



## A REVIEW ON NATIONAL POSTGRADUATE THESES ON MUSEOLOGY IN TURKEY

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### Abstract

This study aimed to reveal the bibliometric characteristics of the postgraduate theses written on museology in Turkey. The theses examined within this framework were scanned from the database of the Council of Higher Education National Thesis Center (YÖKTEZ) with the keywords “museum” and “museology”. As a result of the search, 645 thesis records were reached between the years 1989-2022. In this direction, a total of 645 postgraduate theses, of which 586 are master’s theses, 51 are doctoral theses, and 8 are doctor of arts, have been examined. In this review, various parameters such as “number of postgraduate theses by year, type of postgraduate theses, universities where postgraduate theses are published, institutes where postgraduate theses are prepared, departments of postgraduate theses, subjects of postgraduate theses, publication language, advisor title and page ranges of postgraduate theses, and most frequently used keywords in postgraduate theses” were taken as a basis. In addition, the results of the scans made between 20.09.2022/01.10.2022 in the records accessed from the internet address of YÖK National Thesis Center <https://tez.yok.gov.tr> were taken into consideration. According to the findings, it was determined that the postgraduate theses on museology, focusing on 22 different subjects, were mostly carried out on the subjects of “architecture” and “archaeology”. In this context, it is thought that the results of this research will be a guide for future research in determining which areas of focus or gaps exist in the field of museums and museology. In addition, it has been determined that the subjects of “museum and museology” are discussed in 35 different science fields, and among these disciplines, the Department of Archeology, the Department of Museology, and the Department of Art History have come to the fore.

**Keywords:** Museum, Museology, Bibliometric Analysis, Postgraduate Theses, National Thesis Center.

### Introduction

In terms of contributing to scientific recognition in a country, it is possible to say that the postgraduate education provided at universities and the research carried out in various fields support the development of societies (Tayfun, Ülker, Gökçe, Tengilimoğlu, Sürücü and Durmaz, 2018). When the subject is approached in the context of museology, it is obvious that most of the things that need to be done to develop museums are based on museum education. In this context, museology education is not a luxury; it is a necessity for our museums, museologists, and Turkey. Many topics such as the change and development strategies of museums, museum establishment projects and control processes, project design of museums, analysis of the current situation of museums, and spatial problems of museums are discussed within the scope of postgraduate studies (Erbay, 2017). Kervankıran (2014) draws attention to the importance of research to be conducted on fundamental issues such as museology, the economic and socio-cultural effects of museums, and contemporary museum planning in Turkey. On the other hand, museums as the most important institutions for educating society and providing social communication as well as individual development, museum activities, and the quality of these activities are also considered among the indicators of the development level of the countries (Kervankıran, 2014). It is possible to say that museums are an attraction factor in the tourism sector. As a matter of fact, museums placed at the center of travel turn into touristic products. This situation also explains the relationship between museums and tourism (Arslan, 2014).

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Bibliometrics can be used in a purely descriptive way to provide a basis for measuring or evaluating the characteristics of literature. Moreover, bibliometric analyzes can provide an intuitive view of a field by examining information about research publications (Yatcilla, 2021). With bibliometric studies that reveal the current status, orientation, and development of the studies in the literature related to a field of science or a subject, it becomes possible to classify and analyze data, and obtain the required accurate, sufficient, and reliable information (Türkoğlu, Duran and Yetişen, 2022). From this point of view, the aim of this research is to present the general characteristics of postgraduate thesis studies on museology by using the bibliometric analysis method. For this purpose, in the research, firstly, the concepts of museum and museology were explained, and the research on the subject in the literature were examined. The bibliometric analysis of the postgraduate thesis studies conducted within the scope of the related subject and the progress of museum and museology issues in the literature are discussed. The findings to be obtained in this context are considered important in terms of providing the opportunity to interpret the general image of postgraduate theses on museology with numerical data and filling the gap identified in this field. In this way, the general characteristics of the theses related to museology will be determined and their deficiencies will be revealed, which will help other researchers who will work in this field.

## Conceptual Framework

### Museum and Museology Concepts

The concept of museum can be explained with functions that determine and reveal cultural values and accumulations with scientific methods, lead the development and progress of the society, protect the past values, cultivate values that will guide the future, and maintain and preserve cultural assets (Köroğlu, Balıkoğlu, Acun Köksalanlar and Türkmen, 2020). In other words, it is possible to consider museums as contemporary institutions that shed light on the future, which perform the functions of collecting, preserving, and presenting a wide variety of objects that have an inner meaning for people. Because they present science and art issues, which are important both for the present and for the future, from the perspective of past societies. In short, museums are formed when people's habit of collecting and keeping them turns into collections, and the desire to share collections with other people turns into a corporate structure (Şişginoğlu, 2011; Ada, Pınar and Altın, 2022).

