Television Series Use in Teaching and Learning Professional Ethics in Communication

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The work presented here is an exploratory and descriptive study under a qualitative approach. It purposes was to show the use of television series, as a means of teaching and learning professional ethics in communication undergraduate students. Among the results we found two direct areas of impact: teaching and learning. In the case of teaching, the professor shows an innovative practice and she realized different ways to improve it as a continuous way to advance her teaching. In the case of learning, the use of television series promoted the interest of the students and a significant learning. However, the most important finding of this study is that the teaching experience has contributed in the educational process of communicators specifically in ethical thinking.

The teaching of professional ethics at the university promotes the students´ systematic reflection on the service which they will lend to society, their direct and indirect beneficiaries, their rights and obligations and the possible conflicts that they are going to encounter. The university has a leading role in teaching professional ethics because it creates an intellectual, moral and social basis for the exercise of the profession, building the professional identity. The teaching of professional ethics mainly serves the following contents.

(i)   The ends or property intrinsic to which the exercise of each profession tends; in this case we will refer to communication professionals, these specialists provide society with goods and specific services related to information.

(ii) The understanding of the social and anthropological importance of ethics in professional life, considering that it is based on the reality of each profession; Since "(...) ethics directs the human behaviour to the pursuit of the good and the profession has its origin, rationale and ultimate keys for understanding in the provision of some good to others and society" (Cobo, 2004, p. 271).

     The incorporation of professional ethics to the curriculum involves at least two important consequences, on the one hand, it generates greater responsibility and on the other it trains students to deal with ethical problems.

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The proposal is particularly aimed at taking advantage of television series as a medium for teaching and learning in the field of ethical training of college students; specifically, in the training of students of communication; with the only purpose of acquiring sound ethical principles that can permeate their professional practice. The above to cover the objective of generating a critical awareness in students, from the foundation of ethical issues most relevant to their activity, to some guidance procedures in the resolution of practical cases that may be encountered in its exercise thereof.

This use of television series with teaching purposes, takes up the idea that it is already not enough just to teach certain skills; the challenge of university teaching is now to teach how to think so that students learn to discover the reality through their own efforts and make them experts in the approach to the object of study, so they will be prepared to face, at any time of their personal and professional life, the essence of the issues; enabling them thus to be flexible in the acquisition of new knowledge and tasks that will be required in their walk through the world.

An ambiance of creativity must be encouraged at the university, where the most up-to-date knowledge is provided at the same time that orientation about how to deepen that acquired knowledge is provided aiming to form critical and reflective students able to confront a global and constantly changing world.

So, the proposal we are presenting searches a methodological renovation in university teaching through greater interactivity between professors and students, starting from proper management of resources and strategies to establish a relationship with the contents. We believe that the use with teaching purposes of television series brings students to the real world and allows them to exercise in problem-solving and decision-making, particularly aiming at the formation of ethical principles.

Literature Review

Since the fifties with Hilliard (1958) and Linz (1958) suggested that television was going to be a great tool to transmit knowledge, ideas and experiences. In the next decade, "a study of the use of television in education in Great Britain presents it not as a revolutionary approach to instruction, but as a new facility through which either the teacher can better achieve the objectives of traditional education" (MacLean, 1968, p. 151). Over the years it has been shown that, in fact, television and especially the entertainment programs are a complementary method in the process of teaching and learning (Grattan, 1973; Aguaded, 1999).

The TV series have become a benchmark for audiences as they have direct effects on them (Halloran, 1974; Greenfield, 1985; Ferrés, 1994; Vilches, 1993; Sandoval, 2006). Television has an effect on social and cultural practices (Sandoval, 2006), because the audience identifies with the characters and feel empathy for them, for a significant emotional experience (Igartua & Paez, 1998). For the effects on viewer's series, White (2008) considers that television is a teaching tool for students retain more information when they see the programs.

In the case of professional ethics one of the first and more used teaching method was the case studies (Christians, Fackler & Rotzoll, 1995) which points out that there are two main traps when being utilised; one referring to the absence of a supporting framework and another one related to the scarcity of specific features given with the intention to refrain from this predicament. So as to reach this objective, it is highly recommended to employ a film transforming it into a case populated with different traits that trigger theoretical dialogue and discussion during a considerable period. In addition, the use of

a film is always stimulating and can be exploited in order to design an ethics course. (Borden, 1998).

