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Title of your work: **Educational Chronotopes in Digital Higher Education: A Bibliometric Mapping of Research Trends (2015–2025)**

Sub-Theme: **Innovative and Technology-Enhanced Learning and teaching:**

Format: paper presentation

Abstract:

The rapid expansion of digital learning in higher education has fundamentally altered the spatial and temporal dimensions, or chronotopes, of teaching and learning. This study maps the conceptual and intellectual landscape of educational chronotopes, exploring how critical pedagogy intersects with these shifting timespaces. Following PRISMA guidelines, a bibliometric analysis was conducted on a refined dataset of 112 peer-reviewed articles retrieved from the Scopus database, published between 2015 and 2025. VOSviewer was utilised to perform citation and keyword co-occurrence analyses, visualising thematic clusters and structural networks within the field. The findings reveal a structural reconceptualisation of learning environments that dissolves rigid physical-virtual dichotomies, advancing toward integrated, postdigital educational ecologies. Key trends highlight the spatiotemporal disruptions of the COVID-19 pandemic, the integration of mobile and immersive technologies, and the critical role of psychosocial determinants in e-learning success. Furthermore, the analysis demonstrates that critical pedagogy could inform chronotopic design by advocating for equitable, decentralised digital spaces that validate student voice. Finally, the study identifies significant fragmentation within the literature, particularly between quantitative research on AI-driven e-learning systems and qualitative postdigital pedagogies, and between reactive pandemic studies and proactive instructional design. This study recommends bridging gaps to design sustainable, highly engaging digital learning environments.

Keywords: Bibliometric analysis, Chronotope, Critical pedagogy, Digital learning