Museums are places that host artifacts from the ancient past of Anatolia, where artifacts that have left their mark in different periods of history across an area are presented to the taste and cultural accumulation of individuals (Arslan and Yıldız, 2017; Ateşoğulları, 2022). The museum in Turkey is defined in the Museums Internal Services Regulation (1990) as *“a permanent institution that identifies cultural assets, reveals them with scientific methods, examines, evaluates, protects, promotes, exhibits them permanently and temporarily, increases the education and beauty of the people on cultural and natural assets, and is effective in developing their world view”*. In addition, current museum definitions are made by the International Council of Museums (ICOM), which was established in 1946, in parallel with the developments in society and the changes in the understanding of museology (Arslan, 2014). According to the definition made by the council, the museum is a permanent, non-profit institution open to the public, at the service of the community, which communicates and showcases the tangible and intangible heritage of humanity and its environment, for educational study and entertainment purposes (ICOM, 2022). In this context, museology is the field of science that includes the technical information necessary for the exhibition, preservation, and protection of the works in museums (Çalış and Kesebir, 2021). Museology has been recognized as the key to the development of disciplines such as art history, archaeology, geology, and paleontology since the 19th century. The social changes experienced since the second half of the 20th century have changed the role of the museum in terms of philosophy and practice. This situation requires knowing society in terms of museology and made it necessary to conduct studies for different segments of society. As a matter of fact, museums are the institutions that best satisfy the need of societies to know themselves and other societies (Güneröz, 2023).

Nowadays, it would be wrong to express or evaluate museums only as a building or collections. In fact, museums are cultural centers that collect, protect, document, archive, and educate (Köroğlu and Ulusoy Yıldırım, 2019). Museums are the most concrete examples of the resistance of societies to forgetting and being forgotten. Museums are based on many individual, cultural, economic, and religious foundations as formations that were born from the idea of “storage and exhibition” of people and that have been developing continuously since prehistoric times (Şişginoğlu, 2011). The number and quality of museums in a country is

an important indicator of the effort of transferring the deep-rooted background with all its elements, from culture to art, to future generations (Ateşoğulları, 2022).

Museums, which have elements that tell the story of the history created by nature or human beings, and where tangible and intangible cultural heritage are exhibited, are also very valuable in terms of the cultural heritage of countries (Öztemiz and Tekindal, 2021). The desire of individuals to visit a museum turns the visitors of that museum into tourists for the destination where the museum is located. In this case, visitors have the opportunity to visit not only the museum but also other historical and cultural places in the destination. With this situation, which explains the relationship between tourism and museums, it is possible for museums to gain new visitors and for the tourism sector to develop in this direction. Therefore, museums also contribute to the promotion and marketing of destinations as destination attractions (Jolliffe and Smith, 2011; Gustafsson and Ijla, 2017).

### **Museology Activities in Turkey and Museum Statistics**

Turkey has hosted many civilizations because of its geographical location, natural, and human characteristics. There are many artifacts belonging to these civilizations in Turkey. In this respect, Turkey is a country with important museum potential (Kervankıran and Eryılmaz, 2015). Museology activities in Turkey have witnessed significant developments periodically in their development process. It is possible to express these processes as “the first period in the Ottoman Empire”, “the period of Osman Hamdi Bey”, “the Republican period” and “the period after 1960” (Şişginoğlu, 2011).

It is known that in the pre-Ottoman Turkish states, the items seized during the war or given as gifts were kept in the palace. It is also known that the Anatolian Seljuks used ancient sculptures on the walls of Konya Castle (Çal, 2009). This situation explains that the first museology activities started in the Turks and the history of museology dates back to the Seljuk period. In the Ottoman period, the use of historical remains as spolia material in new buildings ensured the preservation of the remains of these works. Therefore, an attitude was taken to prevent the destruction of the processed pieces belonging to previous civilizations (Şişginoğlu, 2011). However, it is possible to say that the Ottoman Empire was influenced by the developing museum activities in the West. Museology activities, which are close to today’s understanding, started after the 18th century (Koroğlu et al., 2020).

Osman Hamdi Bey, who played a role in the structuring of museums in the Ottoman Empire, pioneered important works in the period covering the 75-year period of the 155-year Turkish museum movements until the Republican period. During the Osman Hamdi Bey period, museums were opened in Ottoman provinces. The museology studies that started in the Ottoman Period were carried out in a more organized and conscious way in the Turkish Republic Period. After the proclamation of the Republic, the opening of new museums continued under the leadership of Mustafa Kemal Atatürk. Especially in this period, great importance was given to the maintenance and repair of ancient artifacts and monuments (Koroğlu et al., 2020; Yalçın, 2022).

