


# Systematization, a methodology for generating knowledge in Social and Human Sciences: bibliometric analysis of the scientific literature of Web of Science

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## Abstract

The article presents the main results, findings, and conclusions of the study on the concept of systematization, recognizing the debates that discuss the value and recognition of systematization as a useful methodology in the generation of knowledge in the human and social sciences. For the study of the concept, a bibliometric analysis was made of the scientific literature contained in the main catalog of the Web of Science [WoS] index, for its high quality, scope, recognition, and levels of impact worldwide. The data were analyzed with Rstudio software, specifically with R's Bibliometric package, which includes the graphical interface of the Biblioshiny.

The study analyzes a total of 928 documents, in which it is possible to verify the multifaceted use of the concept of systematization. The research, through an analysis of the conceptual structure of the documents examined, identifies five thematic clusters in the scientific literature, where one of them is anchored in the Latin American tradition of systematization, confirming its presence in the scientific literature of high indexation and impact, linking it with the discipline of social work and the field of education. The research supports the arguments that aim to recognize the legitimacy and worth of systematization, as a methodology of knowledge generation in the human and social sciences, while claiming and promoting its use, teaching, and incorporation into spaces of scientific and/or academic discussion.

**Keywords:** Systematization; Knowledge generation; Bibliometrics; Social work.

# Sistematización, una metodología de generación de conocimientos en Ciencias Sociales y Humanas: análisis bibliométrico a la literatura científica de Web of Science

## Resumen

El artículo expone los principales resultados, hallazgos y conclusiones del estudio en torno al concepto de *sistematización*, reconociendo los debates que tensionan la valía y el reconocimiento de la sistematización como metodología útil en la generación de conocimientos en las ciencias humanas y sociales. Para el estudio del concepto se realizó un análisis bibliométrico a la literatura científica contenida en el catálogo principal del índice Web of Science [WoS], por su alta calidad, alcance, reconocimiento y niveles de impacto a nivel mundial. Los datos fueron analizados con el software Rstudio, específicamente con el paquete Bibliometrix de R, que incluye la interfaz gráfica de Biblioshiny. El estudio analiza un total de 928 documentos, en donde es posible constatar el uso multifacético del concepto de *sistematización*. La investigación, por medio de un análisis a la estructura conceptual de los documentos examinados, identifica cinco clústeres temáticos en la literatura científica, en donde uno de ellos se ancla en la tradición latinoamericana de la sistematización, constatando de esta forma su presencia en la literatura científica de alta indexación e impacto, vinculándose con la disciplina del trabajo social y con el campo de la educación.

La investigación permite adscribir a los argumentos que apuntan a reconocer la legitimidad y valía de la sistematización, como metodología de generación de conocimientos en las ciencias humanas y sociales, al tiempo que se reivindica y promueve su uso, enseñanza e incorporación en espacios de discusión científica y/o académica.

**Palabras clave:** Sistematización; Generación de conocimientos; Bibliometría; Trabajo Social.

**Summary:** 1. Introduction, 2. Methodology, 3. Findings, 3.1 General Information, 3.2 Sources, 3.3 Authors, 3.4 Documents, 3.5 Analysis of Conceptual Structure, 4. Conclusions, 5. Bibliographical references.



## 1. Introducción

“Todas las teorías son legítimas y ninguna tiene importancia. Lo que importa es lo que se hace con ellas” J. L. Borges.

The methodology of systematization, as a methodological proposal for knowledge generation in the social sciences, has been at the center of debates and disputes, questioning its worth or legitimacy in the specialized academic world of knowledge production. In this regard, the author Ortega-Senet (2021) constructs an allegory around systematization, comparing it to the “Baile de los que sobran” (dance of those who are left over) in response to the unfortunate statements of another Chilean author, who at a research congress on social work in 2017, stated: “Systematization is not invited to the Dance” (p. 95), and in response argued that systematization is a shared celebration and that it “sees the Academy not as an unattainable place, but as a space that should be an extension of social spaces, where the murgas could happily sneak in” (Ortega-Senet, 2021, p. 95).

In the aforementioned debates, tensions, resentments, and invalidations directed toward systematization are regularly observed. Positioned in opposition to the traditional or classic mold of knowledge generation, namely social research (Castañeda-Meneses, 2015), this has materialized in its limited presence and incorporation into academic processes of knowledge generation, a situation that “has progressively been reversed in recent times with renewed implementation proposals” (Castañeda-Meneses & Salamé-Coulon, 2015, p. 16), with formal integration into disciplinary teaching spaces at undergraduate and postgraduate levels, as well as its growing acceptance in scientifically recognized indexed journals.

Alongside the discussions and tensions surrounding the recognition, worth, or legitimacy of systematization as a methodology for knowledge generation in the social and human sciences, another conceptual difficulty confronts systematization: regarding the use of the concept, its polygenetic or polysemic nature is recognized, both in its academic usage across various disciplines and its typical usage (Moro-Abadía, 2003). The concept of systematization “in certain disciplines mainly refers to classifying, cataloging, ordering data and information, putting them into a system” (Jara-Holliday, 2009, p. 118), or as dictated by the normative and non-specific dictionary of the Royal Spanish Academy “Organizing something according to a system” (Royal Spanish Academy, 2001, para. 1). Similarly, the concept of systematization is often linked as a counterpart to systematic review, systemic or systematic work. In this same line of discussion, the reference to systematization from a bibliographic source located outside the Latin American context and also distant from the disciplines traditionally associated with this methodology is particularly relevant, such as the mention made by Fantova-Azcoaga (2005) from management disciplines when referring to systematization.

If we situate ourselves in a Spanish context, the word systematization is used, in a general sense, to refer to ordering, structuring, or formalizing. However, those who operate in the Latin American context are more familiar with a more specific and precise use of the term systematization to refer to a particular practice for accessing social phenomena or experiences and the production or construction of knowledge [...]

We consider systematization when we understand that in a particular experience, hidden richness is not utilized in terms of helpful knowledge for the future. (p. 331)

Conceptual or terminological discussions are not, in principle, discussions that can or should be prematurely, hastily, or arbitrarily settled, as conceptual discussions have the character of being primordial and recurrent in the human and social sciences. As Giorgio Agamben masterfully pointed out, “truth resides in words, and I would be suspicious of any philosopher who left others [...] the care of that residence” (En el Margen. Revista de Psicoanálisis, 2021, para. 17), or “terminology is the poetic moment of thought” (Agamben, 2016, p. 7). This implies placing terminological or conceptual discussions within the core and foundation of reflections in the human and social sciences, appreciating their richness and the dialogical possibilities offered by their discussion.

