

Revista ID EST
Investigación Desarrollo Educativo Servicio
Trabajo

Vol. 6 No. 2. 2026

Editado por

FUNDES

Fundación Universitaria de Estudios Superiores
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Citación.

Cantillo, Y., Landázuri, M., Martínez, D. (2026)
Interactive Digital Ethics Laboratory in the
Teaching of Ethics. *ID EST - Revista
Investigación, Desarrollo, Educación, Servicio Y
Trabajo*, 6(2), 32-46

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Interactive Digital Ethics Laboratory in the Teaching of Ethics

Laboratorio ético digital interactivo en la enseñanza de Ética

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Abstract

Ethics instruction in basic education faces challenges related to student motivation, the understanding of abstract values, and their application in both digital and real-life situations. In this context, the Digital Interactive Ethics Laboratory emerges as an innovative educational approach that combines technology, reflection, and participation. The purpose of this study was to examine how the use of a Digital Interactive Ethics Laboratory influences the assimilation of ethical content and participatory dynamics among sixth-grade students. The study was conducted using a mixed-methods approach that combined both quantitative and qualitative methods, with ethnographic design. Diagnostic and final surveys, observation guides, audiovisual records, focus groups, interviews, and digital activities based on moral dilemmas were used as instruments and materials. This approach made it possible to understand students' experiences and perspectives, as well as changes in their performance and participation. The findings showed significant improvements in participation, critical thinking, understanding of values, and motivation. Likewise, progress was observed in peaceful conflict resolution, moral reasoning, and socio-emotional skills. In conclusion, the Digital Interactive Ethics Laboratory proved to be an effective teaching resource that transforms ethics instruction into a meaningful, experiential, and contextualized learning experience, strengthening students' holistic development and promoting an ethics applied to everyday and digital life.

Keywords: Ethics, Digital Laboratory, Basic Education, ICT

Resumen

La instrucción de la ética en la educación básica se enfrenta a desafíos relacionados con la motivación del alumnado, el entendimiento de valores abstractos y su aplicación tanto en situaciones digitales como reales. El Laboratorio Ético Digital Interactivo se presenta, en este contexto, como un planteamiento educativo novedoso que combina tecnología, reflexión y participación. El propósito de este estudio fue examinar cómo el empleo de un laboratorio ético digital interactivo influye en la asimilación de contenidos éticos y las dinámicas participativas en los alumnos de sexto grado. El estudio se llevó a cabo utilizando un enfoque mixto que combina métodos tanto cuantitativos como cualitativos, con diseño etnográfico. Las encuestas diagnósticas y finales, las guías de observación, el registro audiovisual, los grupos focales, las entrevistas y los ejercicios digitales fundamentados en dilemas morales fueron utilizados como instrumentos y materiales. Gracias a este método, se pudieron entender las vivencias y los puntos de vista de los alumnos, así como las variaciones en su desempeño y participación. Los hallazgos mostraron que hubo avances importantes en la participación, el pensamiento crítico, el entendimiento de valores y la motivación. Igualmente, se percibieron progresos en la solución pacífica de desacuerdos, el razonamiento moral y las capacidades socioemocionales. Para resumir, el Laboratorio Ético Digital Interactivo demostró ser un recurso didáctico efectivo que convierte la instrucción de la ética en una experiencia relevante, vivencial y contextualizada, lo cual refuerza la formación completa de los alumnos y fomenta una ética aplicada a la vida diaria y digital.

Palabras clave: Ética, laboratorio digital, educación básica, TIC.

Introduction

Ethics education during the elementary and middle school years is an essential pillar for students' holistic development and for building a society based on values such as responsibility, respect, and justice. However, in today's educational settings, the teaching of ethics faces serious challenges related to low student motivation, a limited understanding of abstract concepts, and minimal application of acquired values to real-world and digital situations. The persistence of traditional teaching methods—which focus on the theoretical transmission of content and involve little student participation exacerbates these issues.