According to TÜİK’s Cultural Heritage Statistics, there are a total of 519 museums in Turkey in 2021, 210 of which are under the Ministry of Culture and Tourism and 309 of which are private museums. There are 3.301.789 works of art in museums affiliated with the Ministry and 417,620 works of art in private museums. In 2021, 9.672.796 people visited the paid museums and ruins affiliated with the Ministry. The number of visitors to free museums and ruins affiliated with the Ministry is 6.962.584. According to statistics, 6.609.937 people have visited private museums. Therefore, it is possible to say that 519 museums in Turkey hosted 23.245.317 people in 2021 (TÜİK, 2023a).

When the number of museums affiliated with the Ministry in Turkey is analyzed on a provincial basis, it is seen that the highest number of museums is in Istanbul (15 museums). The other provinces with the highest number of museums are Antalya (10 museums), İzmir (10 museums), and Konya respectively. When an evaluation is made in the context of private museums, it is similarly possible to say that the highest number of private museums are located in Istanbul (63 private museums). Ankara comes in second place with 52 private museums. Antalya (2.268.015 visitors), Nevşehir (2.222.395 visitors), and Konya (1.845.414 visitors) come first in terms of the number of people visiting museums and ruins affiliated with the Ministry in 2021. When the private museums are examined, the provinces of Istanbul (1.250.641 visitors), Ankara (960.443 visitors), and Malatya (551.194 visitors) come to the fore (TÜİK, 2023b).

## Related Studies

In a study conducted by Kuo and Yang (2015), the status of international studies on museology in SCIE, SSCI, and AHCI databases between 1995 and 2014 was examined. The research, which was carried out within the framework of standard bibliometric indicators such as the number of articles, number of authors, productivity by country, institutional cooperation, and the most cited articles, aimed to investigate the trends of studies related to the museum. As a result, it was determined that the citations increased from year to year, although the growth of the literature on museum studies seemed to have stopped. In addition, it has been determined that art, architecture, and arts and humanities come to the fore as the main subject areas.

Yıldız Yılmaz and Mentiş Taş (2017) examined the postgraduate theses on museums made in Turkey between 1985 and 2015 according to various variables. In addition, they evaluated the distributions of theses made in the field of educational sciences according to their subject areas, the courses they were applied to, their target audiences, the applied methods, and the analysis of the data. According to the research findings, the theses about the museum were made in a total of 44 different areas, mostly in the field of Archeology. Studies in the field of Educational Sciences constituted only 8.7% of these theses. In Educational Sciences, studies have been carried out generally in the fields of “museums as educational environment” and “museum education”. On the other hand, the courses in which theses are applied mostly consisted of art-related courses and social studies courses.

In a study conducted by Bozdoğan (2020), it was aimed to examine scientific publications related to museum education in terms of bibliometric indicators. As a result of the online search in the Web of Science database, 359 studies on museum education were identified between 1974-2020. It was determined that 148 of these records (41.22%) were in the education/educational research category. The findings revealed that educational research on museum education has increased in recent years.

In the research conducted by Monteagudo-Fernández, Gómez-Carrasco and Chaparro-Sainz (2021), the conceptual structure and development of research on cultural heritage education and museums were analyzed. In this context, as a result of the scanning carried out on the Web of Science (WoS) between the years 2000-2019, it was determined that there was an increase in the production of research subjects related to heritage education and museums, especially between the years 2015-2019. However, the concepts of “heritage”, “museum” and “education” have been prominent topics in cultural heritage education research.

In a study conducted by Yulifar, Widiaty, Anggraini, Nugraha, Minggra and Kurniaty (2021), it was aimed to identify current issues related to the digital museum with a bibliometric approach. The main findings show that digital museum studies have developed in parallel with the development in the field of computer science, which is the mainstay of digital museum development.

In a study conducted by Doğruer (2022), bibliometric analysis was made on museum architecture. As a result of the search in the Web of Science database, it was determined that there were 135 publications written by 200 authors from 28 countries between 1980-2020. The findings showed that the most frequently used keywords in the related literature are museum, architecture, and art.

Er Tuna and Kaya (2022) evaluated 25 postgraduate theses between the years 2000-2021 in their research examining the postgraduate theses related to museum tours and museum activities within the scope of social studies teaching. Theses were examined according to the years of publication and universities, research topics, research methods, target groups, and museum types used. It has been determined that most of the studies were carried out between 2015-2019, the university with the most theses published was Afyon Kocatepe University, and the most studied topic was the use of virtual museums in the social studies course.

