students develop greater empathy and understanding.

RESEARCH METHOD

Bibliometrics is a research approach that examines publishing trends, citation patterns, and the influence of research output within a particular field of study. Its goal is to quantify and measure the impact and visibility of scholarly work. The scope of bibliometrics includes monitoring the number of publications, citations, and cooperation between scholars. It also entails finding major topics, notable writers, and influential sources in a certain study subject. Bibliometrics offers scholars crucial insights regarding the progression of knowledge and helps them comprehend the dynamics of academic discourse (Loh et al., 2023). Furthermore, bibliometric studies aim to analyze and evaluate scholarly publications within a specific field or topic. Data sources include academic databases like Scopus, Web of Science, PubMed, and Google Scholar. Data collection methods, including automated tools, manual searches, and citation tracking, are used to gather relevant publications. Variables

collected may include publication year, authorship, journal impact factor, citations, keywords, and research topics. Data is analyzed to identify trends, author productivity, citation patterns, and research impact within the field (Lau Yen Yen et al., 2022).

Data for this study were collected using Bibliometric methods. It examines publications, keywords, authors, institutions, and countries to predict future research trends (Chen et al., 2016). Bibliometric analysis systems such as VOSViewer and Citespace may show statistics on the author, institute, country/territories, and keyword distribution (Baker et al., 2021). The study includes the use of a systematic review of literature, which entails synthesizing and selecting articles relevant to a given research question while assuring authenticity and trustworthiness at all stages (MacAskill et al., 2021).

This study used existing data from Scopus to analyze the intersection of film, teaching, and inclusive education using bibliometric quantitative studies of publications to assess academic influence. It entails analyzing citations, publication trends, and other bibliographic information (Baccini et al., 2020). Bibliometric is a quantitative examination of publications, citations, and other bibliographic data used to assess scientific production and effect. It is used to analyze research output, scholarly communication trends, and the impact of publications within a certain topic. Bibliometrics can give information on research

performance, collaboration patterns, and the visibility of scientific work in academia (Abramo et al., 2019).

The constructing questions for the research phase involved identifying the study questions. In the present circumstance, the study questions are as follows: (1) what are the publication trend topics? (2) who are the most influential publications? (3) What are the most productive affiliations? (4) Who are the most productive authors? (5) Which are the most cited countries? Along with prior bibliometric research, researchers must present justifications regarding the advantages of the results, which might be expressed based on the study questions presented in the work (Abhilash et al., 2023). Subsequently, it is envisioned that such results would give novel perspectives to all parties involved regarding the publication trend topics (RQ1), the most influential publications (RQ2), the most productive affiliations (RQ3), the most productive authors (RQ4), and the most cited countries (RQ5). The findings may also be utilized to direct current and future scholars to conduct more studies on this issue.

RESULTS AND DISCUSSION

Figure 1 displays the trending topics in film, teaching, and inclusive education during the last two decades and the overall number of publications and frequency of topics covered. Trend topics are things that are new or developing in a particular field of study. These subjects usually exhibit a notable rise in
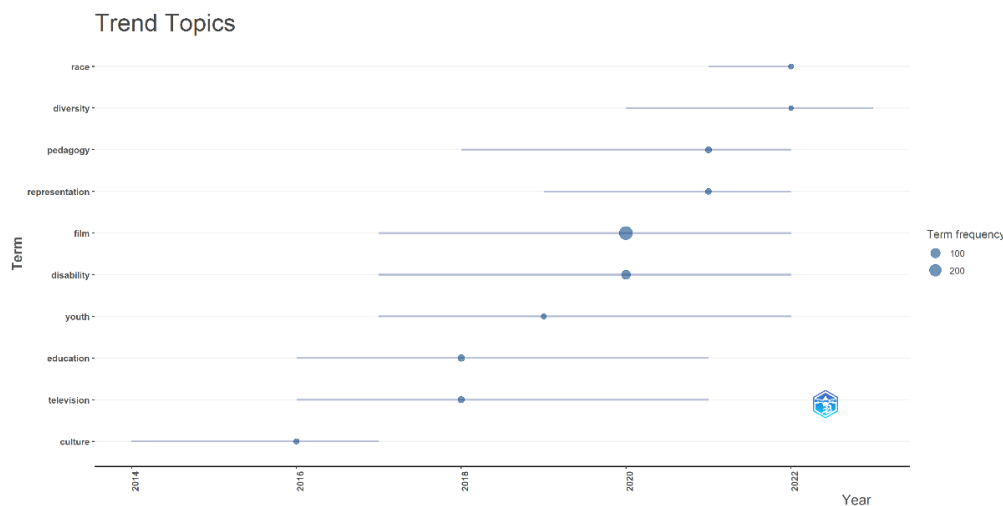
Source: Bibliometrix, 2024
Figure 1 Publication Trend Topics

