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## **A Study on Teaching and Ethics through Information & Communication Technology (ICT)**

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### ***Abstract***

*Teaching act as a central character in influencing the level of ICT application in most of the developing countries. Different researches and studies demonstrated that, inclusion of information and communications technology (ICT) in many classrooms develops students' learning and skills acquisition as well as teacher's instructional strategies. It can be thought that, it is obligatory for teachers to integrate ICT in their classroom interaction. The researcher here, in this study took attempt to elaborate the need to unite ICT in the process of teaching and ethics in education. A qualitative approach carried out with observation and interview methods followed by the researcher to gain vision into the use of ICT in teaching and ethics. Data were analysed based on views. Later data were arranged into categories and themes. The results emphasized the lack of utilization of ICT ethically by the teachers in teaching. This revelation indicates that the training of teachers is deemed vital to make teachers and school authorities aware that ICT is a pertinent pedagogical tool to provide a positive learning environment and it's must be done by the ethical considerations.*

***Keywords: Ethics, teaching, information & communication technology***

### **Introduction**

Education is not only a chamber to store information and clean it when it poured. But it is an cyclic and developmental continuous process to enhance the outcome of educational objectives and broader aims for national progress and advancement in the era of digitalization and technologizing the whole process of education. It is important to know the lacks and barriers of educational process and students access of the same through proper researches and investigations.

Here, the application of the advancements of those research areas and innovations through their findings and analysis is needed. In the latest version of NEP 2020, it is clearly mentioned as a need to manifest the educational opportunities through the application of new advanced technologies in a very interactive and proper way. But the question arises here is that, how ethically we are using the technologies and how ethical teaching can be enhanced by using the advanced technologies by the teachers.

In different teacher education programs, experts are mostly trying to motivate them for best teaching practices for the achievement of educational objectives. Such as the emergence of new technologies has changed the way users are surfing, downloading, and sharing cardinal resources.

The introduction of generation based high accuracy internet connection replacing the longstanding dial-up internet connection, along with the high-capacity hard disks, has enabled users to access, save, and share a variety of digital resources in a very short time.

The different researches and articles giving insights on how to use and when to use the advanced technologies in the advancement process of ethical teaching.

### **Ethics and Teaching:**

We think that, great and unique personified teachers, ethics may be not enter their minds. Very few people would say, I like that teacher as he is ethical. But ethics is a perilous section in teaching and plays an important role in a teacher's personal and professional life. Good teachers are always ethically attitudinal and administering the way they instruct and assesses students. Ethics also plays as a model character in how a teacher interacts with pupils, with colleagues, with educational stakeholders and with the community at a large.

There are different paths and stages to experiment ethics. The great psychologist, Lawrence Kohlberg presented six stages of moral development. In his view, individuals have the capacity to develop morally over their lifetime. Individuals are initially based their ethical decisions on rules and regulations and act in ways to avoid punishment. As individuals develop morally, they may eventually reach a stage where their actions are based on universal principles of justice and respect for human life. In his Essays of Moral Development, Kohlberg (1981) presents a scenario to determine how pupils at different stages of moral development act differently.

Here the role of the teachers and their teaching needs focus on. Teaching is a communicative process in an educational setting to develop moral and ethical values within students and enhance their personality as being the best human mind. Teaching of ethics and ethical teaching is a related term in that case, which are closed to each other by their ultimate aim. The major thing is to teach the importance of ethics in both the life practices and teaching processes so that a humane society can be developed.

### **ICT and Ethical Teaching:**

Teachers and students who are in the same process of ethical and moral education must integrate ICT in their communication by knowing that ICT integration in the classrooms brings effective and desired outcomes in students leaning with the teacher's appropriate attitude, this study looks at how ethics, teaching and integration of information and communication technology in the classroom practices impact the learning outcomes and personality development.

Literature of **Kubiatco, Usak, Yilmaz, & Tasor in 2010** shown that, ICT functions as a powerful tool to support students' collaboration and knowledge building. In many developing countries, ICT has been increasingly accepted in the education system as many have perceived that ICT can enhance their opportunities and skills to succeed in multidisciplinary fields (Ottesen, 2006; Tambulasi, 2009).

Education plays a fundamental role in determining the level of ICT usage in developing countries (**Tambulasi, 2009**). In Malaysia, incorporating ICT in schools is not new as the government has plans to make the country an ICT hub in line with the national objective of Vision 2020 (Ross & Ali, 2011).

**Cooper (2011)** asserts that multimedia interactive learning can complement human interaction in the teaching and learning process in school classrooms, especially in Moral Education or the teaching of values as computers offer ‘sole attention, responsiveness, and non-verbal and multi-sensory communication’ (p. 206).

**Leong and Tan (2008)** argued that ICT such as audio-visual media could generate student interest hence fostering successful learning. Classroom use of can enhance students’ understanding of subject matter, promote collaborative and lifelong learning, increase team building and support students to think deeply and creatively (Jimoyiannis&Komis, 2007).

The purpose of this paper is to explore how teachers can incorporate ICT in ethical teaching at their classrooms. Thus, the research enquires about how do teacher’s integrate ICT in the ethical teaching.

Their reasons for not incorporating ICT into their teachings were: students required skills and process; students need skills to reflect as technologies would accelerate the subject and practicum-based tasks would not materialize as simulations have taken over.