This study is significant in that it proposes and implements an Interactive Digital Ethics Lab as an innovative pedagogical strategy aimed at transforming the teaching and learning processes of ethics among sixth-grade students. The study is grounded in the need to combine ethical reflection with meaningful, contextualized experiences

mediated by digital technologies that are consistent with the cultural and social dynamics of contemporary generations.

The value of this work lies in its empirical contribution to ICT-mediated ethics education, a field that remains under-researched in elementary education. The research provides evidence of the capacity of interactive digital environments to strengthen moral judgment, critical reasoning, and digital citizenship by examining the effect of the lab on students' understanding of ethical content and on the dynamics of their participation. Thus, the study offers a relevant, innovative, and replicable pedagogical proposal to address the current challenges of ethics education in schools.

Methodology

This research was conducted using a mixed-methods approach, which combined qualitative and quantitative methods and techniques, with the aim of providing a deeper, more comprehensive, and contextual understanding of the phenomenon under study. This approach made it possible not only to study the perceptions, interactions, and meanings that students had constructed regarding the use of the Interactive Digital Ethics Lab, but also to collect unbiased information about their participation, academic performance, and progress in ethical learning.

The decision to use a mixed-methods approach stemmed from the need to address the study's objectives comprehensively. These objectives included both examining the dynamics of ethical and social interaction in the classroom (qualitative approach) and evaluating possible changes in students' motivation and academic performance (quantitative approach). This combination made it possible to understand the complexity of the educational process by interweaving the narratives and practices experienced by the students with the observable indicators of their pedagogical progress.

The mixed-methods approach was particularly beneficial when analyzing, validating, and interpreting a phenomenon from different angles, using complementary sources of information and methods, as noted by [authors]. In this instance, the aim was to conduct a detailed analysis linking the classroom experience to observable outcomes of ethical learning, with the goal of strengthening the validity of the conclusions.

The objective of this component was to understand the perceptions, reflections, and changes that students underwent while interacting with the Digital Ethics Lab. To achieve this, the following methods were used:

Semi-structured interviews with students and teachers from the experimental group.

- Focus groups to explore group discussions about values, emotions, and ethical dilemmas.
- Uninvolved observations, documented in field notes, which facilitated the characterization of natural behavior during digital ethics activities.

Qualitative Dimensions Addressed

- -The interpretation and meaning attributed to the use of the digital lab.
- -The emotional connections that emerged during the resolution of ethical dilemmas.
- -Changes in moral reasoning and in the process of making ethical decisions.
- Reinterpretations of values in digital environments.

Quantitative Component

This component sought to objectively evaluate the effect of the lab on students' moral learning. A quasi-experimental design was used, including a control group (conventional methodology) and an experimental group (use of the digital lab), which facilitated pre- and post-intervention comparisons.

- The tools included:
 - Surveys administered before and after the intervention.
 - A diagnostic test on ethical principles.
 - Questionnaires to assess moral reasoning.
- Quantitative dimensions addressed:
 - -Level of understanding of essential ethical principles.
 - -Ability to recognize and examine ethical dilemmas.
 - -Level of active engagement in the activities.
 - -Development of moral judgment and ethical discernment.

In line with [...], the mixed-methods approach not only allowed us to overcome the limitations of one-dimensional approaches but also enriched the interpretation of the results by integrating complementary data, which proved particularly useful in educational contexts where emotional, social, and cognitive factors converged.

In the mixed-methods approach, a qualitative ethnographic design was used as the core, complemented by quantitative methods.

Educational ethnography was chosen for its ability to identify the meanings, practices, and relationships that emerged in the school setting, understood as a cultural and social context. According to [source], ethnography made it possible to understand education not only as a process of content transmission but also as a context-embedded practice in which participants (students, teachers, and technologies) created meaning through their interactions with their environment.

