ΣΟΦΙΑ–SOPHIA

Ethical sensitivity in the educational field: use of audiovisual resources in the evaluation of complex situations *

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Abstract

In the present work, we intend to describe the implementation of the Racial and Ethical Sensitivity Test (Rest), developed by Mary Brabeck in the United States in the year 2000, in order to evaluate the ethical sensitivity and establish guidelines for the training of teachers in ethics issues in the education, focusing on aspects linked to university education. Rest is based on the four-component model of ethics formulated by James Rest, and the codes of professional ethics. Its methodological implementation is based on five original audiovisual materials that present dilemmatic situations in the educational field. In this article, we thoroughly analyze one of the vignettes of Rest from a course taught for secondary and university level teachers. What is the usefulness of this instrument, twenty years after its creation? What are the issues of ethics in education most noticed by teachers? Which are the ones less warned and, then, should they need to be included in training and improvement courses? Through a qualitative-quantitative inquiry, we analyze new data of the evaluation of ethical sensitivity, which allow us to notice the relevance of the didactic problems for teachers and the displacement of other topics of ethics in the educational field, such as responsibility, integrity, respect for the rights and dignity of others.

Key words: Education sciences, ethics, teacher training, audiovisual material, teacher responsibility.

Introduction

The review of educational practices and constant training on teaching processes allows teachers to rethink disciplinary knowledge, its didactics, and also the various ethical issues that cross the educational field. As we have discussed on previous occasions (Cambra Badii and Lorenzo, 2018), teachers detect ethically controversial situations in teaching, but claim not to have the necessary knowledge to address them in class.

The importance of teacher training in ethics is a topic addressed from different orientations, both theoretical and methodological, with variations that include the place and context of the research, in addition to the educational level to which reference is made. While the need for specific training for those who transmit different theoretical and practical knowledge to students is widely recognized, it is necessary to point out some issues that go beyond common sense. This is especially necessary in the expectation that these educators can then have a responsible performance as citizens and as professionals.

On the one hand, it is important to mention that there are differences for the implementation of these practical articulations, depending on the level of education in which one works, understanding that high school teachers have as objective the formation of citizenship and scientific literacy, while in the university level, they aspire to a professionalization of specific knowledge in a given discipline, together with a development of critical thinking that respects the diversity and humanity of others (Nussbaum, 2001).

On the other hand, there is a concern to differentiate morality and ethics (Michel Fariña, 2000, Bolivar, 2005), which implies being able to separate the socio-culturally shared values in a given time and space from the foundation that guides actions in defense of human subjectivity, beyond temporary contingencies. This implies being able to include in the teaching of ethics a dimension that does not depend solely on the values shared by a given community (what we consider to be right or wrong according to a certain socio-historical moment, for example), but that (also) lies in the interrogation and evaluation, in agreement with universalizability principles. This educational commitment includes professional ethics, that is, applied ethics in each of the disciplines in which different questions can be developed. In this sense, it is advisable to take into account various fields and professional knowledge, together with the ethical questions that may arise: psychology, law, education sciences, including natural and health sciences. What aspects should be taken into account in their teaching? How is ethics articulated with each of the disciplinary fields?

Theoretical orientations of understanding of ethics in education have found articulating concepts, such as competences, which are considered cognitive structures that facilitate certain actions for academic, professional and work environments (Charría, Sarsosa, Uribe, López and Arenas, 2011; Lima and Navés, 2016); values, linked to attitudes and, from our theoretical framework, understanding them as moral values (Seibold, 2000); and there have also been proposed practical

articulations, linked to learning and the transmission of ethics in class spaces (Michel Fariña and Ormart, 2009, Martínez, Buxarrais and Bara, 2002).

At the beginning of this investigation, we asked ourselves: How to work issues related to professional ethics with teachers of secondary and university level? In previous writings, we have emphasized the need of not following a prescriptive modality in the teaching of ethics, linked only with the moral and deontological codes of each of the disciplinary fields. We are interested in being able to interrogate dilemmatic situations, where teachers are called to answer: What would they do in a certain situation, and why? What elements should be taken into account in order to make that decision? This will allow us to later analyze which aspects of ethics in education are more easily noticed by teachers, for which they find more tools to be able to intervene, and for which they can establish enriching questions about their practice, and which are those aspects that, on the contrary, are less detected by teachers, and therefore, more easily replicable as errors in their daily practice.

On the other hand, we can ask ourselves about the tools used for the detection of ethical aspects, and also for the training of teachers. What tools do we have for the teaching of ethics? Cinema and other audiovisual materials are, undoubtedly, valuable tools for this purpose (García Borrás, 2008, Michel Fariña et al, 2008, Michel Fariña and Ormart, 2009).

The Racial and Ethical Sensitivity Test (Rest), developed by Mary Brabeck in the United States in 2000 and implemented in the Research Program of the University of Buenos Aires since 2003, is an inescapable antecedent to think about these issues. This tool has as a distinctive element the use of audiovisual material (especially created by Boston College first, and implemented at New York University later), which allows an identification of the viewer with what happens on the screen, this being able to imagine a dilemmatic situation in the field of ethics in education, in an audiovisual fragment of a few minutes duration.

