**Educational Gamification from 1995 to 2020: A bibliometric analysis**

**Zhanni Luo**

*University of Canterbury, Christchurch, New Zealand, zhanni.luo@pg.canterbury.ac.nz*

**Abstract**

*This study presents the bibliometric analysis outputs on the topic of educational gamification based on results generated from the software HistCite. Based on 4059 academic works published on Web of Science from 1995 to 2020, the current study reported related information including the yearly output of publications, the top 20 institutions and subdivisions, the top 10 influential countries, the 15 leading journals, and 20 influential scholars in the field. Besides, this author followed a content analysis based on articles with high citation score identified by the software HistCite. Findings indicated that: 1) there is a need to distinguish the gamification concept from game-based learning, 2) effectiveness assessment is an important trend in gamification studies, which lays emphasis on investigating academic performance and learner engagement, 3) gamification studies should also investigate why it is effective and how it works rather than merely assessing whether it is effective, 4) researchers attempted to use gamification plugins on educational websites, 5) researchers attempted to exam the impact of individual game elements, and 6) there is a need to define the concept “gamified learning tools”. Eventually, gamified learning tool was defined as the educational website or software that uses the motivating components of video games to engage learners or improve learning performances. The current study helps new researchers quickly obtain an overview of the development and hotspots in the field of educational gamification.*

**Keywords**

Gamification; Education; Effectiveness; Engagement; *HistCite*; Bibliometric analysis