

HISTORICAL AWARENESS OF SOCIAL SCIENCE TEACHERS IN ALBAY COMMUNITY COLLEGES

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ABSTRACT

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This study focused on the level of awareness of Social Science teachers in Albay community colleges. It addresses the following questions: 1) to determine the level of awareness of the faculty on historical distortion and historical fact, and 2) to propose training that could enhance the participants historical awareness. A descriptive mixed-method design was utilized along with a survey questionnaire, document review, and interview guide as a tool for data collection. The study participants were Social Science faculty teaching Readings in Philippine History in Albay community colleges. The frequency, weighted mean, and rank were used to interpret and quantify the collected data. The results showed that Social Science teachers were moderately aware of historical distortion. In addition, there is a consensus made by teachers that historical distortions are unacceptable and cannot be tolerated. Consequently, the teachers believed that this illegitimate practice of revisionism required a careful strategy to counter the threat it posed to the nation's moral fabric and consciousness. Concerning facts, the Social Science teachers demonstrated a high level of awareness, which signifies that they could identify the listed items as factual because they were part of their basic knowledge of history. Reasons and factors are provided to substantiate how Social Science teachers distinguish between historical distortions and facts. Moreover, training/workshops/symposia on the challenges faced by Philippine history is the preferred proposed training by the participants. Hence, historical awareness and training play an imperative role in confronting a pressing issue in the study of history: historical distortion.

Keywords: Historical revisionism; alternative fact; consciousness; teachers

1. INTRODUCTION

History has helped shape the nation's course of destiny. Surviving records bear traces of patterns that allow people to examine the past, see warning signs, and remind themselves of how progress molds society. Since antiquity, these records have narrated humanity's experiences, feats, and adversities that stir curiosity and fascination in readers. It piques people's interest in learning history and its role in forming a national identity and nationalism. Apart from this, "history can be used as a comparative mirror" (Wahdi et al., 2022), which allows the next generation to reflect on and strengthen their historical awareness. This awareness illuminates a deliberate attempt to manipulate and control narratives. Such attempts have allowed some to create falsified narratives to support an agenda (Collins & Stearns, 2020). As a result, the truth came under siege, and a call to defend history materialized. On the 124th observance of Philippine Independence, former Vice President Maria Leonor Robredo urged Filipinos to stand up for what was just and valid (Fernandez,

2022). The statement stressed the need to defend and uphold the truth and the cornerstone of historical narrative, an antidote to historical distortion.

Historical distortion threatens public memory and acceptance of the norms that society upholds. It erodes trust, creates false consciousness, and even assaults upon the reality of historical events. Central to public concern were lies, deceptions, and illusions that polluted the mind and triggered an emotional response. For Guiang (2022), being knowledgeable about the past while sceptical of the current environment is the first step in battling the spread of false information and historical negationism. This statement underscored the importance of historical awareness in countering the illegitimate practice of revisionism and confronting historical challenges.

One of these challenges is the paradoxical state of civilization, both enmeshed in and separated from its past (Tosh, 2019). It is evident in activities and public discourse, where it showed a disconnect between how history is presented in public and taught within the confines of the school. For instance, people see history as if it only tackles basic information and tend to forget the relevance and significance of the event, which is crucial in understanding the entirety of the account and its connection to history. Such thinking resulted in a lack of awareness and selective remembering, which paved the way for negationists to create a fabricated historical episode. This assertion supports the view that the eminence of distorted historical accounts is related to the “lack of knowledge and understanding,” as mentioned in the Council of Europe (CoE) report (Ailincal, 2022). Consequently, historical distortion has become prevalent in modern times, especially in a country plagued by disinformation.

Consider the example of the Philippines, compared to its neighbouring states, which faced a unique challenge in which Filipinos found it difficult to recall the past (Chua, 2022). The same sentiment was echoed by Diokno (2015), where “today’s youth are largely unfamiliar with even our recent past.” This strangeness to history was influenced by the students’ circumstances, environment, and scientific and technological advancement (Zubaidah et al., 2022). In a recently concluded election, Filipinos demonstrated it through historical amnesia by electing the dictator’s namesake to the highest office in the land. Such scenarios questioned how history was taught and the status of history education in the country.

