

Art Integration in Tourism: Exploring Its Role in Learning Skills Enhancement and Tourism Development

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Abstract

This bibliometric review of the study of Art Meets Tourism: A Study on Art Integration, Learning Skills, and Tourism Development synthesizes an extensive and varied research area, comprising 1,686 publications from 945 sources and exhibiting an Mean annual growth rate of 18.42. The research corpus is relatively new, with a mean age of 4.69 years, and achieves high citation rates, averaging 12.65 citations per paper. Research topics vary broadly, spanning cultural tourism, education, sustainability, and heritage conservation. In terms of authorship, there is considerable co-authorship: 21.23% of this work is an international cooperation, with a diverse geographical base headed by the USA, China, Australia, and the UK. Research journals like Sustainability (Switzerland), Geoheritage, and the Journal of Sustainable Tourism point to a solid link with sustainability concerns, while more educationally oriented journals indicate that there is a rising importance on learning skills within field of tourism. The analysis of keywords centers on tourism, a topic inextricably linked to art, cultural heritage, and geotourism and the sector's shift toward creative, competency-building, and socially conscious types of tourism. Strong evidence also demonstrates that the

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integration of art enhances the cultural capital of destinations, strengthens sustainable branding, and provides for experiential learning, making this an important confluence of cultural policy, learning, and tourism innovation.

Keywords: Tourism, Art Integration, Learning skills, Tourism Development

1. Introduction

1.1 Study objectives

This research primary goal is to inspect and chart the developing research landscape of art incorporation, learning skills, and tourism development to better grasp the thematic diversity, global reach, and academic importance. Specifically, this study seeks to:

1. Identify the main research trends, conceptual frameworks, or thematic clusters that define and structure the field.
2. Investigate country of origin, institutional participation, and researcher level involvement that shape knowledge production in this field.
3. Delineate how art-infused tourism initiatives contribute to education, skill development, and the sustainable development of destination areas.
4. Highlight the significance of cross-disciplinary approaches in improving research progress and practice in this area.

1.2 Novelty and Contribution of the Study

Through an inclusive bibliometric analysis on the intersection of art integration, learning skills, and tourism development—a combination that has not been sufficiently addressed in the previous research—this paper makes a fresh contribution. Most existing studies in this field have focused on cultural tourism, creative tourism, or sustainable tourism without taking into account the contribution of learning and skill development in the overall tourist experience.

Conversely, this study synthesizes all three areas—arts, education, and tourism—under one framework to ensure and provide a clearer picture of how art tourism fosters learning and skills development, in addition to the development of the destination itself. This study contributes to the academic writings on methods used by integrating

performance analysis, citation analysis and science mapping analysis to provide an in-depth analysis of publication patterns, intellectual structures, and conceptual development. This research also adds learning skills as a variable to the literature, thus distinguishing itself from existing work, which tends to examine economic, cultural, or sustainable aspects of art tourism, without an explicit focus on the educational component.

2. Related work

2.1. Art and Tourism Nexus

The connection between art and tourism has been an increasingly studied area in research, in particular the art as a cultural resource and as a tool to promote destinations (Slak Valek, 2021). Scholars have highlighted that art boosts the attractiveness of a destination by allowing the visitor to have unique experiences and helping form place-identity (Io, 2019). Moreover, scholars have identified that art exhibitions, festivals and site-specific projects have been identified as visitor generators, contributing to local economic development, creating cross-cultural understanding, preserving heritage, and involving the local community (Peng, 2024).

In turn, art and tourism have evolved to form the concept of creative tourism, which highlights the experiential/interactive role that the tourist plays, where value is added by engaging in arts practice or other participatory experiences in an arts and cultural workshop/immersion activity. The examples include art biennales/triennales or projects that revitalise local rural art to create new identities and destinations from places that were previously excluded, improving brand identity and competitiveness on a global level. Still, it has been argued that in commodifying culture, there may be exploitation of artists and differences between the needs of communities and the demands of visitors may threaten the authenticity and sustainability of the cultural resources being used.

2.2. Integrating art into tourism

Integrating art into tourism has become a recent trend as another way of bringing people to destinations that also allows sustainable and community-centred development; scholars point out that there are distinctions between using more traditional popular cultural art elements in tourism and the newer, more interactive/art-led concept of art tourism, and further investigation is needed on tourist motivations, tastes and preferences and the role and inclusion of artists as an under-studied group (Slak Valek & Mura, 2022). Creative tourism, which is focused on visitor participation, has been found to enhance tourist engagement, particularly

when personalised and sustainable options are highlighted through creative tourism activities such as arts workshops and festivals. Examples include the tri-coloured glaze ceramic partnership and immersive cultural classes in Luoyang (Guo et al., 2023). Regarding conceptual approaches, the lens of value co-creation demonstrates how the integration of contemporary art into cultural heritage sites can provide communities with a sense of cultural memory and bridge the gap between art and society (Gokbulut Ozdemir et al., 2020).

2.3. Skill development in art and learning

Art integrated learning in higher education refers to the incorporation of creative and artistic approaches into teaching, learning, and assessment processes to enhance student engagement, creativity, critical thinking, and holistic development. Another recent area of experiential and transformative learning is the creative arts intervention in higher education (Blackburn Miller, 2020). To translate experience into knowledge, experiential learning theorized by Kolb suggests learning is constituted by four interrelated and cyclical processes leading to the experience of learning: substantial experience, analytical observation, obscure conceptualization, and active testing. It can develop adaptable and autonomous learners through a focus on experience in the learning process (Kolb 2014).

Arts integrated learning promotes reflection, conceptualization & experimentation (through encouraging students to engage creatively in embodied experiences of visual art, performance, and storytelling) and hence complements the experiential learning cycle articulated by Kolb. These immersive creative practices will encourage transformative learning outcomes through students' increased affective and cognitive participation (Ware et al., 2021). Also, artistic-based methods can promote embodied and aesthetic learning. Argued that artistic learning processes cultivate empathic and imaginative abilities; e.g., and identified the aesthetic forms of knowing in educational processes. Aesthetic and embodied learning and assessment in higher education, in particular, business education, has been identified with responsible leadership, emotional intelligence, and sensitivity to ethical dilemmas (Kirillova, 2023).