In university classrooms, television dramas have mainly used in medical topics. Shelton (2001), Hirt, Wong, Erichsen & White (2012), Law, Kwong, Friesen, Veinot & Ng (2015), Hether, Huang Beck, Murphy, and Valente (2008) claim that the teachings that transmit medical series not only affect future doctors but to patients and the general public, to teach them about health issues in a way in which they recorded the information remains permanently.

However, the use of television series for teaching professional ethics to journalist students have become firmly established in the past five years. In a comparative study of 14 member countries of the European Union, which reflects the actions of 50 teachers, specifically journalistic ethics, it draws attention to the fact that cent per cent of the teachers interviewed in the UK and Ireland stated frequently use the projection films and television programs in their classes (Diaz del Campo, 2012).

The successful of TV series can be understood for two factors: quality and emotional connection. In the case of quality, Nicolas et alius (2015) said:

> … series have gone further than any other "classic" TV production. They are born from an artistic propose, from a desire to communicate something about reality. Producers and writers become utterly interested on creating products of great quality, rather than just achieving certain rating numbers (...) besides, the quality and deepness of TV series overcomes the story itself. Production values also play a very important part on this matter. Ambientation, photography, illumination, music, and so on is very cared and planned details. Visual and audio quality becomes a milestone while producing a TV series to hook the audience into the story and to transmit a believable world, characters, and storyline (p. 22).

Emotions are remarkably significant when learning. Attitude and learning behaviour depend deeply on them. And since the use of audio-visual materials, including television and films, possesses the power to magnify emotions, their use is highly recommended in order to make our learning experience more meaningful and effective. (Law, Kwong, Friesen, Veinot& Ng, 2015, p. 219).

The impact of the series can be explained from two perspectives: narrative and empathy. As regards the narrative aspect series contribute to the formation of ethical sensibilities, they teach the ways of living (Hawkins, 2001). The difficulty found in the diverse narratives between the main divisions of the series and their seasons exposes this situation in an accurate way, highlighting the detail that their duration is much longer than that of any film. Hence, series are a propitious cradle for the shaping of three-dimensional

> The narrative complexity between chapters and seasons is a clear indicator of this matter, adding the fact that their running time is quite larger than any movie. Series allow the creation of three dimensional characters with which the audience cries and laughs along their way of transformation (Nicolas et alius 2015, p. 29. p. 22).

However, Ignatieff (1985) states that see a moral life are complicated. In the same sense Borden (1998) argues that the use of "narrative ethics" approaches is compatible with the MacIntyre proposal (2007), in his book After Virtue MacIntyre proposal (2007),

who, in his book *After Virtue*, suggests that we, similar to the   main character in a series, possess the leading role in the shaping of our own lives, always

> Narrative ethics explores the intersections between the domain of stories and storytelling and that of moral values. Narrative ethics regards moral values as an integral part of stories and storytelling because narratives themselves implicitly or explicitly ask the question, How should one think, judge, and act—as author, narrator, character, or audience—for the greater good? (Phelan, 2014).

Regarding empathy, the characters appearing on series provoke a great deal of empathic sensations as they are regularly presented interacting in everyday situations, fact that imbues the spectators with a sense of reality. This empathy is constructed by manifold levels that due to the variation of the series can augment with time.
Due to our continuous and easy exposition to media contents, a common spectator is able to watch the complete series, their chapters, their seasons or only a selection of episodes. This action can be performed at any time, in any place. Therefore, the exposition to the values presented in this programmes is persistent.
After this brief review literature it can be assumed that the use of popular culture for teaching and learning, specifically in professional ethics is not new. However, the contribution of this work is frame the television series in an analysis model.

Methodology

This research had the aim to show the use of television series, as a means of teaching and learning professional ethics in communication undergraduate students. This study was qualitative and exploratory, and had the intention to describe the experiences of the professor and the students in the subject of professional ethics. The methodology frame is presented in the next sections: description of participants, description of the learning environment, data collection and analysis and, validity/trustworthiness.

Description of Participants: The participants for the study were male and female communication alumni and, the professor of professional ethics. The alumni selected have been employed for two years. They work in different fields of communication like professional photography, network administration, broadcasting, public relation and film. Some of them work like teachers.

