

EDUCATIONAL MULTIMEDIA IN THE APPROPRIATION OF ETHICAL VALUES AND THE IMPROVEMENT OF SCHOOL COEXISTENCE *

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Abstract

In today's society, there are researchers in the area of ethics and moral education who consider that the crisis in ethical values has worsened. One hears in the media that these values have been lost, bringing with them an altered coexistence. This situation, in some educational scenarios, is not far from reality. However, it is necessary to clarify that it is not about a loss of values, but about the lack of an education that guides their appropriation and implementation. The purpose of this study is to re-signify the teaching of ethics education in a group of sixth-grade elementary school students through the use of an innovative school environment oriented from the use of educational multimedia. This is a mixed type of research, with descriptive orientation and framed in pre-experimental research or hypothesis testing, in which a collaborative learning website was implemented in which different multimedia resources were used and through the comparison of knowledge about some social, family and school ethical values. It could be demonstrated that the use of multimedia allowed students to achieve significant improvements in their knowledge of these values.

Keywords: Ethical values, School, School coexistence, Multimedia, ICT, Ethical values.

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Resumen

En la sociedad actual existen investigadores del área de educación Ética y moral, que consideran que la crisis en valores éticos se ha agudizado. En medios de comunicación se escucha que estos valores se han perdido trayendo consigo una convivencia alterada. Esta situación, en algunos escenarios educativos, no dista de la realidad. Sin embargo, es preciso aclarar que no se trata de una pérdida de valores, sino de la falta de una educación que oriente en su apropiación y puesta en práctica. El propósito de este estudio fue resignificar la enseñanza del área de educación ética, en un grupo de estudiantes de grado sexto de educación básica a través del uso de un ambiente escolar innovador orientado desde el uso de la multimedia educativa. Se trata de una investigación de tipo mixto, con orientación descriptiva y enmarcada en la investigación pre experimental o de prueba de hipótesis, en la cual se implementó un sitio web de aprendizaje colaborativo en el que se utilizaron diferentes recursos multimediales y a través de la comparación del conocimiento sobre algunos valores éticos sociales, familiares y escolares, se pudo demostrar que el uso de la multimedia permitió que los estudiantes alcanzaran mejoras significativas en el conocimiento de dichos valores.

Palabras Clave: Convivencia escolar, Escuela, Multimedia, TIC, Valores éticos.

Introduction

Coexistence is a factor that guarantees good relations between people in different scenarios of life. Therefore, it is necessary with the support of the family and from the school formation to promote the apprehension and application of ethical values in daily activities, it is necessary to inculcate in the students the application of good actions that allow improving attitudes, contributing to society a greater degree of empathy and tolerance to contribute to improving the situations that come from the lack of application of values.

Because of these considerations, the referred study aims to implement a didactic strategy oriented to strengthen the appropriation of social, family and school ethical values in high school students through the use of educational multimedia, to significantly improve school coexistence, and have a better quality of life, away from violent actions, framed in the appropriation of values so that they can discern between good and bad. For this purpose, some studies that advocate the promotion and appropriation of ethical values from school are taken as a basis. With the review of the research tradition, it is found that Authors such as (Hernández Castro, 2016; Salinas Quintanilla and Valdez Salinas, 2017; Roa Argiz, 2017) in their studies outline that one of the fundamental tasks of the school is to educate

students to relate with others in the best way by assuming responsibility for their actions.

Authors such as (Guependo and Manjarrez, 2015; Cordero García, Chinome Alba and Garzón Bautista, 2016), state that one of the shortcomings in the teaching of ethical values is related to the limited knowledge of the educators to whom the moral formation of students is delegated. It has been found that sometimes the teaching of ethics and values is assigned to complete the workload of a teacher, a situation that does not favor students in the appropriation of these values. In addition, the activities carried out for their teaching are oriented to reading texts, and searching for information, but not to exemplification, conceptualization, analysis and reflection, which leads to an inadequate formation of ethical values and does not allow the student to understand others, solve conflict situations without resorting to violence and act peacefully in favor of a healthy coexistence.