Furthermore, we need to keep in mind that culture, art and representation are in itself intertwined to the tourism industry. Furthermore, because arts integrated learning can in a sense represent symbolic, emotive, experiential aspects of the tourism sector itself, the potential for arts-based learning and assessment to engage is available. Art integrated learning can give tourism students new or unconventional

approaches to important issues (e.g., sustainability, tourism identity and responsibility, etc.) not typically available through conventional written assignment or presentation (Hayes et al., 2025).

2.4. Artistic Practices as a means of tourism promotion

The application of artistic practice in tourism has received a greater interest of academic focus because the arts in terms of painting, performing arts, crafts, sounds or sitespecific installations have emerged as the drivers of cultural vibrancy, location branding and sustainable tourism destination (Tapfuma et al., 2023). Research emphasizes how artistic methods can add quality to tourism with the authentic meaning, sense of cultural heritage and immersion in the experience, allowing the visitors to experience more humanized relationships with the local residents and provide economic value to the host community (Suriyankietkaew et al., 2025). The study on cultural events, cultural conservation programs and the community-led innovation project can show how artistic tourism can diversify destinations and boost the local economies, but it also contributes to social cohesion and intercultural communication (Soufiane Benhaida et al., 2024). The emergence of contemporary art in the rural and urban setting, including the biennale and the triple show, also illustrates the ability of art to restore the wasteland and to attract international visitors and the formation of the cultural landscape which continues long after the event (Zeng et al., 2025). At the same time, the dangers that might be posed by the commodification of culture, over-commercialization and the homogenisation of culture are also noted, and it is stressed that there must be a way to ensure participation for all people, for the recognition of artists and for rules in policy that must protect local cultures but not restrict innovation at the same time.

3. Materials and Methods

3.1. Methodology

The paper in question, *Art Meets Tourism: A Study Specific to Art Integration, Learning Skills and Tourism Development*, is a bibliometric research methodology based study to map and explore the scholarly work on the topic of the nexus among art, education and tourism development.

3.2. Data Source & Search Approach

Bibliographic data were searched and retrieved using Scopus Database. Scopus has the best coverage of interdisciplinary literature on tourism, education and cultural studies among other fields. The search was

performed on 14 July 2025, exported as CSV file including full record and references cited in the searched articles.

The final search strategy included: (TITLE-ABS-KEY ("art integration" OR arts OR creative OR cultural) AND TITLE-ABS-KEY ("learning skills" OR education OR competencies OR abilities) AND TITLE-ABS-KEY ("tourism development" OR tourism OR travel OR hospitality)) Initial search produced 5,456 documents. The following filters were then applied:

- Document types: Article
- Languages: English
- Year published: 2014-2024
- Search field: TITLE-ABS-KEY

After applying the filters, the result was refined to 2,160 documents.

3.3. Manual Screening and Data Cleaning

Manual screening was performed to refine the dataset for its relevance and accuracy. It was carried out in two steps.

1. Title and Abstract Screening The relevance of the article was checked against the nexus of art, learning and tourism. All the articles whose subject matter was not related to the nexus (i.e. medical sciences, engineering, and other non-related topics in business) were not considered in this research.
2. Full-Text Screening (if necessary) If there is any doubt on relevance, we searched full text to determine its eligibility based on the following:
 - Is it relevant to the topic of art or creative works?
 - Is it related to the tourism field?
 - Is it related to learning, education or skill acquisition?

After removing duplicates and other unrelated articles, a final subset of 1,686 articles was retained.

3.4. Inclusion and Exclusion Standards

Inclusion standards: Peer reviewed journal articles written in English published from 2014 to 2024. Exclusion standards: Conference papers, book chapters, editorials, review articles and Non-English articles.

3.5. Data Analysis

The dataset examined using bibliometric and scientometric methods. The analysis covered:

- Performance analysis: Annual scientific output, author, institution and country contribution and the most relevant journals.
- Citation analysis: Most prolific author, journal and document.
- Science Plotting: Co-authorship, co-citation and keyword co-occurrence analysis to uncover thematic clusters and the scholarly structure of the field.

Software and Parameter settings

VOSviewer (version 1.6.x) and Biblioshiny (Bibliometrix R-package) were used to perform the bibliometric analysis. The analysis was done using the following parameters:

- Co-authorship Interpretation: minimum number of documents (5 documents per author)
- Keyword co-occurrence Interpretation: minimum occurrences (10)
- Normalization method: Association strength
- Clustering: Default resolution parameters in VOSviewer

The analysis was performed with the above parameters to avoid low frequency keywords that may generate noise in the network, and to achieve the balance between clarity of the network and in-depth analysis.

3.6. Limitations

The literature search is restricted to Scopus records and English-language publications only. We did not consider other databases, such as Web of Science or Google Scholar, or additional document types, as these exclusions could prevent us from accessing relevant literature, although this approach does provide a clear and consistent dataset.

4. Data analysis

4.1. Scholarly trends from 2014 to 2024

As can be seen in Table 1, the field of art skill development in tourism from 2014 to 2024 is dynamic and has an increasing annual growth rate of 18.42%. This period covered 1,686 documents published in 945 unique sources with a mean age of 4.69 and a mean number of citations of 12.65, 82,319 references, 4,014 Keywords Plus, and 5,919 Authors Keywords. This research has a total of 5,149 authors, 363 documents with single author, and a mean number of coauthors of 3.27 (21.23% documents with

international coauthorship). The documents consist of 100% articles. The average number of authorship is more than 3, meaning that collaboration in this area is quite high.