In 2018, the New General Education Curriculum was implemented to introduce students to diverse fields of study, expertise, and perspectives dealing with social and natural phenomena (*CMO no. 20 s 2013*, n.d.). Part of the said curriculum is the revised course for Philippine history. The course was designed to help the students develop their critical and communication skills and improve their historical consciousness by examining history from various lenses using primary sources. Part of the course content is historical reconstructionism and criticism, where historical distortion could be discussed and integrated. Including this topic in the course prepares the populace with the consequences of disinformation and historical negationism. Teaching the course also requires a faculty member who ensures that, to resolve this alarming case, the populace has to be equipped with the skills and information crucial for dialogue and fact-checking. These skills and approaches were emphasized in the contemporary period, considering that “51% of Filipinos find it difficult to spot fake news on television, radio, or social media” (Tuquero, 2022). Thus, this notion cements the position of the Social Science faculty as integral in combating disinformation and deterring any falsified attempts in history.

Social Science teachers are leading the charge to fight back and confront historical distortions. These educators possessed the skills and competencies to instruct history and thoroughly understand its principles and methodologies (American Historical Association, 2016). Furthermore, to ensure that critical thinking and digital skills are developed, teachers need to be well-trained to provide strategies to evaluate, spot, and debunk false claims. Moreover, a community full of heritage sites, museums, and libraries could aid teachers in developing historical awareness and provide people with experience in examining past remains. In addition, teachers, as guardians of people’s memories, assume an imperative part in students’ character formation and civic responsibility.

Community colleges are institutions that highlight the formation of values and civic engagement. These higher-education institutions play a pivotal role in shaping the consciousness of both students and teachers. They allow people to tackle public issues, rebuild the nation’s eroded fabric, and learn about the community’s history. In fact, it is seen as a melting pot for political and civic education (Padron, 2021). Part of it is the diffusion of knowledge and experiences that prepare the populace to participate and address issues like negationism, which undermines consciousness. The community colleges in this study were situated in the province of Albay. It is home to cultural centres, repositories of sources, heritage landmarks, and other man-made structures (Provincial Government of Albay, 2020). It also houses other notable assets, such as literary pieces, significant personalities, local cuisines, cultural programs, and natural heritage. These assets helped people see a glimpse of the past, and the legacy was passed down to the succeeding generation. The community colleges within the province utilized these historical assets to advance Albayanos’ historical awareness.

Moreover, it provides access to resources that can enrich people's understanding of their culture and history. The opportunities and spaces provided by the province and higher education institutions helped people understand the indispensable role of awareness in preserving the nation. Therefore, the locale and study participants fulfilled the criteria where historical awareness was best studied.

This study aimed to determine the historical awareness of social science teachers at Albay community colleges. Specifically, it would address the following questions: 1) What is the level of awareness of the faculty on historical distortion and historical fact? and 2) What training can be proposed to enhance historical awareness? The findings of this study would provide an opportunity to orient participants about historical distortion. Similarly, it could be used to develop academic activities to strengthen historical awareness.

2. MATERIALS AND METHODS

2.1 Research design and instrument

The study employed a descriptive mixed-method design. The mixed method "combines or associates both qualitative and quantitative forms of research" (Creswell, 2014). The research tools utilized in this study were document reviews, survey questionnaires, and interview guides. The survey questionnaire was divided into three parts. The first part revolved around the respondents' profiles. The second part concerned the set of statements in which the respondents were asked to identify whether the listed statements were facts. The last part of the instrument is about the list of proposed training that could enhance the participants' historical awareness. The interview guide, on the other hand, is comprised of 6 questions and designed to collect information that the survey questionnaire has not captured. These instruments were validated by experts to ensure that no vague questions were included. The comments and suggestions made by the validators were used to improve the instrument. These instruments would capture the participants' responses and necessary information.

2.2 Participants

The study participants were Social Science teachers teaching Readings in Philippine History in Albay community colleges. They were chosen because of their expertise in teaching history courses, their role in keeping the public aware of trends and issues in history, and their training related to personal and professional growth. There were 30 participants from 8 community colleges who were tapped to fill out the survey questionnaire. In addition, interviews were conducted to further validate the participants' responses. Only full-time Social Science teachers at community colleges were interviewed in this study. The participants were selected through purposive sampling.

2.3 Data collection and analysis

In gathering the data needed, a communication letter was sent to the community colleges asking permission to allow the conduct of the study. Upon approval, a separate letter was forwarded to the participants using their email and social media accounts. Subsequently, the survey questionnaire was administered with the consent of the participants. Conversely, the interview was conducted at a specific time and date, as suggested by the participant. On the day of the interview, the participant's consent was solicited to use a digital device to record the interview and capture the meeting. Informed consent was obtained to give participants insights into how their data would be used.