Description of Learning Environment : The bachelor communication program has the purpose to form an ethical and honest professional that apply the knowledge gained in different fields of communication: radio, print media, film, photo and television. The case selected was a class of the bachelor communication program at a Mexican university, in this; the professor used innovator strategy for teaching professional ethics. The subject of professional ethics is located in the last semester of the program and the purpose is to form an ethical awareness in the students. Each class lasts three hours per week. The content is divided accord with the three purposes of communication: inform (journalism), persuade (publicity) and entertain (fiction).
The structure of each class is divided in three moments. In the first part the focus is theoretical content. In this part of the class, the professor uses three techniques: lecture, reading and debate. After that, the group watches a television episode (e.g. The Newsroom,

Game of Thrones, Once Upon a Time, Unreal, The West Wing, Scandal. House of Cards, Two and a Half Men, House, Breaking Bad, Heroes, Damage and Revenge) then the students, with the guide of the professor, discuss the topic of the class relating it with the theme of the episode. Finally, the students have to do an essay like homework.

The discuss and the student´s essay are based in a specific model of analysis that has two parts: a general analysis and an ethical analysis. The general analysis includes "a fact sheet which is composed of the title, a synopsis, the main actors list, and production and distribution facts" (Nicolas et alius 2015, p. 29). The ethical analysis has two parts:

(i)   An anthropomorphic analysis that includes the character set up (character as a person, character as a role and, character as an actant), decision making, social virtues and vices and, metanoía (Nicolas et alius 2015, p. 33).

(ii)   An anthropological analysis empathy that includes a cognitive, emotional, assessment and, projective empathy (Nicolas et alius 2015, pp. 29-30).

Data Collection and Analysis

To collect data, we used a semi-structured interview with diverse questions to explore different topics. Five interviews with alumni and with the professor were conducted. The interviews took between 30 and 40 minutes and were recorded for later transcription.

In qualitative research, data analysis does not only occur after the data has been gathered, but throughout the process of data collection. According to Merriam & Tisdell (2016), "simultaneous data collection and analysis occurs both in and out the field" (p. 197). We analyzed data with the constant comparative method developed by Glasser and Strauss (1967).

This method involves three processes. The first one consists of taking the data and dividing them into categories of information. In this process we start identifying data units, Merriam & Tisdell (2016) defined "any meaningful or (potential meaningful) segment of data" (p. 199), and assigning codes to these units. For this study, after transcribing the data and reading each interview many times, we identified meaningful units of data, giving each unit a code which illuminated the meaning of the data unit.

In the second process in the constant comparative method, we identified a central phenomenon and then relate categories (Strauss & Corbin, 1998). For this study, we identified dimensions that described different relationships among the open coding categories.

In the third process we linked categories, refining categories at a higher level of abstraction (Creswell, 2002). We recognized broader themes that helped us identify the main findings of our study as well as some conclusions. The units of data are coded with the initials of the participant´s names: the professor (TER), alumni (EDU, GAB, HIL and DAN).

Finally, the units of data are presented in English and in Spanish because the native language of the participants is the second, and we wanted to respect the meaning in the original language. González y González and Lincoln (2006) mention that research conducted in different language, context and culture needs to provide an original understanding of the data.

Validity/Trustworthiness

Lincoln, Lynham & Guba (2011) and Merriam & Tisdell (2016) proposed that is necessary to attend the methodological rigor in three steps of the process: conceptualization, data management and research findings. To establish the validity and reliability in this research we used two technics.

Once the interviews were transcribed the participants had the opportunity to review them in order to approve or modify the information. This technique is the most important to establish credibility (Lincoln and Guba, 1985). In addition to this, the categorization process was done collectively by the authors of this research. Patton (2015) suggests that the comparison technique involving more than two people analyzing data and results, promotes credibility.

Findings and Results

Participants share reflections about their experiences around the subject of professional ethics. In the data analysis emerged two categories:
(i)   Reflective evaluation of teaching experience and
(ii)   Television series and professional ethics. For the presentation of the categories, we selected the data units that best represent the idea proposed. The categories are described below.

(i) Reflective Evaluation of Teaching Experience

This category explains the reflections and the experiences that the participants lived in the class of professional ethics and how it has influenced their professional life. The reflections describe the strengths, opportunities areas and some suggestions to improve the class.
The first aspect is around the reflection that the professor does for her professional activity. In this sense, the professor talks about her interest to improve her teaching practice. This interest led the professor to search innovative strategies which respond to the nature of the contents and to student´s characteristics. Hence, she identified television series like an option to teach.