Table 1: Data summary for “Art Meets Tourism: A Study on Art Integration, Learning Skills, and Tourism Development” Research

Description	Results
MAIN INFORMATION ABOUT DATA	
Time Period	2014:2024
Resources	945
Documents	1686
Annual Growth Rate %	18.42
Document Average Age	4.69
Average citations per doc	12.65
References	82319
DOCUMENT CONTENTS	
Keywords Plus (ID)	4014
Author's Keywords (DE)	5919
AUTHORS	
Authors	5149
Authors of single-authored docs	359
AUTHORS COLLABORATION	
Single-authored docs	363
Co-Authors per Doc	3.27
International co-authorships %	21.23
DOCUMENT TYPES	
article	1686

4.2. Annual Scientific Production

Figure 1 presents an increasing trend. Since 2014 (when 52 documents were published), the number increased year-on-year to 100 in 2016, and to 148 in 2019. From 2020, this trend accelerated: 189 in 2020; 195 in 2021; 207 in 2022; 216 in 2023; and a record of 282 in 2024. This is almost a sixfold increase from the first published year (2014).

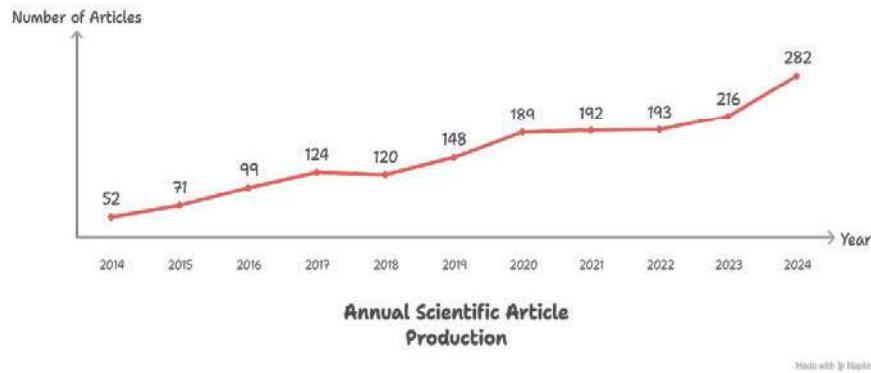


Figure 1: Graphical representation pattern of growth of publications from 2014-2024

4.3. Visually Maps Relationships Among Author, Country And Source

Figure 2 maps the authors' countries of origin (AU_CO), the leading authors (AU), and the major sources of the published documents (SO). China is the leading country with the highest publications, followed by Greece, Spain, the USA, Malaysia, Australia, the UK, France, Canada, and Thailand. Key authors include Li Y, Wang Y, Zhu J, Zhang H, Liu Y, and Klefotdimos A. Noteworthy venues are International Journal of Environmental Research and Public Health, Sustainability (Switzerland), PLOS One, Frontiers in Psychology, Journal of Hospitality and Tourism Management, and Tourism Management Perspectives, demonstrating the range from public health to sustainability, psychology, and hospitality to tourism studies. This map demonstrates the international and collaborative nature of research in this area. It shows that the research of incorporating art into learning and development tourism takes place from a variety of disciplinary and regional perspectives.

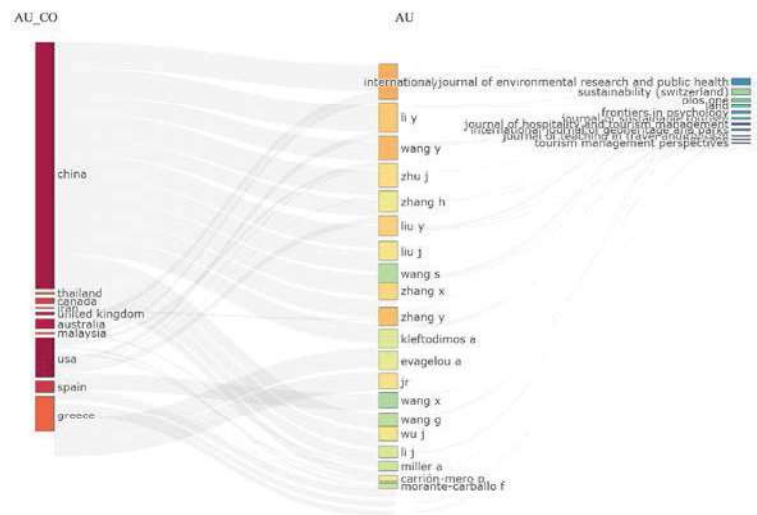


Figure 2: Three field plot map (Sankey diagram) (author, country and source)

4.4. Most Relevant Sources

Figure 3 shows that the field is spread over a combination of sustainability, tourism, hospitality, and multidisciplinary journals. Sustainability (Switzerland) is the leading journal with 86 articles in the field; this finding shows that this is related to sustainable development area. In addition, Geoheritage (28) and GeoJournal of Tourism and Geosites (16) shows that culture and heritage research are relevant to this area. African Journal of Hospitality, Tourism and Leisure (18), Journal of Environmental Management and Tourism (18), and Journal of Sustainable Tourism (15) are also sector-specific and shows an area of environmental management, education, and hospitality and tourism management research. The articles published in PLOS One (17) shows that interdisciplinary research is very popular in the field. In addition, Journal of Hospitality and Tourism Education (15) and Journal of Teaching in Travel and Tourism (14) are specifically about education and show that learning skills have received attention within the field of art and development of tourism. Overall, there is a combination of sustainability, heritage, and learning skills as an important issue in art and development of tourism research.

Source	Article Count
 SUSTAINABILITY (SWITZERLAND)	86
 GEOHERITAGE	28
 AFRICAN JOURNAL OF HOSPITALITY, TOURISM AND LEISURE	18
 JOURNAL OF ENVIRONMENTAL MANAGEMENT AND TOURISM	18
 PLOS ONE	17
 GEOJOURNAL OF TOURISM AND GEOSITES	16
 LAND	16
 JOURNAL OF HOSPITALITY AND TOURISM EDUCATION	15
 JOURNAL OF SUSTAINABLE TOURISM	15
 JOURNAL OF TEACHING IN TRAVEL AND TOURISM	14

Figure 3: Most relevant sources based on published documents

4.5. Bradford Distributions of Articles

Figure 4 and Table 2 show the core set of journals that contain most articles in the field and indicate the major sources of knowledge in the field. Zone 1 contains 10 highly productive sources. Sustainability (Switzerland) is the first, second place is Geoheritage (28), African Journal of Hospitality, Tourism and Leisure (18) and Journal of Environmental Management and Tourism (18) is in the third place, and fourth place is PLOS One (17) and GeoJournal of Tourism and Geosites (16). Journal of Hospitality and Tourism Education (15), and Journal of Teaching in Travel and Tourism (14) are education-oriented journals. These results indicate a focus on sustainability, heritage, and learning skills within the art and development of tourism research field. The graph illustrates the steep decline after the first ten places in terms of number of articles, confirming the high concentration of sources in the area.

