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Ethics in E-Learning Refers to the Principles and Standards that Govern Moral Behavior and Decision-Making in the Context of Online Education

Amir Ali Khan

Ms Scholar Department of Computer Science the Sarhad University Peshawar

Muhammad Saeed Khattak

Ms Scholar Department of Computer Science the Sarhad National University Peshawar

Abstract

Policies governing online learning need to strike a balance between the various expectations of participants and take into account how users interpret ethical behavior in the context of online learning. Students who are enrolled in online classes are expected to behave in a manner that is respectful, tolerant, and kind toward one another, just as they would in a conventional classroom situation. They are obligated to comply with the set standards. Beginning with a thorough assessment of the relevant literature, the purpose of this research is to investigate the perspectives of both teachers and students about ethical behavior and interaction in distance education programs that target students in their third to fourth year of attendance. The study methodology that was utilized was a case-based approach. The survey will concentrate on three important aspects: the diversity of learners, the conduct of online users, and the statutes that govern the online world. In the following step, the analysis of the results is followed by an explanation and discussion of the perspectives held by both the teachers and the students. Remote education, ethics, e-learning, and ethics in e-learning are some of the **keywords:** Ethics, e- Learning, ethics in e- Learning, distance education.

Introduction

In the first place, the primary focus of ethics is on identifying the moral obligations and responsibilities that are associated with individuals. Personal interests that are in direct opposition to one another can give birth to ethical difficulties, which in turn call for the adoption of higher standards that protect the rights of all individuals involved in the situation in an equitable manner (Schultz, 2005). The fact that these norms are widely acknowledged by all members of the community as being required in the settlement of conflicts of interest is the reason why they are considered to be fair. Therefore, in order to ensure that everyone is able to profit, the community as a whole has come to embrace these ideas. It is also possible to apply this line of reasoning to educational environments. A social contract provides a detailed description of the conditions and conditions that are associated with each interaction. In the context of this conversation, the term "ethical standards" refers to regulations that are rational and cooperative, and they take precedence above the particular interests of individuals. According to Schultz, ethics in the context of education necessitates a high level of awareness and respect for multicultural understanding, tolerance, and decency. Both instructional ethics and communication ethics are extremely important when it comes to the ethical issues that arise in online education. While it is generally agreed upon that precise criteria ought to be created, there are some academics who argue that the

implementation of rigid, pre-defined norms is not the most effective strategy for resolving ethical challenges in higher education. According to Macfarlane (Haughey, 2007), an ethical framework that is built on complex rules is too constraining. This framework restricts the autonomy of professionals and makes it more difficult for them to critically evaluate their own work.

On the other hand, problems arise when there are no boundaries or limits that are immediately apparent. In the beginning, the educational establishment needs to make sure that both the instructors and the students have a crystal clear grasp of what is expected of them. On the other hand, when experts collaborate, it may be simpler to address ethical difficulties since the different experiences that they have can assist them in making good decisions that learners can follow (Loui, 1999). It is possible that this technique will be more successful in attaining general acceptance of the underlying relativism that underpins the concept of "ethics" if it incorporates user feedback and subjected it to extensive review both internally and externally. The circumstances of the survey that were intended for the participants in the current study were set on the basis of the variety of learners, the behavioral standards that are already in place, and the legal regulations that regulate behavior in online courses. Through the use of a case-oriented explanatory methodology, the purpose of this study is to investigate the perspectives of both the instructors and the students.

Theoretical Background

Over the past twenty years, there has been a substantial rise in the number of people participating in online learning. In tandem with the growing prevalence of online education, there has been an increase in the amount of attention paid to the ethical implications of this mode of instruction. According to Zembylas and Vrasidas (2005), educators are confronted with a multitude of disturbing difficulties that develop in digital learning situations. Additionally, there is an emphasis placed on instructional ethics. The Internet has eliminated barriers and restrictions that previously existed in the way of educational opportunities, which has resulted in new challenges for teachers who work remotely. According to Lengel (2004), the foundation of online ethics is provided by computer ethics and the ethical implications that are associated with technology. In order to provide an example of online ethics, Lengel makes reference to the Code of Ethics that was produced by the Association for Computing Machinery (ACM), which is the most prominent international organization for scientific and educational computing. Please visit http://www.acm.org/membership/acm-at-a-glance for additional information about the Association for Computing Machinery (ACM), which is an organization that has more than 92,000 members from more than 100 countries. There are a variety of ethical requirements that are outlined in the Code of Ethics, which may be accessed at http://www.acm.org/about/code-of-ethics. The aforementioned principles include the protection of the well-being of individuals as well as the welfare of society as a whole, the avoidance of any potential harm to other people, the conduct of oneself in an honest and dependable manner, the conduct of oneself in a manner that is impartial and free of bias, the acknowledgment and respect of intellectual property, the maintenance of privacy, and the adherence to property rights such as patents and copyrights.