Systematization, as a methodology for knowledge generation (Castañeda-Meneses & Salamé-Coulon, 2015), emerged in the human and social sciences during the tumultuous decade of the 1960s, strongly linked to the Latin American tradition (Jara-Holliday, 2009), with a powerful presence in the political, social, and economic debates that characterized the work of various scientific disciplines, as well as the nations of the continent.

Based on this foundation, there is currently a consensus to locate the birth matrix of experience systematization within the tradition of popular education (Freire, 2000) in the efforts of a liberating education for the people (Paiva, 2005), intertwined with the knowledge generation aspects of Participatory Action Research (PAR) methodologies (Goldar & Chiavetta, 2021), as well as alongside the debates within the disciplinary context of the reconceptualization of social work (Castañeda-Meneses & Salamé-Coulon, 2021). The first explicit precedent for systematization in the profession was found in 1954 (Cifuentes-Gil, 2010), specifically within the National Association of Social Workers (NASW) in the United States, as a quest for distinctive theoretical knowledge. This theoretical knowledge is not in the Kantian sense but rather the act of knowing stemming from the luminosity of practice as a way of creating social objects (Ferraris, 2013).

It is conceived that this methodology promotes the production of situated knowledge based on practical intervention experiences in the profession through inductive handling and conscious intelligibility of the social construct and the narratives of involved agents, akin to grounded theory (Andréu-Abela *et al.*, 2007), fostering the development of categories and discursive explanations. Therefore, its disposition towards reflexivity in practice allows for revisiting social dynamics to critically review the learnings and changes produced among agents and binding

contexts, which, as Giddens (2006) would argue, contribute to examining prior knowledge about life worlds and revealing findings that enrich both every day and disciplinary records.

In the bibliographic or academic discussion realm, systematization is easily situated within the framework of knowledge generation. Its potential and capacity are recognized for “recovering the knowledge and importance of shared critical thinking in social intervention, welcoming all protagonists” (Ortega-Senet, 2021, p. 96), for “knowledge production, through the tracking and reflection of actions (...) through action research, whose object of knowledge is social practice” (Aguayo-Cuevas, 1992, p. 31), understanding it as a “process of knowledge generation based on analysis and reflection carried out from practice (...) rescuing intervention experiences, facilitating their communication” (Castañeda-Meneses, 2014, p. 91), aiming for its specificity of “reflecting on practice, to learn from it, conceptualize, understand it, and enhance it” (Cifuentes-Gil, 2010, p. 1). Reflection on practice resides in the act of validation (Castoriadis, 2013), calling to know what we think about what we do, learning to question and contextualize challenges, and understanding social reality as an intersubjective construction. This “allows us to account not only for actions but also for people's interpretations, sensitivities, and emotions, their hopes and frustrations, their beliefs and passions (...)” (Jara-Holliday, 1994, p. 71) to “dismantle the artificial separation between those who know and those who do not know” (Ortega-Senet, 2021, p. 96). Alternatively, as was recognized forty years ago in the Talagante Seminar...

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A process of reflection on practice... guided by an analytical framework and a working method... Its purpose is to give an account of the project's history and produce knowledge that allows for the communication of its work; through this analysis, an attempt is made to become aware of what has been accomplished, the transformations the project has undergone, and thus define new lines of action. (Center for Research and Development in Education [CIDE] and FLACSO, 1984, p. 13)

The rapid proliferation and adoption of this methodological practice and the extensive discussion surrounding systematization in the social sciences in general, and in social work in particular, was abruptly interrupted by the civil-military dictatorships orchestrated across the Latin American continent during the 1970s and 1980s, which also had repercussions on the activities of social science disciplines. In the case of Chilean social work, the civil-military dictatorship not only involved the closure of schools, the expulsion, detention, and forced disappearance of professionals and students (Vidal-Molina, 2016), and a reduction in the number of vacancies (Castañeda-Meneses & Salamé-Coulon, 2009) but also entailed a curricular methodological redesign, aiming for a more technologically focused education (Castañeda-Meneses & Salamé-Coulon, 2014). This naturally resulted in a setback in terms of systematization.

During the civil-military dictatorships, processes of professional resistance were articulated, among which systematization is counted (Castañeda-Meneses and Salamé-Coulon, 2009, 2014). In this regard, it is recognized that the work of the discipline, under the auspices of

non-governmental organizations and civil society, allowed for “the application and evaluation of integrated action methodologies, systematization of experiences, validation of social action as a generator of theories, improvement of its theoretical-practical baggage; dissemination of its experiences” (Vidal-Molina, 2016, p. 149). In this sense, systematization assumes and represents an ethical-political value, not only theoretical-methodological but also installed in critical pluralism (Facuse, 2003) to unveil social knowledge, not only through reflective exercise but also adhering to principles of recognition, deliberation, and responsibility, whose starting point are social processes, which in the view of the involved citizens, need to be transformed (Cifuentes-Patiño, 2023).

With the gradual and progressive return of the shaky Latin American democracies, discussions surrounding systematization as a methodological proposal for knowledge generation are resumed, recognizing its roots in the Latin American disciplinary tradition (Castañeda-Meneses, 2015) and acknowledging the possibilities that this methodology offers for illuminating the analysis of intervention from its codes and dynamics (Aguayo-Cuevas, 2006).

Particularly in the case of Chile, authors Castañeda-Meneses and Salamé-Coulon conducted a review in 2020 of the educational offerings on the websites of each school of social work. They found that out of 33 educational units comprising the country's public/private university system, 20 explicitly include systematization in their educational programs. In other words, in the disciplinary offerings of social work in Chile, systematization is taught and encouraged in 2 out of every three training institutions. This only confirms the inference made by the authors when they point out that systematization “has advanced in approximately fifteen years from a complete omission in the formative decisions of Social Work to explicit consideration in the majority of current study programs” (Castañeda-Meneses & Salamé-Coulon, 2021, p. 124). This supports the mediating possibilities offered by systematization between theory and practice, opening a basis for conceptualizing concrete situations and acknowledging the so-called action knowledge (Mosquera-Rosero, 2006), whose purpose is to contribute to reflective recording and understanding of the applicability of the social construct.