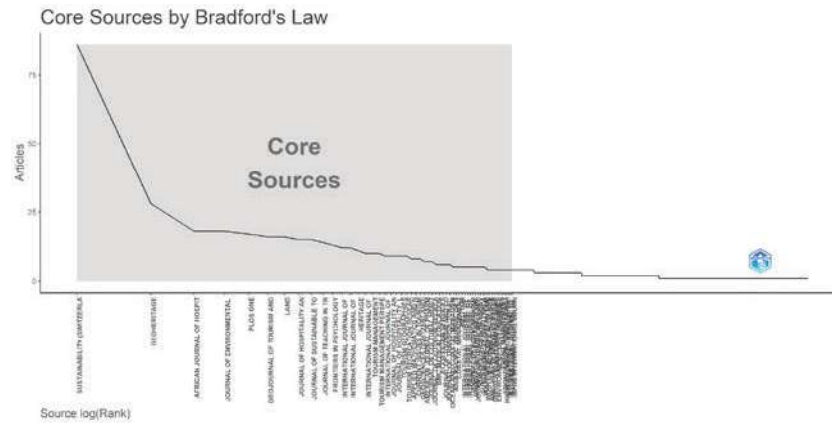


Figure 4: Bradford distributions of articles

Table 2: Ranking and zone allocation of articles according to Bradford

Journals	Rank	Freq	Cum Freq	Zone
Sustainability (Switzerland)	1	86	86	Zone 1
Geoheritage	2	28	114	Zone 1
African Journal Of Hospitality, Tourism And Leisure	3	18	132	Zone 1
Journal Of Environmental Management And Tourism	4	18	150	Zone 1
Plos One	5	17	167	Zone 1
Geojournal Of Tourism And Geosites	6	16	183	Zone 1
Land	7	16	199	Zone 1
Journal Of Hospitality And Tourism Education	8	15	214	Zone 1
Journal Of Sustainable Tourism	9	15	229	Zone 1
Journal Of Teaching In Travel And Tourism	10	14	243	Zone 1

4.6. Local impact of sources

As Table 3 shows, the outlets included here vary both in terms of citation impact and duration of existence. The largest h-index (25) and g-index (41)

were attained by Sustainability (Switzerland) which has 86 publications since 2014 with the highest citations of 1,979. It seems to play a very important role as a platform where sustainability-related literature on the topic of art and tourism appears. The journal is well represented and there is no reason why it would be. Geoheritage is the next journal with an h-index of 12 (g-index 20) and 443 citations since 2017, having published 28 articles. It is followed by journals that are more known in terms of the hospitality and tourism management area (e.g., International Journal of Contemporary Hospitality Management, Tourism Management, Tourism Management Perspectives) with only 10, 8 and 11 publications respectively but having relatively high citation totals (371, 437 and 497).

In terms of education, there are two journals here: the Journal of Teaching in Travel and Tourism (h-index of 8) and PLOS One which, in the general field of science, have relatively high m-index (h-index 8). The m-index shows that the journals with the highest value (e.g. the International Journal of Geoheritage and Parks 1.125; Geoheritage 1.333) are not as established in terms of their age of existence but have gained their position quite quickly and have been the most cited journals in recent years. This may also mean that these journals have a greater impact on the quality of the results as they have only recently been established on the market and are thus more difficult to access.

Table 3: Local impact of sources based on the H-index

Journals	h_index	g_index	m_index	TC	NP	PY_start
Sustainability (Switzerland)	25	41	2.083	1979	86	2014
Geoheritage	12	20	1.333	443	28	2017
International Journal Of Contemporary Hospitality Management	10	10	0.833	371	10	2014
Journal Of Sustainable Tourism	10	15	0.833	550	15	2014
International Journal Of Geoheritage And Parks	9	12	1.125	187	12	2018
Tourism Management	9	10	0.818	437	10	2015

Journals	h_index	g_index	m_index	TC	NP	PY_start
Tourism Management Perspectives	9	10	0.818	497	10	2015
Journal Of Teaching In Travel And Tourism	8	14	0.727	201	14	2015
Plos One	8	17	0.8	352	17	2016
Current Issues In Tourism	7	8	0.636	326	8	2015

4.7. Most Relevant Authors

In Table 4, the most productive and influential researchers are presented. These are, most likely, the authors who, in their works, have focused on the main research issues related to the topic of this review and have thus had a notable impact on the development of scientific thought, as well as have been the creators of the most relevant and high-impact articles within the domain of art and tourism. It is Chen Y (2.69, 9) who stands out from the crowd, followed by other authors with high productivity such as Wang Y (2.14, 8) and Zhang Y (3.03, 8). The remaining authors of the table are Li Y (2.11, 5), Liu Y (2.51, 5), Zhang X (1.93, 5), Zhu J (2.19, 5), Jr Liu J (2.88, 6) and Wu J (2.48, 6).

Table 4: Most Relevant Authors

Authors	Articles	Articles Fractionalized
Chen Y	9	2.69
Wang Y	8	2.57
Zhang Y	8	3.03
Li Y	6	1.13
Liu Y	6	1.84
Zhang X	6	1.69
Zhu J	6	1.77
Jr	5	1.35
Liu J	5	1.54
WU J	5	2.48

4.8. Author Productivity through Lotka's Law

The data presented in Table 5 show the results of Lotka's Law for the analysed dataset where it can be seen that, most of the authors contribute

to only one article on a specific topic. A total of 4,883 authors (94.8%) published just one paper, while a considerably lower 210 (4.1%) authored two papers, with the number diminishing further as the publication count rises; the maximum is nine publications from 1 author. This finding corroborates Lotka's law (1926), which posits that the majority of research is produced by a relatively small core of authors, while most others contribute infrequently. This suggests that although a diverse group of authors has published on the subject of art–tourism integration, it remains a niche interest area that attracts occasional authors and is predominantly pursued by a select group of prolific researchers who have a vested interest in further developing the theoretical underpinnings, refining the methodology, and expanding the breadth of the research on art, learning skills, and tourism development.