Based on the ideas exposed, the studies of (Tenorio Ramírez, 2015; Lever Forbes and Martínez Watson, 2018; Noble Tordecilla, 2018) converge that education in values, from schools should be developed through the use of pedagogical strategies that allow students to experience and make use of these to solve controversial situations that occur in their daily lives. The authors argue that the use of audiovisual media enables the appropriation of ethical values,

as they allow students to express themselves and exchange information to reach negotiation situations to improve their coexistence.

Thus, the research is based on the strengthening, appropriation and implementation of ethical values and good manners by sixth-grade students belonging to the educational institution Santo Tomás de Aquino of the municipality of Duitama - Boyacá - Colombia, based on the development of curricular themes in the area of ethics and values through the use of innovative tools such as ICT and particularly educational multimedia, it is sought that students are motivated in a classroom environment different from traditional education and can through exemplary situations to appropriate and make part of them different ethical values in such a way that significantly improve their school coexistence.

Ethical Values

The ethical values construct is directly related to the person, who is the only being that possesses moral conduct governed by principles and values that are closely related to education as a science that should favor its integral development (Rivas Manzano, 2014,p.34). Olmeda (2007) indicates that the construct values derive from Latin oris, which alludes to the aptitude that things can give to people to facilitate some kind of satisfaction. Enriquez (2007) conceptualizes ethical values as ideals whose purpose is to allow the actions of human beings to contribute to the improvement of their lives. However, the mission of ethical values is to reduce or eliminate behaviors that are detrimental to the formation of the person.

Based on the above, the purpose of ethical values in society is to contribute to strengthening interpersonal relationships that arise in different scenarios, allowing in turn to have a fairer society in which man can achieve his ideals.

Functions of Ethical Values

According to Hernández et al. (2017), ethical values operate on an individual and social scale, fulfilling different functions. Among them are:

- Values seek the social integration of the human being, through the understanding of the world.
- Values, within their purposes, seek to promote good forms of coexistence for personal and collective development and progress.
- They generate situations of commitment to the correct behavior of the person.
- Undoubtedly, values also have the function of strengthening social cohesion.
- They contribute to the correct decision-making that allows the achievement of goals.
- The community supports the decisions made from analysis and reflection.
- Values establish exemplifying and ammonic patterns of behavior.

In this sense, ethical values have different functions, all oriented to the search for a balanced and harmonious life in society, although, from the scenario or perspective that they are assumed, the functions may change, always prevailing the good living and healthy behavior.

The School and the Learning of Ethical Values

Undoubtedly, for many years, the school has been considered the appropriate place to train students in all dimensions of knowledge, among them the learning of norms and behaviors that contribute to the appropriation of ethical values to achieve useful citizens in the solution of social problems.

From this perspective, Hernández (2002) indicates that the task of educators regarding teaching ethical values at school is complex. Nevertheless, schools must provide a comprehensive education within which not only thematic or curricular content should be addressed, but also it is necessary to involve the development of content that contributes to the formation of students with ethical and moral as well as professional skills.

Xus and Garia (2007), about the role of the school in the formation of ethical values, consider that the school continues the work that has begun in the family so that within its work it must try to promote good habits, knowledge, rules, norms, attitudes and values that contribute to harmonious coexistence in any scenario. Likewise, the authors

maintain that the school's task in the formation of values is arduous since it is framed in a tripartite pedagogical challenge: the family, continuity with peers and the promotion of citizenship training.

Therefore, its work should be oriented to establish pedagogical actions that promote values such as tolerance, justice, solidarity, respect and honesty, which are fundamental to establishing satisfactory personal relationships with people in the environment regardless of their beliefs, racial group, customs and socioeconomic conditions. In this sense, the school in the formation of values must join efforts with the agents that integrate the educational process.

Coexistence in the school environment

When looking for the causes of coexistence not developing in society or at school as desired, it is difficult to find a single variable that explains aggressive behavior towards third parties. Violence arises as a consequence of individual, relational or community actions in social, cultural, and leisure contexts, among others, since when concurring in the person or group any of the causes that are pointed out, the possibilities of producing violent or conflictive situations increase (De Castro, 2015, p.47).

Based on the above ideas, authors such as Martínez Otero (2001) and Tuvilla (2004) suggest that to find the causes that alter school coexistence it is necessary to inspect the school hierarchy and organization itself. The crisis of values, the excessive interest in the performance of students and their comparison with other models and people, cultural incompatibility, beliefs, interests, or the hegemony of one school system over another, and the high ratio that hinders educational quality, among other factors.