For the nature of the contents:

> Fiction creates awareness they show conflicts, which tests the choice and what will be the values that you have. You do see that life has conflicts and that you have to face; do you see the consequences of your decisions and that ethics is not a science book or powdered, which is a science that serves to cause social responsibility ... to capture ethics as an aspect of everyday life, we all have to make decisions that are governed by values and have consequences. [*La ficción permite crear conciencia pues muestran conflictos, los cuales ponen a prueba la elección y cuáles van a ser los valores con los que te riges. Te hacen ver que la vida tiene conflictos y que los tienes que enfrentar; te hacen ver las consecuencias de tus decisiones y que la ética no es una ciencia de libros o empolvada, que es una ciencia que sirve, para causar la responsabilidad social… captar la ética como un aspecto más de la vida cotidiana, todas las personas tenemos que tomar decisiones que están regidas por valores y tienen consecuencias.*] (TER).

For the student´s characteristics:

> In my experience, students currently show little concentration to assimilate abstract ideas. It has therefore increased the difficulty to capture their attention in class as professional ethics. This has forced me to use different

teaching strategies to secure content, for example, before resorted much to texts or lectures, but I realized that the generations of the past two or three years are lost, then immediately they enter the cell, to the computer. [*En mi experiencia, actualmente los estudiantes muestran poca concentración para asimilar ideas abstractas; por ello ha aumentado la dificultad para captar su atención en clase como la de ética profesional. Lo anterior, me ha obligado a utilizar distintas estrategias didácticas para fijar contenidos, por ejemplo, antes recurría mucho a textos o a clases magistrales, pero me he dado cuenta que las generaciones de los dos o tres últimos años se pierden, entonces inmediatamente entran al celular, a la computadora.*] (TER).

The professor understood that films could respond to the interests and necessities of the students.

I realized that a resource that attracted a lot of attention of the students was movies, then I started to use the projected in class and homework asked them to make me an essay using the theoretical content and seen in movies… [*Me di cuenta que un recurso que llamaba mucho la atención de los alumnos eran las películas, entonces empecé a usarlas, las proyectaba en la clase y de tarea les pedía que me hicieran un ensayo usando el contenido teórico y lo visto en las películas…*] (TER).

However, the films occupied much time of the class.

... But it was an hour and half to invest in films. Then move to the format that has worked for me, which is a television series. [*…pero era invertir una hora y media en películas. Luego pase al formato que me ha funcionado bastante, que es una serie.*] (TER).

To solve this situation the professor began to use television series at the same time that she used cases of study.

I adapted the contents and that was an extraordinary exercise, gave my class and both use cases (of books) they put the chapter, which lasted 50 minutes, and then she asked them reflection. With this I saw that the teaching-learning process was very effective. [*Adapté los contenidos y ese fue un ejercicio extraordinario, daba mi clase y a la vez de usar casos (de los libros) les ponía el capítulo, que duraba 50 minutos, luego les pedía una reflexión. Con esto veía que el proceso de enseñanza-aprendizaje, era muy eficaz.*] (TER).

After that, the professor evaluated the strategy dialoguing with her students and found that:

They identified with the character and could see the dilemmas in real life.[*Se identificaban con el personaje y podían ver los dilemas en la vida real.*] (TER).

When you say to students, we'll use a television series, their disposition is very positive; I think their capacity to learn is totally different, because

they have empathy. [*La disposición de un alumno cuando le dices que vamos a usar una serie es muy positiva, creo que su capacidad para aprender es totalmente distinta, porque hay empatía.*] (TER).

One important point in the teaching experience was the evaluation of the student´s learning.

One of my concerns was how to evaluate, because before I did a theoretical examination, but I realized that the contents of memory are learned and told me what I wanted to hear. Therefore, there was no meaningful learning. That is why I changed how to assess; now I evaluate a class activity where they apply the analysis model series.

[*Una de mis preocupaciones era como evaluar, pues antes hacía examen teórico, pero me daba cuenta que se aprendían el contenido de memoria y me decían lo que yo quería escuchar. Por lo tanto, no había un aprendizaje significativo. Es por esto que cambié la forma de evaluar, ahora los evalúo con un trabajo en donde aplican el modelo de análisis de series.*] (TER).

