

Integrando la ética en la formación universitaria: un imperativo contemporáneo

Integrating ethics into university education: a contemporary imperative

Integrando a ética na educação universitária: um imperativo contemporâneo

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Resumen

La educación profesional ha privilegiado los aspectos instrumentales y técnicos, dejando de lado la reflexión ética, dejando de lado la reflexión ética, a pesar de que los profesionales enfrentan constantemente dilemas morales que impactan a la sociedad.

El objetivo principal es analizar la relevancia del desarrollo ético en la formación universitaria, así como el papel de las instituciones y del profesorado en su promoción"Se desarrolla una investigación cualitativa que aborda este tema desde la perspectiva docente, mediante entrevistas a profesores con experiencia. "Se analizan dimensiones como el ámbito jurídico, la democracia, la inclusión, la cultura científica y la comunicación, utilizando el programa MaxQDA.

Los resultados resaltan la importancia de los valores éticos como el respeto, la responsabilidad y la honestidad, destacando a los docentes como modelos cruciales. Se identifican antivalores, como la falta de respeto y la deshonestidad, que dificultan el desarrollo ético.

Palabras clave: Ética; Formación profesional, Valores; Educación Universitaria; Desarrollo ético.

Abstract

Professional training has traditionally emphasized instrumental and technical aspects, often neglecting ethical reflection, despite the fact that professionals frequently encounter moral dilemmas with significant societal implications.

This study aims to analyze the relevance of ethical development in university education, as well as the role of institutions and faculty in fostering it. A qualitative research approach was employed, drawing on interviews with experienced educators to explore this issue from a teaching perspective. Key dimensions, including legal aspects, democracy, inclusion, scientific culture, and communication, were analyzed using MaxQDA software.

The findings underscore the importance of ethical values such as respect, responsibility, and honesty, positioning educators as fundamental role models in promoting ethical development. Conversely, negative values, such as disrespect and dishonesty, were identified as barriers to fostering ethical growth in academic settings.

Keywords: Ethics; Professional training, Values; University training; ethical development.

Resumo

A formação profissional tem se concentrado nos aspectos instrumentais e técnicos, deixando de lado a reflexão ética, apesar dos profissionais enfrentarem constantemente dilemas morais que impactam a sociedade.

O objetivo principal é analisar a importância do progresso ético na educação universitária e o papel das instituições e dos professores na sua promoção. Realiza-se uma pesquisa qualitativa que aborda esse tema sob a perspectiva docente, por meio de entrevistas com professores experientes. São analisadas dimensões como o âmbito legal, a democracia, a inclusão, a cultura científica e a comunicação, por meio do programa MaxQDA.

Os resultados destacam a importância de valores éticos como respeito, responsabilidade e honestidade, destacando os professores como modelos cruciais. São identificados antivalores, como a falta de respeito e a desonestidade, que dificultam o desenvolvimento ético.

Palavras-chave: Ética; Formação profissional, Valores; Formação universitária; desenvolvimento ético.

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Introduction

The university, as a leading institution of higher education, bears the responsibility of training professionals who are not only technically competent but also ethically upright and committed to the common good (Cortina, 1997; Martínez, 1998; Morin, 2001; Ortega y Gasset, 1930; Russell, 1930). Unlike scientific and technological progress, whose material manifestations are more evident (Gabriel, 2021), ethical development requires particular attention and an innovative approach within university education.

This article underscores the importance of integrating ethical education with scientific and technical training at the university level. Contemporary university education has become predominantly instrumental, prioritizing technical knowledge while often neglecting critical analysis and ethical reflection (Labaree, 1997; Postman, 2000; Hayes, 2002; Deem, 2017). However, in professional practice, individuals frequently encounter ethical dilemmas that necessitate decisions with far-reaching societal implications (Garza, 2001). Consequently, it is imperative to cultivate critical thinking and the capacity to discern between moral imperatives, identifying what is good, bad, or neutral (Gabriel, 2021).

Ethical development is not a static concept but rather a dynamic process requiring continuous innovation from individual, institutional, and societal perspectives (Ehrlich, 2000; Nussbaum, 1997; Singer, 2011). Its effective integration into university education demands pedagogical strategies that seamlessly incorporate ethics into the academic curriculum. Universities must embrace this challenge, not only transmitting disciplinary knowledge but also fostering ethical reasoning and moral awareness. They serve as ideal spaces for ethical reflection, enabling students to critically analyze the consequences of their actions and seek solutions to pressing social challenges (Martínez, Buxarrais, & Esteban, 2002).