Therefore, we intend to question the validity of Rest based on the results obtained in an on-site investigation carried out during the year 2017 in Argentina, establishing some guidelines for the study and training on ethics in the educational field, in order to evaluate its methodological and conceptual usefulness in the training of teachers on ethics issues, as well as its possibilities for improvement and updating.

This inquiry has two conceptual and one methodological objectives: on the one hand, it allows detecting what the aspects of ethics are -particularly, in the educational field- that teachers find in a dilemma situation (for example harassment, cheating, among other issues); on the other hand, it offers us the necessary clues to train them in those less detected aspects, and in turn, it allows us to evaluate a tool that has been considered very useful to implement it both in secondary schools and in university environments (Sirin, Brabeck, Satiani and Rogers-Sirin , 2003).

Theoretical perspective

Teaching must be conceived as a discipline that requires a theoretical-practical training, adapted to the peculiarity of the contents that one wants to teach and, therefore, also understood as a field of research focused always on the improvement of learning and teaching action (Caballero y Botía, 2015).

In this sense, it is pertinent to observe different conceptions about teaching, given that they greatly condition the teaching style. In this regard, Prosser, Trigwell and Taylor (1994) conducted an investigation in which six types of beliefs were found, which are arranged hierarchically so that each level contains the previous ones; they range from:

> The first level, which understood teaching as a transmission of unidirectional information from the teacher to the student; until the sixth level, where the students assume an active role in the resolution of problems that leads them to develop a change in their structures of thought (Caballero y Botía, 2015 : 60-61).
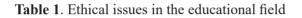
The professional development of secondary and university level teachers can be defined as any systematic attempt to improve professional practice, beliefs and professional knowledge, with the purpose of increasing the quality of teaching, research and management. In this sense, there has been in recent years evidence of the need to weigh the ethical component of professional practice, as it is not something alien or marginal to professional practice, but is part of it, so it requires comprehensive training that includes the specialized knowledge of a field in question, and the technical skills of action, as well as a framework of behavior in the professional performance (Bolívar, 2005).

As part of the training processes that help teachers not only to develop concepts of teaching more focused on student learning, but also to know how to implement teaching strategies that improve the quality of student learning, we consider training in professional ethics of special importance.

 For this study we take as a reference some general items for a reflection on ethical issues in education, which concern the teaching practice (see table 1).

From our point of view, ethical questions are aspects to be interrogated and not a compendium of established and repeated norms and values. Rather, it is a situational knowledge, which must be interrogated in the face of each technological, historical, and sociocultural advance, which has an impact on the sciences and their teaching.

Following Bolívar (2005), we consider that morality comprises the set of norms present in a society, which can be both explicit (laws, regulations, codes of ethics) and implicit (which are considered a majority based on shared codes and knowledge, but not necessarily legislated in writing). These codes and knowledge, shared by a group, change according to the time, the social group, social conditions, among other issues. Also, there is always the possibility of reflecting on this set of norms, and we call ethics to this interrogation and evaluation, in accordance with universalizability principles in function of the human condition and not of a certain group and socio-historical moment. In this regard, Bolívar affirms:

> Ethics, as a second-order critical reflection on values or previous behaviors, provides reasons that justify or not actions, analyzing moral behaviors. Ethics explains, from patterns of generality or universality, human moral experience and prescribes justifiable modes of behavior (Bolívar, 2005: 95).

Table 1. Ethical issues in the educational field

Competence / Adequacy	Harassment	Discrimination	Conflict of interest
• Training • Competence limits • Description of programs • Personal conflicts	• Sexual harassment • Other forms of harassment: teacher-student, student-teacher, among peers	• Disability • Age • Ethnic • Genre • Language • Nationality • Socio-economic level • Ideology • Sexual orientation • Religion	• For affective-personal reasons • For ideological reasons • For economic reasons • For professional reasons

Sexism	Academic dishonesty	Professional and social responsibility
• Homophobic • HIV	• Cheating • Omission of intellectual credits • Plagiarism • Other forms of academic dishonesty	• Teaching limits • Objectivity • Confidentiality • Delegation of responsibilities

Source: UBACyT Program, 2002

According to the James Rest model (1979), ethical behavior is a multi-determined phenomenon, which is divided into four interrelated psychological components (Bolívar, 2005), which also articulate moral and ethical:

1) Moral sensitivity (interpreting a situation as moral): this component focuses on evaluative actions and how each action affects oneself and others, since moral behavior only occurs when individuals understand a situation as such, *id est.*, linked to a value system.

2) Moral judgment (judging actions that are morally correct or incorrect): this dimension assumes the choice of the correct course of action, which implies reasoning skills in general and moral, the identification of criteria of moral judgment, the understanding of moral problems, and the planning of decisions to implement, among other issues.