They also emphasize that ethnography requires prolonged immersion in the participants' natural environment, which allowed for direct observation of their modes of participation, reactions, discourses, and behaviors. In this case, the implementation of the Interactive Digital Ethics Lab was examined through the daily experiences of sixth-grade students. We observed how they interacted with the ethical dilemmas presented, what arguments they developed, and how they incorporated what they learned into their school life.

For sample selection, a non-probabilistic, purposive sampling method was used, as participants were specifically selected based on established criteria: sixth-grade students whose school had access to basic technological resources and teachers willing to collaborate in the implementation of the Interactive Digital Ethics Lab. This sampling method was appropriate for mixed-methods research requiring direct access to specific contexts and subjects with relevant experiences

Inclusion Criteria

- Students enrolled in the sixth grade of secondary school.
- They attended a school with basic technological infrastructure (computer lab, internet, computers, or tablets).
- Teachers responsible for the Ethics and Human Values course in sixth grade.
- Voluntary willingness to participate in the study (informed consent was obtained from parents and teachers).

Exclusion Criteria

- Students in other grade levels.
- Schools lacking basic technological resources.
- Teachers who did not teach the Ethics course.

- Participants who did not authorize their participation or who did not comply with the required intervention timeframes.

This mixed-methods data collection design provided a comprehensive view of the implementation of a digital ethics lab in ethics education. Qualitative interviews provided a deep and contextualized understanding of the participants' experiences and perceptions, while quantitative surveys provided a broad and statistically significant dataset. This approach was consistent with the mixed-methods methodology suggested by [author], who emphasized the importance of combining quantitative and qualitative methods to address complex research questions and gain a more comprehensive understanding of the phenomenon under study.

The survey stood out as one of the various quantitative research methods used to collect data. It highlighted the survey as a compelling choice, as it aligned with quantitative principles due to its measurability, standardization, brevity of responses, ease of administration, and efficiency in terms of time and resources. Furthermore, the survey served as an exploratory tool, allowing for an initial understanding of perspectives on learning assessment and effective assessment practices among the sample population or among all respondents.

Likewise, the survey made it possible to reach a broader population, facilitating ethnographic research in which the researcher collected data using a pre-designed questionnaire without altering the environment or the phenomenon. The survey was conducted in two ways: face-to-face, to gather direct information from participants and obtain useful, detailed insights that would lead to sound results; and via survey software. These surveys aimed to validate the participants' behavior and build their trust.

Furthermore, it emphasized that the interviews were a rich source of data that revealed nuances and profound insights into the participants' educational practices and experiences. This was essential for a comprehensive and accurate analysis of the educational context.

The interview in this research project—aimed at implementing an interactive digital lab for teaching ethics—not only provided rich and detailed data for the study but also offered a deeper understanding of educational challenges. This was key to improving educational practices, as well as to the theorization of evidence-based education.

It should be noted that the collection of information recorded in this interview was conducted with the full authorization of the university president and the interviewee, as well as the authorization of student representatives.

- Technological tools used to conduct the interview: voice recorder, video camera.

The use of the survey as a research tool was of great value to this research project, as it enabled the collection of quantitative data, allowed for the generalization of observed results, measured variables, identified correlations between factors, and subjected the findings to statistical analysis.

Results

Tabla 1.

Relación entre Objetivos Específicos, Resultados y Evidencias

Objetivos Específicos	Resultados Obtenidos o Esperados	Evidencias
1. Identificar el nivel de comprensión de los contenidos éticos por parte de los estudiantes de grado sexto antes de la implementación del Laboratorio Ético Digital Interactivo.	Se realizó un diagnóstico inicial para establecer la comprensión de conocimientos éticos, donde se reconoció que los alumnos presentaban vacíos conceptuales y dificultades en la aplicación práctica de valores.	Resultados de encuestas pruebas de conocimientos éticos presentados en el laboratorio ético y debate en clases observaciones iniciales en clase.
2. Explorar las percepciones, experiencias y formas de participación de los estudiantes	Se logró evidenciar mayor motivación, participación y autorreflexión sobre	Transcripciones de entrevistas, grupo focal,