Table 1 Publication Trend Topics

| Topics	Frequency	Average Year
Film	298	2017-2022
Disability	86	2017-2022
Education	22	2016-2021
Television	18	2016-2021
Pedagogy	14	2018-2022
Representation	13	2019-2022
Culture	8	2014-2017
Youth	7	2017-2022
Race	7	2021-2022
Diversity	6	2020-2023

Source: Author, 2024

publications over a certain time frame. Table 1 displays the findings, including the top ten trend topics, frequency, and average year. The topic 'film' appears the most frequently (298) in the average year 2017-2022. The issue of disability ranks second with 86 frequencies in the same average year, followed by education with 22 frequencies in the 2016-202 period. The topic 'television' had 18 frequencies in the average year of 2016-2021, whereas 'pedagogy' had 14 frequencies in 2018-2022.

Other notable topics in the compilation include 'representation' (13 frequencies, average year 2019-2022), 'culture' (8 frequencies, average year 2014-2017), 'youth' (7 frequencies, average year 2017-2022) and 'race' (7 frequencies, average year 2021-2022). Interestingly, 'diversity' had the lowest frequency (6) of any topic on this list, indicating that this is a relatively new or burgeoning field of research in the discipline.

According to VOSviewer outcomes (Figure 2), a co-occurrence analysis of the trend topics with a minimum incidence of 9 clusters 31 keywords that met the threshold level. The frequency with which two or more terms or keywords occur together in a text or collection of documents is referred to as co-occurrence. Meanwhile, clusters are collections of linked documents or keywords with similar attributes. They are created using similarity metrics like author cooperation, citation analysis, and co-occurrence. The topic 'film' was discovered to be strongly connected with 'culture',
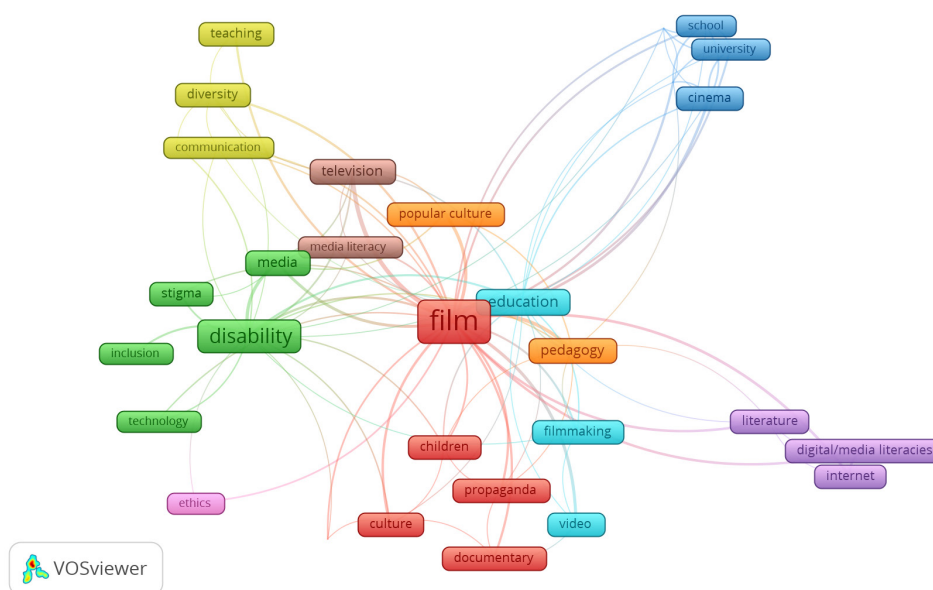
Source: VosViewer, 2024
Figure 2 The network visualization of trend topics