3) Moral motivation (prioritizing moral values in relation to other personal reasons): this component responds to the question "why to be moral," and promotes to respect the others, develop empathy, help and cooperate, act responsibly, and prioritize the moral motivations.

4) Moral character (being able to overcome situations, in spite of personal or situational constraints, to persist in the choice of morally justifiable decisions): resolve conflicts and problems, identify needs and act assertively, take initiative.

Ethics training should be able to articulate the four components without following a prescriptive modality, *id est.*, not focusing only on disseminating norms and moral principles, but rather on exercising their critical and interrogative vision. This would lead professionals and educators to understand the complexities of the field of ethics, and to give them tools to make informed decisions in their practice, as follows: "The preparation of professionals should reconsider their design from the perspective of a combination of the teaching of applied science with training in the art of reflection in action "(Bolívar, 2005: 97).

This "reflection in action" is an essential premise for learning and for questioning teaching practices. Situational ethics (Michel Fariña, 2000) allows us to work with unique situations and reflect on concrete actions. One of the privileged means of accessing a situation is the audiovisual format, which, as we have studied on previous occasions (Cambra Badii, 2016, Cambra Badii and Lorenzo, 2018), allows us a reflective inquiry into educational issues, being a valuable resource for teacher training. Cinema and series offer scenes that can be used both with teachers and with high school and university students, since the images and stories told in short films, films and series turn to be triggering elements that generate enthusiasm, while expanding their conceptual knowledge and promoting their critical capabilities.

The audiovisual format represents a resource of great importance in the creation of educational practices, which feedback teaching and learning processes, such as criticism, observation, reflection and even research, overcoming the theory-practice confrontation. In fact, different investigations highlight the motivating nature of cinema and series, like other video technologies, and the ease they offer as teaching tools, not only for their arrival to a large number of people, but also for the possibility of exposure to the most interesting (or controversial) knowledge nuclei (García Borrás, 2008).

Materials and methods

Design

The present study is qualitative-quantitative, with an emphasis on the qualitative reading of the material, since it is intended to carry out an inductive process with an interpretive perspective, focused on understanding the meaning of the actions of human beings (Hernández Sampieri, Fernández Collado and Baptista Lucio, 2014).

Likewise, it is an exploratory-descriptive design: *exploratory*, since we propose to examine a little studied topic or research problem, of which there are not many studies focused on the Argentinian reality, exploring the validity of Rest in its version subtitled to Spanish in a context like that of the Argentina in 2017; and descriptive, since we intend to analyze the responses of teachers to Rest in relation to ethics, as it has already been analyzed by Sirin, Brabeck, Satiani, Rogers-Sirin (2003).

Population and sample

As part of a postgraduate training course taught at the National University of Córdoba, in 2017, we implemented a pilot study based on Rest video.

The sample was composed by 19 teachers of biological sciences, mathematics, chemistry and physics, of high school and university level. For the purposes of this research, it was not considered relevant to differentiate the individual profiles of the participants.

Interventions

The Racial and Ethical Sensitivity Test (Rest) was initially conceived as an audiovisual research and diagnostic tool to assess the degree of ethical sensitivity among educators (Brabeck, Rogers, Sirin, Henderson, Benvenuto and Weaver, 2000, Michel Fariña et al., 2008). It is based on two sources: on the one hand, the aforementioned model of four components of ethics formulated by James Rest, especially the so-called "component I" - "Ethical sensitivity" (Rest, 1979); on the other hand, an exhaustive survey of the state of the art in terms of ethical regulations for the field of education.

This audiovisual tool is made up of five videos, each one of five minutes long, in which there occur different situations of high school and university education; they have been described as follows by Michel Fariña et al. (2008):

Hall of residents. The dynamics of a group of young students is presented, moderated by a coordinator. Conflicts appear among the members, and the moderator must face the situation, evidencing difficulties for this. The video analyzes issues of professional competence in the management of groups, respect for the rights of others, diversity, ethnic and linguistic discrimination.

Mathematics Class. A professor with a long career in the teaching of advanced mathematics must teach an introductory course, a task for which he shows/presents communication difficulties. The video analyzes issues of integrity, harassment, diversity, social and gender discrimination.

Meeting room. Two teachers argue about a student, in her absence. A colleague, recently incorporated into the staff of the institution, witnesses the scene. The video investigates issues of confidentiality, information management, organizational culture, professional competence and integrity in the relationship among peers.

Basketball practice. A student looks for his school counselor, in order to manifest a conflictive situation that occurred during a sports training (session) in the institution. The video investigates questions of integrity, socio-economic discrimination, harassment and professional competence.

Northside Middle School. A white student has been murdered and the school organizes a memorial and offers a religious service in his memory. Two black students complain to the school counselor because they understand that a friend of theirs, also African-American, did not have the same treatment when he was the victim of similar circumstances. The sequence investigates issues of discrimination, institutional treatment of grief, integrity and respect for the rights of others.

