

Fact Check: Investigating historical distortions in educational learning sources

Janabeth Soguilon¹, Ma. Louisa Buaron², Diwi Gayle Sophia Tagpuno³

^{1,2&3}College of Education, Mindanao State University-General Santos City, Philippines.

janabeth.soguilon@msugensan.edu.ph¹, mlbbuaron.dps@gmail.com², dgsptagpuno.dps@gmail.com³

*Corresponding author: janabeth.soguilon@msugensan.edu.ph

Abstract: With the convenience of communicating and obtaining information facilitated by social media and online information and even in some physical resources, there is also a prevalence of historical distortion. For this reason, we are now in the age of disinformation. This study aims to investigate the historical distortions in educational learning sources as perceived by the social science teachers, including the circumstances where it existed and the impact of this phenomenon to the instructional approaches. The research was conducted using a series of one-on-one semi-structured interviews to the four participants. The findings reveal that teachers have different perceptions on historical distortion, have encountered it in physical and virtual learning references that impact the instructional approach in teaching history to students. Hence, when sharing and reading information, both teachers and students should think critically and fact check the data before accepting the concepts and idea to protect the historical integrity of our country.

Keywords: Educational Learning Sources, Historical Distortions, Social Science Teachers

1. Introduction

Today, the prevalence of historical distortion, facilitated by the convenience of social media and online information—even some of the physical resources—has ushered in an era of disinformation in educational learning sources. Steinhauer (2022) highlights how the internet has reshaped historical narratives, with platforms like TikTok and Facebook amplifying fake history. Moreover, subjective approaches in military historical publications and lax fact-checking by certain educational institutions worsen the problem (Bañez et al., 2022).

Arribas et al. (2023) define historical distortion as the manipulation of historical events for political or ideological purposes, which is a method frequently used by authoritarian governments and imperialist powers like Russian disinformation and the interference of foreign countries through manipulated-based narratives. Manca et. al. (2022) highlights the imperative of combating Holocaust denial by addressing techniques like disseminating false information and manipulating media, despite resource constraints. It is crucial to strike a balance between historical accuracy and countering disinformation to uphold the integrity of Holocaust commemoration online. Concurrently, Sang-Hun (2021) delves into the complexities of historical memory debates, particularly in Japan-South Korea relations, where South Korea navigates between safeguarding free speech and challenging revisionist narratives. Societal dialogue revolves around reconciling historical truths with principles of free expression and open discourse, reflecting broader tensions in addressing historical injustices and coming to terms with the past.

In the Philippines, historical distortion happens when one alters historical accounts or narratives falsely to tailor their biases. It also takes place by spreading myths to obscure the decisions and knowledge of people who would come across them. Thus, data and facts do not back up the pieces of information it provides; hence, historical distortion is not neutral and is alarming when the public engages in it (Corcuera, 2020; Ramos, 2022). Anent to this, social media, with its massive user base of 92.5 million, has become a breeding ground for disinformation and historical distortion, notably on platforms like TikTok, exacerbating the issue. While some see potential in social media to counter historical distortion, ensuring accuracy,

especially in mediums like films, remains crucial. In every 10 Filipino adults, 9 (86%) believe that false or fake news is a problem in the Philippines, thus to address this problem, there are scholars and educators who are advocates to cease historical distortion through making original materials that promote critical thinking among readers (Bautista, 2022; Domingo, 2021; Jesmin, 2022; Lalu, 2022; Limpin, 2021; Ludovice, 2022). Recent findings by the Far Eastern University Public Policy Center highlight an imbalance in history education, with calls for action (Far Eastern University, 2022). Thus, it is important to humanize history through the lens of the individual experiences, emotions, and perspective so that students can gain a deeper understanding of the complexities of the past and appreciate the diversity of the human experiences when teaching history to avoid historical distortion (Tirol, 2021). Support from the National Library and legislative measures, such as Republic Act 10173 and Executive Order No. 02, bolster efforts to ensure access to accurate historical information.

To address historical distortion, gaining insight into the perspectives of Filipino social science teachers is essential, as they play a pivotal role in shaping students' understanding of the past. Investigating their perceptions of historical distortion in educational learning sources can inform targeted interventions and strategies to promote more accurate historical narratives and critical thinking skills among students.

2. Methodology

The study utilized qualitative descriptive research design to explore the perceptions of Filipino social science teachers about historical distortion. Conducted in Polomolok, South Cotabato, and General Santos City, the study involved four social science teachers selected through a snowball sampling method. To analyze the data collected from semi-structured interviews, thematic analysis was employed to investigate the teachers' perspectives on historical distortion. Likewise, the researchers rigorously adhered ethical considerations all throughout the study.