## 2. Methodology

The study aimed to analyze the concept of systematization through a bibliometric analysis of scientific production linked to disciplines in the social and human sciences.

To address the central objective of the study, a methodological design of bibliometric cohort was structured, which “being objectively quantitative, avoids the bias of sample selection in systematic reviews” (Khan *et al.*, 2022, p. 1), enabling a retrospective inquiry that facilitates the search, selection, analysis, and synthesis of information (Letelier *et al.*, 2005), allowing the summarization of all evidence related to the studied concept into numerical values, integrating the results obtained objectively and systematically (Sánchez-Meca, 2010).



The bibliometric analysis was conducted using information from the central catalog of the Web of Science [WoS] index. This decision was made due to its high quality, scope, recognition, and global impact levels (Barbosa-Pérez *et al.*, 2020; Bensman & Leydesdorff, 2009). Conducting the study exclusively in WoS is particularly relevant to the research question, as it seeks to establish the presence of the concept in the field of social and human sciences, using the bibliographic database with the most restrictive characteristics and highest scientific standards (Gregorio-Chaviano *et al.*, 2021), also considering the low presence of titles in Spanish and publications from outside the *global North* or Anglophone world. From this, the study's initial hypothesis emerges: if the concept of *systematization*, primarily developed and linked to the Latin American tradition, appears in the Web of Science bibliographic database, *a fortiori*, it should appear in any examination of the research field.

The data analyzed by the research were processed in BibTeX (Bib) format and comma-separated values (CSV) format. For the analysis of these data, Rstudio software was used, specifically the Bibliometrix package of R, which includes the graphical interface of Biblioshiny (Aria & Cuccurullo, 2017; Donthu *et al.*, 2021; Rodríguez-Soler *et al.*, 2020).

8 The databases used in the research, following the principles mandated by open science, are available for download and replicability in the research data repository of Universidad Autónoma de Chile (*Research Data: Systematization, A Methodology for Knowledge Generation in Social and Human Sciences: Bibliometric Analysis of Web of Science Scientific Literature, 2024*)<sup>1</sup>.

## 2.1 Bibliographic search equation

The search was conducted in the central Web of Science (WoS) database collection on September 12, 2023<sup>2</sup>, covering the period from January 2008 to September 2023. The search equation (EB) corresponds to TOPIC [which includes the search in Title - Abstract - Keywords - Keywords Plus]: *systematization*, restricting the results to *Web of Science categories: Education Educational Research OR Social Sciences Interdisciplinary OR Sociology OR Political Science OR Social Work*.

The search yielded 928 results, which were exported with the Full Record option to BibTeX format for use in Biblioshiny.

The research utilizes the analysis of the conceptual structure of the studied documents. The co-word analysis was privileged among the various bibliometric analysis possibilities, given that

<sup>1</sup> You can access the institutional repository directly for the research data via the following URL: <https://repositorio.uaautonoma.cl/handle/20.500.12728/11187>

<sup>2</sup> Access to the study's search route: <https://www.webofscience.com/wos/woscc/summary/f15d9de2-beca-4f9b-9a47-8cba811d004e-5886d17d/relevance/1>





it employs the documents' keywords to scrutinize a research field's conceptual structure. It is the only method that utilizes the actual content of the documents to construct a measure of similarity; other analyses (such as co-citation) connect documents indirectly through citations (Aria & Cuccurullo, 2017, p. 961). The matrix is then constructed by connecting the occurrence of two words in the same document, meaning that documents are similar if they share the exact words.

Multiple correspondence analysis [MCA] was used to understand the conceptual structure, comprehend how concepts and themes relate and link, and graphically represent all the relationships between the studied concepts on a two-dimensional map. The representation allows similar concepts [that are distributed similarly in the document] to be close, taking into account their relationship with all other concepts. The study also employed a cluster analysis to observe the relationship between concepts, particularly hierarchical clustering, observing the dendrogram, which allows identifying groups through the distance matrix between concepts. The visualization in Bibliometrics allows “unifying both perspectives using colors to identify clusters in the multiple correspondence map” (Aria & Cuccurullo, 2017, pp. 969–970).

### 3. Findings

In order to enhance and facilitate the reading of the main study results regarding the concept of systematization, the findings are presented separately by the focus of analysis, according to the following structure. Firstly [subsection 3.1], general information is presented, followed by [subsection 3.2] results regarding the sources, followed by an analysis of the authors [subsection 3.3], and of the documents themselves [subsection 3.4]. Finally, the most crucial results of the study are presented regarding the conceptual structure of the analyzed documents [subsection 3.5], which will allow us to observe the position of systematization in the literature. This section describes the results succinctly, leaving a discussion of their implications in the following section.

#### 3.1 General Information

The leading Web of Science collection's exploration of the systematization concept yields 928 documents mentioning the concept in titles, author keywords, and keywords and abstracts, spanning from January 2008 to September 2023. The analyzed documents appear in 321 sources, including books, journals, reviews, reviews, and editorial material.

The total number of analyzed documents (see Table 1) is linked to a set of 2,287 authors, collecting 3,277 author keywords and 538 plus keywords.

**Table 1. Main Information.**

Description	Results
Period	2008 - 2023
Sources	321
Documents	928
Articles	880
Book Reviews	5
Editorial Material	6
Review Articles	36
Plus Keywords (ID)	538
Author Keywords (DE)	3277
Authors	2287