Excessive exposure to media with violent programs produces in minors, adolescents and young people, according to research by Fernández (1998), an increase in aggressiveness and antisocial behaviors modeled by the media itself. The same author points out external factors such as the social environment and its determinants, genetic and family influences, school climate, interpersonal communication, and the

characteristics of students in conflict, among others.

From this perspective, Jares (2006) indicates that the knowledge of the causes that originate violent situations in educational environments has to do with external or internal, individual, relational, community, social, school organization, and sociodemographic factors with the influence of the media, among others. In this regard, Carpio (2012) indicates that it is at school where the student should learn to live in a community, and for this purpose, the appropriation and practice of values such as responsibility, respect, and tolerance, among others, should be encouraged to achieve an adequate coexistence in any social environment.

According to Medrano (2004), schools should not only dedicate themselves to the transmission of knowledge but should also be responsible for educating students so that they can integrate into society.

Methodology

Based on the study objectives formulated and the variables proposed, the research carried out corresponds to a mixed type study. Specifically, the quantitative method sought to establish the level of knowledge inherent to family, school and social ethical values possessed by sixth-grade elementary school students belonging to the educational institution Santo Tomas de Aquino in the municipality of Duitama, Boyacá - Colombia. On the other hand, from the qualitative method, the purpose was to interpret the meaning that they give to the ethical values in their school coexistence and particularly to analyze their opinions regarding the educational experience carried out. It is referred that the study is mixed because, as indicated by Hernández et al. (2014), quantitative and qualitative methods complement each other to facilitate the understanding and interpretation of the changes presented by the study variables.

Likewise, the descriptive method is part of the methodological design, which was used to understand and interpret the object of study from the opinions, reflections and arguments of the participating subjects. In this regard, Ander Egg

(1995) indicates that in studies involving human beings, it is necessary to take into account characteristics, features or attributes of the situation under investigation, therefore, aspects of the observed reality must be detailed and described in how they arise.

Finally, the design of the study is oriented from the pre-experimental or hypothesis testing method, which according to Campbell and Stanley (1978) seeks to establish the relationship that exists between the variables that have been subjected to study, comparing two moments, pre and post. This study sought to establish the incidence of the use

of educational multimedia in the appropriation and implementation of ethical values, as well as how they are reflected in school coexistence.

Target Population

The subjects participating in the study correspond to sixth-grade students of basic education at the Santo Tomás de Aquino Educational Institution, Duitama, Boyacá, Colombia. The population is 80 students, of which 30 were selected through convenience sampling, according to the criteria referred to in Table 1.

Table 1 Criteria established for the selection of the sample (convenience sampling)

Sample selection	Participant selection characteristics
In the particular case of this study, the sample consisted of a total of 30 participants, selected from the sixth grades of the educational institution under investigation.	<p>The sample selection criteria are as follows:</p> <ul style="list-style-type: none"> - To be an active student in the educational institution - Present the informed consent signed by the parent or guardian granting permission to take part in the study. - Report calls for attention in the student's observer derived from misbehavior and actions that go against school coexistence. - Have permanent internet access and devices to participate in the didactic intervention sections.

Note: The table shows in detail the criteria that were taken into account for the selection of the sample. Source: Own elaboration, 2021.

Table 2 presents some aspects inherent to the group of students participating in the study.

Table 2 Characteristics of the Subjects participating in the study.

Item	Description
School level	Grade 6 of basic education
Students	Female: 17 Male: 13
Teachers	1 educator in the area of ethics and values
Average age	Ages: 13 to 15 years old
School context	Urban

Economic stratum	2, 3 y 4
Level of access to ICT	Good: Most of the students have mobile devices, and the educational institution has the technological infrastructure required to facilitate the participation of the selected students in the study.

Note: The table refers to aspects inherent to the selected sample. Source: (own elaboration, 2021).

Study Variables and Hypotheses

Since this is a pre-experimental design study, it involves hypothesis testing, from which the aim is to test whether the use of educational multimedia contributes to the appropriation and application of

ethical values by students. In this regard, the quantitative method seeks to identify whether there are significant improvements in the knowledge inherent to ethical values in the school, family and social environment. Table 3 shows the variables used during the research process.