Table 5: Author Productivity through Lotka's Law

Documents written	N. of Authors	Proportion of Authors
1	4883	0.948
2	210	0.041
3	33	0.006
4	12	0.002
5	4	0.001
6	4	0.001
8	2	0
9	1	0

4.9. Most Relevant Publication Affiliation

The global and institutional distribution of publications on this subject is presented in Figure 5. As illustrated, Griffith University, Australia (27) and The Hong Kong Polytechnic University, China (22), lead in terms of productivity in the field of Agrotourism and hospitality, followed by Fujian Agriculture and Forestry University, China and Sapienza University of Italy and University of Turin, Italy, each with 17 publications. The latter are recognized as a leading university with expertise in art, culture, and sustainable development, and a pioneer in research on the relationship between heritage and tourism. Other prolific affiliations include the Institute of Computer Science of the University of Aveiro, Portugal, and the University of Western Macedonia, Greece, each with 16 papers. These universities stand out as a leader in computer science research and a key player in education research. Additionally, Sun Yat-sen University, China, and papers with unknown affiliation, each

have 15 publications. Thus, the major publishers in this field span the regions of Asia, Europe, and Oceania, highlighting a broad base of scholarly interest in the study of art and tourism development and the learning skills that it engenders.

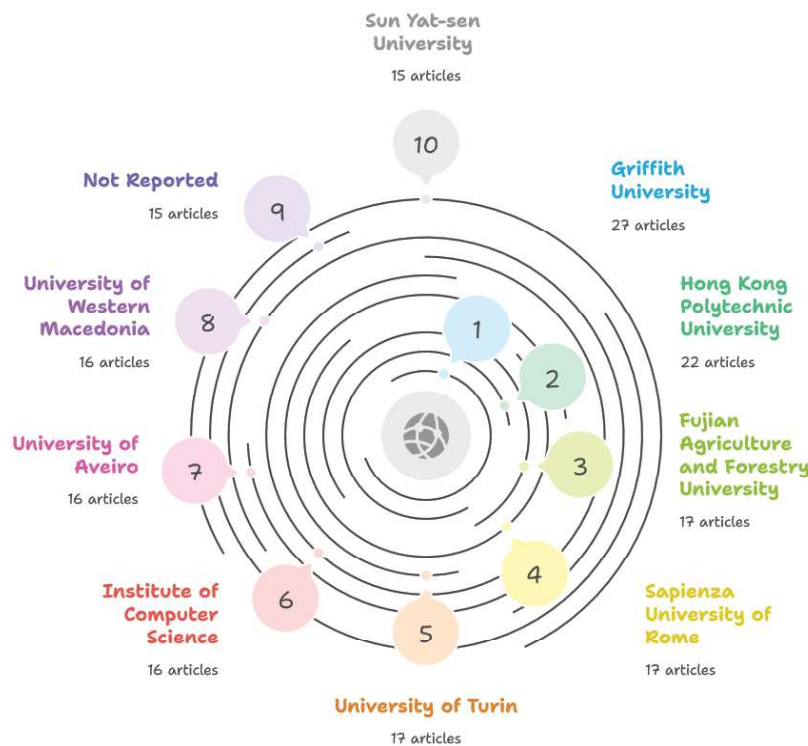


Figure 5: Top 10 Most relevant publication affiliations

4.10. Top 10 Productive Countries

The leading ten countries in productivity and their respective shares in single-country publications (SCP) and multi-country publications (MCP) are displayed in Figure and Table 6. The USA, with 206 articles (12.2%), ranks first in the production of knowledge on this subject and holds 167 in SCP and 39 (18.9%) in MCP. China, with 171 articles (10.1%), is second, with 140 SCP and 31 (18.1%) MCP. Australia (73 articles) comes third and shows 47 articles in SCP and 26 (35.6%) in MCP. Indonesia (69 articles) ranks fourth and shows 64 (92.8%) in SCP and 5 in (7.2%) MCP. The United Kingdom is fifth with 67 (10.9%) articles with 47 (68.7%) in SCP and 20 (29.9%) in MCP. Canada, with 27 (16.3%) MCP, ranks sixth and 27 (27%) MCP. The next country is Spain with 30 (23.1%) articles in MCP. Iran (21

articles) is in seventh, 17 in SCP and 4 (16.1%) in MCP. Italy (51) and India (45) come eighth and ninth, and show the lowest rates of MCP in comparison to the others, with 12% and 11.4%, respectively.

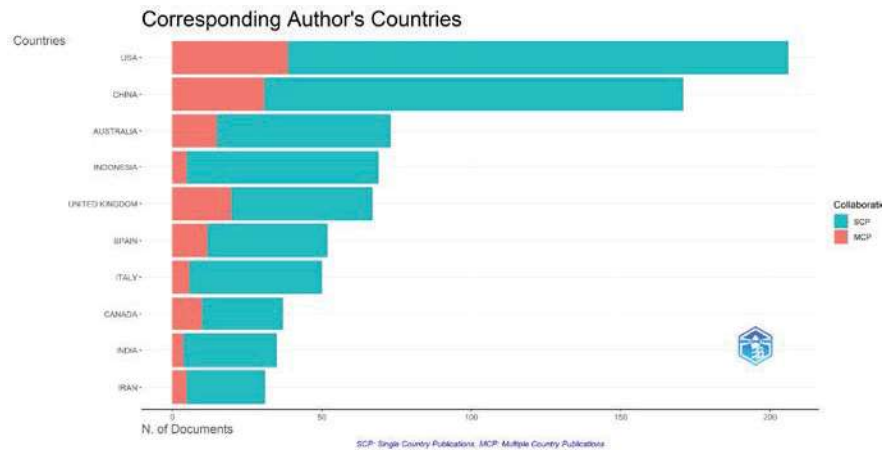


Figure 6: Corresponding Author's Countries

Table 6: Corresponding Author's Countries

Country	Articles	Articles %	SCP	MCP	MCP %
USA	206	12.2	167	39	18.9
CHINA	171	10.1	140	31	18.1
AUSTRALIA	73	4.3	58	15	20.5
INDONESIA	69	4.1	64	5	7.2
UNITED KINGDOM	67	4	47	20	29.9
SPAIN	52	3.1	40	12	23.1
ITALY	50	3	44	6	12
CANADA	37	2.2	27	10	27
INDIA	35	2.1	31	4	11.4
IRAN	31	1.8	26	5	16.1