In this regard, university professors play a pivotal role. They are responsible for nurturing ethical development by encouraging students to engage critically with moral issues and make ethically sound decisions (Maldonado, 2021). Their influence extends beyond academic instruction, shaping the ethical consciousness of future professionals committed to social responsibility.

Ethical development constitutes a fundamental dimension of higher education, and universities must fully assume their role in preparing ethically responsible professionals (De la Calle Maldonado, 2007; Romo, 2016; Pérez, 2016; Vallaeys, 2019). This necessitates the integration of ethics across all curricula, fostering critical thinking and ethical reflection

through active methodologies such as problem-based learning and case studies. Furthermore, a committed faculty is essential in promoting ethical development among students. Only through this comprehensive approach can universities ensure that graduates are not only technically proficient but also individuals of integrity, capable of making ethical decisions that contribute to societal well-being.

The interdisciplinary challenge of ethical development in the university

The overarching objective of this study is to examine the role of ethics in university education by exploring faculty perceptions and practices regarding ethical development in higher education. Specifically, it seeks to understand how faculty promote fundamental ethical values and how these values influence students' professional development.

The central hypothesis posits that fostering ethical values in university education is essential for training socially responsible professionals. This process largely depends on faculty influence and the effective integration of ethics into the curriculum.

Ethical development within the university is a complex issue due to the diverse disciplines and conceptual and empirical frameworks at play. This study examines the general and specific factors that shape ethical development, the ways in which research addresses ethical and moral issues in academia, and the formulation of the research problem. Viewed through the lens of "new realism" (Gabriel, 2021; Ferraris, 2012), the study of ethical development in higher education presents significant challenges, as it constitutes an interdisciplinary issue requiring contributions from sociology, philosophy, psychology, science, and technology, among other fields. Addressing this complexity demands the translation of philosophical concepts into empirical research, as well as a nuanced understanding of ethics as a non-obvious reality requiring rigorous analysis.

Ethical development in higher education involves cultivating ethical reasoning, which extends beyond the academic sphere. It encompasses not only the study of moral judgment but also its application to real-life decision-making processes. The professional ethics of university faculty play a crucial role in this context, both as an individual competency and as a contribution to community and social development. Through their teaching, faculty create spaces where students confront ethical challenges, fostering critical and reflective thinking (Freire, 1972; Giroux, 1990).

A historical perspective on education and its evolution is necessary to contextualize the importance of ethical progress in university training. The 1970s marked a pivotal moment

in the unprecedented expansion and diversification of Mexican higher education (Silas, 2005). Efforts to promote ethical development have been evident at international, national, and local levels, underscoring the role of higher education institutions as catalysts for ethical advancement. By aiming to educate professionals equipped with ethical awareness, universities contribute to the broader evolution of society (Cortina, 1997; Martínez, 1998; Morin, 2001).

Ethical development fosters the ability to critically assess the implications and consequences of professional and societal challenges, encompassing key aspects such as respect for life, human rights, social responsibility, and environmental protection. As such, it constitutes a fundamental pillar of higher education, ensuring that future professionals are prepared to engage with ethical dilemmas in a thoughtful and responsible manner.

Ethical development as a pillar of higher education

Higher education faces the challenge of preparing professionals who not only master the technical knowledge of their disciplines but also develop sound ethical judgment, enabling them to make responsible decisions and contribute to societal well-being. In this context, ethical development emerges as a fundamental pillar of comprehensive university education.

As Markus Gabriel (2021) argues, ethical development involves recognizing and disseminating moral facts that, though partially hidden, possess an objective existence independent of subjective opinions. This moral realism calls for a critical stance, urging individuals to constantly evaluate their actions and assess their ethical implications—whether good, bad, or neutral—through a transcendental ethical perspective.

The university, therefore, serves as a privileged space for cultivating critical thinking and ethical reflection. Freire (1972) asserts that education must foster awareness and social engagement, empowering students to become active agents of change. Similarly, Giroux (1990) emphasizes that educators should transcend their traditional role as mere knowledge transmitters and instead become facilitators of critical thought and ethical value formation.

Fostering ethical development in universities requires an integrated and cross-curricular approach to ethics, overcoming its frequent relegation to a supplementary subject (Vallaey, 2002). Ethics must function as a foundational axis that permeates all disciplines and professional practices, allowing students to grasp the moral dimensions inherent in their fields of expertise.