The application of Rest is performed in two parts: in the first, the videos are used to detect the situations that the teachers warn for each of the videos, understanding that there is a greater ethical sensitivity when there are detected elements of discrimination, harassment and competition, among others. In the second part, a training is implemented on those elements that have been less detected, in levels of increasing complexity. We understand that the problems investigated by each sequence of Rest are thought in a staggered way, integrating more obvious items with others of extreme subtlety, which makes it possible to identify with relative ease the most evident issues, creating a climate of empathy that allows then to access the more complex issues.

The conception and making of these videos by the New York University (Brabeck, Rogers, Sirin, Henderson, Benvenuto and Weaver, 2000) has original elements to take into account in the development of the instrument: the universality of the scenarios (beyond the social conditions of each place of origin, the developed conflicts do not lose dramatic potential), the work with students and not with professional actors (which contributes a quota of empathy and spontaneity that helps, oneself, to identify with the proposed scenes), the subtitled of the videos (to avoid losing content or being distracted by the dubbing), and the levels of abstraction of the tool, developed above.

For this work, we chose the audiovisual "a mathematics class," in order to be able to interrogate questions related to teaching and learning practices, as well as the ethical issues that unfold in the episode, since it is the only video in which it is used a class as stage.

In the audiovisual material, 6 minutes long, two introductory informative plaques are included with the following texts:

1. Prof. Leonard Ross has taught advanced Mathematics Classes in high school for twenty years. He has a bachelor's degree and a Master's degree in Mathematics from Stanford University. Lately, few students have chosen advanced math courses. When a basic math teacher had to take sick leave, Prof. Ross was the only teacher available to teach the course.

2. It is the first time that Prof. Ross teaches basic mathematics; he had problems with the dictation of the course. Recently, the students complained and the school authorities asked Prof. Cruz, director of the Mathematics Department, to observe Prof. Ross's class and to make him a return of his teaching methods.

In the scene, we see a teacher aged about sixty years (Prof. Ross), who starts his class asking the students to calm down and be quiet. The class is made up of six students. Prof. Ross introduces Mrs. Cruz saying that she comes to observe the class and to "learn some advice from the Teacher". Making clear that it is a joke, the class begins by indicating the subject to be treated: "percentages." He writes a percentage sign on the board and notes that one of the students has a raised hand, asking to speak. He says: "Do you already have a question, Martin?" and the student corrects him: "My name is Marco". Prof. Ross says "Ok, Marco, how can you have a question, if I have not taught anything yet?" The student responds: "I could not hear what you said when I was looking at the blackboard." The teacher responds by spelling the word "percentage" and asking Mrs. Cruz how that word is said in Spanish, in clear allusion to the Latin American origin of the student who asked the question. The student, annoyed, replies: "I know English, I was born in Chicago; I just did not hear you." The teacher closes the question by addressing the student using a diminutive, which is a new misunderstanding about his name: "Ok, Marty", and says: "Believe me, as I have been a merchant, I know how important the percentages can be. The commission you charge is a percentage. Bonuses, discounts, payment of the fee, are all percentages, so if you do not want to be cheated in life, you must learn to calculate percentages."

Next, he takes a study book and says: "This book does not make justice to the subject, so I spent a lot of time and prepared a material of my own." He then proposes solving a mathematical problem with the help of a small print poster, which the students cannot see. The students mutter: "It's always the same, he proposes exercises without explaining." One of the students asks him to explain the problem, because he does not understand it. Instead of explaining and detailing it, Prof. Ross repeats the problem data slowly, as if he were spelling the words. The students keep muttering, "What are you trying to prove, that you're really very smart, and we are very stupid?"

Prof. Ross desists from using this problem and proposes: "Let's start with a new example." This time,

he indicates the data of a problem of less complexity on the percentage of savings in the purchase of a stereo, and two students give the answer. Prof. Ross ignores the response provided by a (female) student and gives priority to a male student. Then, he says to one of the students: "Julio, I'm surprised you could not solve this problem, you're" the king of salsa," right? You always have a stereo with you, did you buy it in a store or it just fell off the truck?" The latter expression means in English to have been stolen. When the student to whom Prof. Ross denied the word mutters something with her partner, he rebukes her: "This is Mathematics Class, not talk class," Lucy"; she responds by raising the volume of her voice: "We are tired of your jokes about music equipment and thieves." Faced with this, the teacher says: "Your behavior is a constant problem, young lady, this is the last time you interrupted my class. Did you hear me? I am going to raise a complaint. You have constant behavior problems and use vulgar language. "The student gets up from the seat and responds: "What language? I never used inappropriate language." Prof. Ross ends the class and has the students to leave the classroom, while saying to Mrs. Cruz: "This is not an advanced Mathematics Class... Anyway, I'm making progress with them, do not you think it?"

The audiovisual material ends with a new plaque that introduces the question: «Now imagine that you are Marisa Cruz, director of the Department of Mathematics, who observes the class; what would you answer to Prof. Ross?» This question has a general character, since it tries to situate the participants in the proposed context and generate some empathy with the characters of the audiovisual material.