'children', 'documentary', 'propaganda', and 'higher education', which were clustered in the red cluster. The topics 'disability', 'media', 'stigma', 'inclusion', and 'technology' were all highlighted in green. Furthermore, the topic 'film', 'teacher', 'school', 'students', and 'university' were tightly associated and placed in the blue cluster. On the other hand, the topics 'diversity', 'teaching', 'communication', and 'research' were clustered in the yellow cluster. 'Internet', 'digital/media literacies', and 'literature' are highlighted in purple; meanwhile, 'education', 'video', and 'filmmaking' are in the light blue cluster. The topics 'pedagogy' and 'popular culture' are associated in orange, whereas 'television' and media literacy' are highlighted in brown clusters. Finally, the topic of 'ethics' is marked in the pink clusters. Finally, the keywords 'sponsorship' and 'crisis management'. These findings indicate multiple

clusters of co-occurring trend topics in this research, each of which may reflect a different branch or area of interest within the larger field.

Table 2 displays the most influential publications in film, teaching, and inclusive education research regarding the amount of citations. Research by S. (Sam) Kim et al. (2019) is the most influential publication released in the Journal of Travel Research, with 80 total citations, followed by Loschky et al. (2020), with 68 total citations. Then, the publication of Ding et al. (2018) was released in the Telematics and Informatics section, with 56 citations. Holton et al. (2014) publication ranked number four with 51 total citations, while research by Bonsignori (2018) cited a total of 37 times.

Moreover, Stamou's (2014) publication was released in the Language and Literature Journal with 37 total citations. In addition,
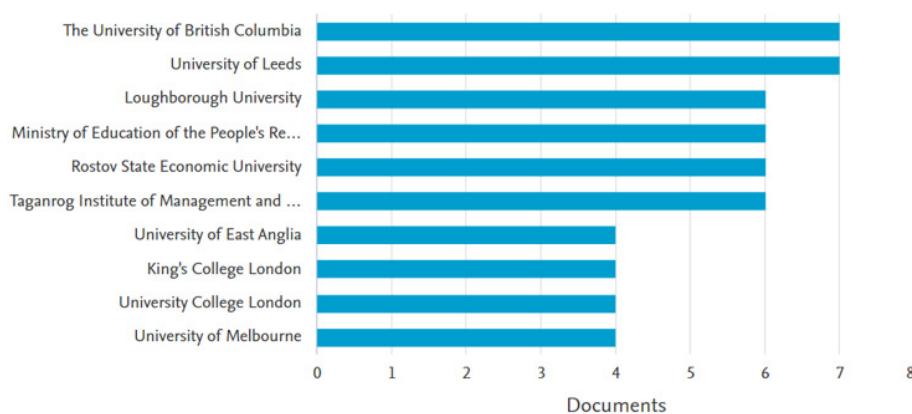
Table 2 Top 10 most influential publications

Authors	Title	Citation
(S. (Sam) Kim et al., 2019)	The effect of film nostalgia on involvement, familiarity, and behavioral intentions	80
(Loschky et al., 2020)	The Scene Perception & Event Comprehension Theory (SPECT) applied to visual narratives	68
(Ding et al., 2018)	The emotional effect of filmtic VR compared with traditional 2D film	56
(Holton et al., 2014)	A threatening space? Stigmatization and the framing of autism in the news	51
(Bonsignori, 2018)	Using films and TV series for ESP teaching: A multimodal perspective	37
(Stamou, 2014)	A literature review on the meditation of sociolinguistic style in television and filmtic fiction: Sustaining the ideology of authenticity	37
(S. Kim et al., 2019)	Effects of TV drama celebrities on national image and behavioural intention	34
(Hicks et al., 2017)	Risk communication films: Process, product, and potential for improving preparedness and behaviour change	31
(Jones & Dawkins, 2018)	Walking in someone else's shoes: Creating empathy in the practice of immersive film	18
(McCann & Huntley-Moore, 2016)	Madness in the movies: An evaluation of the use of film to explore mental health issues in nurse education	16

Source: Author, 2024

research by S. Kim et al. (2019) with 34 total citations, followed by Hicks et al. (2017) publication with 31 total citations.