The data collected were analyzed and interpreted using frequency, weighted mean, and rank. This transparent process ensured that the information obtained from the research tool was discussed objectively, giving the reader a clear picture of the research findings. Furthermore, a rating scale was utilized to give an adjectival rating to the level of awareness of distortion and facts. The rating scale was as follows:

Score	Adjectival Rating
25 – 30	Very high
19 – 24	High
13 – 18	Moderate
7 – 12	Low
1 – 6	Very Low

3. RESULTS AND DISCUSSION

In this section, the collected data consisted of answers and responses from the instrument presented in tabular form. The first two tables revolve around the level of awareness on historical distortion and historical facts. The statements in these tables were arranged from the pre-colonial to the contemporary period.

Moreover, the level of awareness was measured using the frequency and mean. The scores and adjectival ratings presented in Tables 1 and 2 are thoroughly discussed to give the reader a complete image of this level of awareness. The last table (Table 3), on the other hand, deals with the proposed training. Social Science teachers were tasked with identifying training that could be prepared to strengthen their awareness of historical distortion. Based on the findings, ten possible training sessions were identified, and the tool employed in this part was ranked to arrange its order.

3.1 Level of awareness on historical distortion

Summarized in Table 1 are fifteen statements categorized into precolonial, colonial, American, Martial law, and the contemporary period. Each of these statements has its corresponding score and adjectival rating.

Table 1: Level of awareness on historical distortion

Statements	Score	Adjectival Rating
1. Kilusang Bagong Lipunan published a story claiming that in the precolonial era, there was already an existing kingdom called the Royal Kingdom of Maharlika.	14	Moderate
2. Senator Bong Go told those present during the commemoration that Lapulapu hailed from Mindanao and came from the Tausug tribe.	16	Moderate
3. The movie "Elcano and Magellan" portrays Lapulapu as the antagonist of the story.	4	Very Low
4. A young man wearing a Masonic regalia is believed to be one of Rizal photos.	14	Moderate
5. Rizal wrote the poem "Sa Aking Mga Kabata."	6	Very Low
6. Fr. Francisco Diaz is an authentic character in history and one of the richest persons in the Philippines.	17	Moderate
7. Multiple posts circulating on the internet claim that Governor General Howard Taft is photographed riding a carabao.	11	Low
8. Some Facebook pages assert that under Marcos Sr., the Philippines experienced a golden age.	12	Low
9. There's only one person executed during Martial law according to Marcos Jr. and Enrile's tete a tete.	21	High
10. As early as 1945, Marcos claimed he received three World War 2 medals.	13	Moderate
11. The Official Gazette claims that Marcos stepped down from presidency to avoid bloodshed during the People Power Revolution.	10	Low
12. The movie "Maid in Malacañang" accurately depicted Cory Aquino and the nuns' playing mahjong.	17	Moderate
13. Ninoy Aquino partially sold Sabah to Malaysia according to some articles.	18	Moderate
14. Jabidah Massacre is a hoax.	16	Moderate
15. PTV use an altered photo intended for the Philippine Navy story.	17	Moderate
Mean	14	Moderate

Based on Table 1, only the statement about the Martial law execution scored 21, the highest among the scores listed. On the other hand, the statement about the movie "Elcano and Magellan" had the lowest score, with only 4 points. These two items' adjectival ratings are high and very low, respectively. Further, three statements received 17 points, and another two items had 16 and 14 marks, respectively, resulting in a moderate rating. As seen in the table, the mean is 14, indicating that most of the listed items recorded a score that falls under 50%.

The results showed that Social Science teachers in Albay community colleges had a moderate level of awareness of historical distortions. This finding underscores the need for Social Science teachers to strengthen their awareness of historical distortion on different platforms. Nine out of fifteen listed items yield a moderate result to substantiate the claim. This result was also observed in the study about false information wherein the "students have a moderate level of fake news awareness and detection ability" (Kumar & Pandey, 2023). The connection of the study to the present one gave credence to the notion that there is indeed an understanding of the subject, but more on a faltering level. The same situation was noted by Islam (2022), where Filipino youth appeared to have a vague grasp of Martial law. In fact, four out of five items dedicated to the Martial law period yielded low to moderate awareness, confirming the earlier notion where a hazy understanding was reported. From this, it can be deduced that several factors influenced the level of awareness of Social Science teachers. These factors are academic preparation, number of years teaching the course, learning and development, programs implemented, context of the claim, unfamiliarity with the case, lack of exposure, not being present in the materials used for teaching, inability to characterize the statement, and difficulty recalling the past.

