



Awareness of Digital Education Ethics among the Higher Education Students

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Abstract

The present investigation was carried out to study the awareness of digital education ethics among the higher education students. The investigator followed the "Survey" method for the present study. The Questionnaire was developed and administered to the higher education students. The higher education students have responded to the questionnaire. Samples of 105 Students were drawn from the Alagappa University. Awareness of digital education ethics Inventory was developed and validated by Investigator. The data thus collected were put into appropriate statistical analysis.

The results revealed that awareness of digital education ethics among the higher education students is not adequate.

Keywords: Awareness, Digital Education, Ethics, Higher education students



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1.INTRODUCTION

The term digital technology in education cannot limit itself to the role of services as confined in the case of technology in education. The term technology of education represents something added or helped from outside, as sounded in the case of technology in education. Educational technology must mean technology of education presenting itself as a system for bringing improvement in the total process of teaching-learning by carefully analyzing its problems and recognizing all available resources in an economic way for the optimum results. The physicality of interactions and the physical space of the learner became a genuine component of digital education. The frontier between the digital and the physical has faded out (Dillenbourg, 2016). Learning technologies are more open today when AIED (Artificial Intelligence in Education) was in meaning of the word 'open', in

the sense of free access. For example, it feeds bringing information from multiple sources into learning environments but it is still worth mentioning them because the current situation is radically different than 25 years ago.

1.1 Digital Education

Digital Education is the development, application and evaluation of systems, techniques and aids to improve the process of human learning. Educational Technology is the systematic application of scientific or other organized knowledge of practical task. Digital Education is the application of scientific knowledge about learning and the condition of learning, to improve the effectiveness and efficiency of teaching and learning. According to Williamson, (2016a&b) to give some sense of the scale of the digitization of educational governance, for example, the OECD

(Organization of Economic Cooperation and Development) has launched Education GPS, an openly accessible data portal enabling users to actively interact and manipulate large-scale datasets from its international tests and surveys and Pearson plc., the world's largest education publisher, now provides access to over 60 global educational datasets through its Learning Curve data bank to help support 'evidence-informed decision-making' among policymakers. The UK's educational standards watchdog, Ofsted, has created RAISE online (Reporting and Analysis for Improvement through School Self-Evaluation) and "School Data Dashboards" to provide interactive analysis of school and student performance data, and the Education DataLab has been established to conduct quantitative analysis of large-scale administrative and survey datasets and produce independent research to support those guiding education policy and practise. Reception Baseline Assessment is now a requirement for early childhood education in the UK. It must be completed online through private sector organisations like Early Excellence in order for the Department for Education to receive the data it needs to track student progress and hold schools accountable. Over nine million students, according to the major global learning analytics company Knewton, have reportedly used its proficiency-based adaptive learning platform, which automatically analyses learner data to produce "personalised" recommendations for learning tasks. Even artificial intelligence research and development has begun to receive support from smarter digital tools (AI). Using "big data" in education allows for greater understanding of the learning process.

1.2 Learning from Education Technology

There are two ways for learning that learner and teacher interactions can be supported by digital technology. The first is the conversation between students and instructors. The second term is "tutorial" for learning. Like this, Benjamin Bloom argued in a seminal paper that one-on-one instruction is the most efficient method of teaching (Kotsiou, A. et al.2022). He discovered that students who received personalized teach outperformed students who received instruction in a traditional classroom setting. When a student and teacher cannot speak to one another simultaneously or are not in the same place, technology can support communication between them. Through the use of visual aids like an interactive whiteboard, technology can improve conversation (Gulati, S et al.2021). Intelligent teaching systems are examples of how technology can simulate playing the role of a teacher. The organisation and delivery of learning material is the subject of the other type of interaction. One could call this exposition. Learning materials can be organised and packaged using a variety of digital resources, including podcasts, e-books, and YouTube videos (Proof et al., 2012). Additionally, new interactive and dynamic ways of presenting information and ideas are provided by digital technologies. Although these resources are available and interesting, the learner's role is frequently one of passivity. Teachers may be necessary to help students interpret those concepts and transform the information into knowledge (Deb Roy, S. 2015).

1.3 Cost

Surmelioglu & Seferoglu, (2019), adopting new technologies can be simple, especially when considering the total costs of ownership which include installation, training, upkeep, and replacement. The costs of using online programs and apps are very low but ethically, students should give to provide basic information, such as name and email address to sign up for the online programs. There are added difficulties when learners are required to provide their information.

1.4 Complexity

Digital education resources for learners are becoming increasingly complex. A learner may be confident in making their own digital worksheet or interactive presentation and sharing these with other learners (Kaczorowska-Spychalska, 2018). However, building effective tools for the future should require awareness between developers and learners.

1.4 Safety

A challenge faced by learners is the freedom to browse information and communicate with one another safely (Crawford & Kirby, 2004). An obvious tension involves the use of mobile devices in the classroom where schools feel that the potential for distraction outweighs the potential learning benefits. This tension is likely to increase as mobile devices become ever more powerful.

2. NEED FOR THE STUDY

In order to bring effective improvement in the quality of education behalf of it is necessary to focus attention on new technologies. One such recent and most dominating technology is Computer Technology (Farrow, R. 2016). Computer plays great revolution in every walk of life. But when we think about its development in the field of education, it is only in an infant stage. Now many people start thinking to add computer education curriculum at all possible ways. Awareness of digital ethics is a massive challenge format and seeks to provide honest learners across the country with ICT solutions to bridge the gap between urban and rural students. ICT solutions present a unique ethical opportunity to expand the horizons of knowledge. Awareness of digital ethics is playing a vital role in global Education system. Therefore, the investigator has taken up this study.