In addition, Jones and Dawkins's (2018) publication was released in the Media Practice and Education Journal with 18 total citations.

The following is McCann and Huntley-Moore's (2016) publication with 15 citations. Further, those in the ten most influential publications generated an overall of 430 citations. Interestingly, the study conveys insight into the film's subject, its relationship with teaching,

Source: Scopus, 2024
Figure 3 The most productive affiliations

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education, and disability, and the advantages of implementing inclusiveness for people with various forms of disability in educational settings.

Figure 3 depicts the most productive affiliations in publications centred on film, teaching, and inclusive education. The University of British Columbia in Canada and the University of Leeds in United Kingdom have the most publications, with seven each, followed by Loughborough University in United Kingdom, the Ministry of Education of the People's Republic of China, Rostov State Economic University in Russia, and the Taganrog Institute of Management and Economics in Russia, all with six, and the University of East Angelia in United Kingdom, King's College London in United Kingdom, University College London in United Kingdom, and the University of Melbourne in Australia, all with four. The ranking order relies on the specified bibliometric variables that could shift based on the requirement and source.

This study is important to investigate since it highlights the top universities that have made major contributions to film, teaching, and inclusive education research sectors. The results show that the United Kingdom and Russia are among the top institutions that publish on this issue. Researchers who are curious about cooperating or looking for funds in film, teaching, and inclusive education research might identify useful information.

The rating also implies that the University of British Columbia in Canada and the University of Leeds in the United Kingdom have a strong presence in film, teaching, and inclusive education research, which might imply that it has extensive knowledge and resources in this area. This finding sheds light on the institutions that have made important contributions to the advancement of film, teaching, and inclusive education research.

Table 3 shows the most productive authors in film, teaching, and inclusive education research. With six publications, Levitskaya has established himself as one of the most productive authors on this subject. Fedorov and Gorbatkova followed with five publications each. The data provided shows that these three authors collaborate on publications in this field. Their partnership allowed them to become the top three most productive authors in the domains of film, teaching, and inclusive education. Hirsch has four publications, while Kirby, Nwonka, Pullen, and Ranker each have three. Finally, Fox and Kim have two publications individually.

Interestingly, these articles shed light on the expanding field of film, teaching, and inclusive education research and how it is related to other topics such as media, disability, technology, and diversity. All major writers indicate that film, teaching, and inclusive education are fascinating subjects in which to research and collaborate with other researchers.

Table 3 Most productive authors

Author	Year	Title	Source	Total of publications
Levitskaya A	2022	Theoretical Concepts of Film Studies in Film Art Journal in the First Post-Soviet Years: 1992–2000	International Journal of Media and Information Literacy	6
	2018	Stereotypes of Teenagers' Images in Audiovisual Media Texts About Schools and Universities	European Journal of Contemporary Education	
	2018	Hermeneutical Analysis of the Film Dead Poets Society	International Journal of Media and Information Literacy	
	2018	Professional Risk: Sex, Lies, and Violence in the Films About Teachers	European Journal of Contemporary Education	
	2018	School and University in Soviet Film of Perestroika (1986-1991)	European Journal of Contemporary Education	
	2017	Directions, Objectives, and Author's Concepts of Audiovisual Media Interpretations of school and University Theme in the Soviet Film of the 'Thaw' period (1956-1968)	European Journal of Contemporary Education	
Fedorov A	2022	Theoretical Concepts of Film Studies in Film Art Journal in the First Post-Soviet Years: 1992–2000	International Journal of Media and Information Literacy	5
	2018	Stereotypes of teenagers' images in audiovisual media texts about schools and universities	European Journal of Contemporary Education	
	2018	Professional risk: Sex, lies, and violence in the films about teachers	European Journal of Contemporary Education	
	2018	School and university in Soviet film of Perestroika (1986-1991)	European Journal of Contemporary Education	
	2017	Directions, Objectives, and Author's Concepts of Audiovisual Media Interpretations of school and University Theme in the Soviet Film of the 'Thaw' period (1956-1968)	European Journal of Contemporary Education	
Gorbatkova Oss	2018	Stereotypes of teenagers' images in audiovisual media texts about schools and universities	European Journal of Contemporary Education	5
	2018	Hermeneutical Analysis of the Film Dead Poets Society	International Journal of Media and Information Literacy	
	2018	Professional risk: Sex, lies, and violence in the films about teachers	European Journal of Contemporary Education	
	2018	School and university in Soviet film of Perestroika (1986-1991)	European Journal of Contemporary Education	