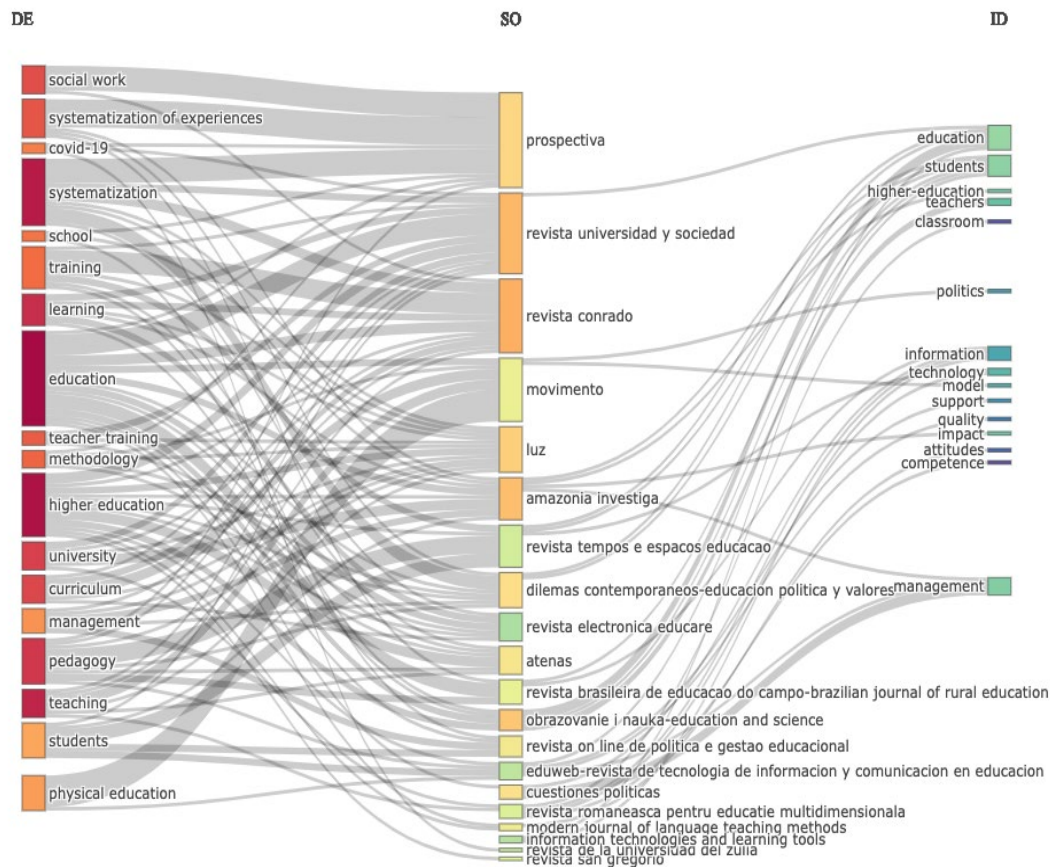
Source: Own elaboration (2023).

### *Analysis of three fields (Three-Field Plot)*

The analysis of three fields is a graphical representation that allows visualizing scientific production in three dimensions (Mougenot & Herrera-Añazco, 2022), a visualization constructed through co-occurrence algorithms (Rodríguez-Soler *et al.*, 2020). In the graphical representation, the height of the rectangles illustrates the relationships between elements of one row or another; the more significant the relationship between the elements, the greater the height of the rectangle (Phoong *et al.*, 2022). Particularly in the present study, the graphical representation (see Figure 1) of journals [SO], author keywords [DE], and keywords [ID] are analyzed.

Author keywords more faithfully represent the composition of the field, as they reflect how authors perceive their field while revealing their intentions or emphases. On the other hand, Keywords Plus is an “exclusive function of Web of Science and consists of words and phrases collected from the titles of cited articles” (The Thomson Corporation, 2006, p. 2). Therefore, the analysis preferably focuses on journals [SO] and author keywords [DE] since the algorithm for the studied concept only collects 538 Keywords Plus.

**Figure 1. Journals, author keywords, and Keywords Plus.**



Source: Own elaboration (2023).

The analysis of the graphical representation sheds light on the connections, conceptual, and semantic affinities (Motta-Totena & Rivera-Franco, 2021), among which stands out the appearance of disciplinary areas related to the studied concept: the disciplinary areas linked to the concept of systematization are education, higher education, economics, pedagogy, and social work.

The analysis of the graphical representation also identifies that the concept of systematization is not an isolated or particular topic of a moment, a discipline, or a single journal, but it is related to multiple sources. Mainly, out of the 20 journals analyzed in the three-field map, it is linked to 7.

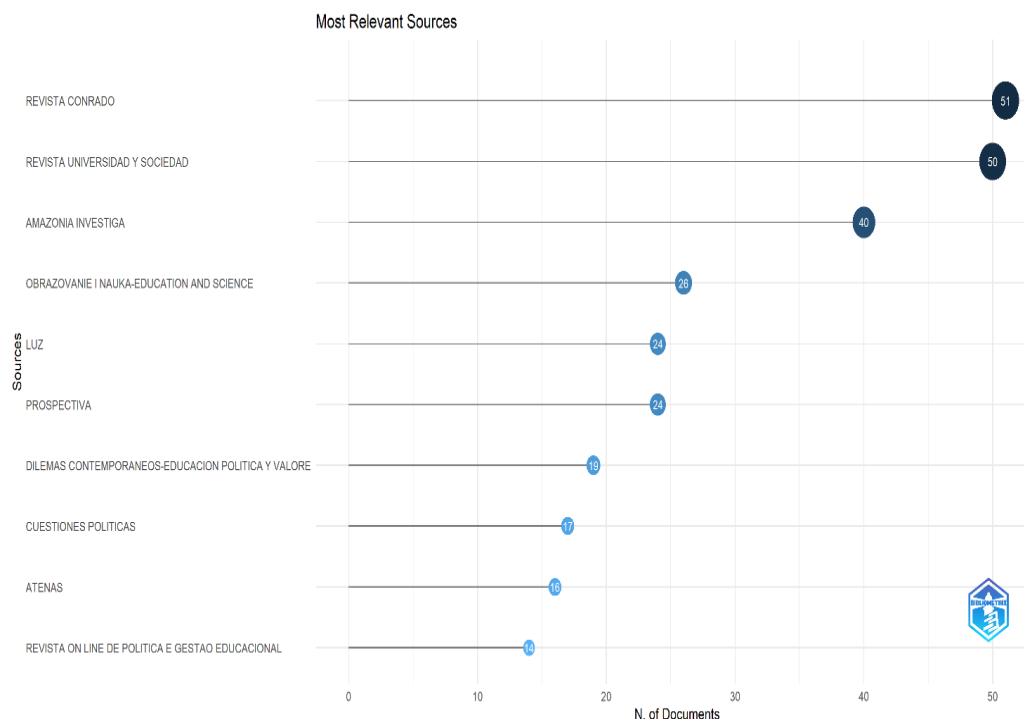
From the discipline of social work, it is particularly enlightening to analyze author keywords linked to the journal *Prospectiva*, with which the concepts of Social Work, Systematization of experiences, Systematization, education, methodology, and pedagogy are associated.