In a study conducted by Ferreira, Silvério, Vaz and Fernandes (2022), it was aimed to highlight the scientific publications that have the most significant impact on the concepts of “oleo tourism” and “museology” and to understand research trends. In this context, as a result of the search made in the Scopus database, the last 100 most cited articles published between 2005 and 2021 were reviewed. The results indicated that the keywords “olive oil”, “tourism” and “museums” came to the fore as research trends, and Italy, Spain, and the United Kingdom were the most cited countries. In addition, through a systematic literature review, it was determined that the conceptualization of oleo tourism, the impact of museums on tourism, and the importance of museum education were focused on.

In a study conducted by Franjić and Peštek (2022), it was aimed to examine the literature on the application possibilities of augmented and virtual technologies in museums. In the research, using WoS and Scopus

databases, it was concluded that the increasingly popular adoption of these new technologies by museums is an experience that encourages the educational and enjoyable learning process.

## **Methodology**

The main purpose of this research is to bibliometrically examine the existing literature in the context of museology in Turkey, specific to postgraduate theses. In this context, the bibliometric analysis method was preferred, which allows having a comprehensive perspective on the past and current situation in the research subject. Accordingly, using bibliometric methods, it is possible to evaluate academic outputs in a scientific field or for any subject, to identify reliable scientific publication sources, and to establish academic foundations. Bibliometrics, a tool in the evaluation of scientific quality and effectiveness by providing objective criteria for the evaluation of the researches that contribute to the related literature, has the quality of synthesizing the scientific results of the studies carried out in a scientific field or discipline in the past years (Bozkurt, Deniz and Günden, 2022; Özdemir and Çakmak, 2022). In short, in this study, by examining postgraduate theses on museology in Turkey bibliometrically, we aimed to reveal the development and change processes in the related theses and the characteristics of these theses. In addition, the extent to which the subject of museology is reflected in postgraduate theses has been investigated.

In the literature, there are many studies carried out using the bibliometric method (Ferreira et al., 2022). In this context, international articles on museology (Kuo and Yang, 2015), museum education (Bozdoğan, 2020), digital museum studies (Yulifar et al., 2021), museum architecture (Doğruer, 2022), museum activities (Er Tuna and Kaya, 2022) were found in the studies. In addition, there is also a study in the literature (Yıldız Yılmaz and Mentiş Taş, 2017) in which postgraduate theses on museums, especially in the field of educational sciences, made in Turkey between 1985 and 2015 are examined. With this research, it is aimed to reveal the current situation in the research area.

The theses, which were examined within the framework of the research purpose, were scanned from the database of the Council of Higher Education National Thesis Center (YÖKTEZ) with the keywords “museum” and “museology”. As a result of the scanning, 645 theses records were reached between the years 1989-2022 and all of these theses were examined. In this review, various parameters such as “number of postgraduate theses by years, type of postgraduate theses, universities where postgraduate theses are published, institutes where postgraduate theses are prepared, departments of postgraduate theses, subjects of postgraduate theses, publication language, advisor title and page ranges of postgraduate theses, most frequently used keywords in postgraduate theses” were taken as a basis. The criteria/research questions to be answered in the postgraduate theses within the scope of the research are as follows:

- What is the distribution of postgraduate theses by year?
- What are the types of postgraduate theses and how is their distribution?
- In which universities were postgraduate theses prepared?
- In which institutes were postgraduate theses prepared?
- What is the distribution of postgraduate theses according to the departments?
- What is the distribution of research topics of postgraduate theses?
- What is the distribution of postgraduate theses in terms of language?
- What is the distribution of advisors in postgraduate theses according to their titles?
- What is the average number of pages of postgraduate theses?
- Which keywords were used in the postgraduate theses?

In the research, the results of the scans made between 20.09.2022/01.10.2022 in the records accessed from the internet address of YÖK National Thesis Center <https://tez.yok.gov.tr> were taken into consideration. The analyzes performed on the postgraduate theses included in the scope of the research were categorized and tabulated under the appropriate headings for bibliometric analysis in the findings section. The data obtained as a result of the research were evaluated through percentage and frequency analysis. The results of the data visualized in Microsoft Excel and WordArt programs were interpreted by transferring them to the findings objectively. In addition, this study does not necessitate approval from the ethical committee in terms of its scope.

## **Findings and Comments**

In this part, there are findings related to postgraduate thesis studies on museology. The main findings obtained as a result of the bibliometric analysis of 645 thesis studies on museology are given in the tables

below. In Table 1, the evaluation of the postgraduate thesis studies on the museum over the years has been made.