Table 3 (continued)

	2017	Directions, Objectives, and Author's Concepts of Audiovisual Media Interpretations of School and University Theme in the Soviet Film of the 'Thaw' period (1956-1968)	European Journal of Contemporary Education	
Hirsch H E	2023	Positive Behavior Interventions and Supports Videos: A Descriptive Analysis (2016–2020)	Journal of Special Education Technology	4
	2020	Using Videos to Promote Positive Behavioral Interventions and Supports: A Qualitative Study	Journal of Special Education Technology	
	2019	Exploring videos to support SWPBIS initiatives: A survey study	Preventing School Failure	
	2019	Ten Tips to Consider When Creating and Screening PBIS Films	Beyond Behavior	
Kirby P	2021	Geography and film music: Musicology, gender, and the spatiality of instrumental music	Transactions of the Institute of British Geographers	3
	2019	Sound and fury? Film score and the geopolitics of instrumental music	Political Geography	
	2019	Gift from the gods? Dyslexia, popular culture and the ethics of representation	Disability and Society	
Nwonka C	2022	The black neoliberal aesthetic	European Journal of Cultural Studies	3
	2021	White Women, White Men, and Intra-Racial Diversity: A Data-Led Analysis of Gender Representation in the UK Film Industry	Cultural Sociology	
	2021	Policing Black Film: Racism, Black Resistance and the Applicational Dexterity of Race Relations in Babylon	Sociology	
Pullen E	2022	Materiality, mediation and affective encounters: 'Rising Phoenix' and the cultural representation of disability	International Review for the Sociology of Sport	3
	2020	Gender, technology, and the able national Paralympic body politic	Cultural Studies	
	2020	Disability, Masculinity, Militarism: The Paralympics and the Cultural (Re-) Production of the Para-athlete-soldier	Journal of War and Culture Studies	

Table 3 (continued)

Ranker J	2024	The operation of différance in a student-produced digital video: insights into differing and deferring signifier operations and relations in multimodal discourse	Visual communication	3
	2018	The sliding of the signified: multimodal sign operations in a youth-created experimental digital video	Visual communication	
	2017	The role of signifier differences, associations, and combinations in creative digital video composing: making meaning with gestures, objects, actions, and speech	Pedagogies	
Fox N	2022	Without the filmmaking, there is no research: establishing the Sound/Image Film Lab via a REF2021 impact case study and exploring the impact of its engagement with UK film production	Media Practice and Education	2
	2018	'Filmmaking is a hard thing to do': Reflections on student and lecturer experience of Falmouth University's filmmaker in residence initiative.	Media Practice and Education	
Kim S	2019	The effect of film nostalgia on involvement, familiarity, and behavioural intentions	Journal of Travel Research	2
	2019	Effect of TV drama celebrities on national image and behavioural intention	Asia Pacific Journal of Tourism Research	

Source: Author, 2024

Table 4 ranks the most referenced nations in film, teaching, and inclusive education publications and their average article citations. With 658 total citations, the United States looks to emerge as a pioneer in this domain, coming right after the United Kingdom (655 total citations) and China (101 total citations). Hong Kong came in second with 86 total citations, followed by Canada (78 total citations) and Australia (76 total citations). In addition, Greece and Korea each have 43, Norway has 33, and Ireland has 27 total citations. Nonetheless, when examining the average article citations, it is interesting to see that nations such as Hong Kong, Greece, and Korea have higher averages, suggesting that their research productivity in this field might improve.