Objetivos Específicos	Resultados Obtenidos o Esperados	Evidencias
de sexto grado durante el uso del Laboratorio Ético Digital Interactivo, a través de observaciones en el aula, entrevistas y documentos de etnografía.	situaciones éticas planteadas en el entorno digital. Los estudiantes mostraron interés por debatir, incremento del pensamiento crítico y compromiso en la toma de decisiones morales.	fotografías y experiencias vivenciales.
3. Comparar los resultados académicos y las dinámicas de participación antes y después de la implementación del Laboratorio Ético Digital Interactivo, fusionando datos tanto numéricos como cualitativos para identificar cambios significativos en el proceso educativo.	Se establece una mejora en la conducta y rendimiento académico, en el razonamiento moral y en la capacidad para integrarse de manera pacífica y resolver dilemas éticos de forma argumentada y eficiente de acuerdo con su entorno.	Testimonios de estudiantes, fotografías, matrices.

The launch of the Interactive Digital Ethics Lab enabled the identification, understanding, and transformation of the teaching-and-learning processes related to ethics among sixth-grade students through a mixed-methods approach that combined qualitative and quantitative tools.

Regarding the first specific objective, the initial assessment made it possible to determine the students' level of understanding of ethical content prior to the intervention. The findings showed that, despite having a basic understanding of norms and values, the students had conceptual gaps and limited ability to apply ethical principles in real-world or digital situations. This finding confirmed the urgent need to employ innovative pedagogical methods that integrate values with practical

experiences. To establish these starting points, diagnostic surveys, guided discussions, and initial observations were used, enabling an accurate characterization of the group's ethical and moral status.

Regarding the second objective, which focused on examining students' experiences and perceptions throughout the implementation of the lab, a significant change was observed in their motivation, critical reflection, and participation. Students showed a greater interest in examining moral dilemmas, engaging in dialogue with their peers, and expressing well-reasoned viewpoints. The digital lab established itself as a space for collaborative and experiential learning, thanks to this approach, which strengthened emotional self-regulation and critical thinking. Interview recordings, focus groups, photos, and personal experience logs were used as empirical evidence to demonstrate the effectiveness of the interactive, ethics-based digital approach.

Regarding the third objective, which aims to compare academic outcomes and participation dynamics before and after the intervention, a significant improvement in academic performance, behavior, and school climate was observed through triangulated data. Students demonstrated progress in peaceful dispute resolution, moral reasoning, and making informed ethical decisions. Matrix analyses, graphical evidence, and testimonials confirmed that the lab not only benefited cognitive learning but also the comprehensive development of civic and social-emotional skills.

In summary, the findings demonstrate that the Interactive Digital Ethics Lab is an effective teaching resource that fosters ethical reflection, meaningful learning, and a shift in students' attitudes. Its integrative approach facilitated a transition from theoretical ethics to ethics that are lived and applied, reinforcing both the academic aspect and the moral and social progress of the students.

Above all, the results demonstrate significant progress in students' moral and ethical education. The pre-intervention assessment revealed conceptual gaps regarding the meaning and application of values such as honesty, respect, and justice. However, after the lab was launched, the students demonstrated a deeper understanding of ethical principles and a more reflective attitude toward their actions and choices, indicating that their learning shifted from rote memorization to experiential learning. This conclusion is consistent with the ideas of [author], who argue that moral reasoning is strengthened through guided reflection and exposure to real-life dilemmas.

Furthermore, the lab made it possible to address ethical diversity in the classroom by providing digital environments tailored to students' varying levels of moral understanding and past experiences. Interviews with teachers highlighted the need for inclusive teaching strategies, and the digital environment proved to be an effective tool for bridging educational gaps by promoting empathy, conversation, and mutual understanding.