Academic preparation is crucial for equipping teachers with the skills and knowledge necessary to handle the course. This preparation helps the teachers navigate the opportunities and obstacles within their chosen field. In this study, the specialization of the faculty varies and can influence how they consider the claim. One of the interviewees affirmed this by stating, “having no background to history greatly affected how I perceived the claim” (Participant 1, personal communication, April 4, 2023). This notion is similar to the conclusion made by Alic and Bual (2021), wherein there is a mismatch in teachers’ competence in terms of faculty teaching the course outside the specialization. The interviewee added, “Our academic preparation matters, considering that there is a distinction between the training of a major and non-major teacher” (Participant 1, personal communication, April 4, 2023). The response highlights the undergraduate background and graduate work offered in Social Studies, which differs from other programs.

The number of years and experience the interviewee emphasized were closely related, considering that they raised awareness and debunked falsified claims. The Social Science teachers, in this case, oversee a course that was first offered during the academic year of 2018–2019. The faculty members had experience teaching this course for one to five years. This implies that faculty members teaching the course are composed of neophytes and experts. One interviewee even pointed out, “Those instructors with experience teaching the course have a more advanced knowledge” (Participant 1, personal communication, April 4, 2023). This notion was also raised by Ismail et al. (2018), wherein experts possess significant information because it was accumulated throughout the educator’s years of teaching compared to new faculty members who are still navigating the academic landscape. In addition, the course offers room for integrating historical revisionism as a potential topic. This is similar to the notion raised by one of the interviewees, who stated, “I just noticed that those misconceptions taught were already corrected in this course” (Participant 2, personal communication, April 16, 2023). Such a notion concurs that these factors are tantamount to historical awareness.

When it comes to learning and development, as well as programs implemented, one of the interviewees emphasized that “the deep drive to learn and attention to details are among the aspects that could help me as a faculty to detect distorted accounts” (Participant 2, personal communication, April 16, 2023). However, in this case, a consensus was reached by the interviewees, wherein none of them attended any learning and development, or implemented a program related to the challenges faced by history. This was supported by another statement wherein the interviewee emphasized, “So far, I only attended meetings, but for training and programs, I do not have one” (Participant 1, personal communication, April 4, 2023). The statement signifies that there is a need for community colleges to address not just the gap in skills and knowledge but also prepare the teachers to confront disinformation and historical negationism through training and projects.

In terms of unfamiliarity with the case and lack of exposure, Social Science teachers are confronted with two problems: knowledge of the case and its origin. Tracing the case’s origin requires a careful approach, considering that some of these items are new to the faculty, have never been heard, and did not appear on the participant’s media platform. One of the interviewees encountered this scenario, saying “At first glance, it is like factual information, but looking at it from a closer angle, the information appears to be not.” (Participant 2, personal communication, April 16, 2023). Providing teachers with examples of cases of distortion can boost their awareness and fact-checking skills.

On the other hand, difficulty recalling the past is a disturbing factor, considering that failure to remember the past aids the potential actor in distortion that perpetuates their agenda. This factor is seen in several cases, especially for the items covering the Martial law period. For example, the case of Marcos’s fake heroism yields low awareness, indicating that respondents were not able to identify the statement as a historical distortion. To support such a notion, the interviewee stated, “I cannot remember whether Marcos’s heroism was backed by evidence” (Participant 2, personal communication, April 16, 2023). The claim presented confirmed that Filipinos are unfamiliar with the past (Diokno, 2015; Chua, 2022). The last factor is the context of the claim and materials used in teaching. These two factors go hand in hand. The context can be seen in some sources tackling historical distortion. Only a handful of the materials used in teaching the course included negationism as a potential topic. One example of this is the *Course Module for Readings in Philippine History* by Candelaria et al. (2021). In this book, historical distortion was part of the *Problem in Interpreting History*. Including the said topic proves vital as it prepares the people to combat historical distortion.