In this regard, professional ethics holds critical significance, as it defines the very essence of professions and their commitment to societal service (Cortina, 2000). Future professionals must receive training not only in technical competencies but also in the ethical principles that will guide their responsible practice for the common good. Scholars such as Hirsch (2003) and Feito (2009) stress that professional ethics is not an auxiliary component but rather the core of all professions. Consequently, higher education institutions bear the responsibility of equipping students with the necessary tools to develop a robust ethical framework that prepares them to navigate the moral dilemmas inherent in professional practice.

Ethical development in higher education extends beyond the classroom to influence institutional culture. De la Torre (1995) contends that educational innovation must be understood as a process of contextual transformation that impacts all facets of university life. This entails rethinking the foundational structures, values, and objectives that guide education to align them with the overarching goal of fostering students' holistic development and their commitment to social well-being.

Ultimately, ethical development in university education constitutes an unavoidable imperative in the contemporary era. It is not merely a matter of imparting technical knowledge or specific skills but of cultivating in students an ethical conscience that enables them to critically and responsibly address moral challenges. Only through a comprehensive education that harmonizes scientific and technological advancements with ethical development can universities prepare professionals committed to building a more just, equitable, and humane society.

Methodological design

This qualitative research study aims to analyze ethical development from the faculty perspective, addressing a critical issue in the comprehensive education of university students. Recognizing the inherent complexity of ethics and its practical application in the professional sphere, this study explores how faculty members perceive and promote ethical values in their teaching practice.

A qualitative research design is adopted as the most suitable approach for examining this phenomenon (Locke, Spirduso, & Silverman, 2007), as it allows for an in-depth exploration of faculty members' experiences, perceptions, and the meanings they attribute to their professional and ethical responsibilities (Fuentes, 2004; Durán, 2006; Kepowicz, 2006;

Rosado, 2006; Taboada, 2009; Zamanillo, 2011; Rodríguez, 2014). Through semi-structured interviews, the study seeks to identify and analyze the moral facts that underlie educational and professional practices.

The theoretical framework is based on two main perspectives: Yurén's (2013) approach to professional ethics and the new realism proposed by Ferraris (2012) and Gabriel (2021). Professional ethics encompasses essential aspects such as the ethical foundations of professions, moral decision-making, and professional conduct. Meanwhile, new realism provides a framework for categorizing moral facts as good, bad, or neutral, facilitating an objective analysis of ethical dilemmas in higher education.

Beyond these core categories, the study integrates key dimensions relevant to ethical development in the university context, including legal aspects, democracy, inclusion, scientific culture, and communicative competence. These dimensions highlight that ethical training extends beyond theoretical instruction, intersecting with fundamental practical and social aspects of academic life.

The methodology is characterized by its rigor and strategic design. Participants are carefully selected, prioritizing faculty members with extensive professional experience and academic tenure. This ensures that the data collected reflect nuanced perspectives shaped by years of teaching and ethical engagement.

Data analysis is conducted using MaxQDA, a specialized software for qualitative research. This tool enables the systematic organization, coding, and interpretation of data, facilitating a comprehensive understanding of the moral facts that influence ethical development.

A key contribution of this study is its adoption of a new realist approach, which entails a critical examination of the data while recognizing the objectivity of moral facts. By classifying these facts as good, bad, or neutral, this perspective challenges constructivist interpretations and aims to provide a deeper understanding of the ethical realities embedded in faculty members' experiences.

Results

The qualitative analysis conducted with MaxQDA highlights several key aspects of ethics training in the university setting, focusing on values and anti-values, the role of faculty members, and the implementation of ethics across disciplines.

The results underscore the significance of ethical values, such as respect, responsibility, honesty, and tolerance, as essential principles for the ethical professional development of students. These values play a crucial role in guiding students' behavior and decision-making processes. Conversely, anti-values such as dishonesty and disrespect were identified as barriers to ethical development, manifesting in issues like discrimination and racism, which negatively affect university coexistence.

University professors emerge as key agents in the transmission of ethical values. Faculty members point out that students learn ethics not only through the curriculum but, more importantly, through the everyday example set by their professors. The ethical conduct of faculty members has a direct impact on students' development and is essential for consolidating ethical principles that students will carry into their future professional careers.

In technical fields, such as engineering, ethical issues are often marginalized, while in social sciences, these issues are more frequently discussed. This highlights the need for differentiated pedagogical approaches that adapt the teaching of ethics to the specific characteristics of each academic discipline.

