We may claim that technology is generally used with the concept of change in many fields. This technological change has various impacts on our schools, too. A great number of researchers studying on technology primarily focus on the implementation and effects of technology, mainly of computers. Increased use of computers in education has caused some cyber philosophical debates about ethical and/or moral use of computers. These issues include, but are not limited to, privacy, piracy, safety, fairness, data security, equal access, intellectual property/copyright, computer crime, software reliability and some further issues. Consequently, ethical computer use in all [educational] settings has become more and more fundamental issue.

According to Ki and Ahn (2006), unethical use of computers in education is a serious problem. The advance of ICTs, for Roh (2004), “reveals negative consequences as well as positive functions and benefits” (p. 167) such as “hacking, infringements of privacy or intellectual property, uncontrolled access to obscene or pornographic material...” (p. 168).

We could label the issues on ethical computer use as we like; it is ethics in technology, computer ethics, ICT ethics, information ethics, cyberethics, or ethical issues of the information age. Whatever we call the term, it is clear that computer ethics is an issue that emerged with computer technology, and examines moral, legal, and social issues involving cyber technology (Beycioglu, 2009; Namlu & Odabasi, 2007). It is also clear that ethics in use of learning technology, especially of computers, is now an important issue for practitioners, academics and policy makers.

Adam (2001) argues that “ethics, particularly an applied ethics such as computer ethics, is a potentially potent political force as ethical debate feeds into policy and, ultimately, into legislation. As a subject, ethics deals with theorizing the ways in which human behavior may be deemed desirable or undesirable”, and continues “this signals a need to find explanations for such behavior, otherwise policy and legislation designed to regulate human conduct are unlikely to prove effective” (p. 236).

That is to say that “the world of computing [computer ethics] requires a much more far-reaching exploration” (Adam, 2001, p. 259). That case is what makes studying on computer ethics vital and why it is important to publish a journal such as the International Journal of Cyber Ethics in Education (IJCEE) mainly focused on ethical use of computer in education. The mission of the IJCEE is to provide the latest research on ethical computer use and behaviour in all levels of education –
from pre-primary to higher education – based on the first-hand experience, observation and knowledge of students and educators in the field. This journal aims to provide significant analysis of computer use, development, impact, policy, theory, and methodology related to ethical use of educational internet and computer applications. The IJCEE seeks articles from researchers in all educational settings.

I would like to express my sincere thanks to the IGI Global for giving us the chance to publish this journal. I also would like to record my thanks for the support provided by the Editorial Board during the initial discussions of the IJCEE.

I wish to express my deepest gratitude to the authors of the article published in the inaugural issue. I hope the first issue of the IJCEE may start a new in the concept of cyber ethics in education, and stimulate the research on cyber ethics.

Kadir Beycioglu
Editor-in-Chief,
IJCEE

REFERENCES


Kadir Beycioglu is an assistant professor at Dokuz Eylul University Buca Faculty of Education (Izmir, Turkey). He is Editor-in-Chief of the International Journal of Cyber Ethics in Education, consulting editor for the Australian Journal of Teacher Education, and Co-Editor of the INUJFE (Inonu University Journal of the Faculty of Education). He serves as an editorial board member or reviewer for some leading journals, such as the International Journal of Educational Development, Computers & Education, the Qualitative Report, the International Journal of Teacher Leadership, International Journal of Leadership in Education and the International Journal of Education Policy and Leadership. Dr. Beycioglu has presented papers at international refereed conferences and published several articles in international and national journals. His study topics include educational administration & leadership, educational change, ICT and education, cyber ethics in education, teacher leadership, and school improvement.