In general, the participants claimed that negative revisionism is unacceptable and cannot be tolerated. Thus, it can be deduced that Social Science teachers believe that historical negationism is a growing challenge that requires a strategy. For the interviewee, this strategy is in the form of having a keen eye. According to one of the interviewees, “Confronting distortion in the present requires a keen eye in distinguishing facts versus alternative truths” (Participant 3, personal communication, June 10, 2023). This keen eye paves the way for the participants to correctly identify the next set of statements.

3.2 Level of awareness on facts

The table presented consisted of fifteen items with the same statistical treatment use and arrangement of items pattern from the previous one. In addition, the table sheds light on how the level of awareness on facts is faring amidst the rampant cases of distortion.

Table 2: Level of awareness on historical facts

Statements	Score	Adjectival rating
1. Tondo is one of the oldest and most established polities in the Philippines.	24	High
2. Lapulapu's men are the ones behind Magellan's demise during the Battle of Mactan.	28	Very High
3. In Pigafetta's journal, Enrique of Malacca serves as the interpreter of the expedition.	27	Very High
4. The sculptor of the Rizal monument used the hero's photo which shows him wearing an overcoat.	28	Very High
5. Rizal created bibliographic cards for his book collection.	24	High
6. Fr. Pedro Chirino is best remembered for his work entitled "Relacion de las Islas Filipinas."	25	Very High
7. Arthur McArthur is the last military Governor General of the Philippines during the American era.	15	Moderate
8. In terms of GDP per capita, the Philippines is ranked 6th in Asia in 1965.	16	Moderate
9. Arrested individuals during Martial are detained without charge or trial.	28	Very High
10. There are only 4 Filipino American descent up to this day who received the highest distinction for valor.	16	Moderate
11. The People Power Revolution was a series of popular demonstrations in 1986.	29	Very High
12. Most of the scenes in the movie "Heneral Luna" are based on real historical accounts.	24	High
13. Ninoy Aquino did not die as a Malaysian citizen.	19	High
14. Palimbang Massacre is a gruesome atrocity committed against Moro men and women by Philippine military and paramilitary forces.	24	High
15. PTV corrected its error when they aired President Emilio Aguinaldo's photograph in a clip plan intended for Andres Bonifacio during their Independence coverage.	24	High
Mean	23	High

The highest score illustrated in Table 2 came from the EDSA People Power Revolution statement, with 29 points, demonstrating a very high level of awareness. The lowest score, on the other hand, belonged to the claim encompassing Arthur McArthur's legacy, with 15 points indicating a moderate awareness. As seen in the table, there are five items that obtained 24 points, three statements with a score of 28, and two claims garnered 16 points. These groups' awareness levels fall under very high, high, and moderate awareness, respectively. The mean score is 23, corresponding to a high level of awareness.

The Social Science teachers in Albay community colleges have a high level of awareness on facts. This denotes that faculty could identify the presented items as factual because they consider it part of their basic historical knowledge. This result was similar to the study of Aisiah and Sumarno (2017), who also recorded a "fairly high condition" on historical awareness. To attest to this notion, twelve items yield an adjectival rating of high and very high. It was supported further by the interviewee's statement wherein, "I can easily recall this account because it is part of my stock knowledge" (Participant 3, personal communication, June 10, 2023). This is a testament that the participant's consciousness regarding the items truly mirrors the result. Furthermore, the statement also underscores one possible reason that might influence and affect how the Social Science teachers distinguished the claim. This can be in the form of prior knowledge. This is one of the three possible reasons identified by the interviewees. The other two are credible sources and not exaggerated statements.

Social Science teachers possess knowledge and skills accumulated throughout their life's journey. Along with it are experiences that help them discern, think historically, and apply what they have learned. The accumulation of such proof is imperative for identifying the items presented as factual. This is similar to the conclusion of Puji et al. (2020), wherein "prior knowledge is still limited to factual knowledge." This suggests that basic facts are among the information that teachers can easily recall. Even one of the interviewees confirmed this by saying, "Those presented in the table are somehow familiar to me because some of the items have already been taught since grade school" (Participant 2, personal communication, April 16, 2023).