The study also recognizes the importance of preparing students to navigate work environments whose values may differ from those taught at the university. Faculty members suggest that graduates should be equipped to adapt to these environments without compromising their ethical principles, thereby contributing to the development of responsible professional practices.

Although universities recognize the importance of ethics, the transversal and continuous implementation of these values remains a challenge. Ethical values are often addressed as supplementary topics rather than integrated throughout the curriculum, limiting their impact on the holistic development of students. This situation hinders the university's ability to fulfill its role in educating ethical individuals committed to social well-being.

Ethical values represent "the principles or virtues necessary for an ethical and fulfilling life" (Hirsch, 2003). These values, such as respect, responsibility, honesty, and tolerance, are not merely abstract norms but practical guidelines that influence the behavior and decision-making of students and professionals.

Teachers play a pivotal role as ethical role models, as "if you don't set an example of honesty, discipline, and responsibility, they won't learn it" (González, 2008). Teachers have the responsibility to promote these values through their actions, which directly influence students' ethical development.

Moreover, it is crucial to identify and address anti-values, such as disrespect, irresponsibility, dishonesty, and contempt, as these "hinder ethical development" (Meza, 2012; Timaure, 2020). These anti-values can manifest as racism, sexism, and discrimination, which negatively affect relationships and social harmony at the university.

In addition to general ethical values, professional values are also emphasized, as they are "fundamental to the credibility and trust in the performance of the profession" (Yurén, 2013). While these values vary by discipline, they commonly include principles like honesty, integrity, respect, and responsibility.

When entering the workforce, graduates must be able to "adapt themselves to the company or market in which they will be working" (Lárraga, 2013), but without compromising their core ethical values. As one informant mentioned: "In the company, there is sometimes culture shock, but it's a matter of being adaptable... they'll ask you to adopt the organization's values."

In this context, university education must equip students with the tools to develop comprehensive moral thinking, discern between good and bad practices, and contribute to ethical development within their professional sphere (Moreno-Guaicha, 2019). Graduates have the responsibility to critically assess corporate policies and cultures, promoting socially responsible practices and fostering genuine ethical development.

One of the university's primary missions is to train well-rounded, competent professionals. This professional training is fundamental to university life, positioning professors as responsible for providing the necessary training and professional regulations that guide future professional practice (Ortega y Gasset, 1930).

However, one of the challenges identified is the difficulty of integrating ethical issues into everyday practice, which impedes the analysis of moral facts and the ethical development of the institution (Gabriel, 2021). An informant from the Engineering and Technology department stated: "We hardly ever address these topics (regarding ethics); we focus on the subject matter, the syllabus, but these are somewhat difficult topics to discuss..." This statement reflects a disconnect between technical and ethical domains, preventing the adequate development of ethical principles.

In addition to ethical training, professional education must encompass both technical and theoretical aspects. One identified challenge is the overreliance on theory within curricula (Carr, 1980). As one informant noted: "When they give you a syllabus, they focus heavily on theory, and I'm sure a lot of that theory came from a book..." However, a deep

understanding of theoretical concepts enables students to contextualize technical knowledge and grasp its social and ethical implications (Gabriel, 2021).

Ethical training and its relationship with university education.

University education is not solely focused on the transmission of technical and academic knowledge but also plays a pivotal role in fostering students' ethical and moral development (Nussbaum, 1997). This comprehensive approach to education involves creating an environment conducive to meaningful learning, constructive dialogue, and inclusion, while also emphasizing the ethical responsibility inherent in the application of acquired knowledge (González, 2008).

To achieve this, it is essential to establish an educational environment that encourages concentration and collaboration within the classroom (De la Torre, 1995). Distractions must be minimized to ensure that students can focus on their studies. A delicate balance must be struck between maintaining discipline and fostering critical thinking, avoiding the imposition of practices that overly restrict students' freedom.

Constructive dialogue and meaningful learning are vital components of the educational process (Fisher, 2011). In this context, language and the consistency between teachers' teachings and their actions are critical in establishing an environment of mutual respect and trust. Teachers must model the values they wish to impart, ensuring that their actions align with the ethical principles they promote.

Inclusion, meanwhile, represents a significant challenge that demands a shift in university culture (Hooks, 2021; López & Zawady, 2021). Inclusion is not merely about accepting physical or sensory differences; it involves recognizing and valuing diversity in all its forms, and creating equitable opportunities for all students (Sen, 2001). This requires the dismantling of barriers that hinder access and participation, fostering an inclusive academic environment where every student can thrive regardless of their background or identity.