The initial analysis of data on film, teaching, and inclusive education using the Scopus databases provides valuable information.

Table 4 The most cited countries

Country	Total Citations	Average Article Citations
USA	658	7.00
United Kingdom	655	9.80
China	101	8.40
Hong Kong	86	43.00
Canada	78	4.10
Australia	76	4.00
Greece	43	14.30
Korea	43	14.30
Norway	33	11
Ireland	27	6.80

Source: Author, 2024

The early information analysis reported in the current study offers a good foundation for additional research regarding the relationship between film, teaching, and inclusive education. Using the insights gained by this technique, researchers might discover discrepancies in the existing literature that emphasize conducting studies on areas that still need to be thoroughly investigated.

The current state of film, teaching, and inclusive education research demonstrates an increasing interest in using film to promote inclusive practices in education. Researchers are looking at the benefits of using film in teaching techniques to address social and cultural inequities, increase student engagement, and foster critical thinking abilities. There is an emphasis on developing varied and culturally adaptable learning settings that accommodate students' various needs and experiences and promote awareness of systemic barriers and prejudices in education via film.

The current state of film, teaching, and

inclusive education research is reviewed in the current part. The data show a significant increase in publications on film, teaching, and inclusive education over the previous decade, with a peak in 2021. This progress is due in significant part to the advancement of education in the age of information and inclusive consciousness. The statistics also show annual fluctuations in the amount of publications, which might indicate changes in the study or prospective financing sources.

The findings underline the importance of utilizing films to encourage inclusive school practices. Films can reduce socioeconomic inequities, raise cultural knowledge, and improve inclusive teaching techniques. This study underlines the relevance of using film in instructional approaches to promote inclusive education practices and increase learning results. Films are exhibited to promote critical thinking about teaching methods, interpersonal relationships, and classroom ethics. According to research, introducing film into teaching techniques can boost student engagement, improve critical thinking abilities, and raise cultural understanding.

The study's findings provide helpful knowledge about those with the most beneficial associations and authors in the domains of film, teaching, and inclusive education. Nevertheless, it is important to highlight other variables, like relevance and impact, that need to be included when assessing the standard of an author's works. The University of British Columbia

and the University of Leeds are recognized as the most productive affiliations, demonstrating how occupied the subject is in Canada and the United Kingdom. This rating can help researchers cooperate and receive funding for film, teaching, and inclusive education research.

It is critical to recognize how the order of placement changes depending on the requirements and database utilized, as well as the bibliometric factors used. As a result, further inquiry and examination are necessary to have a more comprehensive grasp of the area. The findings indicate that these writers and institutions are innovators in film, teaching, and inclusive education research, with an increased focus on productivity and impact. As a result, identifying the most prolific authors and institutions may give valuable insights into the present status of research in film, teaching, and inclusive education and guide future research orientations and partnerships. Furthermore, identifying these prolific authors and affiliations could bring profound consequences for film practitioners, politicians, teachers, and inclusive education advocates. Assessing the research scene and identifying prominent actors in this sector may help both policymakers and practitioners make better-informed, evidence-based decisions.

The findings indicate that with six publications each, Levitskaya, Fedorov, and Gorbatkova are the most productive authors in film, teaching, and inclusive education research. Their collaborative efforts have positioned them as the top three most productive authors in this field. Their contributions have significantly advanced research in the intersection of film, teaching, and inclusive education and are affiliated with Russia. These findings give evidence for recommendations for future studies about the necessity for African and Asian researchers to start exploring the issue according to the cultural context unique for every subject of study that might be launched through collaborations in research.