4.11. Global Research Activities

Figure and Table 7 show that there is a strong global focus on this field, with 814 publications by authors based in the USA and 591 by authors based in China. Authors from Indonesia (384), Australia (322), the UK (235), Italy (225), Spain (200), Canada (171), Portugal (106) and India (132) also made substantial contributions.

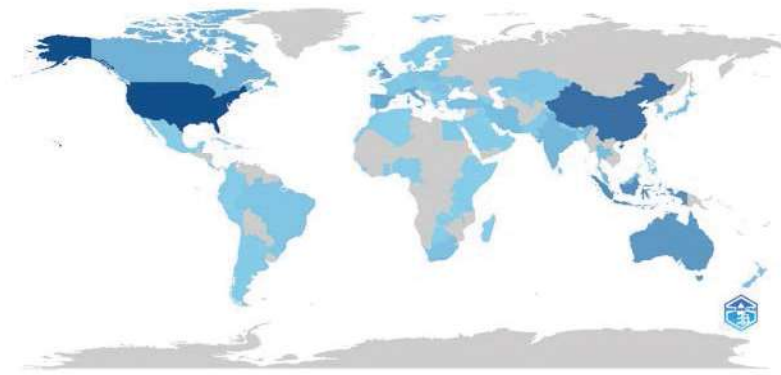


Figure 7: Global research activities show the productivity of countries over time

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Country	Articles
USA	814
China	591
Indonesia	384
Australia	322
Uk	235
Italy	225
Spain	200
Canada	171
India	132
Portugal	106

4.12. Most Cited Countries

Table 8 shows that while Australia and New Zealand are leading with 21.6 and 30.5 average citation per article, respectively, the USA (2,687 total citations) has an average of only 13 citations per article. China comes third, with a high total (2,340) and competitive average citation (13.7). The UK (17.3) and Canada (16.4), Italy (15.7), Hong Kong (23.8) and Portugal (24.7) have an impressive high average citation.

Table 8: Most cited countries for “Art Meets Tourism: A Study on Art Integration, Learning Skills, and Tourism Development” Research

Country	TC	Average Article Citations
USA	2687	13.00
China	2340	13.70
Australia	1574	21.60
United Kingdom	1157	17.30
Italy	785	15.70
Spain	657	12.60
Canada	607	16.40
New Zealand	579	30.50
Indonesia	423	6.10
Hong Kong	381	23.80

4.13. Most Global Cited Documents

Table 9 shows that the top-cited article was “Exploring a New Form of Sustainable Tourism: The Case of the Heritage Route of St. Michael’s Archangel” in Sustainability by Muresan et al., published in 2016, and having an impressive normalized citation of 10.70 and an equally impressive citation score of 216. The next three articles are more recent; “Cross-Cultural Education and Nursing Work” in Journal of Transcultural Nursing by Bruns, published in 2020, “Creative Arts in Tourism” in Tourism Geographies by Carr, published in 2020, and “Exploration of Cultural Tourism in Developing Countries” in Sustainability by Nikita, published in 2021, were all cited more than 50 times. Noteworthy here is that Bruns and Carr, in their 2020 publications, have an extremely high annual citation of 29.33 and 26.67, respectively. This means they have been cited at a much higher rate than others in a comparable timeframe. The articles are “A New Strategy for the Cultural Tourism Development” in Journal of Hospitality Marketing & Management by Antón and “The Future of Museums: A Literature Review in Museum Education” in PLOS ONE by Guttentag. The articles are all cited over 110 times, with Antón having the best normalized citation of 10.95 and Guttentag having the third-highest score of 10.66.

Table 9: Most globally cited documents over time

Paper	DOI	Total Citations	TC per Year	Normalized TC
Muresan Ic, 2016, Sustainability	10.3390/su8010100	216	21.60	10.70
Bruns Dp, 2020, J Transcult Nurs	10.1177/1043659620917724	176	29.33	12.18
Carr A, 2020, Tour Geogr	10.1080/14616688.2020.1768433	160	26.67	11.07
Hsu Chc, 2016, Tour Manage	10.1016/j.tourman.2015.11.011	157	15.70	7.78
Rosbach M, 2017, Plos One	10.1371/journal.pone.0179916	155	17.22	7.06
Nikitas A, 2021, Sustainability	10.3390/su13094620	142	28.40	10.14
Chiao H-M, 2018, J Hosp Leis Sports Tour Educ	10.1016/j.jhlste.2018.05.002	139	17.38	8.37
Antón C, 2019, J Hosp Mark Manage	10.1080/19368623.2019.1564106	137	19.57	10.22
Kim Hj, 2018, Tour Manage Perspect	10.1016/j.tmp.2017.11.025	134	16.75	8.07
Moswete N, 2015, J Sustainable Tour	10.1080/09669582.2014.986488	127	11.55	5.09

4.14. Word Cloud on Keywords

Figure 8 and Table 10 shows tourism (141) is the most used keyword in this interdisciplinary work. The other frequent keywords are as follows: Cultural Tourism (59), Education (59), Cultural Heritage (54), Sustainability (48), Sustainable Development (32), Sustainable Tourism (32), Heritage (32), Tourism Industry (30), Tourism Management (30) and Geotourism (39). In the Word Cloud (Figure 8), tourism and cultural tourism are the two most important keywords, followed by education,

heritage, sustainability, tourism industry, and sustainable tourism in that order. The most common words are in black and in bold face type, which suggests the frequency with which a particular word appears in the title, abstract, and author keywords.