In the data survey, we asked the teachers to answer a question on a paper sheet, and then respond: "What situations or events appearing on the scene seem to you that are questionable for a teacher?"

After the writing of the answers, we made an analysis in plenary, exchanging opinions regarding the two slogans. For the closure of the experience, there are proposed aspects of ethics in the educational field that could be taken up in a training or teacher improvement course.

Analysis method

The responses of the teachers participating in the course were analyzed from a qualitative-quantitative perspective. In the first place, we were interested in displaying the categorization of the Rest tool, investigating the ethical aspects detected in the

audiovisual material "Mathematics Class" (Brabeck, Rogers, Sirin, Henderson, Benvenuto and Weaver, 2000). This gave us an overview of the more general aspects of the teachers' responses, detecting the issues of greater and lesser ethical awareness:

Problem 1: Lack of self-evaluation of Mr. Ross (integrity, competence).

Problem 2: lack of information from Mr. Ross about teaching (competence, integrity).

Problem 3: Lack of respect of Mr. Ross for his students (respect for the rights and dignity of others, professional responsibility).

Problem 4: Differential treatment of Mr. Ross for students, based on race (integrity, respect for the rights and dignity of others).

Problem 5: Differential treatment of Mr. Ross, based on gender (integrity, respect for the rights and dignity of others).

Problem 6: Responsibility of Ms. Cruz to confront Mr. Ross (professional responsibility, concern for the welfare of others).

For this evaluation, we have followed the scoring schemes of Brabeck, Rogers, Sirin, Henderson, Benvenuto and Weaver (2000), who point out that for each situation that teachers should detect, there are three possible levels, which express the degree of knowledge or sensitivity on these points: if they do not detect the situation at all; if they detect the situation but do not expand on it; and if they detect the complexity of the situation, which always means to include more than one aspect involved. For the first case, 1 point is assigned; for the second one, 2; for the third one, 3.

We then made a systematization of the developments of the written responses through content analysis (Bardin, 1996), seeking to classify the constituent elements of the same in specific criteria. We focused on the lines of argument established in their responses, understanding that content analysis is a privileged way of accessing systems of socially shared representations, which allows us to address the representations that participants build around these categories and obtain a greater understanding of the issues that would need to be deepened in the subsequent training of teachers.

Results

Regarding the answers to the first question ("Now imagine that you are Marisa Cruz, director of the Department of Mathematics, who observes the class.

What would you answer to Prof. Ross?"), The teachers mainly located arguments in relation to didactic questions, alluding to the following: the teacher did not answer the doubts or queries of the students when they said they did not understand; he demonstrated not knowing the students (repeatedly mistaking their names, for example), which would be necessary for a greater integration of the group and would favor learning; he did not explain the subject and directly assumed that they did not understand; he used unsuitable resources; which resulted in a low quality of teaching and a difficulty in the learning process.

To a lesser extent, they referred to ethical questions of teaching, mentioning discriminatory attitudes on the part of the teacher toward some students, which were evident in his jokes and the examples he used as part of the explanation; at the same time, they pointed out the primacy of the lack of respect towards the students, since there were certain prejudices of the teacher in relation to the sociocultural condition of the students. The value judgments that Professor Ross made about the students were considered harassment, as well as the fact that there was a tendency to discriminate by gender.

On the other hand, to a lesser extent, they also observed difficulties in dealing with the students, with the consequent repercussion on the work climate in the classroom: They pointed out that the jokes made by the teacher generated tension and a bad environment in the class, since they were not well received by the students; they found that he confronted the students or reacted unfairly, (and that he) underestimated the students and was hostile to them; the teacher was placed in a "position of knowledge," which caused that the students did not have a more active role in the class.

Regarding the answers to the question "What situations or facts that appear in the scene seem to you to be questionable for a teacher?" We proceeded in the first instance to score the problems identified as dilemmatic situations, following the original evaluation of Rest (Brabeck, Rogers, Sirin, Henderson, Benvenuto and Weaver, 2000).

In principle, we could indicate that in 50% of the indicated items, most of the surveyed teachers have partially recognized the problematic elements presented by the situation (see graphs 1, 2 and 3), but they addressed the issues without deepening on them or indicating a possible course of action in this regard. For each of these items, a single response was obtained that did offer greater deployment and evidenced the complexity of each of the categories, which belonged

to the same person. On the other hand, it was notable that in problems 4, 5 and 6, most of the answers did not recognize the ethical elements in question (see graphs 4, 5 and 6: problem 4 = 89.47%; 5 = 94.73%; and 6 = 100%).