3. Results and discussions

This study aims to investigate the perceptions of all four social science teachers regarding historical distortions in educational learning sources. The circumstances where historical distortion found by the teachers were also examined to strengthen that this phenomenon is really happening in education, Lastly, the impacts of historical distortion in instructional approach had been highlighted to give shed to the idea that historical distortion has been a challenge in teaching history.

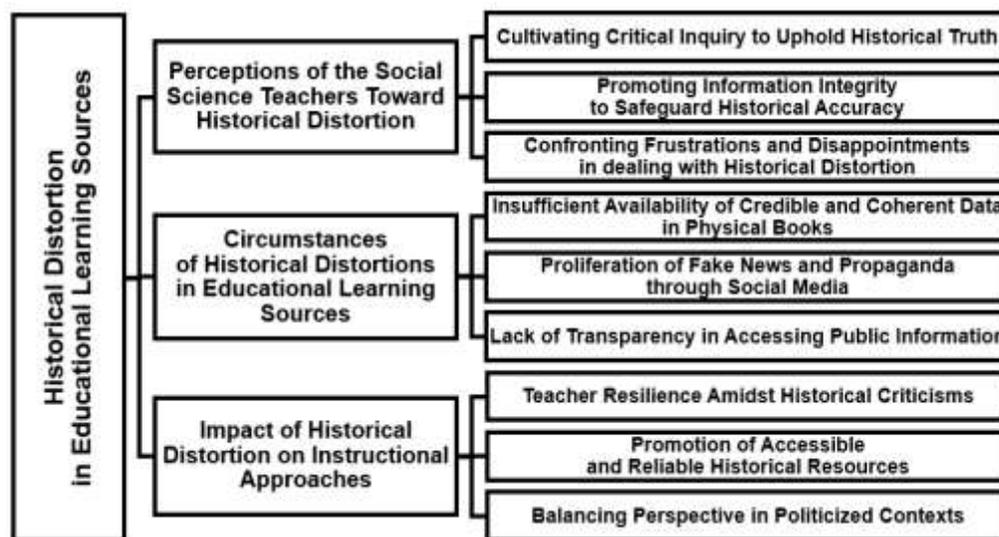


Figure 1: The illustration of the themes and sub-themes

4. Perceptions of the social science teachers toward historical distortion

Social Studies teachers have varied perceptions of historical distortion: Participant 1 sees it as propagandic history; Participant 2 notes the challenge of addressing student beliefs without being labeled entitled; Participant 3 emphasizes the importance of verifying information to avoid contradictions with established facts; and Participant 4 identifies it as negative historical revisionism. Thus, cultivating critical inquiry to uphold historical truth, promoting information integrity to safeguard historical accuracy, and confronting

frustrations and disappointments in dealing with historical distortion are what the teachers perceived toward historical distortion.

1. Cultivating critical inquiry to uphold historical truth

Media manipulation shapes the era of disinformation, especially alongside the withdrawal of teaching Philippine history in high school. In connection, Historical revisionism takes place due to the latest discoveries, pieces of evidence, and facts that can affect teaching history causing it to be distorted. This, coupled with the prevalence of false information, threatens the youth's historical knowledge and critical thinking, making them susceptible to propaganda such as using social media such as Youtube as a tool for pseudo-historians to spread fake news, misinform people, and modifies internet users' thoughts and understanding of reality and affects their perception of truth (Domingo, 2021; Jadloc, 2022; Muyot, 2022; Soriano and Gaw, 2018). Participant 3 observed Filipinos' emotional nature, noting, "*Filipinos are not capable to have a very scholarly and academic discussion about these matters because well Filipino people are one of the most emotional people in the universe.*" Participant 1 distinguished between disinformation and historical distortion, stating, "*Disinformation has a motive of deception but in historical distortion... there is this possibility of the person propagating historical distortions because he is misinformed.*" They emphasized the importance of verifying information, noting, "*Why should you believe... YouTube channels without even undertaking researches?*" Participant 2 stressed the need for rigorous fact-checking, stating, "*Countercheck who is the author. His paper or research underwent several checking from experts before it's being published.*" Participant 4 urged educators to diversify teaching materials, saying, "*Let us not only rely on the textbooks... Let's examine the materials... We should not be lazy and biased.*" Exposure to social media undermines critical thinking, highlighting the necessity of thorough information verification in combating historical distortion.

2. Promoting information integrity to safeguard historical accuracy

There is a significant impact of social media on the global disinformation epidemic, particularly evident during the 2016 Philippine elections. Social media campaigns have effects on public discourse before elections, relevant to understanding how disinformation influences Filipino Social Science teachers' perceptions of historical information online (Abuso, 2019; Ong et. al., 2019). Also, history coined as *tsismis* (hearsay) is unacceptable to historians thus, the so-called *tsismis* (hearsay) clinging to history is informal and inaccurate; therefore, it is not history (Hallare, 2022). Participant 2 cautioned against sharing unverified information, asserting, "*People are affected by disinformation because they didn't check the credibility of the information. They just received it and then shared it with other people.*" He cited Sangkay TV on YouTube as an example of blatant denial of human rights violations. Participant 4 stressed the importance of neutrality and cross-referencing when discussing sensitive topics like historical distortion, stating, "*It is very important that, as a social studies teacher, you look for different references or authors (cross-referencing).*" Each one of us should have integrity in sharing and reading information physically and virtually especially to students who are still learning the basic competencies in nationalism.