### **Significance of the Study:**

The quality of teaching depends on the qualities of every individual stakeholders of whole education system for a nation to achieve the short-term and broad goals. Teachers are the backbone for the educational interaction and communication with the students and others authorities for classroom conversation and evaluation of educational objectives.

So, the selection and presentation of required skills, strategies, methods are very important for the teachers to know and experiment for the betterment of students. The technology here plays a crucial role in the educational process as well as teaching learning procedure. The research inventions and technological advancements is needed to be known by the teacher.

In this study, an attempt has been taken by the researcher to investigate and interpret the aspects of teaching through the use of technological advanced tools and techniques for the classroom by following the ethical use of those technologies in teaching learning process. That’s why the title was formulated as, ‘A Study on Teaching and Ethics through Information & Communication Technology (ICT)’

### **Methodology**

This study was based on a qualitative approach of research. Semi-structured interview method was adopted for the same on 30 college teachers in a span of three months. Observations of interactive classroom situations and interview of that particular and other teachers were recorded who taught in four different colleges in the District of Birbhum, West Bengal.

Consent was taken earlier from the principals of various colleges to get the permission from the teacher participants.

### **Participants**

The 30 number of qualified teachers were taken into account as participant in this study. They all have five years’ teaching experiences.

## Data sources and analysis

Five observations were done on each teacher, approximately with the duration of 45 minutes per lesson within a period of three months. All lessons could not be video-recorded as the teachers did not agree to allow their consent.

Five interviews were carried out to each teacher to gain insights and reveal their principles of ethics on integrating ICT in their teachings.

After each classroom observation, field notes were expanded and later recorded. The same goes for the interview transcripts and journal entries. At the end of data collection, the data were analysed through the in-depth insights into the recorded information.

## Findings

1. Most of the teachers are using ICT in the classroom teaching learning process for their learning design for just 5-6 minutes of elaboration, rather using it as a tool to presentation of content, probing questions, making them engaged in the process, evaluation etc.
2. Three teachers not having even the knowledge of how to make a slide ppt presentation.
3. The teachers are not giving information on the basis of its content's purity. Here the ethical considerations are coming into account.
4. One of the young teachers was very effectively using the graphical representations of the subject matter with examples through different communicative mediums like: using of Edmodo, Canva, Blackboard etc. online platforms for better teaching. The teacher was always having the resources of the information transforming in the classroom with proper accepting the terms and conditions for using the same.
5. 90% teacher's opinion indicates that the ethical application of technology and internet has a great impact on student's outcome on their capability to access to information and presentation of content effectively for their teaching
6. 69% explored the use of ICT and internet has an importance on their ability to interact and communicate with students the other faculties if done by Right way which indicates the ethical sense of using ICT in the process.
7. 3% teachers used mobile applications as a tool in the classroom with student also, to complete assignments, projects, evaluation etc.
8. 42% teachers were using Zoom, Google Classroom etc. for better engagement of students in the teaching learning process. Here the teachers followed the privacy policy of information collected and presented.
9. Most of the teachers do not having knowledge about the privacy policies and other ethical considerations for the application of ICT.
10. The knowledge of technological teaching and ethical teaching by the teachers have poor rate.

## Discussion and Implications

1. The findings revealed that teachers who do not have sound knowledge in ICT may perceive it as unnecessary but who has background expertise in ICT and natural enthusiasm regarded ICT as a prominent tool to enhance the students' capabilities. This revelation indicated that training of teachers in deemed vital to convince them that ICT is a worthy tool to be integrated in classroom pedagogical practice.

2. The digitization of education system as a whole is must be an implementable part.
3. Ethical knowledge and how to maintain it for using ICT in educational setting must be a part of teacher education programmes.
4. Ethical application of information through the use of technological gadgets is very necessary for training of teachers.
5. A prominent role must be played by the research supervisors for their contribution towards their scholars for using technological tools because those scholars will be the next expert or teachers in the next generation.
6. Here the findings have a great significance to construction and development of curriculum formation.
7. The findings of this study will guide and enhance the thinking pattern of teachers for the betterment of students learning and the achievement of educational goals at a large.
8. The data represents a vast area to be researched further with a large population to understand the present scenario of ethics, teaching and use of technology in it at the different parts of the country which may obviously lead to the development of educational practices and policies.
9. The above reasons imply that the training of ICT in teachers' training institutions and universities especially in Ethical Education should be considered as an important method as the evolution of ICT occurs immensely.

### **Conclusion**

In the era of globalization, it is significant for all stakeholders such as administrators and related organizations including technical support, to support teachers in adopting ICT in their teaching. If ICT is not integrated effectively as happens in many schools today (Keengwe et al., 2008), the effort in imparting ICT an important pedagogical tool would fail.

Since the barriers to ICT integration in classrooms exist, schools and colleges may need strong professional development opportunities and positive models for teachers to make ICT part of their teaching learning process in today's classrooms as the nation progresses toward creation of an ICT hub to produce a highly competent, skilful and knowledgeable workforce.

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**Online resources:**

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[https://www.igi-global.com/chapter/ethics-social-issues-related-information/43777#:~:text=Information%20Communication%20Technology%20\(ICT\)%20has,information%2C%20software%20licenses%20and%20piracy.](https://www.igi-global.com/chapter/ethics-social-issues-related-information/43777#:~:text=Information%20Communication%20Technology%20(ICT)%20has,information%2C%20software%20licenses%20and%20piracy.)



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