It was observed that most of the participants considered as questionable elements those linked to the lack of awareness about their values and prejudices (see graph 1) and the lack of knowledge/content relevant to teaching (see graph 2), which are linked to Teacher's competence and integrity. Similarly, 84.21% acknowledged that Prof. Ross was disrespectful to his students (see graph 3), which was linked to professional and social responsibility. This category was also present in Problems 4, 5 and 6, but it was not recognized when referring to the differential treatment that the teacher had towards his students, based on their racial origin or gender, and regarding the responsibility of Prof. Cruz to confront Prof. Ross (see graphs 4, 5 and 6). We could infer that this was due to the fact that the items investigated in the questionnaire have different levels of abstraction, so that the latter present greater subtlety in relation to the ethical dilemma at stake.

Taking into account the significant difference in relation to the degree of sensitivity that participants presented with respect to these two groups of problems (1, 2 and 3 on the one hand; 4, 5 and 6 on the other), we found the need to perform a qualitative analysis of the material through a content analysis that would elucidate how the elements in the audiovisual material were linked to the proposed ethical dimensions. Taking the material obtained through the answers, it was possible to categorize them from the following axes of argumentative development:

Questions were placed in relation to dealing with students and the situation in the classroom, noting that the teacher was unaware of the bad environment generated by himself (he believed that he was making progress with the students), he did not know the names of his students, nor did he listen to their concerns; he even openly confronted them. Some answers reported that the teacher did not have self-criticism, since he dismissed the students as disrespectful when he himself was the one who began disrespecting them, in addition to demanding knowledge he had not yet taught them.

- "He did not realize that his students did not understand (him); he also supposed to be making great advances".

In the answers, they considered that the teacher-student relationship was not only asymmetric, but that the position of the teacher as the person with absolute knowledge left the students in a passive place and did not motivate them to learn or participate. In turn, they pointed out that the fact that the teacher tried to demonstrate his knowledge was detrimental to the possibility of teaching.

- "The distance of the teacher as a center of accumulation of knowledge and the students in a passive situation".

- "To be a little more human with his students, I think that by getting off the pedestal others put him on (or he just got on it by himself), he would see his multiple errors."

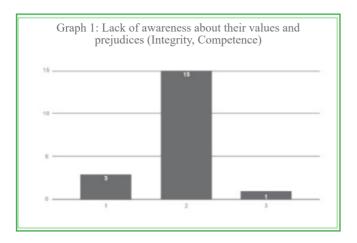- "Having the will to want to teach and not just to show that he knows everything."

Regarding the teaching processes, they pointed out that although it seemed that the teacher possessed the necessary knowledge of the content, the way of teaching them was not effective, as he did not use resources such as the blackboard to better transmit the subject, he did not listen to the questions of the students, nor did he speak in front of them, he omitted the necessary explanation of the new topic and began directly with the exercise, the dynamics of the class was of dialogue exhibition and did not actively involve the students, he did not inquire about prior knowledge before starting, the language used in the exhibition was not accessible to students.
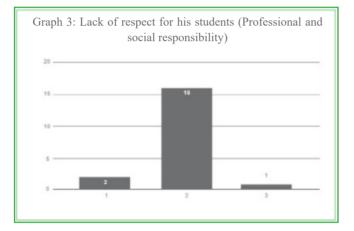
- "Reformulation of the problem with the same strategies that did not allow to understand the same in a previous instance."

- "Skipping the previous explanation and starting to solve problematic situations, which end up being decontextualized for the students and can generate frustrations."
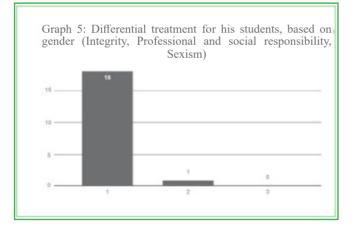
A disjunction was evidently pointed out in terms of the knowledge of the contents and the way in which they are taught. Strictly in relation to the contents, the answers indicated that the pertinent explanation of the subject was not given, taking into account that he presented it in a complex manner, and that even so, the teacher (still) intended the students to respond satisfactorily.
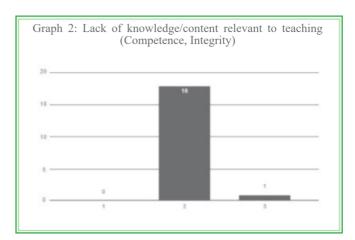
- "He does not carry out a didactic analysis of the contents, and because of the exposed model, he gives the impression that the content was not transposed."
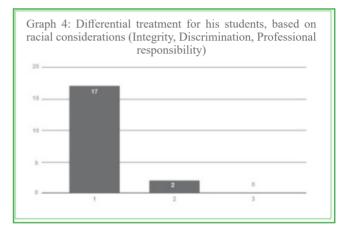
Graphs corresponding to the results obtained according to Rest score:

Graph 1: Lack of awareness about their values and prejudices (Integrity, Competence)

Graph 2: Lack of knowledge/content relevant to teaching (Competence, Integrity)

Graph 3: Lack of respect for his students (Professional and social responsibility)

Graph 4: Differential treatment for his students, based on racial considerations (Integrity, Discrimination, Professional responsibility)

Graph 5: Differential treatment for his students, based on gender (Integrity, Professional and social responsibility, Sexism)

Graph 6: Responsibility of Prof. Cruz to confront Prof. Ross (Professional responsibility, worrying about welfare...)
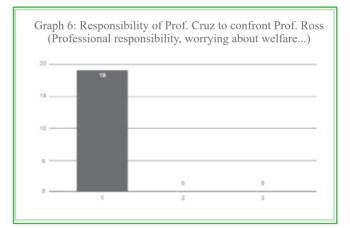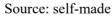

Source: self-made

"It seems to me that Professor Ross does not have a teaching technique, he may know a lot about the subject, but if he cannot transmit it, it is not valid".