The purpose of this enumeration is to provide a comprehensive framework for digital learning settings, with a particular focus on the significance of polite conversation and the exchange of information. The possibility exists that this framework could serve as

a source of motivation for enterprises to develop their very own user guides. Within the framework of their ethical research, Gearhart analyzes the ethical implications of both direct and indirect contacts, including those that take place virtually. She is of the opinion that the most important factor in determining issues of netiquette (Internet ethics) is the psychological distance between the parties involved. As a result of the quick visibility of inappropriate and immoral behavior during face-to-face interactions, the author contends that this is something that should be considered. The lack of frequent visibility and audibility of the other participant in the discourse, on the other hand, diminishes the sensation of closeness that can be achieved through online communication. The following is the primary rationale for the necessity of elevating the level of vigilance and effort that is required in digital correspondence. According to Gearhart (2001), educational institutions have two viable approaches to address this dilemma: (1) by introducing ethical considerations regarding technology into the curriculum, and (2) by adopting a policy that offers direction to students. Both of these approaches are potential solutions. Even when they are being supervised by the right institution, users are still expected to maintain research ethics in reference to the legal features of e-learning ethics.

An other significant worry that is frequently associated with distance learning is the possibility of academic misconduct. The evaluation of the completion of assignments and tasks by learners who are not physically present on campus may create greater challenges than the evaluation of traditional on-campus programs, which may result in the occurrence of a possible hurdle. The need to offer students with teaching regarding college ethics and academic integrity is something that academic institutions are obligated to do, as stated by Gearhart (2005). Regarding the lack of comprehension that high school graduates demonstrate with relation to these issues, the author expresses her concern to the reader. This is a pervasive issue that demands the attention of all educational institutions that are considered to be of higher learning. Both traditional and online educational programs should provide students with access to this intellectual perspective. It is of the utmost importance that students have this opportunity. Nevertheless, as Gearhart pointed out, it is of the utmost importance to be able to construct a thorough handbook that provides persons who are studying remotely with material that is both more substantial and extensive. The following is a priority list of the key areas of focus: 1) The ethical behavior of the examinees; 2) The citation of sources in papers and projects; 3) The provision of writing and tutoring support; 4) The collection and presentation of data; 5) The efficient utilization of academic resources; 6) The demonstration of respect for the work of others; 7) The adherence to computer ethics; 8) The provision of assistance to others; and 9) The compliance with academic regulations (2005). It is of the utmost importance to take into consideration the fact that the student body comprised of distant learning is significantly more diverse.

A wide range of approaches have been proposed by academics in an effort to eliminate dishonesty in the academic institution. The year 2000 saw Hinman outline three different strategies. To instill in students a deep-seated aversion to dishonesty is the primary objective of this educational program. The objective of the preventative method is to reduce or eliminate the possibility of students engaging in academic dishonesty. This is the secondary goal of the approach. According to Isa, Samah, and Jusoff (2008), the third strategy is the police method, which is designed to capture and

punish those who are participating in fraudulent operations. It is of the utmost importance to make certain that the policies are accessible to the students and that both the instructors and the students are maintained in a state of constant awareness of them.

Furthermore, it is essential for instructors to have some form of online connectivity. According to Hawkes (2006), in order to achieve the goals of facilitation, it is important to actively participate in asynchronous online interactions. Specifically, Hawkes distinguishes between two main categories of course interactions: 1. A conversation between the teacher and the student that is intended to motivate them. 2. Students are primarily concerned about two aspects: a. the content of the class and the manners that are expected of them, and b. the way in which they interact with other people. When evaluating the effectiveness and quality of the interaction, the ethical component of the contact is a crucial factor that determines the evaluation. A proposition put out by Hawkes is that linguistic techniques have the potential to be utilized in order to examine and determine the essence of touch. There is the possibility of utilizing both qualitative and quantitative methods of analysis. Comparing qualitative, text-based analysis with quantitative analysis, it is clear that the former has a bigger number of advantages than the latter. One of these advantages is the ability to take into consideration the quantity and duration of the messages that are supplied. Incorporating social interaction into the online course is not only an important part of the whole experience, but it is also necessary for ensuring that the course is successful. Students are able to engage in social interactions as a community via forums, which serve as a platform for such interactions.