**Table 1. Number of Postgraduate Theses by Years**

| Year         | n  | %   | Year       | n   | %          |
|--------------|----|-----|------------|-----|------------|
| 1989         | 1  | 0,2 | 2007       | 17  | 2,6        |
| 1992         | 9  | 1,4 | 2008       | 19  | 2,9        |
| 1993         | 5  | 0,8 | 2009       | 24  | 3,7        |
| 1994         | 1  | 0,2 | 2010       | 20  | 3,1        |
| 1995         | 8  | 1,2 | 2011       | 24  | 3,7        |
| 1996         | 13 | 2,0 | 2012       | 24  | 3,7        |
| 1997         | 7  | 1,1 | 2013       | 19  | 2,9        |
| 1998         | 8  | 1,2 | 2014       | 16  | 2,5        |
| 1999         | 5  | 0,8 | 2015       | 38  | 5,9        |
| 2000         | 1  | 0,2 | 2016       | 21  | 3,3        |
| 2001         | 6  | 0,9 | 2017       | 45  | 7,1        |
| 2002         | 11 | 1,7 | 2018       | 37  | 5,7        |
| 2003         | 2  | 0,3 | 2019       | 143 | 22,2       |
| 2004         | 4  | 0,6 | 2020       | 32  | 5,0        |
| 2005         | 9  | 1,4 | 2021       | 33  | 5,1        |
| 2006         | 13 | 2,0 | 2022       | 30  | 4,6        |
| <b>Total</b> |    |     | <b>645</b> |     | <b>100</b> |

Looking at the distribution in Table 1, it has been determined that the first thesis on museology in the literature was carried out in 1989. Based on the findings, it was determined that there was an increase in postgraduate theses on museums as of 2007 and that the year in which the most postgraduate theses were written was 2019.

Table 2 shows the distribution of postgraduate theses according to their types. It has been determined that the theses with the keywords “museum” and “museology” are in the type of master’s, doctorate, and doctor of arts.

**Table 2. Type of Postgraduate Theses**

| Theses Type     | n          | %          |
|-----------------|------------|------------|
| Master’s Theses | 586        | 90,9       |
| Doctoral Theses | 51         | 7,9        |
| Doctor of Arts  | 8          | 1,2        |
| <b>Total</b>    | <b>645</b> | <b>100</b> |

According to the findings in Table 2, when the distribution of the postgraduate theses examined within the scope of the research according to the type of thesis is examined, it has been determined that 90,9% of 645 theses are master’s theses, 7,9% are doctoral theses and 1,2% are doctor of arts theses. Accordingly, it is seen that the theses on museology are mostly at the master’s level.

The findings regarding the universities in which the postgraduate theses on museology were prepared are presented in Table 3.

**Table 3. Universities where Postgraduate Theses are Published**

| Universities                | n   | %    | Universities                   | n | %   |
|-----------------------------|-----|------|--------------------------------|---|-----|
| Yıldız Teknik University    | 117 | 18,0 | Kadir Has University           | 3 | 0,4 |
| Istanbul University         | 58  | 8,9  | Dumlupınar University          | 3 | 0,4 |
| Ankara University           | 44  | 6,8  | Sakarya University             | 3 | 0,4 |
| Gazi University             | 39  | 6,0  | Yaşar University               | 3 | 0,4 |
| Dokuz Eylül University      | 35  | 5,4  | Afyon Kocatepe University      | 2 | 0,3 |
| Marmara University          | 33  | 5,1  | Hatay Mustafa Kemal University | 2 | 0,3 |
| Akdeniz University          | 27  | 4,1  | Kırşehir Ahi Evran University  | 2 | 0,3 |
| Selçuk University           | 18  | 2,8  | Kocaeli University             | 2 | 0,3 |
| Istanbul Bilgi University   | 18  | 2,8  | Maltepe University             | 2 | 0,3 |
| Başkent University          | 17  | 2,6  | Mersin University              | 2 | 0,3 |
| Koç University              | 16  | 2,5  | Uşak University                | 2 | 0,3 |
| Atatürk University          | 16  | 2,5  | Eskişehir Osmangazi University | 2 | 0,3 |
| Orta Doğu Teknik University | 13  | 2,0  | Abant İzzet Baysal University  | 1 | 0,2 |