In relation to the ethical questions of teaching, most of the answers indicated three axes as the most important:

Underestimation of the students: the teacher had the preconception that the students do not understand and do not possess the adequate knowledge. He blamed them for the failure of the class without reviewing his pedagogical methodology. "To consider that students do not know"; "Prof. Ross is a person who underestimates his students, he does not value their contributions"; "When they ask a question, they are considered useless."

Intolerance and authoritarianism: the teacher adopted a position of superiority in front of the students and did not treat them with respect. "You must not threaten to punish them"; "Not giving the possibility of dialogue to students for the expression of opinions that may favor the teacher-student relationship."

Discrimination: the teacher made value judgments about the students, made jokes about their personal lives based on their social origin. They have also indicated that he makes a difference in terms of gender, since he gave priority to a male student and not to a female, evidencing certain preferences; "To ironically use everyday situations that appeal to a negative social image charged to his students"; "To underestimate the cognitive abilities of his students because of their social origin"; "To mark social differences, social classes, among students, and highlight the negative of that social class (example: black or Latino, thief; white, good)."

If we focus on the ethical dimensions that the material presents, the answers of the respondents seem to associate the lack of awareness of the values and prejudices of Prof. Ross (problem 1) with the consequences that the treatment of the teacher towards the students could bring to the classroom environment. It was not explicit in any of the answers that this is related to the integrity of the teacher, nor was it pointed out that Prof. Ross's lack of awareness of his own prejudices needed to be addressed, taking into account the complexity of the issue. Nor did they relate this fact to a certain deficiency of the teacher regarding the way of teaching the content of the class.

On the other hand, in the answers we found, in a precise way, that the content was not relevant for teaching in a basic Mathematics course (item 2), which is part of a certain flaw in the teaching process. In this sense, this is linked to the responsibility of the teacher, as he did not prepare the class taking into consideration the previous knowledge of the course, nor used adequate resources to supplement the explanation. Many of the answers emphasized the disjunction between the knowledge that Prof. Ross has of the contents and the way in which he transmitted them to the students, linking them to more technical questions of the implemented pedagogy.

On the other hand, a large majority of the participants (84.21%) referred to the lack of respect of Prof. Ross towards his students (problem 3), accentuating the role of the teacher and the way in which this affected the dynamics of the class, since it generated a passive position in students. However, we observe that 89.47% did not recognize in their responses the differential treatment towards the students based on their racial origin. Only two responses made explicit that it was a discriminatory behavior and referred it to the use of inappropriate examples and jokes by Prof. Ross. Regarding the gender issue, only one answer stated that the teacher: "gave priority to a male student and not to a female one," but did not elaborate on it.

On the other hand, it was remarkable the absence of answers that considered the responsibility of Prof. Cruz to confront Prof. Ross, while she had witnessed situations in which it was evident that Prof. Ross denigrated his students and that his methods of teaching were not effective. The answers obtained evaded, in this point, the fact that it is part of the professional responsibility of the teacher (although not in charge of the class, as it is the case of Prof. Cruz) to favor the welfare of the students, and to carry out actions that promote a change in working conditions in the classroom, as well as dealing with Prof. Ross his moral prejudices, and be able to work them.

Discussion

From the results of the implementation of the video "Mathematics Class," of the Rest test, we understand that ethics is linked to education from the very device of teaching, and not only in relation to the contents to be taught in a class. Without considering ethics as a teaching competence (in the sense of stored and available knowledge), but in its interrogative dimension, which allows to question different situations and concrete actions, the analysis of teachers' responses allows us to display various aspects of importance regarding ethical sensitivity:

Teachers question the teacher protagonist of Rest test video "Mathematics Class" fundamentally in relation

to pedagogical tools. There is a certain disjunction regarding the knowledge of the pedagogical content and the way in which it is transmitted, being the didactic question the most frequent argument when highlighting the conflicting points.

It is striking that the teachers' responses do not articulate this issue as an ethical aspect in itself, when in the scores on ethical sensitivity appear arguments in relation to the lack of knowledge on how to teach the content of the subject.

The other ethical questions of teaching are detected to a lesser extent, and appear related to aspects of lesser complexity in Rest test: linked to the lack of awareness of values and prejudices, and the lack of respect towards students.