Discussion

Ethical development is a fundamental aspect that must be prioritized in contemporary higher education. Universities bear the responsibility not only to educate technically competent professionals but also to shape individuals of integrity who are committed to the common good of society.

Historically, university education has emphasized instrumental and technical aspects, often relegating ethical reflection. However, professionals regularly encounter moral dilemmas in their work, where their decisions have direct societal impacts. It is therefore crucial to cultivate critical thinking and develop the capacity for moral discernment, enabling responsible ethical decision-making.

Ethical development necessitates an innovative approach that incorporates individual, institutional, and societal efforts. University professors play a key role in this process by serving as ethical role models and promoting the development of professional ethics among students. Furthermore, ethics should permeate the curriculum and professional practices, becoming a central pillar of training.

For this to happen, universities must reassess their institutional culture, structures, and core objectives to align with the goal of fostering the comprehensive development of students and their commitment to social well-being. This requires the creation of environments conducive to meaningful learning, constructive dialogue, and inclusion, ensuring that diversity is recognized and valued.

Ethical development in university education is a contemporary imperative. Only through a comprehensive education that balances scientific and technological progress with ethical growth can we train professionals who are capable of addressing moral challenges in a critical and responsible manner, contributing to the creation of a more just, equitable, and humane society.

The results of this study on ethical development in university education align with previous research regarding the importance of fundamental values such as respect, responsibility, and honesty in students' professional development (Cortina, 1997; Martínez, 1998). Similarly, other authors have argued that ethics training should not be treated as a supplementary subject, but should be integrated transversally into the curriculum (Vallaes, 2002; Nussbaum, 1997).

Moreover, authors like Hirsch (2003) and Feito (2009) stress that professional ethics are essential for ensuring the trust and credibility of future professionals. These studies emphasize the need for teachers to act as ethical role models, a point also highlighted by González (2008), who underscores the importance of teachers leading by example in the teaching of moral values. This finding is echoed in the results of our study, which show that students learn ethical behavior largely through the example set by their professors.

Despite these similarities, this study reveals notable differences from other studies in terms of how ethical challenges are addressed within certain disciplines. While ethics is openly discussed in areas such as the social sciences, our results indicate that in technical fields, such as engineering, these topics are often relegated. This finding corroborates studies like that of Gabriel (2021), which suggests that ethics can be effectively integrated into any disciplinary field. This highlights the need for specific pedagogical strategies tailored to each area of knowledge, especially in engineering and the exact sciences.

A limitation of this study is its primary focus on the faculty perspective, which may have excluded the students' views on their ethical training. Research such as Durán's (2006), which includes the student perspective, has shown that students' perceptions of ethics and moral behavior sometimes differ significantly from faculty expectations. Future research could address this gap by incorporating both student and faculty perspectives to provide a more comprehensive understanding of the impact of ethics training at the university level.

This study contributes significantly to the analysis of professional ethics in the university context through an interdisciplinary approach that combines philosophical and empirical analysis. Unlike previous studies that focus primarily on theory (Carr, 1980; Feito, 2009), our research offers a more pragmatic and applied perspective, demonstrating how moral facts identified in the educational context directly influence teachers' decisions and their impact on students' ethical development.

Conclusion

Based on the results obtained from this research, particularly through the interviews conducted with faculty members, the following conclusions can be drawn:

The study confirms that teachers play a fundamental role as ethical role models, directly influencing students' moral behavior through their everyday example. This aligns with previous studies that highlight the importance of educators as agents of ethical transformation, reinforcing the idea that ethical development in universities must extend beyond theoretical instruction to be reflected in daily teaching practices.

A significant contribution of this study is the identification of notable differences in the approach to ethics across disciplines. In fields such as the social sciences, ethical reflection is more prevalent and considered essential, while in technical disciplines like engineering and technology, ethical values often occupy a secondary place in the curriculum. This divergence highlights a gap that has been insufficiently addressed, suggesting that

strategies for promoting ethical development should be tailored to the specific needs of each discipline.

Despite the recognition of the importance of ethics education by university institutions, its effective implementation remains a challenge. Ethical values are frequently addressed in a fragmented manner or as supplementary subjects, without being integrated across the entire curriculum. This limits the impact of these values on students' overall education, a barrier identified by the faculty members interviewed.

The study has answered the initial research questions, confirming that while ethics is viewed as a crucial component of university education, its effective teaching and promotion depend on both institutional and individual factors. The findings underscore the need for greater collaboration among faculty, administrators, and students to ensure that ethical values are not only taught but also lived within the university community.