|                                      |    |     |                                     |            |            |
|--------------------------------------|----|-----|-------------------------------------|------------|------------|
| Bilkent University                   | 12 | 1,8 | Abdullah Gül University             | 1          | 0,2        |
| Hacettepe University                 | 12 | 1,8 | Ağrı İbrahim Çeçen University       | 1          | 0,2        |
| Yeditepe University                  | 11 | 1,7 | Ahi Evran University                | 1          | 0,2        |
| Erciyes University                   | 9  | 1,4 | Bahçeşehir University               | 1          | 0,2        |
| Boğaziçi University                  | 8  | 1,2 | Bozok University                    | 1          | 0,2        |
| Ege University                       | 8  | 1,2 | Burdur Mehmet Akif Ersoy University | 1          | 0,2        |
| Yüzüncü Yıl University               | 8  | 1,2 | Çankaya University                  | 1          | 0,2        |
| Istanbul Teknik University           | 8  | 1,2 | Çankırı Karatekin University        | 1          | 0,2        |
| Anadolu University                   | 7  | 1,1 | Dicle University                    | 1          | 0,2        |
| Ankara Hacı Bayram Veli University   | 7  | 1,1 | Doğuş University                    | 1          | 0,2        |
| Trakya University                    | 7  | 1,1 | Istanbul Medeniyet University       | 1          | 0,2        |
| Çanakkale Onsekiz Mart University    | 6  | 0,9 | Işık University                     | 1          | 0,2        |
| Istanbul Kültür University           | 6  | 0,9 | İzmir Kâtip Çelebi University       | 1          | 0,2        |
| Fatih Sultan Mehmet Vakıf University | 6  | 0,9 | Kafkas University                   | 1          | 0,2        |
| Atılım University                    | 5  | 0,8 | Karabük University                  | 1          | 0,2        |
| Çukurova University                  | 5  | 0,8 | Karadeniz Teknik University         | 1          | 0,2        |
| Haliç University                     | 5  | 0,8 | Muğla Sıtkı Koçman University       | 1          | 0,2        |
| Pamukkale University                 | 5  | 0,8 | Okan University                     | 1          | 0,2        |
| Ondokuz Mayıs University             | 5  | 0,8 | Uludağ University                   | 1          | 0,2        |
| Necmettin Erbakan University         | 5  | 0,8 | Gaziantep University                | 1          | 0,2        |
| <b>Total</b>                         |    |     |                                     | <b>645</b> | <b>100</b> |

According to the findings in Table 3, it was determined that 645 postgraduate theses on museology were prepared in 66 different universities. Among these, Yıldız Teknik University (18%) has the highest number, which is followed by Istanbul University (8,9%), Ankara University (6,8%), and Gazi University (6%).

In Table 4, the findings regarding the distribution of the postgraduate theses in which institutes are prepared are given.

**Table 4. Institutes where Postgraduate Theses are Prepared**

| <b>Institute</b>  | <b>n</b>   | <b>%</b>   |
|---|------------|------------|
| Institute of Social Sciences                                | 487        | 75,5       |
| Institute of Education Sciences                             | 64         | 10,0       |
| Institute of Fine Arts                                      | 38         | 5,9        |
| Institute of Science  | 22         | 3,4        |
| Institute of Postgraduate Education                         | 13         | 2,0        |
| Institute of Turkic Studies                                 | 8          | 1,2        |
| Institute of Graduate Programs                              | 7          | 1,1        |
| Institute of Atatürk's Principles and History of Revolution | 3          | 0,4        |
| Institute of Health Sciences                                | 2          | 0,3        |
| Institute of Turkish Revolution History                     | 1          | 0,2        |
| <b>Total</b>  | <b>645</b> | <b>100</b> |

Looking at the distribution in Table 4, it is seen that 645 postgraduate theses were prepared in 10 different institutes. Among these institutes, the Institute of Social Sciences ranks first with 75,5%. In addition, it has been determined that the theses prepared within the Institute of Education Sciences (10%) and the Institute of Fine Arts (5,9%) have a significant ratio.

The distribution of postgraduate theses according to the departments is given in Table 5. Accordingly, postgraduate theses on museology were studied in 35 different departments.

**Table 5. Departments of Postgraduate Theses**

| <b>Department</b>                                | <b>n</b> | <b>%</b> |
|--|----------|----------|
| Department of Archeology                         | 82       | 12,8     |
| Department of Museology                          | 78       | 12,1     |
| Unspecified                                      | 78       | 12,1     |
| Department of Art History                        | 66       | 10,3     |
| Department of Museum Education                   | 49       | 7,6      |
| Department of Interdisciplinary Museum Education | 43       | 6,7      |
| Department of Fine Arts Education                | 32       | 5,0      |
| Department of Cultural Management                | 31       | 4,9      |
| Department of History of Architecture            | 28       | 4,3      |