The aspects of ethics in education that teachers notice more easily, for which they find more tools to be able to intervene, and those that can establish enriching questions about their practice, are those that are linked to values and integrity, the need to have knowledge of the subject taught, and issues related to respect for students.

It is striking that teachers do not recognize problems such as the differential treatment of students based on their racial and gender origin, and the responsibility of the supervisor to confront the teacher in charge of the class, once she has witnessed various questions to be interrogated. We understand that these aspects with a lower detection rate involve points of different degree of subtlety of the ethical dilemmas involved, and should be taken into account in future training, since the least noticed elements may involve actions that teachers perform daily without considering them.

Also, it is interesting the analysis of the responsibility of the teacher, which appears focused on the teacher in charge of the class, and makes invisible the responsibility of his supervisor (and eventually, of his colleagues, who could have known about the various situations of disrespect, harassment, among other).

This research with the Rest tool also allows us to highlight the fact that the tool is in force, since it allows us, in a short time of administration, to arrive at interesting data that transcend socio-historical issues at the moment of making the videos. The teachers were interested in the material, and this allowed a thorough analysis with the categories proposed by Brabeck, Rogers, Sirin, Henderson, Benvenuto and Weaver (2000), together with a supplementary qualitative analysis.

This interest in the material is also due to the audiovisual format, which allows us to work with a specific situation of a few minutes duration, which in turn facilitates the identification of teachers with the characters, interrogating the actions of each one, their motivations, investigating the situation. Regarding ethical issues, particularly in relation to the so-called "ethical competence," it is interesting that the audiovisual format allows us to identify ourselves in a few minutes with its protagonists, being able to generate empathy with the characters, and at the same time demonstrate their errors and shortcomings. Previous research has focused more on the cognitive component of "ethical competence", but -it is evident, especially in recent years- that the emotional-affective dimension has relevance; and in fact, both are part of the actions and decisions. It is not a sealed knowledge about what is right or wrong morally speaking, but rather situational decision making. In this sense, it is interesting to be able to emphasize once again that the work with ethical questions does not lie in analyzing a good or bad professional behavior, but to investigate different reasons on the foundations of the actions. In this sense, it cannot be prescriptive [1].

For future research, we recommend continuing with the implementation of the audiovisual tool Rest -which has proved its full validity- in an analysis that involves both the analysis aspects of the scores of the items detected as problematic in a given situation, as well as the discourse of the participants that explain the ways of understanding the proposed items. Also, it would be interesting to be able to analyze the responses of all Rest videos, comparing the detection of problematic situations in different scenarios of the educational environment.

In another sense, we also recommend working with other audiovisual materials (such as movies and series, or even filming other sequences and tabulating the items proposed for ethical sensitivity), in order to have different tests that allow teachers to have new tools to interrogate their daily practices.

Conclusions

Based on the foregoing, we consider that the results we have arrived at highlight that the participants have emphasized the issues pertaining to pedagogy, and only to a lesser degree have they problematized the ethical dilemmas present in the material. In turn, we see that the sensitivity to ethical issues is associated with pedagogical aspects, as some of the categories proposed by Rest explicitly involve teachers' competencies. For

this reason, it would be important to continue working on the reformulation of these categories, and to find a way to present other levels of analysis in relation to teachers' competencies.

On the other hand, it is interesting to be able to promote a debate in the educational field that involves the weighting and evaluation of both the curricular content and the treatment of students. Taking into account the responses obtained with Rest tool, the link between both questions would indicate that if controversial situations occur (such as discrimination, harassment, intolerance and authoritarianism), this modifies the classroom environment and therefore, it affects the processes of teaching and learning.

Taking the quantitative data provided by Rest tool and the discursive analysis that allows us to address the qualitative aspects of these responses, we could conclude that the sensitivity that participants present in relation to ethical dilemmas is mainly linked to the pedagogical dimension and not to ethics, for which we emphasize the need to include the ethical dimension in teacher training. Given that the deployment of the answers has shown that they weigh the effects that the teacher's behavior has on teaching and learning processes, this gives us a more complete picture of the terms in which they understand the proposed ethical dimensions. This preliminary study reveals that the most evident ethical issues are identified with relative ease, but it is not possible to access a more complex level, for which we hold that the audiovisual tool acts as an initial kick. This should be followed by a subsequent reflection and conceptual discussion. This is of paramount importance, as our proposal is to use Rest as a diagnostic tool for the subsequent training of professionals, which is especially important in the case of Argentinian teachers, who as it was (previously) said, have received little training in ethics applied to education.

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Footnote

[1] Even though this is not the focus of this article, it is worth introducing the concept of "integrity" here. The incompetence of Prof. Ross with non-advanced students does not in itself imply professional misconduct or ethical flaw. But its inability to recognize it constitutes an ethical problem. The situation puts to test this variable of professional training, which confronts us with the blind spots of our performance. Integrity, therefore, refers to the capacity and willingness to examine one's limitations and take initiatives to reverse them. It introduces a dimension of social and subjective responsibility, which is inescapable.