### 3.2 Sources

When analyzing the primary sources (see Figure 2) that mention the concept of systematization during the studied period and isolating the top 10 entries based on the highest number of published articles, two journals emerge as the ones with the highest number of works, both journals affiliated with the Universidad de Cienfuegos Carlos Rafael Rodríguez in Cuba. **Revista Conrado**, a pedagogical journal, and **Revista Universidad y Sociedad**, a multidisciplinary journal, accumulated 51 and 50 articles, respectively. Third, regarding the frequency of published articles, is the journal **Amazonia Investiga**, affiliated with the Primate Editorial of the Universidad de la Amazonia in Colombia, a multidisciplinary journal with 40 published articles.

There are 17 disciplinary journals in the disciplinary area of social work, a category in WoS analysis. Within this category, **Revista Prospectiva** from the Universidad del Valle in Colombia stands out, with 24 published articles explicitly mentioning the concept of systematization. In second place, within the category of Social Work, is **Revista Eleuthera** from the Universidad de Caldas, also in Colombia, with five published articles.

**Figure 2. Most Relevant Sources.**



Source: Own elaboration (2023).

### 3.3 Authors

The analysis of authors linked to the documents analyzed in the study involves a descriptive frequency analysis. In the 928 documents analyzed, 2,287 authors are linked. Additionally, out of the 928 documents under study, 253 have been published by a single author.

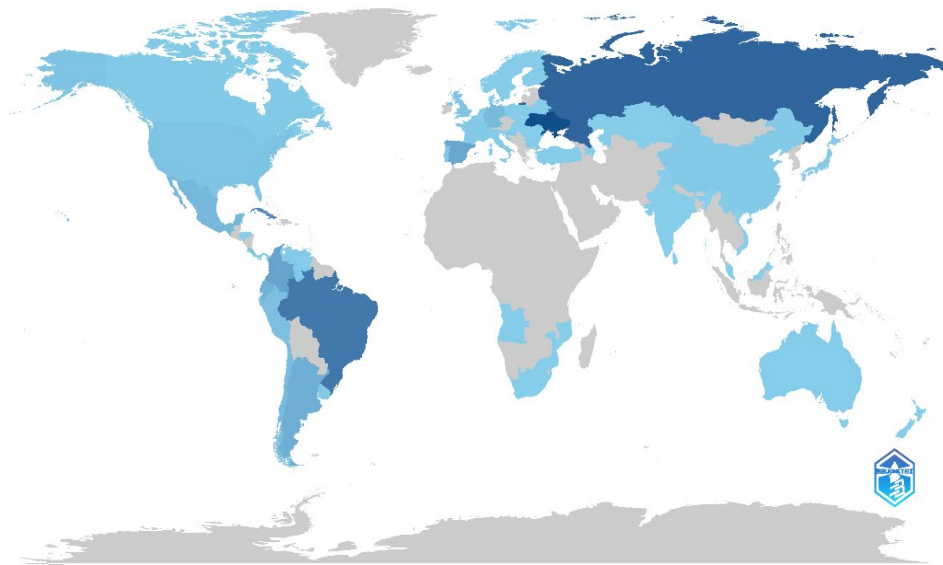
Author analysis allows for the characterization of the frequency of countries with the highest scientific production based on the corresponding author. The analysis of the most cited countries is also conducted using the same unit of analysis.

#### *Countries with the highest scientific production*

The results analysis reveals that, of the total articles analyzed, the 12 countries with the highest number of authors linked to documents associated with the concept of systematization are Ukraine [549], Russia [440], Brazil [357], Cuba [283], Colombia [174], Spain [153], Argentina [126], Ecuador [109], Mexico [85], Germany [77], Chile [68], and Peru [56].

**Figure 3. Countries with the highest scientific production.**

#### Country Scientific Production



Source: Own elaboration (2023).

The analysis of scientific production based on the nationality of the corresponding author shows that academic discussion is established in countries of diverse geographical and linguistic latitudes. This, in conjunction with the previous analysis of sources/journals (see Figure 2), reinforces the finding that academic discussions regarding systematization occur across various scientific disciplines, diverse academic journals, and different geographical locations.

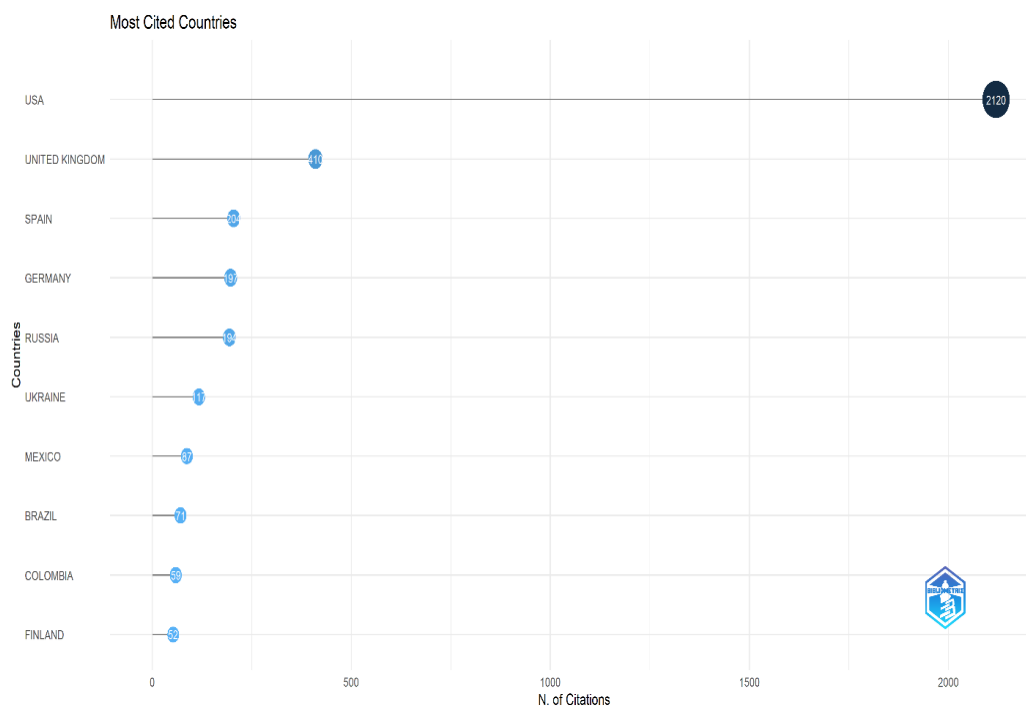
The analysis of scientific production identifies that the highest number of published works on the concept of systematization comes from Slavic-speaking countries. Additionally, works from various Latin American and English-speaking countries have been identified.