|   |            |            |
|---|------------|------------|
| Department of Interior Architecture and Environmental Design              | 17         | 2,6        |
| Department of History   | 15         | 2,3        |
| Department of Fine Arts   | 12         | 1,8        |
| Department of Arts Management   | 12         | 1,8        |
| Department of Conservation and Restoration of Movable Cultural Properties | 12         | 1,8        |
| Department of Archeology and Art History                                  | 11         | 1,7        |
| Department of Tourism Management  | 10         | 1,6        |
| Department of Interior Architecture                                       | 9          | 1,4        |
| Department of Business Administration                                     | 8          | 1,2        |
| Department of Turkish Folklore  | 6          | 0,9        |
| Department of Anatolian Civilizations and Cultural Heritage Management    | 6          | 0,9        |
| Department of Design  | 5          | 0,8        |
| Department of Turkish and Social Sciences Education                       | 5          | 0,8        |
| Department of Atatürk's Principles and History of the Revolution          | 4          | 0,6        |
| Department of Painting and Business Education                             | 4          | 0,6        |
| Department of Public Relations and Advertising                            | 3          | 0,4        |
| Department of Turkish History   | 3          | 0,4        |
| Department of Biology   | 2          | 0,3        |
| Department of Islamic History and Arts                                    | 2          | 0,3        |
| Department of Public Administration                                       | 2          | 0,3        |
| Department of Secondary Education Social Fields Education                 | 2          | 0,3        |
| Department of Tourism Guidance  | 2          | 0,3        |
| Department of Turkish Language and Literature                             | 2          | 0,3        |
| Department of Conservation of Cultural Properties                         | 1          | 0,2        |
| Department of Tourism and Hospitality Management                          | 1          | 0,2        |
| Department of Turkish Folk Dances   | 1          | 0,2        |
| Department of New Media   | 1          | 0,2        |
| <b>Total</b>  | <b>645</b> | <b>100</b> |

According to the findings in Table 5, it was determined that 78 (12,1%) of 645 postgraduate theses did not specify the departments. It was concluded that the theses were mostly published in the Department of Archeology (12,8%), the Department of Museology (12,1%), and the Department of Art History (10,3%), according to the departments.

Findings regarding the distribution of research topics of postgraduate theses are given in Table 6. Accordingly, postgraduate theses on museology focused on 22 different subjects.

**Table 6. Subjects of Postgraduate Theses**

| <b>Subject</b>                       | <b>n</b>   | <b>%</b>   |
|--------------------------------------|------------|------------|
| Architecture                         | 213        | 33,1       |
| Archeology                           | 77         | 12,0       |
| Tourism                              | 36         | 5,6        |
| Art History                          | 31         | 4,9        |
| Urbanism and Regional Planning       | 30         | 4,6        |
| Folk Science                         | 27         | 4,2        |
| Interior Architecture and Decoration | 26         | 4,0        |
| Fine Arts                            | 25         | 3,9        |
| History                              | 22         | 3,4        |
| Education and Training               | 21         | 3,3        |
| Clothing Industry                    | 21         | 3,3        |
| Documentation and Information        | 20         | 3,1        |
| Handicrafts                          | 19         | 2,9        |
| Communication Sciences               | 15         | 2,3        |
| Geography                            | 12         | 1,8        |
| Public Relations                     | 11         | 1,7        |
| Archive                              | 10         | 1,6        |
| Anthropology                         | 8          | 1,2        |
| Journalism                           | 8          | 1,2        |
| Economy                              | 4          | 0,6        |
| Maritime                             | 3          | 0,4        |
| <b>Total</b>                         | <b>645</b> | <b>100</b> |





According to the word cloud in Figure 1, a total of 1763 keywords were identified in 420 theses with keywords and similar keywords were classified under a common title. Accordingly, it was concluded that 986 keywords were used once and 777 keywords were used more than once in postgraduate theses. When the keywords used in postgraduate theses are evaluated, “museology” (256 keywords-14,5%), “museums” (114 keywords-6,5%), “museum education” (96 keywords-5,4%), “historical buildings” (66 keywords-3,8%), “collection” (54 keywords-3,1%), “education” (52 keyword-3,0%), “archaeology” (46 keywords-2,6%), “excavations” (42 keywords-2,4%), “storage” (36 keywords-2,1%), “gallery” (35 keywords-2,0%), “Istanbul” (30 keywords-1,7%), “exhibition” (28 keywords-1,6%), “ruins” (27 keywords-1,5%), “picture” (21 keywords-1,2%), and “art” (16 keywords-0,9%) are topics that are frequently discussed.

### **Conclusion and Evaluation**

The bibliometric profile of the postgraduate theses on the subject of museum and museology on the official website of the Council of Higher Education National Thesis Center (YÖKTEZ) is included in this research. Accordingly, bibliometric profiles of postgraduate theses on the relevant subject were included by using various parameters such as the number of postgraduate theses by years, type of postgraduate theses, universities where postgraduate theses are published, institutes where postgraduate theses are prepared, departments of postgraduate theses, subjects of postgraduate theses, publication language, advisor title and page ranges of postgraduate theses, and most frequently used keywords in postgraduate theses. The results of the research provide an overview for researchers who are in search of the research topic and the gap in the literature in the field of museum and museology.