The results support the idea that ethical development in universities is achievable but requires a holistic approach that is tailored to the specific characteristics of each academic discipline. The lack of effective integration of ethics into technical areas, for instance, calls for pedagogical and curricular innovations to bridge this gap.

The primary contribution of this research lies in its interdisciplinary approach, which allows for a nuanced understanding of the differences in the teaching and promotion of ethics across various academic fields. Unlike prior studies that generally address ethics in theoretical terms, this work provides a practical, contextualized perspective on how ethical values are perceived and applied in distinct fields of knowledge. This finding is especially valuable, as it offers a foundation for future research aimed at developing discipline-specific pedagogical strategies for areas that have traditionally been less engaged with ethical reflection.

In conclusion, the findings of this study address the overarching objective by demonstrating that the promotion of ethical values in university education is an indispensable element for developing professionals who possess integrity and social responsibility. Faculty members perceive ethics as an essential educational dimension that transcends technical and academic instruction, guiding both the personal and professional development of students. Through the interviews, faculty members emphasized the importance of fundamental values such as respect, responsibility, and honesty, which form the foundation for a healthy and ethically committed academic environment.

The study confirms that teachers play a decisive role in promoting these values, acting as ethical role models whose daily conduct influences students' ethical learning. Ethics is not only transmitted through the curriculum but also through the example and consistency of teachers' actions. This reinforces the role of ethics education as a comprehensive process that integrates both theory and classroom practice.

The general hypothesis of the study posits that the development of ethical professionals depends largely on the influence of faculty and the effective integration of ethics into the curriculum, a finding supported by the data. While faculty recognize the importance of ethics education, limitations in its implementation are identified, particularly in technical disciplines where ethical topics are often considered secondary or difficult to incorporate. Therefore, this study suggests that promoting ethics in university education requires cross-curricular integration that ensures ethics permeates all disciplines and professional practices, preparing students to confront ethical dilemmas in a critical and responsible manner.

The results of this study not only confirm the significance of faculty as ethical role models but also open new avenues for reflection on how universities can evolve to fulfill their responsibility to educate professionals of integrity, capable of addressing ethical dilemmas in a critical and responsible way. The findings reinforce the idea that only through integrated ethics education, tailored to the needs of each discipline, can true ethical development be promoted in higher education.

Future lines of research

Throughout this research, several arguments have been identified that, while fundamental to understanding ethical development in higher education, extend beyond the scope of this study. These aspects present valuable opportunities for future research, enabling a deeper exploration of areas not fully addressed or only partially examined in the current work.

One of the main areas that warrants further investigation is the disparity in the integration of ethics between technical and humanistic disciplines. The findings of this study suggest that, in technical fields, the teaching of ethics is often given less importance. It is crucial to explore the reasons behind the significant obstacles that these disciplines face in incorporating ethical thinking across their curricula. Future research could focus on designing and evaluating specific pedagogical interventions for technical disciplines, analyzing how to

integrate ethics in a way that does not undermine the technical and scientific objectives that define these areas.

Additionally, while this research has primarily focused on the faculty perspective, it is essential to consider how students perceive and experience their ethics training. Including students' viewpoints would not only allow for a comparison with faculty expectations but also help assess the real effectiveness of ethics teaching strategies in shaping professional training. A combined faculty-student perspective could provide a more comprehensive and well-rounded understanding of the impact of ethics education within the university context.

Another promising avenue for future research is the examination of how institutional culture influences the promotion of ethics. Although the current study emphasizes the role of faculty, it is equally important to acknowledge that organizational culture and institutional policies play a vital role in ensuring that ethical values permeate all aspects of the curriculum and university life. Future studies could investigate how different institutional strategies for teaching ethics affect the ethical outcomes for both students and faculty.

An emerging area that deserves particular attention is the relationship between professional ethics and adaptation to specific work environments, especially in fields where there may be considerable discrepancies between the ethical values taught at the university and those encountered in the workplace. Future research could explore how graduates address moral dilemmas in the early stages of their careers and how the ethical values learned during their university education prepare them to navigate these challenges. This approach would facilitate longitudinal studies on the long-term impact of university ethics training on professional conduct and contributions to the greater social good.

These future research directions not only promise to expand upon the findings of the present study but also offer opportunities to enhance the overall understanding of how ethics education can be more effectively integrated into university curricula, particularly in ways that resonate with both students' and faculty's experiences across diverse disciplines.

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