On the other hand, they have the potential to be advantageous only when they are utilized in a proper manner and in compliance with guidelines that protect the rights of all attendees. McMahon (2007), on the other hand, places an emphasis on the ethical conundrums that may arise throughout the process of developing an internet-based course for educators, facilitators, and instructional designers. In his explanation, he explains that quality control is concerned with the issue of course integrity and includes the following procedures: course approval and revision. The potential misrepresentation issue, in which course information may differ between the website and the catalog, the intellectual property issue (which involves determining ownership of course content between the institution and the instructor), and the succession planning issue (which entails determining who will be responsible for managing the online interpretation of the course in the future) are the primary challenges that must be addressed. The concerns that are being taken into consideration are intricately tied to the evaluation of the value of courses as well as the certification of programs and individual courses. Within the framework of institutional monitoring and evaluation, academics and practitioners are provided with the ability to coordinate in a rigorous manner that is organized. In accordance with the principles of instructional ethics, it is imperative that all individuals, regardless of their gender, race, political affiliations, or physical or mental disability, have equal access to educational opportunities. According to this point of view, online learning platforms have a large capacity to reach vast audiences because of the characteristics of the learning environment which they provide.

When it comes to e-learning, ethical considerations require the formulation of policies that strike a balance between numerous expectations and study how users view

acceptable behavior. This is especially important when taking into account the enormous number of students and the diversity of their backgrounds who reside in these settings. A significant portion of the responsibility for designing and managing the relevant frameworks lies with educational institutions of higher learning. This is a necessary condition for ensuring that users are satisfied and that the system functions without any interruptions.

Methodology and Research Design

The curriculum that is provided by Spectacles is an undergraduate program that lasts for four years and can be completed through distance learning. In order to fulfill the demand for English teachers in elementary and secondary educational institutions, the intended curriculum has been developed. The curriculum is distinguished by the fact that it provides in-person lectures for the first two years of the program, and then it supplements the in-person lectures with online learning materials for the remaining two years of the program. On the other hand, the online courses serve more as supplementary resources than they do as the primary areas of focus for the course. The participation of the students in this activity is completely voluntary. Specific instructions on how to make optimal use of the online platform while keeping to the ethical and legal standards of e-Learning are provided on the homepage of the website. This is what is referred to as "orientation" during the entirety of the programme. An extensive amount of information regarding the legal and ethical standards that govern the communication that is permitted on the discussion board may be found on the introduction page of the forum. Case studies that provide explanations form the basis of the research design for this study. Within the context of an online learning environment, a survey research study was carried out in order to collect data and assess the perspectives of users. The utilization of descriptive analysis allows for the comprehension of the viewpoints held by decision-makers. The "Ethical Checklist" that was developed by Badrul H. Khan was the basis for the questionnaires that were produced in conjunction with it. For the purpose of accomplishing this objective, the checklist was modified to incorporate five-point Likert scales. These scales offer response options consisting of four options: (4) agree, (5) strongly agree, (1) disagree, and (3) uncertain. The Turkish translations of the two measurement instruments, which were drawn from Khan's evaluations for educators and learners, had a relatively good level of coherence throughout their entirety.

There are six ethical criteria that are crucial to adhere to when using e-learning, and Khan outlines them as follows: There is a disparity in access to and utilization of digital technologies, which is referred to as the digital divide. Moreover, it has important repercussions for both society and politics. The digital gap is caused by a number of reasons, including cultural diversity, racism, geographical diversity, and the variety of educational backgrounds of students. In 2005, etiquette and legal issues were discussed jointly. Within the scope of this study, the dimensions of learner variety, adherence to legal limits, and compliance with behavioral regulations are investigated. For the purpose of promoting diversity among students, an online learning environment ought to be constructed in such a way that it permits a wide variety of instructional approaches. Furthermore, it is of the utmost importance to take into consideration the particular requirements of each and every student, including any disabilities that they could have (Khan, 2005). It is vital that instructors, course creators, and discussion moderators display ingenuity and compassion when