Assuming that the teaching-learning process needs two actors: the professor and the students, now is necessary to give voice to the students who understand that the strategy used for the professor, promotes a significant learning.

I remember that many of these classes were of great benefit and much debate… and enriching of that matter was the dialogue and confrontation…just the possibility of applying a model of ethical stories and narratives that are so contrasting values, I think it is a very good exercise. [*Recuerdo que muchas de esas clases fueron de mucho provecho y de mucho debate… y lo enriquecedor de esa materia fue el diálogo y la confrontación… justamente la posibilidad de aplicar un modelo de valores éticos a historias y narrativas que son tan contrastantes, pienso que es un muy buen ejercicio.*](GAB).

The teacher is excellent and I hope to continue to give the class that way, I really liked the subject and now that we are in the professional field it is useful. [*La profesora es excelente y espero que siga dando la clase de esa manera, me gustó mucho la materia y ahora ya que estamos entrando en el ámbito profesional sirve bastante.*] (EDU).

Although, the students evaluate the class positively they think that is important to enrich the class with other materials: testimonies and television series of other countries.

…the use of testimonials is a very attractive way to convey that empathy to the audience. [*…el uso de testimonios es una manera bastante atractiva de transmitir esa empatía hacia la audiencia.*] (EDU).

…I would have liked to make the exercise more television series and productions from other latitudes, because the work of the teacher seems very good but we bias that consume a lot of American culture, there is now production in Mexico would be worth analyzing it, or Brazil or productions Arabs to understand how is the ethic in other parts of the world. [*…me*

hubiera gustado hacer el ejercicio con más series y con producciones de otras latitudes, porque la labor de la profesora me parece muy buena pero tenemos el sesgo de que consumimos mucha cultura norteamericana, ahora hay producción en México que valdría mucha la pena analizar, o Brasil o producciones árabes como para entender cómo es la evaluación ética en otras latitudes del mundo.] (GAB).

Taking into consideration the student´s suggestions, the professor has integrated other strategies like testimonies.

What I have done is to invite students from other generations who they are successful, to share their work experiences with students. [*Lo que he hecho es invitar a alumnos de otras generaciones, que ahora son exitosos, para que compartan sus experiencias laborales con los alumnos.*] (TER).

Besides that the students evaluate positively the class, they talk about the impact that class have had in their professional life, in three aspects: the election of the thesis bachelor´s degree theme, the incorporation of the television series to teach and, the knowledge transference to solve ethical dilemmas in their professional practice.In the first aspect, the students said:

I am in the process of graduating, my thesis is about the series of Downton Abbey, what I'm studying are the family values along it. I like to do this because in the subject of Professional Ethics we did an activity about"Once Upon a Time"television series. [*Estoy en proceso de titularse, mi tesis es sobre series. La estoy haciendo de la serie Downton Abbey, lo que trato, sobre todo, son los valores familiares. Mi gusto para hacer mi tesis, surgió de la materia de Ética, porque en la materia hicimos un trabajo de la serie Once Upon a Time.*] (HIL).

In my thesis I use the model seen in the class of professional ethics to analyze the television series Once Upon a Time, this talk about of fairy tales, the theme of the thesis is the deconstruction of the story of Snow White to create the series of Once Upon a Time. [*En mi tesis utilizo el modelo visto en la clase de ética profesional para analizar la serie de Once Upon a Time, la cual habla de cuentos de hadas y el tema de la tesis es la desconstrucción del cuento de Blancanieves para poder crear la serie de Once Upon a Time.*] (DAN).

In the second aspect:

There is a documentary series that I use, it recreates fictions, I really like, "Cosmos", the version of Neil Degrasse Tyson. [*Hay una serie documental que yo utilizo, recrea ficciones, me gusta mucho, se llama "Cosmos" y es la versión de Neil Degrasse Tyson.*](GAB).

... I could tell you the case of one of my students, now a teacher, he asked me to teach him how to use the television series to connect with his students. [*…te podría contar el caso de un alumno que tomó clases conmigo y que ahora es profesor, me pidió que le enseñaracómo usar las series para así lograr conectar con sus estudiantes.*] (TER).