### *Most cited countries*

Also, in terms of authors, the countries that account for the highest number of citations (see Figure 4) are the United States [2,120], followed by the United Kingdom [410], Spain [204], Germany [197], and Russia [194].

The above allows for the inference of citations by language, which translates into a marked Anglo-Saxon predominance, with a difference of 10 to 1 compared to Spanish, German, or Slavic languages.

**Figure 4. Countries with the highest citation count.**



Source: Own elaboration (2023).

The analysis of countries that accumulated a higher frequency of citations in the studied period notably reflects the predominance of the global North. This situation is expected, considering the structure of the studied field, which privileges authors and countries, typically English-speaking, following a logic that reproduces the geopolitical order of knowledge (Muñoz-Arce *et al.*, 2021).

### 3.4 Documents

#### *Most cited documents*

**Table 2. Documents with the highest number of citations.**

Documents	DOI	Total citations
Comparative Politics and the Synthetic Control Method (Abadie <i>et al.</i> , 2015)	10.1111/ajps.12116	929
Understanding process tracing (Collier, 2011)	10.1017/S1049096511001429	878
Classification Situations: Life-Chances in the Neoliberal Era (Fourcade & Healy, 2017)	10.12759/hsr.42.2017.1.23-51	254
Developing the Academic Collocation List (ACL) - A corpus-driven and expert-judged approach (Ackermann & Chen, 2013)	10.1016/j.jeap.2013.08.002	120
An Exemplary Scheme? An Evaluation of the Integrated Children's System (Shaw <i>et al.</i> , 2009)	10.1093/jaw/bcp040	95
Strengthening pack: a broader notion of context and the use of teacher's narratives to reveal knowledge construction (Porrás-Hernández & Salinas-Amescua, 2013)	10.2190/EC.48.2.f	79
Benefits of Peer Assessment and Strategies for Its Practice at University (Ibarra-Saiz <i>et al.</i> , 2012)	10.4438/1988-592X-RE-2011-359-092	76
Teachers' pedagogical knowledge: Empirical approaches and findings (Voss <i>et al.</i> , 2015)	10.1007/s11618-015-0626-6	53
Topic models meet discourse analysis: a quantitative tool for a qualitative approach (Jacobs & Tschotschel, 2019)	10.1080/13645579.2019.1576317	46
Barriers to the provision of high-quality palliative care for people with dementia in England: a qualitative study of professionals' experiences (Davies <i>et al.</i> , 2014)	10.1111/hsc.12094	43

Source: Own elaboration (2023).

Coincidentally with the previous analysis, the articles in the top three citations are Anglo-Saxon academic works published in American or English journals (see table 2).

The accumulated frequency of the three articles with the highest number of citations is also markedly higher than the rest of the analyzed dataset, with a distance expressed in a ratio of 10 to 1 compared to articles from the fourth position onwards. This distance increases conspicuously as the position on the list descends.

Of the ten articles that rank highest in terms of citations, none use the concept of systematization within the framework of the Latin American tradition. Its usage appears linked to systematicity and data organization while centered around discussions of political science/public policies, evaluation of methodologies, and medical sciences.

## *The highest frequency of words*

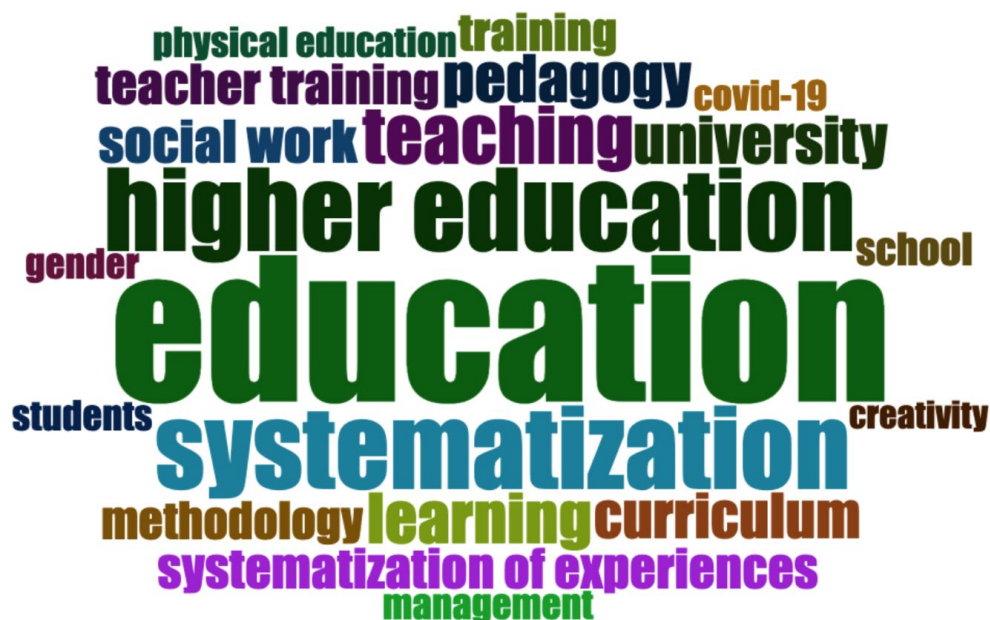
To understand the structure of the conceptual network, it is necessary to choose what will be considered a word. Biblioshiny's graphical interface offers several alternatives, allowing the determination of the conceptual unit in n-grams: if 1 gram is used, the concept is a single word; if 2 gram is used, the concept consists of two words; if 3 gram is used, the concept consists of three words. This allows for retrieving more information, mainly what the authors determine as central to their article.

Specifically, to scrutinize the results of the present study, analyses of author keyword frequencies were used in 1-gram, and analyses of word frequencies in abstracts were conducted in 3-gram.

## *Frequency of author keywords*

The analysis of author keywords frequency (see Figure 5) in the studied documents identifies that "education" is the most frequently repeated, appearing 58 times in the studied period. In the second place, the concepts of "higher education" and "systematization" appear with a frequency of 33 repetitions. The following words with the highest number of repetitions are "teaching" [23], "learning" [20], "pedagogy" [19], "university" [19], "curriculum" [18], "social work" [17], "systematization of experiences" [16].

Figure 5. Most frequent words - author keywords.



Source: Own elaboration (2023).



The aforementioned results allow one to infer or group the concepts into two groups: one linked to educational disciplines and another to social work.

It is also noteworthy that sixteen analyzed works explicitly refer to the systematization of experiences in author keywords.