In the research, it was determined that 645 postgraduate theses on museology were published between 1989 and 2022. In this direction, 586 master’s theses, 51 doctoral theses and 8 doctor of arts theses were examined. According to findings, the most published theses on the museum were in 2019. When the types of postgraduate theses are examined, it is seen that the postgraduate theses published on the subject of museum were mostly at the master’s level. Looking at the universities where postgraduate theses were published, it was determined that they were mostly published in Yıldız Teknik University, Istanbul University, and Ankara University. It has been revealed that graduate theses are mostly published under the Institute of Social Sciences of the universities.

Postgraduate theses on the museum were studied in 35 different departments. On the other hand, 78 theses did not specify a department. In the distribution of theses according to the department, it was determined that they were mostly published in the Department of Archeology, the Department of Museology, and the Department of Art History. One of the most striking aspects of these findings is that the number of theses prepared in tourism-related departments is quite low. That is to say, the rate of theses prepared on museology in tourism-related departments is only 2.1% (Department of Tourism Guidance 0.3%, Department of Tourism and Hospitality Management 0.2%, Department of Tourism Management 1.6%). Museums are important institutions not only for individuals but also for the cultural identities of societies. It is possible to emphasize cultural characteristics and introduce the value system of countries to tourists through museums. Therefore, when museums are evaluated within the service sector, research topics about who the museum visitors are or may be, and why museums are visited come up. However, in countries/regions/provinces where museums are used effectively, marketed well and become a brand, it is obvious that there will be significant benefits in terms of creating alternative tourism opportunities with the increase in the number of tourists and economic income. For this reason, the fact that there are many museums of international importance within the developing understanding of museology in Turkey makes it necessary for the research field to find a large-scale place in the field of Tourism (Erbay, 1997; Acıelma and Güngör, 2021). On the other hand, there are disciplines such as archeology and art history among the branches of science that tourism is related to. As a matter of fact, many values that are subject to tourism constitute the study area of archeology and art history science. However, the most basic point here is to draw attention to the need for more research on museology in the departments directly related to tourism.

When we look at the distribution of the postgraduate theses examined within the scope of the research according to their subjects, it is seen that the postgraduate theses on museology studied on 22 different subjects are mostly carried out on the subjects of “architecture” and “archaeology”. The rate of research on tourism was determined as 5.6%. Nowadays, it is very important to research museums, which diversify their functions with traditional and contemporary approaches, in the academic context, especially in the tourism sector (Yanar and Karadeniz, 2020). Museology and tourism sector have many common features and in this sense. Namely, they provide mutual benefit to each other. Therefore, the recognition of the collections kept

in museums is increasing thanks to tourism. Museums, on the other hand, allow the creation of alternative destinations in terms of tourism. In short, today, museums are an important element of tourism (Kervankıran, 2014). For this reason, it can be stated that there is a need for more research on various subjects such as the importance of museums in tourism, the use of museums in creating alternative tourism activities, exemplary museum practices in the world and in Turkey, and the changing functions of museums. Accordingly, the necessity of giving more place to the subject of tourism in research related to museology is among the main outputs of this research.

It has been determined that the publication language of the majority of the postgraduate theses examined is Turkish, the thesis advisors mostly have the title of associate professor, and the page ranges of the theses are mainly between 101-200 pages.

When the keywords used in the postgraduate theses were examined, a total of 1763 keywords were identified in 420 theses with keywords, and it was concluded that 986 keywords were used once and 777 keywords were used more than once. According to the findings obtained as a result of the research, when the keywords of the postgraduate theses studies on museology are evaluated, the most frequently discussed topics are “museology” with 256 keywords (14,5%), “museums” with 114 keywords (6,5%), and “museum education” with 96 keywords (5,4%). It is possible to say that the resulting keywords give a lot of clues about the essence of museology. In addition, many keywords used differently from each other can be accepted as an indicator that the subject of museum can be a subject of study in different disciplines. Based on the results of the research, it is possible to say that the authors determined the theses titles and keywords in accordance with the thesis topics.

In this study, the results of the scans made between 20.09.2022/01.10.2022 in the National Thesis Center database of the Council of Higher Education were evaluated. Therefore, it is possible to change the results of the analysis with the postgraduate theses added to the database after this date. For this reason, it is recommended to repeat the research at different times and to perform citation analysis as a different parameter. In addition, in future research, articles, and papers obtained from different databases can be examined, and bibliometric analyzes of books written on the relevant research can be made.

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