integrating students with customized educational needs into online learning environments. This is because the educational needs of students vary greatly. In light of the fact that they are influenced by environmental conditions and contribute to a sense of belonging within the learning community, behavioral codes must be considered extremely important. In addition to this, they encourage collaboration among the students. According to Khan, etiquette plays a significant part in fostering civility in interpersonal relationships by establishing standards that govern behavior that is thoughtful by giving norms. It is imperative that participants refrain from engaging in personal rivalries with one another while communicating, regardless of whether the communication takes place asynchronously or synchronously. These established forum standards can be utilized in order to accomplish this goal. In this particular scenario, the task of putting into effect e-learning rules and standards that are directed toward proactive measures falls over to the institution. Khan places a strong emphasis on the obligation of educational institutions to "educate" students about the rules of behavior, which include refraining from unauthorized access to private communication or the inappropriate use of the personal information of others. The concepts of plagiarism and copyright are two additional sensitive concerns that require careful study and moderation from both teachers and students. It is of the utmost importance to place a substantial emphasis on the promotion of academic research, while simultaneously highlighting the necessity of citing earlier research and exercising caution with regard to the intellectual property rights of educational materials.

Collecting of Numbers

Through the course of the academic year 2006–2007, a study was carried out with a sample size consisting of 3,461 students in their fourth year of language program and 2,767 students in their third year. There were a total of 31 individuals who were employed in the capacity of instructors. For the purpose of this study, a representative sample was chosen, which consisted of ten percent of the total number of students in each province of Turkey. Regarding the instructors, the survey was administered to the complete population of the establishment. A total of 250 individuals registered for the program, as indicated by the student poll that was published on the website of the program. Twenty-three of the thirty-one teachers who were sent the instructor questionnaire via email responded to it. Total, there were thirty-one teachers who responded to the questionnaire. The diversity of the learners was the subject of the first section of the questions, while the behavioral and legal regulations were the subject of the second phase of the questions. In order to evaluate the items that were related with these headings, Likert ratings of five points were utilized.

Study of the data

The results of the survey have been evaluated descriptively in order to provide the information regarding the frequency of comments from both students and teachers. When it comes to online learning environments, these frequencies shed insight on the disparities in understandings and expectations that exist between these two user types.

The outcomes of the study

The perspectives that teachers and students have regarding the number of different types of students It is clear from looking at Table 1 that the viewpoints of both students and teachers regarding the completion of questionnaires on students' physical

limitations, hardware ownership, and learning techniques are comparable. Nearly ninety percent of both instructors and students are in agreement that acronyms, idioms, comedy, and vernacular should be explicitly articulated in order to improve the accessibility and utility of the subject that is being taught in the classroom. The addition of linkages to reference sites, such as glossaries that provide definitions of specialized vocabulary and terminology, for the purpose of enhancing students' comprehension in online courses is a recommendation that is unanimously supported by all of the instructors, who are in complete agreement with one another. It is the opinion of 39.5% of the instructors, as well as 67.5% of the students, that the course should just make use of the essential multimedia components in order to solve the bandwidth issue. There is a possibility that the rise in student enrollment can be due to the students' concerns over the capabilities and limitations of technology. There is a possibility that academics who do not have sufficient technological resources would experience challenges that are associated with the capacity of data transmission. while it comes to the design of an online course, students believe that it is essential to take into consideration the multimedia components and the accompanying considerations while selecting those components. Instructors place a higher priority on instructional matters that are related to the content and the benefits that are supplied by multimedia components than they do on technical impediments such as bandwidth limits during training. The vast majority of students, almost 90 percent, and 56.5% of teachers are in agreement that synchronous counseling schedules have to be flexible in order to accommodate the working hours and preferences of students. This study implies that, to a certain extent, the instructors do not give sufficient significance to the students' choices and the amount of time that they have allotted for their work. In spite of this, the student population in this system is undeniably enormous, as seen by the substantial number of people who are enrolled in programs that are offered through distance education. The taking into consideration of the viewpoints and recommendations of other people is not only necessary but also quite advantageous. When it comes to the employment of anonymous identities in online conversations, there is additional debate between instructors and students. Despite the fact that 46.4% of students who participate in online debates desire to remain anonymous, 21.7% of professors are of the opinion that names should not be concealed.