Regarding digital educational innovation, teachers and students agreed that incorporating ICT into the field of ethics has transformative value. The comments gathered in the interviews ("we have to be at the forefront of technology to make classes more dynamic") reflect a paradigm shift in teaching practice. The transition is from a traditional model, focused on transmitting values, toward a more active, reflective, and interactive one that fosters moral autonomy through the simulation of ethical dilemmas.

The project also revealed challenges related to institutional conditions, particularly regarding teacher training and technological infrastructure. Nevertheless, student motivation and the commitment of institutional stakeholders fostered the implementation process, demonstrating that it is possible to make methodological changes even in contexts with technological constraints, provided there is pedagogical will and training support.

One of the most notable findings relates to playful and participatory teaching. More than ninety percent of the students expressed satisfaction with learning ethics through digital resources and game-based tasks, which fostered their emotional engagement, the collaborative construction of knowledge, and the development of critical thinking. This finding supports the ideas of [authors], who assert that in interactive environments, meaningful learning is strengthened because students actively engage in solving real-world problems.

The findings reveal a growing awareness of the responsible use of technology within the framework of digital ethics. Statements such as the following demonstrate that students recognized the importance of behaving ethically in virtual environments: "I saw that some classmates were saying mean things about another classmate, so I chose not to comment." This demonstrates that the lab has the capacity to go beyond the academic realm and educate responsible digital citizens, in line with the guidelines regarding digital citizenship.

Finally, a comparative analysis of the initial data and the data obtained after implementation reveals significant progress in students' behavior, motivation, and moral reasoning. The Interactive Digital Ethics Lab has established itself as a new educational tool that combines technology, emotions, and reflection. This enables ethical values to move beyond abstract ideas and become concrete experiences—understood and put into practice in both the school and digital environments.

During the implementation of the Interactive Digital Ethics Lab, several issues arose that required significant pedagogical and technological adjustments. Some students struggled with using digital tools, necessitating remedial technology sessions and guidance.

A limited understanding of ethical concepts from the outset also became evident, but this was overcome by introducing real-life examples and case studies that fostered moral reflection and connections to daily life. Some resistance to the change in methodology was detected among teachers, which was addressed through training sessions and discussions about the benefits offered by the lab. In addition, connectivity issues and equipment shortages were addressed by fostering teamwork and using offline resources to support the process.

These adjustments encouraged active participation, critical thinking, and student motivation, creating a more dynamic and inclusive environment. The insights gained from this process show that the use of digital resources in ethics education promotes empathy, moral reasoning, and responsible decision-making.

The project also demonstrated that the combination of values, technology, and collaborative learning enhances traditional education, transforming it into a relevant experience that is consistent with current educational demands and fosters reflection.

Conclusions

The results of the project "Interactive Digital Ethics Lab as a Tool to Influence the Teaching of Ethics to Sixth-Grade Students" demonstrated the positive impact that the use of digital strategies had on students' moral and civic education.

First, it was confirmed that teaching ethics requires methods that are active, participatory, and contextualized—methods that connect moral reflection with real-life situations. The digital ethics lab facilitated the internalization of values, empathy,

and responsible decision-making, enabling students to transition from rote memorization to meaningful, experiential learning.

Second, students improved their social, communication, and digital skills, demonstrating greater motivation, engagement, and ability to analyze ethical problems in simulated situations. Virtual environments and gamification proved to be useful tools for stimulating interest in the subject and promoting critical reflection.

Furthermore, the research demonstrated the importance of training teachers in the pedagogical use of technology. The adaptations made throughout the process made it possible to overcome technical and methodological constraints, resulting in a more cooperative and active learning community.

Ultimately, the study demonstrates that the combination of ethics and technology not only improves academic performance but also fosters students' holistic development, strengthening their moral judgment, autonomy, and sense of responsibility in the face of the challenges of today's digital and social life. In this vein, the Interactive Digital Ethics Lab presents itself as an innovative, replicable pedagogical option that can be adapted to other educational settings with the goal of shaping ethical, critical, and engaged citizens.

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