Table 3. Operationalization of Variables

VARIABLES	INDICATORS	QUESTIONS	INSTRUMENT
DEPENDENT: Knowledge Ethical values: Social, family and school values.	Students' knowledge of the ethical values inherent in the family, school and social context.	What is the knowledge that seventh-grade elementary school students have regarding the ethical values that arise in the family, school and social context?	Pre-test / Post-test of knowledge (structured questionnaire) Opinion survey
INDEPENDENT: Educational Multimedia (Educational use)	Students' attitudes towards the use of educational multimedia in the learning of ethical values in the family, school and social context.	How do students act when faced with the use of multimedia as a strategy for learning ethical values in the family, school and social context?	Observación Participatory Learning website www.forvae.wikidot.com
INTERVENIENT:	Opinions, reflections, arguments regarding the use of multimedia as a learning strategy.	How do students interpret the educational experience?	Opinion survey The use of multimedia as a learning strategy

Didactic Strategy

Note: The table details the study variables formulated. Source (Own elaboration, 2021).

Source: Own elaboration, 2021.

Since this is a pre-experimental design-oriented study, as proposed by Campbell and Stanley (1978), it is necessary to formulate hypotheses to validate the assumptions made by the researcher. It is established whether the use of multimedia helps students to have a better level of knowledge of the ethical values of the school, family and social environment.

Null hypothesis H0: The use of multimedia as a strategy for teaching family, school and social ethical values in sixth grade does not allow students to achieve a high or higher grade point average in their learning.

Alternative hypothesis Ha: The use of multimedia as a strategy for teaching family, school and social ethical values in the sixth grade allows students to achieve a high or higher average grade point average in their learning.

Stages of the investigation

The research process in the study was developed according to the proposed objectives. Three phases or stages were proposed, which are described as follows:

First Stage

It was oriented to fulfill the first and second specific objectives proposed:

- To analyze the knowledge that students have regarding ethical values in the family, school and social context.
- To characterize the students' school coexistence from the description of their attitudes towards their peers and teachers.

For this purpose, a pre-test of knowledge inherent to social, family and school ethical values was applied, which consisted of 15 items. An opinion survey was also applied to characterize the school coexistence of the students participating in the study.

Second Stage

Based on the established research problem and the results of the diagnostic phase, this stage of the research process sought to fulfill the second proposed objective: To enable an innovative learning environment in which multimedia is integrated to re-signify the teaching of the area of ethics and values education. For this purpose, a virtual techno-pedagogical unit was designed, framed in the use of multimedia digital resources, through which students were expected to appropriate the conceptualization of some social, family and school ethical values, as well as the actions that can contribute to be put into practice. The process carried out is described in the results section.

Third Stage

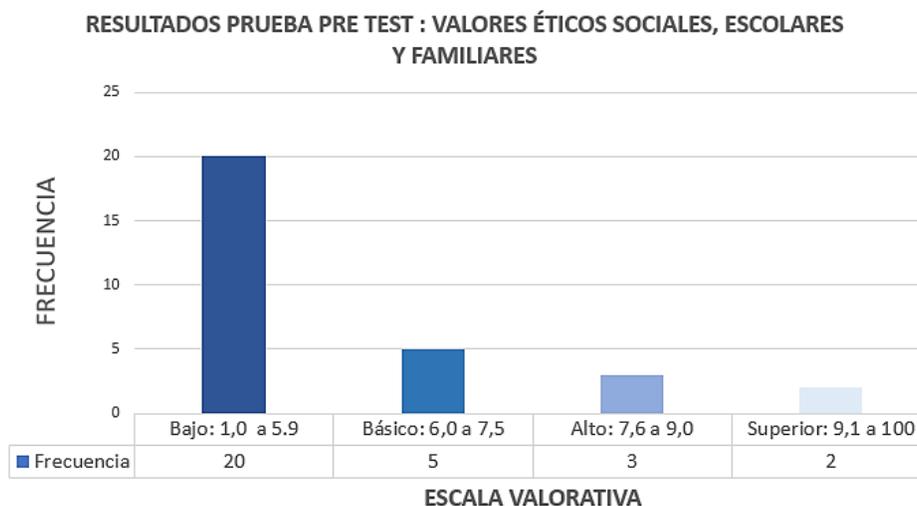
This phase of the research process was carried out to fulfill the third proposed objective: To reflect on the role of multimedia in the appropriation of ethical values and its incidence in the transformation of reality in the educational context concerning school coexistence.