Opinions By Students and Instructors with Regard to The Behavioral and Legal Issues

On the basis of the data that is presented in Table 2, it is possible to draw the conclusion that approximately 93 percent of the students believe that it is essential to be provided with comprehensive information regarding their obligations (such as assignments, tests, and assessments) as well as the potential challenges (such as communication and interaction issues) that may be encountered in online classes. It should come as no surprise that each and every teacher that teaches the students teaches the same concept. Based on the information shown in Table 2, it is clear that there is a disparity in the perspectives held by students and teachers with regard to the severity of the consequences that ought to be imposed for repeated violations of the course procedure. Only 52 percent of students are in agreement with the adoption of such measures, despite the fact that 78.2 percent of teachers support the idea of imposing consequences on students who violate social standards. The statistics presented here, on the other hand, indicate that students anticipate their teachers to

be more lenient when it comes to breaching rules. Comparatively, just 47.8 percent of teachers are in agreement with the notion that pupils should be placed on probation, whilst 62.8% of students believe that this should be the case. There is a lack of concentration among the pupils in their online classes, which the teachers ascribe to the fact that they are not exposed to any sanctions that might discourage them from doing so. The fact that only 21.7% of teachers are in favor of reducing grades is something that should be brought to your attention. On the other hand, nearly 40.5% of teachers have a position that is more rational on the matter. On the other hand, 13.6% of the student population seems to be in favor of taking this preventative measure. Sixty-two percent of teachers and forty-six percent of students are in favor of the disciplinary action of excluding students from entering the discussion forum. This is a widely preferred disciplinary option. The purpose of this survey is to have a better understanding of the divergent viewpoints held by teachers and students on the utilization of student participation as a criterion for evaluation during the assessment phase of online courses. More than half of the students, five and a half percent, expressed a preference for grade algorithms that do not take attendance into account. Regarding this particular instance, 34.7% of the instructors are in agreement with the students. When it comes to disclosing students' projects (73.2% of students and 82.6% of instructors), web documents (78.8% of students and 86.9% of instructors), emails (87.2% of students and 78.3% of instructors), phone numbers (90.4%), and posting addresses (85.2%), the majority of students and instructors are in agreement that permission should be obtained from students on a prior basis. It is clear that this is the case when one examines the information contained in Table 2, which is titled "acquiring consent from students regarding the utilization of their personal information." To add insult to injury, an overwhelming majority of academics, which accounts for 82.6% of the total, are in agreement that it is essential to obtain consent prior to making use of any of their personal information, including comments, discussions, or other data. Additionally, a sizeable percentage of students (66.4%) are in agreement with this interpretation of the situation. Table 2 also includes a summary of the perspectives of both teachers and students with regard to the consequences of any type of plagiarism. Only 29.6% of students are of the opinion that pupils who engage in dishonesty or plagiarism should be given a failing mark, despite the fact that 47.8% of teachers are in agreement with this viewpoint. For the purpose of instilling discipline in children, it is beneficial to assign them a failing grade of 384 percent on that particular paper. A total of 782 percent of teachers are in favor of using this method to discipline students. The use of expulsion from the university as a form of disciplinary punishment for students is supported by just a small percentage of both teachers (13%) and students (14.4%). This approach, which involves penalizing plagiarism or fraud, is among the most ineffectual strategies. Given this information, it is possible to draw the conclusion that both teachers and students are opposed to the implementation of stringent disciplinary procedures. By indulging in academic dishonesty and plagiarism, students are subjected to an additional punishment in the form of being designated as offenders by the institution. This endeavor is supported by only 29.6% of students and 47.8% of teachers, according to the data collected. To add insult to injury, a sizeable percentage of students (34.4 percent) and teachers (43.5 percent) are in favor of the implementation of academic record sharing among universities as a form of disciplinary action against students who engage in dishonesty or plagiarism. The final components