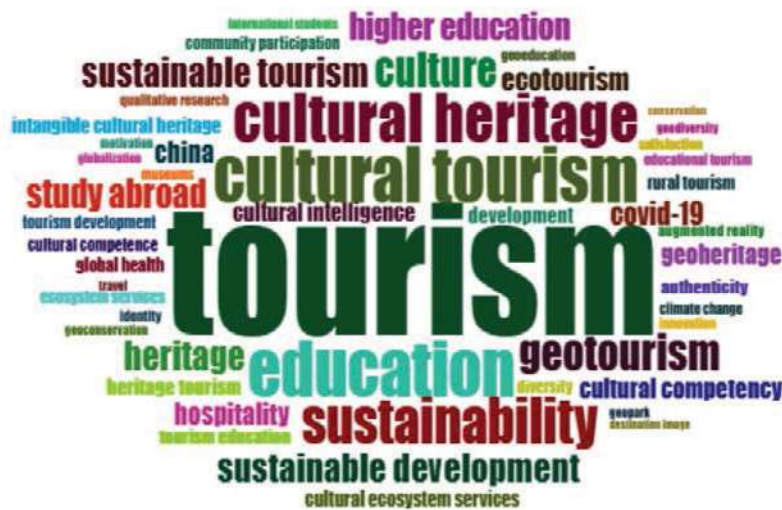


Figure 8: Word cloud on keywords published articles on “Art Meets Tourism: A Study on Art Integration, Learning Skills, and Tourism Development”

Table 10: Word cloud on keywords published articles

Terms	Words
Tourism	141
Cultural Tourism	59
Education	59
Cultural Heritage	54
Sustainability	48
Geotourism	39
Culture	38
Heritage	32
Sustainable Development	32
Sustainable Tourism	32

5. Discussion

The literature shows remarkable changes over the last ten years and has received increasing attention. The 1,686 documents from 945 sources from 2014 to 2024, the mean of 18.42% growth of documents per year and the average of 4.69 years per document all confirm that this field of study is relatively young and recent but is becoming increasingly popular in the field, according to the current trends (Slak Valek & Mura, 2022). Figure 4 shows the increasing trend of the number of articles from 52 articles in 2014 to 282 articles in 2024 which reflects the growth of this topic, the increasing academic interest and engagement in the integration of art and tourism, and the education field. The increase after 2020 may be explained by the increasing interest in the global conservation of heritage and the creative economy and in the need for more sustainability in tourism and cultural activities for local communities after the recent pandemic. Also, more recent articles focus on how cultural capital, cultural heritage, creativity, and cultural and creative skills can be developed through the creative tourism industry to create a sustainable future for the place (Budiman et al., 2020).

A total of 4,014 Keywords Plus and 5,919 Authors' Keywords indicate that the topic is a multidisciplinary one and the keywords include topics that have emerged from the keywords, for example, cultural tourism, tourism and sustainability, cultural heritage, tourism education, geoheritism, and tourism development. The most frequent co-occurrence of "education" with "tourism," "cultural heritage," and "art" in the authors' keywords and Keywords Plus shows that tourism education is important and is an active research topic which is linked with the concepts of art tourism development, cultural tourism, and heritage conservation. The frequent occurrence of these keywords confirms previous research that tourism, art, and education are interconnected with the development of cultural and creative tourism to contribute to the local community and economy (Merve Zayım, 2024; Parashar & Indolia, 2024) while increasing visitors' cultural and creative experiences and understanding (Parashar & Indolia, 2024).

21.23% of the publications are co-authored, indicating a significant international collaboration and exchange of ideas, but the majority of studies are from 6 countries which are China, Greece, Spain, USA, Malaysia, and Australia which shows that the majority of researches are conducted in countries that have the largest cultural tourism market or heritage assets and creative industry such as Malaysia, China, Australia, Greece, and Spain and that the country has the strongest connection between art and creative tourism. China, Greece, Spain, and the USA were the most prolific and the most cited country which shows that these

countries are developing in this field which needs more collaboration among the countries to exchange ideas and knowledge sharing. But, some countries such as Australia, New Zealand, and Hong Kong have the largest mean citations per year which means that they are publishing fewer articles and the topics and publications are more significant and have more value (Yang et al., 2018; Pang et al., 2025).

According to the Bradford's law distribution, the most frequent journals publishing the most documents about art, tourism, and education is Sustainability (Switzerland) indicating that there is a growing trend of research focusing on how cultural tourism can be sustainable for the long term which is also the main goal of many articles on geoheritism and the creative industry in the region (Bentivenga et al., 2019). Other popular journals are Geoheritage, Journal of Sustainable Tourism, and PLOS ONE which shows that the topics can be related with environmental sustainability, health care services, public health, and wellbeing (Nyulas et al., 2025). Also, the Bradford analysis shows the core journals that have contributed the most to the field, suggesting that there is an interconnected theme between sustainable and creative tourism and education in the region (Graciano & Holanda, 2020).

The productivity evaluation of articles based on the author's name shows that most productive author is Chen Y (4), Wang Y (3), and Zhang Y (3) and most researchers published one to two articles. This shows that the distribution of articles follows Lotka's law distribution where a small group of authors has published the majority of the articles (22.32%) but the other 78% of the authors are single or occasional authors which means that they published only one or two articles or are new to the research field (Kumar et al., 2020; Zhang et al., 2021). However, the authors who have published two or three articles are the main contributors and authors in the field and the authors with one article are also the authors who will contribute in the future (Chandran et al., 2022; Maitra et al., 2020; Maitra & Chandran, 2023; Zhang et al., 2024).

The institutions' connections reveal that academia has organized into clusters with an emphasis on tourism and hospitality, like Griffith University and The Hong Kong Polytechnic University, and the ones which emphasize heritage like Sapienza University of Rome. The international aspect of the interdisciplinary research on art, tourism, and education has been reinforced through collaboration among these institutions across Asia, Europe, and Oceania (Ye et al., 2012; Yalçınkaya & Güzel, 2019).