Once the didactic intervention process was concluded, a final knowledge test and an opinion survey were applied to the participants. The results of the dependent variable in the pre-and post-test phases were contrasted to establish the incidence of the use of multimedia in the strengthening of the students' ethical values. Also, to interpret the students' expressions and arguments regarding the development of the educational experience and to identify the role of ICT in the learning and appropriation of ethical values.

Results of the analysis or diagnostic stage

This phase of the research process is aimed at fulfilling the specific objective: To analyze the student's knowledge of the ethical values of the family, school and social context. To fulfill this objective, a test of knowledge of the aforementioned ethical values was applied, which consisted of 15 items. The results were evaluated through the grading scale established in the educational institution, which has a range from 1.0 to 10.0.

Figure 1. Quantitative results emerging from the application of the knowledge pretest



Source: Own elaboration, 2021

Broadly speaking, it is evident that when estimating the dependent variable: Knowledge in Ethical Values: social, family and school, the student's school performance tends to be located in the low and basic level. 66.6% of students (20) obtained a grade lower or equal to 5.9, 16.66% (5

students) reached a basic performance, and only 5 students were located in a performance level between high and higher. The basic statistics were also calculated to interpret these results; Table 4 shows these results in detail.

Table 4. Basic pre-test statistics

Pre-test	
Valid Data	30
Missing Data	0
Mean	5.918
Standard Deviation	1.755
Minimum Value	2.640
Maximum Value	9.900

Note: The table presents the basic statistics that emerge from the pre-test applied.

Source: Own elaboration, 2021

It was possible to establish that the mean score of the students in the pre-test reached a score of 5.918, which indicates that the level of performance in terms of knowledge of social,

family and school ethical values is low; the highest score was 9.9 points and the lowest was 2.64 points.

Based on these results, it can be established that, although the students recognize some ethical values, they do not specify their conceptualization and differentiation with others that are related, for example, they confuse empathy with tolerance, even though they are related, each has its epistemological conception.

Results of the didactic intervention stage

Based on the results of the diagnostic stage, it was established that school performance in the area of ethics and values in the sixth grade at Santo Tomas de Aquino School is low, which is why a didactic strategy was designed to improve this situation, framed in the integration and use of multimedia resources since most students have at their disposal technological devices such as computers and like the use of these technologies in their daily lives.

Therefore, a didactic strategy was structured and distributed in 16 class sessions, some of them of 2 hours per week and others of 3, in total 40 hours, in which ICTs were used, particularly educational multimedia to determine if these resources allow students to feel motivated to learn.

The development of the didactic proposal in this study focused on the execution of different activities in the virtual learning site www.forvae.wikidot.com, through which it was sought to comply with the objectives set, due to the situation of global confinement caused by the virus Covid 19, the students worked at home and the evidence of the work done was sent by WhatsApp and telework mail to the teacher who guides the area of ethics and values.

The situation of confinement or social isolation did not limit the development of the research, in some cases, it was necessary to be flexible in the reception of work developed by the students, and a schedule was not strictly followed. That is, the students sent evidence one or two days later, because in their family nucleus some digital resources such as a computer are shared with other siblings who study. The important thing is that the students developed the proposed activities with pleasure and motivation.

The following shows in detail the execution of the learning activities:

Appropriation of knowledge

Figure 2: Interaction of students with the digital resources available for the appropriation of some social, family and school for the appropriation of social, family and school ethical values.



Source: Own elaboration, 2021

Regarding the conceptual appropriation inherent to ethical values, from the virtual didactic strategy designed and implemented, due to the Covid 19 virus pandemic, the use of digital resources was specified for this purpose, particularly videos explaining the ethical values: Respect, honesty,

responsibility, loyalty, tolerance, solidarity, justice, obedience and gratitude were integrated to the website. There were also games, word search puzzles, forums, exhibitions, etc.

Information exchange and joint construction of knowledge

Figure 3. Student interaction in the virtual forum.



Source: Property of the authors, 2021.