of Table 2 are those that pertain to the regulations governing copyright and the norms of conduct for online education. It has been demonstrated that all of the instructors (100%) and the majority of the students (85.2%) are in agreement with the idea of ensuring that copyright limitations are disseminated in an equitable and transparent manner in online courses. Both students and teachers have positive attitudes on the value of student participation on ethical regulations. The percentage of students who have positive perspectives is 88.5%. On the other hand, both groups are in agreement that additional research is required to evaluate the extent to which students adhere to the ethical standards that are associated with distance learning courses. On the basis of the data that is presented in Table 2, it is possible to draw the conclusion that approximately 93 percent of the students believe that it is essential to be provided with comprehensive information regarding their obligations (such as assignments, tests, and assessments) as well as the potential challenges (such as communication and interaction issues) that may be encountered in online classes. It should come as no surprise that each and every teacher that teaches the students teaches the same concept. Based on the information shown in Table 2, it is clear that there is a disparity in the perspectives held by students and teachers with regard to the severity of the consequences that ought to be imposed for repeated violations of the course procedure. Only 52 percent of students are in agreement with the adoption of such measures, despite the fact that 78.2 percent of teachers support the idea of imposing consequences on students who violate social standards. The statistics presented here, on the other hand, indicate that students anticipate their teachers to be more lenient when it comes to breaching rules. Comparatively, just 47.8 percent of teachers are in agreement with the notion that pupils should be placed on probation, whilst 62.8% of students believe that this should be the case. There is a lack of concentration among the pupils in their online classes, which the teachers ascribe to the fact that they are not exposed to any sanctions that might discourage them from doing so. The fact that only 21.7% of teachers are in favour of reducing grades is something that should be brought to your attention. On the other hand, nearly 40.5% of teachers have a position that is more rational regarding the matter. On the other hand, 13.6% of the student population seems to be in favour of taking this preventative measure. Sixty-two percent of teachers and forty-six percent of students are in favour of the disciplinary action of excluding students from entering the discussion forum. This is a widely preferred disciplinary option. The purpose of this survey is to have a better understanding of the divergent viewpoints held by teachers and students on the use of student participation as a criterion for evaluation during the assessment phase of online courses. More than half of the students, five and a half percent, expressed a preference for grade algorithms that do not take attendance into account. Regarding this particular instance, 34.7% of the instructors are in agreement with the students. When it comes to disclosing students' projects (73.2% of students and 82.6% of instructors), web documents (78.8% of students and 86.9% of instructors), emails (87.2% of students and 78.3% of instructors), phone numbers (90.4%), and posting addresses (85.2%), the majority of students and instructors are in agreement that permission should be obtained from students on a prior basis. It is clear that this is the case when one examines the information contained in Table 2, which is titled "acquiring consent from students regarding the utilisation of their personal information." To add insult to injury, an overwhelming majority of academics, which

accounts for 82.6% of the total, are in agreement that it is essential to obtain consent prior to making use of any of their personal information, including comments, discussions, or other data. Additionally, a sizeable percentage of students (66.4%) are in agreement with this interpretation of the situation.Table 2 also includes a summary of the perspectives of both teachers and students with regard to the consequences of any type of plagiarism. Only 29.6% of students are of the opinion that pupils who engage in dishonesty or plagiarism should be given a failing mark, despite the fact that 47.8% of teachers are in agreement with this viewpoint. For the purpose of instilling discipline in children, it is beneficial to assign them a failing grade of 384 percent on that particular paper. A total of 782 percent of teachers are in favour of using this method to discipline students. The use of expulsion from the university as a form of disciplinary punishment for students is supported by just a small percentage of both teachers (13%) and students (14.4%). This approach, which involves penalising plagiarism or fraud, is among the most ineffectual strategies. Given this information, it is possible to draw the conclusion that both teachers and students are opposed to the implementation of stringent disciplinary procedures. By indulging in academic dishonesty and plagiarism, students are subjected to an additional punishment in the form of being designated as offenders by the institution.This endeavour is supported by only 29.6% of students and 47.8% of teachers, according to the data collected. Furthermore, a significant proportion of students (34.4 percent) and instructors (43.5 percent) advocate for the adoption of academic record sharing among universities as a punitive action against students who engage in plagiarism or deceit. The final components of Table 2 are those that pertain to the regulations governing copyright and the norms of conduct for online education. The concept of ensuring fair and transparent dissemination of copyright restrictions in online courses is endorsed by all professors (100%) and the majority of students (85.2%). Regarding the significance of student input on ethical regulations, both teachers (76.3%) and students (89.5%) have favorable perspectives. However, both camps agree that further research is necessary to determine the degree to which students adhere to the ethical ideals of online courses.