Although the findings suggest that "tourism" proceeds to play a critical image in this area of knowledge, other key words have emerged and received more attention, including education, cultural heritage,

sustainability, and geotourism. This shift in focus from economics and destination marketing to cultural learning, creative capacity, and sustainable development, has been observed by scholars in the field (Agarwal et al., 2024). In this sense, art is seen not only as a visual appeal but also as a way to provide capacity building, identity maintenance, and a more profound experience to the tourist. Highly cited articles such as Muresan et al. (2016) and Bruns (2020), have confirmed the relationship between tourism and art in the context of preserving cultural heritage, stimulating the local economy, and enriching the educational experience of a visitor. Furthermore, the existence of recent and highly cited research in a number of different disciplines suggests that the area is not isolated but rather interacting with other fields (Nguyen et al., 2024).

In sum, this review has identified a dynamic and evolving knowledge landscape of art and tourism research. This field appears to be moving toward community-based tourism, arts-driven destination marketing, and the incorporation of learning outcomes in visitor experiences. It may be concluded, from the findings presented in this article, that scholars, stakeholders, and policymakers should consider the inclusion of art in tourism development. This is due to the cultural and sustainable development advantages that art-based tourism provides (Soufiane Benhaida et al., 2024).

5.1. Critical Reflection and Limitations

This paper presents limitations as it is built on the review of existing literature that has not fully covered all areas of art and tourism. Firstly, by using Scopus as a database, some studies may be omitted from the literature search if their journal is not indexed there but in other database e.g. Web of Science, Google scholar, thus creating a potential bias based on the choice of database. The choice of only using the English language may also have had an impact on the literature search because the literature in other languages might have been missed from the selection and so the studies may have originated from English speaking countries. In addition, the bibliometric method employed in this paper focuses on the quantitative aspects of research e.g. number of publications and citations and does not consider theoretical aspects of the research papers such as theoretical contribution, context and methodology. The bibliometric approach may favor publications based on the length of time available to garner high citations rather than the quality of the articles published. Finally, the keywords that were used in the search may not be precise enough to identify the relevant articles for analysis and this may mean that articles with different keywords were missed. For example, articles with the terms, 'art' or 'cultural learning' were not considered. Future

studies could be based on other methods such as the literature review and content analysis in order to attain a more holistic insight of this research.

6. Implications of the Study

This research contains considerable significance for researchers, policymakers, museums, and those in the tourism industry. The burgeoning literature on art integration, learning skills, and tourism development presents a significant opportunity for future interdisciplinary investigations in the areas of cultural studies, learning skills, sustainability, and tourism development.

Art integration can be a valuable strategy to strengthen the link to sustainable tourism, and as such, policy makers should consider implementing art-integrated tourism strategies to increase the fascination of tourism spots and the sustainability of this sector. The presence of themes related to learning suggests that art integration can help promote experiential and lifelong learning, as well as cultural literacy and skills for employability of local residents and tourists.

Clusters related to cultural heritage and geotourism could suggest an opportunity to develop new products for the tourism industry that align with local identity and sustainability standards for destinations. The international collaboration in the area highlights an opportunity for international partnerships to foster the socio-economic and cultural development of sites through art integration and

sharing of knowledge and practices between countries. Overall, our findings have implications for the further exploration of the integration of art and learning for sustainable tourism activity development.

6.1. Actionable Recommendations

The outcomes of the present study lead us to propose the following recommendations, specifically and meaningfully tailored toward the following sectors:

- Researchers should conduct mixed-method studies that include bibliometric analysis, systematic reviews, and qualitative studies to offer a theoretical and practical depth to their research and explore the geographical differences in these sectors.
- Policymakers should design art-integrated tourism policies that address cultural preservation and learning skills in tourism areas, especially for heritage tourism and rural tourism development.

- Practitioners in the tourism industry should offer participatory and experiential tourism, such as art-led workshops, culture-based tourism, and creative tourism in various destinations.
- Universities should introduce arts-based learning methods in tourism and hospitality teaching to help improve students' creativity, emotional intelligence, and experience.
- Bibliometric studies should consider multiple databases (Scopus and Web of Science) to conduct longitudinal and thematic evolution studies to identify trends in future research.

7. Conclusions

In the end, a bibliometric analysis of "Art Meets Tourism: A Study on Art Integration, Learning Skills and Tourism Development" shows that the area is growing rapidly, is increasingly popular on a global level, and is interdisciplinary, with a significant contribution to the knowledge base between 2014 and 2024. The annual growth rate in the subject area was 18.42 percent, and there was a large thematic diversity of the subject area, with a significant pattern of international collaboration; it demonstrates that the subject of art integration in tourism has become increasingly popular in the context of enriching tourist experiences, learning about culture, and sustainable development of tourism destinations (Ülker et al., 2022; Loso Judijanto et al., 2025).

The journals in the area focused on sustainability, cultural heritage, and learning skills were dominated by Sustainability (Switzerland), and there was a high concentration of highly productive authors and a highly distributed geography of the authors' institutions; it indicates that the subject is becoming a mature, collaborative, and impactful area (Nica et al., 2025). Highly productive and cited journals were from the region of Oceania (Australia and New Zealand), Europe (United Kingdom), and North America (USA), and it indicates that the knowledge base in the area is addressing the economic and cultural requirements of the subject area and the interests of academic and research institutions.

The main themes of art integration in tourism and learning skills were tourism and learning, culture-based tourism, tourism and learning, and culture-based tourism, and tourism and education, which suggests that the area is addressing the integration of art and culture in tourism and tourism in the development of skills in a sustainable way in the form of creative and cultural tourism heritage (Jakson et al., 2025). Overall, the results of the article demonstrate that the integration of art and learning skills with tourism is a rich and important area that can contribute to the future

development of culture policy, tourism in general, and the sustainable development of tourism worldwide (Quinn, 2010; Getz & Page, 2016).

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