

Chapter 4

Digital Ethics in Higher Learning Institutions: Challenges and Fostering Responsible Practices

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ABSTRACT

This study examines the ethical considerations and challenges related to digital technology in higher learning institutions, with a focus on intellectual property rights, database management, and the use of digital technology in education. The literature review and bibliometric analysis reveal a growing body of research focused on these topics, indicating the increasing importance of digital ethics in higher education. The study highlights the need for higher learning institutions to take a proactive and systematic approach to addressing digital ethics, by implementing appropriate policies and procedures, providing education and training to students, faculty, and staff, and promoting a culture of responsible and ethical technology use. The study also provides recommendations for higher learning institutions to promote digital ethics, including the development and implementation of comprehensive policies and procedures, ongoing education and training, and the establishment of a culture of digital ethics.

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INTRODUCTION

In the context of higher education institutions like universities and colleges, digital ethics can be defined as the moral principles and values that guide the use, development, and governance of digital technologies within the academic environment (Anshari et al., 2022). The necessity of addressing digital ethics in higher learning institutions is vital as technology becomes universal in education. This research aims to examine challenges and propose strategies for fostering responsible digital practices in higher learning education (Alas et al., 2016). While, the ethical implications of data collection are irresistible. Learning management systems, educational apps, and online assessments result in the collection of vast amounts of student data, raising concerns about privacy and potential misuse. This study assesses an ethical guideline for data management in educational settings (Hamdan et al., 2020; Hasmawati, 2020).

Furthermore, intellectual property rights in digital learning are another crucial consideration. Students and faculty create and share digital content, raising challenges related to copyright, plagiarism, and fair use. The research aims to provide guidance on promoting responsible practices and respecting intellectual property rights (Huda et al., 2016).

Digital ethics extends to the responsible use of information and technology. This study explores the ethical implications of social media, online communication, and information literacy (Mulyani et al., 2021). It investigates the role of higher education institutions in educating students about responsible digital citizenship. Fostering responsible digital practices can create a more equitable and ethical learning environment (Sait & Anshari, 2021).

The chapter begins with an introduction emphasizing the importance of digital ethics in higher education. It then reviews relevant literature, focusing on data management, intellectual property rights, and responsible technology use. The methodology, analysis, and discussion follow, concluding with reflections on key findings and implications for future research and implementation.

LITERATURE REVIEW

This section describes with a comprehensive literature review of critical themes that underpin the ethical landscape in higher learning institutions. It delves into three pivotal topics: Intellectual Property Rights, Data Management, and Responsible Technology Use (Almunawar & Anshari, 2024; Mulyani et al., 2019). The integration of digital tools and platforms in academia has given rise to ethical considerations that demand attention (Razzaq et al., 2018; Al-Sharif, 2013). As the study navigates the issue of intellectual property, it explores the challenges associated with preservation creative outputs, including research papers, presentations, and multimedia resources. Simultaneously, the ethical implications of data collection and analysis in educational settings are scrutinized, focusing on concerns related to privacy, consent, and the responsible management of vast student datasets (Barzman et al., 2021). The literature review also discusses the discourse surrounding the responsible use of information and technology, examining the multifaceted dimensions of social media, online communication, and information literacy (Samiha et al., 2021). By critically engaging with the existing body of knowledge on these topics, this section lays the foundation for an understanding of the ethical imperatives in the digital landscape of higher education.

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