The second reason put forth by the participants is the credible source. The faculty believed that the information needed in the teaching-learning process was within the source. One of the interviewees even emphasized in vernacular, "pero yung mga main content, sa mga sources talaga [but, the main content can be found in the source already]" (Participant 2, personal communication, April 16, 2023). According to the interviewee, the content mentioned refers to the lessons and facts that make the discussion interesting. Moreover, this content should be carefully reviewed to ensure credibility. The review acts as a filter and a

significant measure to ensure the quality of academic publications (Kelly et al., 2014; Hammarfelt et al., 2021). Such a notion serves as a basis for the faculty to choose sources for teaching Readings in Philippine History. Further, employing such sources provides the faculty with additional information that helps them determine the statement. Also, the content within the sources of information can be utilized to combat disinformation and negationism on various platforms. Some of the resources mentioned by the faculty are the Course Module for Readings in Philippine History, published and open-access journals, and digital resources accessible using library platforms.

The last reason is not an exaggerated statement. The faculty, in this case, views the items carefully. Unlike its counterpart, the words embedded in unfounded statements appeal to readers to accept the presented information without a question. Further, it utilized myths to fuel discussion and justify its agenda. As Guiang (2022, p. 29) frames in his paper, "It creates a symbolic environment that fictionalizes reality." The author added that "it is an identifiable public drama" (Guiang, 2022) that serves the speaker's purpose of propagating the narrative. Utilizing such tricks makes the claim more dubious. That is why the Social Science teachers were able to easily distinguish the items as factual statements. These three reasons were crucial for enhancing teachers' awareness of the facts.

3.3 Proposed training to enhance historical awareness

There are ten identified possible trainings that the Social Science teachers could implement to enhance their awareness. These training sessions are presented below along with a table summarizing the participants' responses, frequency, and rank.

Table 3: Proposed training

Proposed training	Frequency	Rank
Organizing seminar/webinar on the status of historical negationism in Philippines	26	2
Training/workshop/symposia on the challenges face by Philippine history	28	1
Attending forum about testimonies of victims and survivors of Martial law	17	9
Crafting learning materials like digital portfolio	19	7
Interacting through library and museum	22	6
Conduct an exhibit and virtual tour	18	8
Initiate an information drive	14	10
Field trips to historical sites	23	5
Harvesting historical researches/journal articles in history	24	3
Consulting experts about the issue on the misuse and abuse of history	24	3

As described in Table 3, training/ workshops/ symposia on the challenges faced by Philippine history came first, with 28 responses out of the 10 presented possible training. It was followed by organizing a seminar/webinar on the status of historical negationism in the Philippines with 26 teachers selecting it. The least proposed training preferred by the teachers is to initiate an information drive, with only 10 participants affirming its role as an effective means to raise awareness.

The Social Science teachers' interest in improving their knowledge, enhancing instructional techniques, and studying emerging historical trends put training/workshops/symposia on the challenges face by Philippine history as first in rank. This implies that the teachers preferred this task for professional development. This aligns with the findings of Pokhrel (2022) that, through these activities, specifically the workshop, the faculty learns new strategies and methods and develops their practical and pedagogical knowledge. Another factor that influenced teachers to choose this training is incentives and development. As Ahmed et al. (2021) stressed, the "social and financial benefits" are the factors that influenced the teachers to attend the training. In recent times, these activities have often been offered during the pandemic or in a particular historic event commemorated by historical societies and organizations. An interviewee even cited that "attending these activities provided an opportunity to update the current information" regarding history (Participant 1, personal communication, April 4, 2023). Hence, the Social Science faculty views training/ workshops/ symposia on the challenges faced by Philippine history as the primary training needed to be prepared.

Organizing a seminar/webinar on the status of historical negationism in the Philippines complements previous training since it exposes the participants to the discussed subject. This belief holds reasonable grounds, considering that before putting the knowledge gained from the training/workshop/symposia into practice, participants need to study the subject in depth by attending a seminar/webinar. Moreover, allowing faculty members to participate creates a path for them to build their networks. This is similar to the conclusion made by Chetan Kumar et al. (2021), wherein, through this activity, teachers were given a chance to develop

academic networks and assist them in improving their understanding of the subject. Thus, seminar/webinar positions itself as another potential training that allows the faculty to acquire and repurpose information because it facilitates discussion and engagement.

The subsequent training involved harvesting historical research/journal articles and consulting experts about the issue of misuse and abuse of history. These pieces of training are essential in raising teachers' cognizance of the teachers towards checking the source's credibility and verifying absurd claims. The faculty members saw these trainings as a way to filter errors and disseminate reliable information. Like harvesting historical research/journal articles, teachers incorporate newfound evidence in their instructional materials. Moreover, these trainings can be used to verify claims and misconceptions in history. Harvesting such resources exposed educators to the data that reconstruct the past. At the same time, the latter poses another option because the deliverables came from the pundit's life lessons and years of experience in conducting research and writing narratives. Along with it are various skills and competencies pivotal in crafting the result. Furthermore, the experts' fresh perspectives and opinions carry considerable weight, which the participants perceived as tantamount to learning. Such a notion cements its position as a potential training on which Social Science teachers can rely.