In the third aspect:

Are sensitive issues that cannot present or point of first instance must also verify them because we are human and make mistakes. However, when there are stronger situations, you have to present it, because there you can have it, it is a reality that is happening and affecting the work of many persons. [*Son temas delicados que no puedes presentar o señalar de primera instancia, hay que verificarlos porque también somos humanos y nos equivocamos. Sin embargo, cuando hay situaciones más fuertes, hay que presentarlo, porque no te lo puedes quedar, es una realidad que está sucediendo y afectando el trabajo de muchas personas.*] (DAN).

…when the whole cascade of information comes must follow an order and try to be very patient to see what information is true and what is not. [*…cuando llega toda la cascada de información hay que seguir un orden y tratar de ser muy paciente para ver qué información es cierta y cuál no lo es.*] (EDU).

…for example, as a photographer, at the time of coverage at film festivals, I know I have a responsibility because the camera I can show whether the room was filled or not. [*…por ejemplo, como fotógrafo, al momento de hacer coberturas en festivales de cine, yo sé que tengo una responsabilidad porque con la cámara yo puedo mostrar si se llenó la sala o no…*] (GAB).

… in photography, people sometimes think it's just a record, but these records can be altered , can build a person ... you have to know when to make the decision if and when it is not prudent. [*… en fotografía, la gente a veces piensa que sólo es un registro, pero esos registros se pueden alterar, puedes construir a una persona… tienes que saber tomar la decisión de cuándo sí y cuando no es prudente.*] (GAB).

In this part, it is presented the reflective evaluation of teaching experience. This experience is the origin of the other category because the use of television series is the strategy of the class and professional ethics is the content of the subject.

(ii) Television Series and Professional Ethics

This category explains the reflections and the experiences that the participants have had about the television series used in the classroom. The reflections describe the themes, structure and, advantages of the television series. Assuming, that the case of study is professional ethic's class in the communication bachelor degree, the professor selects the television series about the professional communicator´s field.

There are television series focused on journalistic practice, particularly one is "The Newsroom", then what I did was to adapt the contents of the subject to the order establishing in the chapters of the series. Interestingly many of the problems that already had detected in the information field are addressed in this series dedicated to enter the topics of writing, which seeks to be professional and therefore ethics. [*Hay series focalizadas en la práctica periodística, en concreto una que es "The Newsroom", entonces lo que hice fue adaptar los contenidos de la materia al orden que establece los*

capítulos de la serie. Curiosamente muchas de las problemáticas que ya tenía detectadas en el ámbito informativo son abordadas en esta serie que se dedica a entrar en los temas de la redacción, que busca ser profesional y por lo tanto ética.] (TER).

We saw many chapters related to the dynamics of a North American newscast, how ethics relates to external factors such as economic and political interests. [*Vimos muchos capítulos relacionados con la dinámica de un noticiero norteamericano, cómo se relaciona la ética con factores externos como intereses económicos y políticos.*] (EDU).

The structure of the television series has allowed to the professor to use them like a strategy for her class, because they last between 40 and 60 minutes.

The series are structured as follows: one season is divided into chapters, which lasts 42 minutes to an hour, the chapter will propose a problem at the beginning, the rest of the chapter proceeds with an apparent solution but at the same time another problem appears; forcing to continue watching the series. [*Las series están estructuradas de la siguiente manera: una temporada está dividida en capítulos, cuya duración es de 42 minutos a una hora, en el capítulo te plantean un problema al inicio, el resto del capítulo se desarrolla con una aparente solución pero al mismo tiempo se inicia otro problema con el cual se termina en ese capítulo; lo que obliga a seguirviendo la serie.*] (TER).

In addition, the television series are structured about a problem that could be an ethical dilemma.

The series tells how a newsroom works, the problems that a journalist faces, the information sources and relations with research teams. All of this to get a reportage, which is presented to the audience. [*La serie cuenta cómo funciona una sala de redacción, los problemas a los que se enfrenta un periodista, las fuentes de información, las relaciones con los equipos de investigación. Todo ello para conseguir un reportaje, el cual es presentado a la audiencia*]. (DAN).