3. OBJETIVES OF THE STUDY

The study aims to find awareness of digital ethics among the higher education. The following objectives have been formulated for the present study

- To find out the awareness of digital education ethics among the higher education students.
- To find out whether there is any significant difference between the mean scores of awareness of digital education ethics of male and female students.
- To find out whether there is any significant difference between the mean scores of awareness of digital

education ethics of rural and urban students.

- To find out whether there is any significant difference between the mean scores of awareness of digital education ethics of arts and science students

4. HYPOTHESIS OF THE STUDY

The following hypotheses have been tested

- Awareness of digital education ethics among the higher education students is not adequate.
- There is no significant difference between the mean scores of awareness of digital education ethics of male and female students.
- There is no significant difference between the mean scores of awareness of digital education ethics of rural and urban students.
- There is no significant difference between the mean scores of awareness of digital education ethics of arts and science students.

5. METHODOLOGY

The investigator followed the "Survey" method for the present study. The Questionnaire was developed and administered to the higher education students. The higher education students have responded to the questionnaire. The data thus collected were put into appropriate statistical analysis.

5.1 Sample for the Study

Simple Random sampling technique was adopted for the present study. The investigator collected the data from higher education students of Alagappa University. 105 higher education students were the sample for this study.

5.2 Tools Used for the Study

Effectiveness of evaluation largely depends upon the accuracy of measurement. Accuracy of measurement in turn depends on the precision of the instrument. The investigator had selected the questionnaire form. The tool had 30 items. Each item was in the form of multiple choices. The correct response of every item carried one point score. The Awareness of digital education ethics Inventory was prepared and developed by the investigator and it was used to collect the data in this study. The reliability and validity of the tool were established.

5.3 Statistical Techniques Applied

Statistical Techniques serve the fundamental purpose of the description and inferential analysis. The Mean, SD and t' test were employed in the study.

6. HYPOTHESIS TESTING

The hypotheses formulated for the present study were tested by applying statistical techniques. Descriptive and Differential analyses were done.

Hypothesis-1

Awareness of digital education ethics among the higher education students is not adequate. This hypothesis was

tested by using the mean scores of awareness of digital education ethics among the higher education students

Table -1: Mean scores of awareness of digital education ethics among the higher education students

Higher education students	N	Mean	S.D.
Whole sample	105	12.18	3.28

It was found that the higher education students have 12.18 out of 30 items (40.6 per cent) Awareness of digital education ethics. It was declared that the higher education students do not have Awareness of digital education ethics as the mean awareness score was less than fifty per cent.

Hypothesis-2

There is no significant difference between the mean scores of awareness of digital education ethics of male and female students.

Table - 2: Significance of difference between the mean scores of awareness of digital education ethics with respect to gender

Gender	N	Mean	S.D.	t'	Level of significance at 0.01
Male	41	11.07	3.19	2.07	Not significant
Female	64	12.9	3.25		

The calculated t' value 2.07 is lesser than the table value 2.75 at 0.01 level. This implies that there is no significant difference between the mean scores of awareness of digital education ethics of male and female students at 0.01 levels. Hence the null hypothesis is accepted.

Hypothesis-3

There is no significant difference between the mean scores of awareness of digital education ethics of rural and urban students.

Table -3: Significance of difference between the mean scores of awareness of digital education ethics with respect to locality of students

Locality	N	Mean	S.D.	t'	Level of significance at 0.01
Rural	74	11.6	3.31	0.81	Not significant
Urban	31	13.7	3.13		

The calculated t' value 0.81 is lesser than the table value 2.75 at 0.01 level. This implies that there is no significant difference between the mean scores of awareness of digital

education ethics of rural and urban students at 0.01 levels. Hence the null hypothesis is accepted.

Hypothesis-4

There is no significant difference between the mean scores of awareness of digital education ethics of arts and science students.

Table -4: Significance of difference between the mean scores of awareness of digital education ethics with respect to discipline

Discipline	N	Mean	S.D.	't'	Level of significance at 0.01
Arts	69	10.3	2.60	1.53	Not significant
Science	36	18.36	6.10		

The calculated t' value 1.53 is lesser than the table value 2.75 at 0.01 level. This implies that there is no significant difference between the mean scores of awareness of digital education ethics of arts and science students at 0.01 levels. Hence the null hypothesis is accepted.

7. CONCLUSION AND SUGGESTION

There is confusion regarding the role of digital ethics among students, and there is still a lack of understanding about digital ethics. The study concluded that there is an emergent need not only to develop a proper understanding of digital ethics among arts and science students but also to provide them with facilities to develop and follow digital ethics in their regular classroom learning. In India, digital education will be bright in the future. Today's digital environments accommodate individual needs in both online and offline settings. Each transaction that takes place in a digital environment results in the creation of some records, whether consciously or unconsciously. It is important to keep in mind that while carrying out certain transactions in digital environments, students have significant responsibilities in this process. Therefore, users of digital environments should be made more conscious so that they can use them responsibly. On the other hand, the whole education is possible future to use digital education and so digital ethics awareness should be emphasized for students in higher education.

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