### ***Frequency of words in abstracts by 3-gram.***

The analysis of word frequency in abstracts allows us to identify that, in the total number of analyzed documents related to the concept of systematization, it is linked 11 times with “*systematic literature review*”, ten times with “*participatory action research*”, and nine times with “*positive learning environment*”.

The following most frequent 3-grams are distributed as follows: “*future agricultural engineers*” [8], “*foreign language teachers*” [7], “*hybrid cloud\_based learning*” [7], “*social networking sites*” [7], “*cloud\_based learning environment*” [6], “*community cultural development*” [6], “*comparison classification generalization*” [6], “*deduction comparison classification*” [6], “*foreign scientific text*” [6].

The analysis of word frequency in abstracts by 3-gram allows us to confirm that the concept of systematization can be linked to various methodologies in certain uses. It appears in some cases associated with systematic literature reviews, participatory action research methodologies, or favorable pedagogical environments for learning.

## **3.5 Conceptual Structure Analysis**

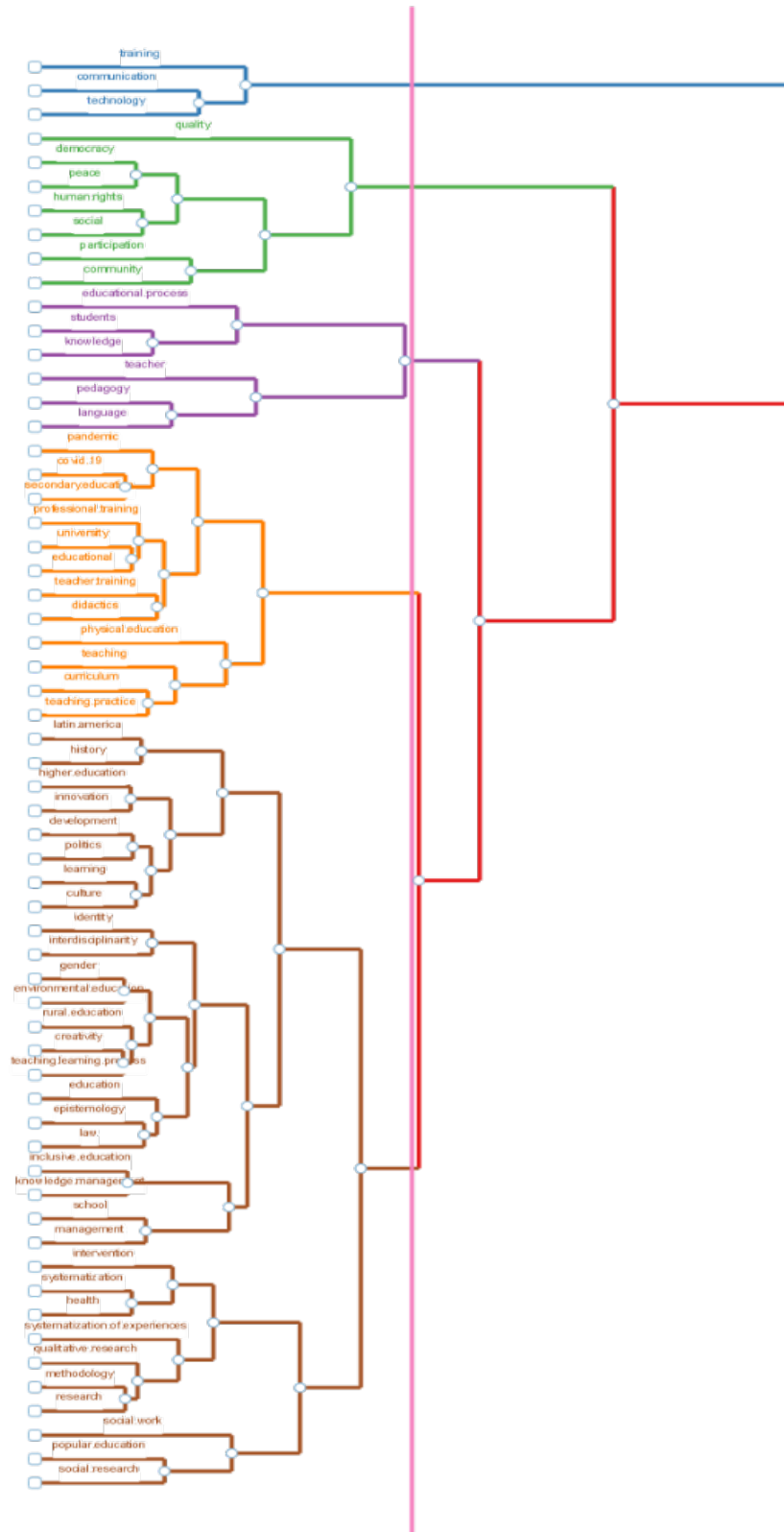
### **Factorial Analysis with Multiple Correspondence Analysis in Author Keywords.**

As described in the methodology, Multiple Correspondence Analysis (MCA) enables the statistical analysis of data using categorical variables. It scrutinizes the conceptual structure of the field under study, establishing measures of similarity and difference, thereby facilitating the understanding of thematic or conceptual relationships (Aria & Cuccurullo, 2017).

