Introducing information ethics in the curriculum at Kenyatta University: views from lecturers and post-graduate students

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Abstract

Universities the world over are grappling with academic malpractice among their students and staff. The use of plagiarism checkers have failed to stop the practice just as academic codes of conduct have not worked. Behavior change brought about by a deep understanding of information ethics and the need to embrace and encourage positive practices in regard to access and use of information within and outside universities seems to be a new starting point in preventing this problem. The aim of this study was to assess the perceptions of lecturers and students on the introduction of information ethics into the university curriculum. The findings point to an acknowledgement by both lecturers and students of cases of academic malpractice in universities in Kenya and how complex it is to solve them. Tactics used in cheating and the challenges related to introducing information ethics into the curriculum, as well as suggestions on the way forward are also presented.