About the integration of the forum as a communication channel through which questions inherent to the ethical values referred to were formulated, it was intended that students reflect on the importance and implications that arise when they are not put into practice in everyday school life and life. This didactic strategy was highly

motivating, given that adolescents currently like to exchange information through virtual spaces such as Whatsapp, social networks, and chat, among others. Therefore, it was significant that some introverted students were very active in their participation.

Figure 4. Developing the interactive activities proposed on the website.



Source: Own elaboration, 2021

Regarding the development of activities, in the virtual didactic strategy, students through the use of different digital resources developed the proposed workshops, for example for the development of infographics they used the software Canva, and some performed the activity using the application Edraw Max, and for the development of essays they used the word processor and in the creation of audiovisual material (Videos), they used programs such as Camtasia, Movie Maker, Tiktok, some made use of the cell phone for this purpose.

In this sense, not only does the development of the didactic strategy focus on the appropriation of ethical values by the students but also allows them to appropriate the use of different programs, a situation that favors the development of their digital competencies, allowing them not to be on the margin of the educational needs regarding the use of educational technology, even more, when the social confinement demands it. On the other hand, the treatment between them and coexistence through virtual channels of communication improved, because the talks and

discussions of the topics addressed, took place in a climate of friendship and respect.

With the development of the pedagogical strategy, orality was strengthened through the development of activities oriented to the creation of audiovisual productions, particularly the students made videos to reinforce the knowledge acquired on ethical values.

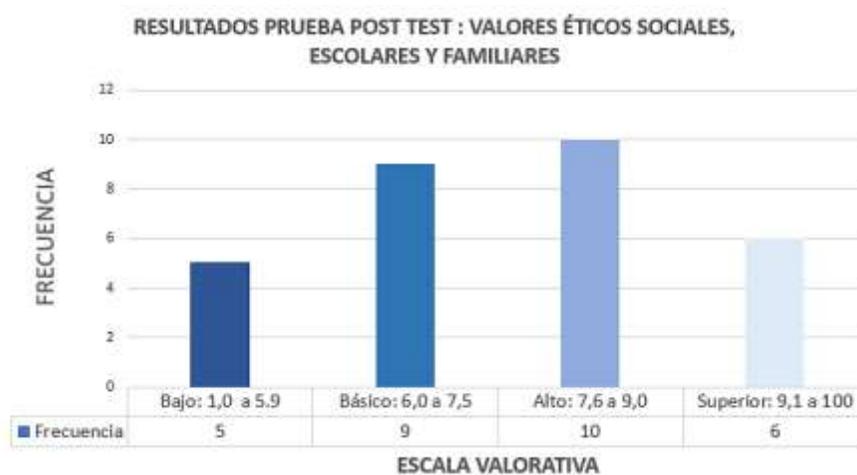
Finally, the development of the pedagogical strategy framed in the use of multimedia allowed strengthening some social, school and family values in the students under study, from virtual education, improvements were evidenced in

cognitive processes such as creativity, critical thinking, and association capacity, information analysis, among others.

Results of the Reflection stage

In this stage of the research process, a reflection was sought on the role of ICT and particularly multimedia resources in the appropriation of ethical values by sixth-grade students. For this purpose, after the development of the didactic experience, a post-test was applied to estimate the dependent variable from the knowledge acquired in social, family and school ethical values.

Figure 5. Emerging results of the application of the post-test of knowledge of social, family and school ethical values



Source: Own elaboration, 2021

Broadly speaking, it is evident that when estimating the dependent variable: Knowledge in Ethical Values: social, family and school, in the post-test phase the students' performance tends to be located in the high to a superior level. 33.33% of students (10) obtained a score between 7.6 to 9.0 points, and 20% (6 students) reached a higher performance. However, 14 students were at a low to the basic level of performance.

Likewise, the basic statistics were calculated to interpret the results, it was possible to establish that the mean grade of the students in the post-test reached a score of 7.70, which indicates that the

level of performance of the students in terms of knowledge of social, family and school ethical values is high; the highest grade was 9.90 points and the lowest was 3.96 points.

To contrast the performance of the dependent variable, it was compared in the pre-test and post-test stages, to establish the effectiveness of the didactic strategy implemented. The difference of means of the dependent variable was established, initially, the Shapiro Wilk test was applied to determine if the pre-test and post-test results present normal distribution and based on this to establish the type of parametric or non-parametric

test that should be applied from the inferential statistics to compare the difference in the average scores. Through the use of the R statistical

program, the data normality test was applied, the results of which are shown in Table 6.