On the other hand, field trips to historical sites and interactions through libraries and museums could stimulate learning by providing teachers with a unique experience. Such a notion was confirmed in the papers of Stolare et al. (2021, p. 275), wherein it "contributes to historical learning in a manner that cannot be achieved in the classroom." Aside from that, it can stir participation through its programs and showcase creativity as a form of cultural expression (Varheim et al., 2020). Hence, these two trainings raise the importance of irreplaceable assets that provide the populace with a glimpse of direct evidence that forms part of their heritage and identity. Employing such training aids the participant's memory in recalling history and inspires democratic thinking that protects the sanctity of the facts.

Crafting learning materials helps educators convey the message they want to get across and ensure that the objectives outlined are attained. This was the notion raised by Cempron (2021), where its utilization guarantees not only that the goals are met but also the effective delivery of lessons. On top of that, it prepares the teachers to show their creativity and ingenuity, which can arouse the interest and motivation of the learner. This notion was also mentioned in the paper of Amos et al. (2022), wherein these materials can stimulate the student's interest in the lesson. Furthermore, these resources allow learners to acquire the intended skills prescribed and engage in discussion. Preparing these materials proves imperative in eliciting behaviour that helps raise the populace's consciousness. In terms of conducting exhibits and virtual tours, training is an alternative to physically visiting historical institutions such as galleries and museums. The training is paired with technology that makes use of virtual reality and high-resolution imaging, allowing visitors to experience a simulated tour. Although this simulated tour may not provide the same experience as physical visits, it still offers convenience and an effective way to view objects in great detail. For instance, viewers can use digital applications or gadgets to access content at any given time. In this way, educators could view the collection and utilize it as a service proffered. From this, it can be deduced that this activity serves as an extension offered by the institution, especially when the pandemic hits, which forbids faculty members from visiting the place. Such a statement agrees with the conclusion made by Petrova (2015) that it acts as a complementary and auxiliary service. Nonetheless, conducting online exhibits and tours helps Social Science faculty connect with larger audiences and access the collection without restrictions.

Attending a forum about the testimonies of victims and survivors of martial law was selected as another potential training that could be implemented. The participants viewed this activity as imperative in strengthening their awareness of Philippine history's darkest chapter, the Martial Law period. The survivor's testimony is a critical witness to and evidence of how the event unfolds. This training is crucial for connecting each piece of the story to create a clear picture and complete a narrative. It also fills a gap that other educational sources have failed to capture. In addition, this training allows educators to understand the survivors' experience and reflect on how this experience changed their lives. Moreover, utilizing this training, the faculty needs to frame the testimony to a level that learners can understand by preparing it with the intent of appreciating its essence. This is similar to Richardson's (2021) recommendation, where adequate preparation is required to make the approach worthwhile before listening to a testimony.

The least proposed training preferred by the Social Science teachers is to initiate an information drive. The information drive can be fair, outreach, or a program on radio or television. Information within the training can influence the participant's behaviour and perspective. In addition, it uses mixed communication techniques to reach the target audience and make a lasting impact. Although this activity is time-consuming, considering that there is a timetable to which the campaign will run, it remains an efficient tool to educate people.

4. CONCLUSION

Social Science faculty teaching Readings in Philippine History demonstrated a moderate and high level of awareness on distortion and facts, respectively. This finding illuminates the idea that historical awareness plays an imperative role in preserving a country's memory and serves as an avenue to confront one of the pressing issues that have persisted in the study of history: historical distortion. This notion supported the consensus made by the participants that historical distortion is unacceptable and cannot be tolerated. In addition, Social Science teachers were able to identify the reasons and factors that could help them distinguish the information. To further sustain and strengthen the awareness, training/workshops/symposia is recommended to fully realize the immense role of historical awareness in protecting truth and tracing the country's destiny. In spite of the fact that this paper provides an opportunity to orient the teachers about historical distortion, it is still subjected to limitations. It only explored the awareness of the participants and the possible proposed training. Hence, similar studies should be conducted to further assess the impact of distortion on the consciousness of students and other vulnerable sectors.

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