Conclusions and Discussions

According to the information presented in Table 2, approximately 93 percent of the students are of the opinion that it is of the utmost importance to have comprehensive information regarding their responsibilities (such as assignments, tests, and assessments) as well as the potential challenges (such as difficulties in communication and interaction) that may arise in online courses. It should not come as a surprise that every single professor teaches the precise same premise to the students. When it comes to the severity of the repercussions that should be provided for repeated breaches of course regulations, the data that is displayed in Table 2 makes it abundantly evident that there is a difference of opinion between students and instructors. Only 52 percent of students are in agreement with the implementation of such measures, despite the fact that 78.2 percent of teachers are in favour of the concept of imposing consequences on students who violate social standards. On the other hand, the information that has been shown here suggests that students anticipate their teachers that they will be more forgiving when it comes to rule violations. In contrast, just a tiny percentage of pupils, which accounts for 62.8 percent of the total, are of the opinion that children should be placed on probation, while only 47.8 percent of teachers concur with this viewpoint. The absence of punitive measures that would ordinarily deter students from

concentrating is the reason that teachers provide for the students' inability to concentrate in their online classrooms, according to the instructors. It is interesting to observe that only 21.7% of teachers are in favour of introducing grade reductions. In contrast, approximately forty-five percent of educators hold a perspective that is more reasonable regarding the issue. On the other hand, it would appear that 13.6% of the student population is in favour of putting this preventative measure into effect. The majority of teachers (62 percent) and students (46 percent) are in favour of the disciplinary approach that involves preventing students from accessing the discussion forum. This disciplinary option is really well-liked by many people. The objective of this survey is to acquire a more comprehensive understanding of the many perspectives that are held by both instructors and students on the utilisation of student engagement as a criterion for judging online course assessments. Five and a half percent of the students have said that they would prefer grading systems that do not take attendance data into consideration whenever possible. Thirty-four point seven percent of the teachers are in agreement with the pupils regarding this particular incidence.

It is necessary to obtain prior consent before disclosing students' projects (73.2% of students and 82.6% of instructors), web documents (78.8% of students and 86.9% of instructors), emails (87.2% of students and 78.3% of instructors), phone numbers (90.4%), and posting addresses (85.2%). This is a significant proportion of both students and instructors who are in agreement with this statement. After doing a thorough investigation of the data shown in Table 2, which is titled "Obtaining Consent from Students Concerning the Use of Their Personal Information," it becomes abundantly evident that this is the current state of affairs. In addition, a sizeable majority of academics, which accounts for 82.6 percent of the total, are in agreement that it is essential to obtain consent prior to making use of any of their personal information, which may include discussions, remarks, or other data. On top of that, a sizeable proportion of pupils, which accounts for 66.4 percent, are in agreement with this evaluation of the circumstance. As an additional point of interest, Table 2 offers a succinct summary of the viewpoints of both teachers and students regarding the consequences of plagiarism in any form. Only 29.6% of students are of the opinion that pupils who participate in dishonesty or plagiarism should be given failing grades, despite the fact that 47.2% of teachers are in agreement with this viewpoint. A failing grade of 384 percent should be assigned to that particular piece of work in order to have the desired effect of instilling discipline in students. The employment of this disciplinary method with children is supported by 782 percent of educators across the board. Thirteen percent of faculty members and fourteen point four percent of fellow students are in favour of the implementation of disciplinary measures, which may include the expulsion of students from the university. It is generally agreed that the manner of administering sanctions for activities such as plagiarism or dishonesty is inefficient. As a result of the information that has been presented, it is possible to draw the conclusion that both students and teachers are against the implementation of stringent disciplinary regulations. Students who engage in academic dishonesty and plagiarism are subject to an additional penalty imposed by the institution, which is the identification of the individuals who are responsible for the offences. Only 29.6% of students and 47.8% of professors are willing to lend their support for this attempt, according to the results of the combined data. As an additional point of interest, a sizeable proportion of both teachers (43.5 percent) and students (34.4 percent) are in

favour of the implementation of academic record sharing between universities as a method of penalising students who participate in dishonesty or plagiarism. The regulations and standards of conduct for online education are mostly included in Table 2, which is a comprehensive document. When it comes to the effective and transparent transmission of copyright restrictions in online classes, there is complete agreement among the vast majority of students (85.2%), as well as among all of the instructors (100%) who are involved. There is a consensus among both students and teachers regarding the importance of student participation in the formulation of ethical principles. Positive sentiments are held by the vast majority of students, which accounts for 88.5% of the total. On the other hand, both groups are in agreement that greater research is required to determine the degree to which students adhere to the ethical standards that are linked with online learning courses.

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