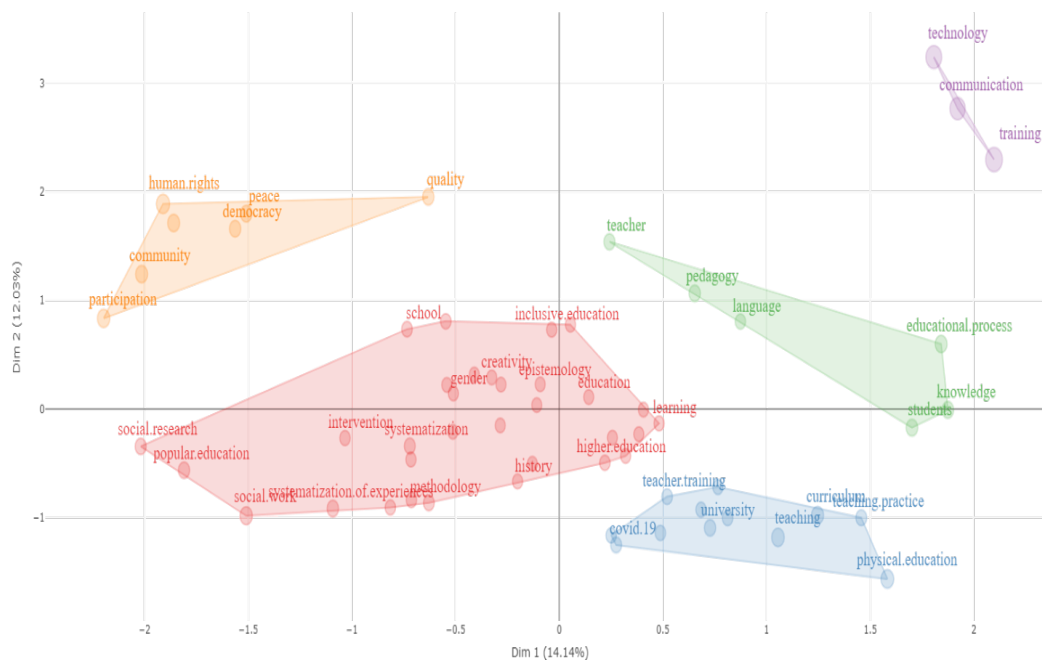
The hierarchical cluster analysis, graphically represented in the dendrogram (see Figure 6), provides an overview of the hierarchical relationships between author keywords while demonstrating how these keywords can be grouped into larger or smaller clusters.

The multiple correspondence map graphically represents the clusters through dimensional axes (see Figure 7), which allows visualizing the relationship between categories, such as the relationship between author keywords.

Figure 6. Dendrogram - Conceptual Structure.



Source: Own elaboration (2023).

**Figure 7. Cluster - Map of Conceptual Structure.**

Source: Own elaboration (2023).

The analysis of the conceptual structure of the analyzed documents, graphically represented in the dendrogram and the two-dimensional map allows for identifying the existence of five (5) clusters or groups.

For the study's objectives, scrutinizing the first cluster, represented in the map with the color red and the dendrogram with the color brown, is particularly relevant. This cluster is associated with concepts such as inclusive education, education, learning, higher education, epistemology, creativity, gender, school, intervention, methodology, systematization, systematization of experiences, social work, popular education, and social research.

The concepts of systematization of experiences, popular education, intervention, social work, social research, methodology, and learning, associated with the first cluster, are linked to the bibliographic discussion of the Latin American tradition of systematization as a methodology for knowledge generation in the human and social sciences.

Regarding the proximity of concepts, particular interest lies in the terms at the bottom end of quadrant three, which are also the same ten concepts represented at the bottom of the dendrogram. These are systematization, social work, systematization of experiences, methodology, research, popular education, intervention, health, qualitative research, and social research. These concepts constitute the academic discussion around systematization from a Latin American perspective.

Also, about the first cluster, the articles that contribute the most to shaping it are identified as follows: 1. *Community organizations in Medellín: a network for peacebuilding in the late 1990s and 2015* (Torres-Madronero & Botero-Botero, 2019). 2. *Systematization of the experience: Recognition of human rights of the elderly in two families residing in Cali and Valledupar (Colombia)* (Cuello-Lacouture & Jaramillo-Jaramillo, 2021). 3. *Democratic management in schools* (Ramos-Santana, 2018) - from Brazil. 4. *Systematization of intervention as a research methodology in Social Work: Practical and theoretical importance of the data collection phase in social intervention according to the experience of the Family Support Program in Zaragoza, Spain* (Esteban-Carbonell & Del Olmo-Vicen, 2021). 5. *Inclusion of equal rights in the public agenda during the 2018 second round election* (Hutt-Herrera, 2022).

#### 4. Conclusions

The study allows us to confirm the use of the systematization concept, rooted in the Latin American tradition of knowledge generation, in high-standard and impactful scientific literature in journals indexed in the primary collection of Web of Science. This supports arguments regarding its legitimacy (Castañeda-Meneses, 2015; Ortega-Senet, 2021) and its value in knowledge production in the human and social sciences (Cifuentes-Gil, 2021), pointing towards recognizing and reclaiming its place in the realm of knowledge generation. This promotes its use, teaching, and studies aimed at strengthening its methodological repertoire and its presence in academic and scientific spaces.

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The study finds that, during the studied period, the concept of systematization is used in various areas of knowledge, in heterogeneous academic journals, and by over two thousand authors. This suggests a substantial and diverse interest in the concept within academic discussions.

The analysis of countries with the highest scientific production regarding systematization confirms its significant geographical presence in non-English-speaking countries while highlighting Latin American countries and Spain. This could suggest a particular geographical use of the concept.

The study, through the analysis of word frequency in author keywords and abstracts, confirms a polysemic use of the concept of systematization. However, this does not imply an impossibility to differentiate its use when related to systematic literature reviews, systemic or orderly practices, or when used within the Latin American tradition of knowledge generation associated with popular education and participatory action research methodologies.

The research, employing advanced bibliometric analysis of the conceptual structure, allows the identification and visualization of five thematic clusters, with one cluster standing out for its connection to the Latin American tradition of knowledge production and systematization. This cluster is also related to the field of education and the discipline of social work.



The study also suggests pathways for future research in the area and regarding the investigated concept:

Qualitative explorations of the content of articles published in the scientific literature of the human and social sciences are necessary. Comprehensive systematic reviews that account for the exclusive use of the concept within the Latin American context, distinguishing and characterizing its use in other contexts and with other conceptual meanings, are also needed.

Similarly, there is a need to advance in other systematic reviews that account for the approach and justification of the methodological relevance of systematization as a proposal for knowledge generation in the social and human sciences.

The research also highlights the need to explore collaboration networks around the concept through an analysis of the intellectual and social structure of articles linked to the concept of systematization.

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## **Authors' Contribution statement**

Ronald Zurita-Castillo: conceptualization, data curation, formal analysis, research, methodology, writing (original draft), writing (review of the draft and revision/correction); Víctor Rodrigo Yáñez-Pereira: conceptualization, research, writing (review of the draft and revision/correction); Juan Jiménez-Albornoz: methodology, writing (review of the draft and revision/correction); Valentina Javiera Contreras-Vera: conceptualization, data curation, methodology, writing (original draft), writing (review of the draft and revision/correction).

## **Conflicts of interest**

The authors unequivocally state that there is no conflict of interest in the writing or publishing of this article, reinforcing the integrity and impartiality of the research.

## **Ethical statement**

The authors do not have any type of ethical implication to be stated in writing and publishing this article.



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