Table 6. Test de Normality (Shapiro-Wilk)

		W	p
Pre-test	- Post-test	0.945	0.128

Note: The results of the normality test suggest that the data are normally distributed.

Source: Own elaboration, 2021.

It was possible to conclude that the initial and final test evaluations had a normal distribution because the p-value > 0.05. In addition, being relational samples, the inferential statistical test to be applied to establish the difference in means corresponds to the Student's t-test. As a starting point for applying the test, the following hypotheses are put forward:

Null hypothesis:

Ho: By working on the subject of ethical values mediated by ICT through educational multimedia, better interpersonal relationships among students are achieved and thus a better school coexistence is achieved.

Likewise, the alternative hypothesis Ha:

Ha: By working on the subject of ethical values mediated by ICT through educational multimedia, interpersonal relationships among students do not improve and therefore, school coexistence does not improve either.

Test statistics:

Table 7 shows the mean difference of the dependent variable in related samples.

Table 7. Student's t-test difference of means for relational samples

Measure 1	Measure 2	t	df	p	Mean Difference	SE Difference	Cohen's d
Pre-test	- Post tes	7.724	29	< .001	1.782	0.231	-1.410
5.918	7.700						

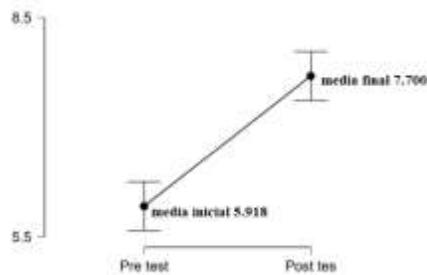
NoteThe table shows the difference in means of the dependent variable scores, the difference in standard error and Cohen's d difference in standard deviation.

Conclusion:

With a significance level of 5%, and a confidence interval of 95%, there is sufficient statistical evidence to determine that the scores obtained

before and after the ICT didactic intervention are not the same as the performance achieved by students concerning social, family and school ethical values.

Figure 6. difference in means of the dependent variable (knowledge of social, family and school ethical values).



Source: Own elaboration, 2021.

It can be established that the average score in social, family and school ethical values, achieved by students during the pre-test stage was 5.918 points on a scale of 1.0 to 10.0, while after the integration of ICT, particularly educational multimedia, the average in the final test of these ethical values was 7.700, which establishes that the level of performance in these ethical values went from basic to high, the difference in averages is 1.782, meaning that the performance of students increased by 30%. 782, that is to say, that the performance of the students increased by 30%, it can be established that the resignification of the teaching of the area of ethics and values from the integration of a school environment framed in the use of multimedia is significant to allow students to appropriate the conceptualization of some ethical values and to recognize actions that can contribute to their application in different social contexts.

Final Discussion

In modern society, corruption and different actions that degrade the dignity of the human being prevail. The school environment is no stranger to this reality since it is also the scene of events that violate school coexistence. In this sense, authors such as (Berra and Dueñas, 1999; Jiménez, 2005; Xesus, 2006) indicate that it is necessary to involve school institutions so that they design teaching-learning strategies framed in the formation of ethical values and guarantee the development of harmonious interpersonal relationships that favor a peaceful school coexistence.

But undoubtedly achieving a harmonious school coexistence is not an easy task, therefore, from the family nucleus and with the support of the school, efforts must be made to provide an education based on respect for others, but for this, the basis is to promote the application of ethical values in the social, family and school context. Based on these postulates, Ortega and Mínguez (2001) indicate that the school cannot replace the family and vice versa, but rather they must participate jointly in the formation of ethical values. In this regard, Molpeceres, Musitu and Lila (1994) indicate that the family should provide the child with guidelines for the construction of the reality of the social world, from the teaching of family interaction patterns. Therefore, the family should be the first place from which ethical values and their application are promoted.

For his part, Hernández (2002) argues that the school should complement the task performed by the family, for which it is necessary to offer a comprehensive education that goes beyond the appropriation of information and also focuses on the appropriation of ethical and moral values. Xus and Garia (2007) indicate that pedagogical and didactic strategies should be formulated to allow the student to appropriate good habits, knowledge, rules, norms, attitudes and values that contribute to achieving a harmonious coexistence not only at school but also in the different social scenarios.