Something that caught my attention is that in the series appear very different minds that show the scope of the human from very different perspectives. I think use the series is very interesting because we see different ideological positions. [*Algo que captó mi atención es que en las series aparecen mentes muy distintas que muestran los alcances delo humano desde perspectivas muy diferentes. Pienso que utilizar las series es muy interesante porque vemos posturas distintas de personajes*]. (GAB).

One chapter is about the attack suffered by a senator and as a newscast reported that she had died without verifying the sources. This allowed us to study the importance of checking sources not to give false information. [*En un capítulo hablaban del atentado que sufrió una senadora y como un noticiario informó que había muerto sin verificarlas fuentes. Lo anterior nos permitió estudiar la importancia de verificar las fuentes para no dar una informaciónfalsa.*]. (EDU).

From the themes and structure of the television series the participants identified the advantages about using the television series and for the understanding of professional ethics.

> Ethics to be the science of decisions, human action is actually seen in a drama, as the essence of a character is conflict, if there is no conflict no history; when the character put it in an ethical conflict it is a situation that brings a lot to the daily life and allows to understand that the decisions made have a context and real consequences. [*La ética al ser la ciencia de las decisiones del obrar bueno, el obrar humano se ve efectivamente en un drama, como la esencia de un personaje es el conflicto, si no hay conflicto no hay historia; cuando al personaje lo ponen en un conflicto ético es una situación que trae mucho a la vida diaria y que permite que se entienda que las decisiones que se toman tienen un contexto y consecuencias reales.*] (TER).

> … but in case of "The Newsroom" they showed the testimony of what is supposed to be right, there are some examples that make other perspectives of what is not well. [*… pero en caso de "The Newsroom" transmitían el testimonio sobre el deber ser, hay algunos ejemplos que marcan otras perspectivas de lo que no está muy bien.*] (EDU).

> Not all television series have the deepest message of life; they are just looking for fun. Everything teaches you but can also be for fun. [*No todas las series tienen el mensaje más profundo de la vida, ellas solo buscan divertirte. Todo te enseña pero también puede ser por diversión.*] (HIL).

This second category allows us to visualize that even though television series are mass media product´s which purpose is to entertain they can be used as teaching strategies in the classroom with successful results. About that students comment:
It helped me to be responsible, be more careful and cautious in treating information. [*Me sirvió para ser responsable, ser más cuidadoso y cauteloso en el tratamiento de la información.*] (EDU).

> I use ethics in my professional life to show the truth... basically to take responsibility for the message that I am going to communicate, this is something that obviously was forged during the bachelor degree. [*…yo utilizo la ética en mi vida profesional para mostrar la verdad… básicamente para tener la responsabilidad del mensaje que voy a comunicar, esto es algo que evidentemente se forjó durante la carrera.*] (GAB).

With the previous data units, it is possible to visualize that the use of this series as a formative strategy has proved useful in the analysis of certain topics for the class of professional ethics. The strategy is eminently practical; with it the professor intends that students critically internalize values, develop responsible attitudes and become accustomed to thinking as communication professionals, practicing concepts and knowing prospects in the work scope. The above is accomplished through the analysis, discussion, debate and argumentation of cases shown in this series.

In summary, alumni participants in this study appreciate the use of television series as strategies that improve learning. Furthermore, they share television series can help solve ethical dilemmas in their professional practice.

Conclusion

This study shows reflections and experiences of the professor and her students (now alumni) experienced in professional ethic´s class. They explained their perceptions about the teaching experience, considering the content and the structure. In this sense, they think that the use of television series as a strategy of the class facilitates learning because these mass media products are done for entertainment and are part of the popular culture.
The use of popular culture products, such as television series, enriches teaching work in classrooms allowing university students to delve virtually experiences that they have not yet experienced. This intends to bring the object of study closer to the students' vital world. However, the uses of television series in the classroom need a model and a guideto be analyzed and studied in order to relate the content of the television series with the class, in this case professional ethics.

Among the most relevant findings we identified two direct areas of impact: teaching and learning. In the case of teaching, the professor shows an innovative practice because she has linked an academic content with a mass media product. In addition, as the professor reflected about her practice she realized different ways to improve it as a continuous way to advance her teaching.

In the case of learning, the use of television series promoted the interest of the students and a significant learning. Furthermore, the alumni achieved knowledge transfer to their professional life, being this in various communication areas including teaching. However, the most important finding of this study is that the teaching experience has contributed in the educational process of communicators specifically in ethical thinking.

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