According to the list, the most influential publications in film, teaching, and inclusive education have a variety of key interests. *First*, it contains several articles that focus on film. S. (Sam) Kim et al. (2019) found that psychological and behavioural involvement in films leads to behavioural pursuits. Furthermore, Loschky et al. (2020) describe context in visual and dynamic narratives like films that control attention more than static ones and give framework outlines in cognitive processes. According to Ding et al. (2018), visual reality in film can cater to diverse learning styles and engage students with varying abilities. This finding aligns with Bonsignori's (2018) findings that clips from films and TV series selected to represent specialized domains like education, politics, tourism, medicine, law, and economics can enhance language learning, understanding non-verbal cues, and integrating different semiotic codes in education. *Second*, another major theme is education. Loschky et al. (2020) findings research in educational settings, students may engage in volitional

strategic comprehension processes while processing visual narratives in film, which are more cognitively demanding and build an understanding of how students process visual narratives can help educators tailor teaching methods to support cognitive processes involved in comprehension. Existing research by Jones and Dawkins (2018) recognizes that films enhance empathy through immersive storytelling and offer narrative possibilities for empathy-driven experiences. *Third*, other articles focus on inclusiveness by Hicks et al. (2017) and investigate films that evoked varied emotional responses across communities, and emotional engagement can positively influence behaviour change and empowerment. In addition, McCann and Huntley-Moore (2016) study films to encourage reflective practice and create a longitudinal study planned further to explore learning experiences for students with mental health issues.

It is now well established from various studies that films can be used for critical thinking, creative teaching styles, and analyzing outcomes. Positive responses on using films for teaching help students understand social issues in teaching situations (Fennell, 2013). Films are essential in addressing pressing social issues, developing critical thinking, and facilitating understanding global changes and their impact on marginalized groups (Brown, 2011). Also, a theoretical framework for analyzing adaptation using films and how films can promote cultural diversity through adaptation studies (Ojamaa

& Milyakina, 2019). In addition to the above, using films can enhance students' engagement and learning, and the issue of decentralization of responsibility for quality and content to individual lecturers is a barrier to their more prevalent use (Aravopoulou et al., 2017).

Through the analysis of trend subjects and co-occurrences, researchers may discern new subgenres or themes in film studies, forecast future trends, and provide insight into audience preferences. This tells distributors and filmmakers about market trends and aids in the prediction of partnerships and style progression. Research trends in education may help create new technologies and teaching strategies, address issues in education, such as burnout among teachers and student engagement, and assess educational policies by grouping studies to find best practices and guide policy formation. Research on inclusive education may be used to assess the effectiveness of policies, create effective interventions, and uncover research needs. Best practices in inclusive education and efficient methods for student achievement may be found by looking at co-occurrences and trend issues.

A limitation of this paper is the lack of representation from diverse geographies; this is because the most productive authors and affiliations are mostly from the UK, such as The University of British Columbia, the University of Leeds, and Loughborough University, as well as from Rostov State Economic University, Russia. An international comparative study

on this topic, which compares the advantages and disadvantages of various cultures, is encouraged. Promoting global partnerships, offering language assistance, promoting open access to research from underrepresented areas, and promoting diverse representation among peer reviewers can enhance diverse viewpoints and information sharing (S. (Sam) Kim et al., 2019).

CONCLUSION

This bibliometric study comprehensively reviews research on films, teaching, and inclusive education. It highlights the importance of films in promoting inclusive school practices, reducing inequities, and improving learning outcomes. The study highlights the significant impact of technology improvements on inclusive education, particularly disability. The most prolific authors, mostly from Russia, are Levitskaya, Fedorov, and Gorbatkova. The findings highlight the value of films in advancing inclusive teaching methods, deepening cultural awareness, and raising student interest levels. However, the study acknowledges limitations, including limited generalizability due to specific organizations and cultural contexts, potential biases due to specific focus on regions and institutions, and the need for comprehensive research on the processes and outcomes of using films for education. Future research should explore the intersection of films, teaching, and inclusive education and the ramifications of these encounters for educational settings. More

nuanced research methodologies could deepen our understanding of this complex and rapidly changing topic.

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