Because of what has been established by the authors, it is necessary to resignifying the teaching of the area of ethics and values, in such a way that its teaching is not assumed in a theorized manner, but is given from the presentation of exemplifying

situations that lead the student to reflect on the actions of others and to behave correctly.

Therefore, one of the elements that must be innovated in the teaching of ethical values is the methodology used in schools, it is no longer possible to conceive teaching oriented to the transmission of information, and the student must be able to analyze. It is necessary for the student to be able to analyze, argue and reflect on the actions that are considered as anti-values and what positive actions can be taken to strengthen values and put them into practice at every moment of life since man's actions should be framed in the maxim of Emanuel Kant "Behave in such a way that you serve as a universal example for others" and schools are called from the training in values to achieve this task.

Conclusions

The conclusions outlined above are oriented to the fulfillment of the proposed objectives:

- ***In the educational scenario under study, it is evident that even when students identify some ethical values, they present difficulties in their conceptualization and identification of actions that contribute to promoting them.***

One of the causes that limit the appropriation of ethical values at school is the traditional teaching of the area of ethics and values, particularly some teachers assume the subject as a discourse on ethical values, rather than allowing students to analyze and reflect on the importance of these values in their daily lives. In this regard, Hernández (2002) states that the orientation of the area of ethics in schools is complex, given that sometimes its teaching is delegated to some professionals who do not have training in this disciplinary field. In this sense, Martínez Otero (2001) argues that one should opt for teaching in values that are framed in the rational construction of these, that is to say, that the student should reflect on his or her actions and the implications they have on coexistence. The teacher who guides the teaching of ethical values should not become an agent who gives information but should exemplify each value and its opposite, to generate awareness in the behavior of students.

- ***In schools, and particularly in the educational institution Santo Tomás de Aquino, in the daily life and interaction of students, situations arise that alter their school coexistence.***

Based on the diagnosis made, it became evident that the interpersonal relationships of sixth-grade students are altered due to some behaviors that affect their school coexistence. Some students like to give nicknames to their classmates, others interfere by sabotaging the development of virtual classes, and some, rather than dialogue, choose to verbally attack each other, thus failing to respect the other's words.

From this perspective, one of the causes of these actions has to do with the formation of values received, since as Vera (2003) refers, it is necessary to orient the student under the norms of dignity and appropriation of ethical values so that he/she can interrelate peacefully with his/her peers, respecting differences. Therefore, as stated by Pérez Peralta (2016), among students there should be no aggressions, nicknames or fights in the educational environment since their actions should be oriented to reflect before acting. In addition, teachers should be attentive to conveniently reorient the students' behavior.

- ***The resignification of teaching methods and strategies in the area of ethics and values allows students to appropriate different values and apply them in different social scenarios.***

Based on the design and implementation of the intervention didactic strategy, it was observed that, from the use of multimedia resources, particularly audiovisual productions, students appropriated some ethical values of the social, family and school environment; a situation that in turn allowed them to strengthen their interpersonal relationships and school coexistence. It was evidenced that students have appropriated courtesy rules such as asking for a favor, greeting their classmates and educators, thanking, and respecting the word, among others.

It is thus concluded that by developing the pedagogical process in the area of ethics and values through the use of educational multimedia, students feel at ease when interacting in the development of activities, a situation that favors

spaces for reflection on the actions of human beings in the community.

From this perspective, Hernández Castro (2016) states that the use of any didactic strategy oriented to the formation of values must be framed in four pillars: learning to live together, learning to do, learning to know and learning to be. These pillars were instilled in the students under study. Lever Forbes and Martínez Watson (2018) emphasize that the use of ICTs contributes to creating a school environment in which students relate well because when collaborative work and group activities arise, relationships of friendship and healthy coexistence emerge.

Overall, it is concluded that having redefined the teaching of the area of ethics and values education from the integration of educational multimedia, generated a positive impact in the educational institution since a change of attitude was evidenced in the sixth-grade students regarding their relationships with their teachers, family and peers. They were able to appropriate values inherent to the care of the environment, values of the educational context and values that are framed in their filial relationships.

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