3. Confronting frustrations and disappointments in dealing with historical distortion

There is gravity of the historical distortion surrounding human rights violations during Ferdinand Marcos Sr.'s martial law regime. Voicing deep concern, they lamented the persistence of false narratives despite the documented suffering of victims (Bañez et al., 2022; Ludovice, 2022). Besides, it is crucial to examine the existing materials on martial law and the rule of Ferdinand Marcos Sr. because this raises concern that what the younger generation is learning is an altered version of history and since the steady spread of alternative facts about the Marcos era and Martial Law as a historical event presents challenges for Philippine history teachers. (Mateo, 2018; Estanislao, 2020). The topic about Martial Law was a bit personal to him because he was able to encounter and interviewed people who were raped and tortured. He shared: "*It's really frustrating and until now this is my first, I would say this is my first public discussion of Martial Law since the time that I surrendered discussing this topic because it's frustrating. Maybe it's the combination of frustration and the disappointment.*" This frustration stemmed from the persistence of misinformation despite firsthand knowledge of the atrocities committed. Participant 2 criticized, "*It was disappointing that students were easily captivated... without doing any research.*" This suggests a broader issue of misinformation permeating educational settings. Participant 4 remarked that, "*Supposedly, we should believe and decipher the truth or the factual things because this will be passed on to the next generation. It seems that we are gaslighting everyone,*

especially the students. As of now, I know that higher authorities could not do something about this because the Marcos clan is in the position." Their reflections underscored the urgency of challenging false narratives and ensuring the transmission of accurate historical knowledge to future generations to prevent the perpetuation of misinformation and its detrimental effects on society.

Therefore, the teachers have different perceptions when it comes to historical distortion. Their narratives reflect on what they have learned, the stories that they have heard and watched, and the real-life encounters that they have experienced. These perceptions reveal the complexity of historical distortion's impact on society and emphasize the need for vigilance in both acquiring and disseminating knowledge, especially to younger generations.

Circumstances of Historical Distortions in Educational Learning Sources

Social science teachers identified circumstances of historical distortions in educational learning sources. From the narratives of the participants, three themes were generated as historical distortions occur due to the insufficient availability of credible and coherent data in physical books, the proliferation of fake news and propaganda through social media, and lack of transparency in accessing public information.

1. Insufficient availability of credible and coherent data in physical books

The #TwistedTruths forum exposes that there are factual inaccuracies and errors in Araling Panlipunan Textbook for Grades 5 and 6 in which these should get attention to the educational community because our country is experiencing historical revisionism and not getting facts from the textbook may worsen the situation. Also, civic education must be heightened to make it relevant to the lives of the students. In addition, it was also raised that 6% to 11% of the total of the selected textbooks are about Martial Law. They agreed that this era is authoritarian, however, there are statements that are not credible or they lack substantial evidences (Far Eastern University, 2022). Participant 2 notes inaccuracies in textbooks, stressing the importance of student verification, stating, *"Most books used in public and private schools are inaccurate, especially regarding Philippine presidents' economic status."* Participant 2 emphasizes the need for students to verify information from textbooks and social media through research. Participant 4 agrees, attributing errors to time constraints and insufficient teacher training, asserting, *"Some books on Marcos Sr. and Martial Law contain errors and distortion. Historians caution against biased portrayals, with textbooks emphasizing Marcos Sr.'s accomplishments over detrimental effects, stating, "Textbooks provide a biased account of the Marcos administration."* Participant 1 highlights the outdated nature of textbooks and the challenge of updating historical information due to research advancements, expressing, *"I can remember one of our outreach programs is to really assess materials that are being used in primary and secondary education institutions and we have found out that a lot of materials that are being used. . . most secondary education institutions in the Philippines are using obsolete materials, especially in Martial Law history. It's not very inclusive it's not very factual. It's not very accurate, so it's really problematic."* Readers should scrutinize the physical books they are reading to determine the reliability and legibility of the materials.

2. Proliferation of fake news and propaganda through social media

Participant 3 acknowledges the prevalence of Pro-Marcos political vloggers on platforms like Facebook, YouTube, and TikTok who propagate fake news and historical distortions, stating, *"There are a lot of Pro-Marcos political vloggers who are one of the peddlers of fake news."* Moreover, propaganda promoting the Marcos family's achievements while downplaying their human rights violations has been disseminated on various online platforms since the 2000s (Jesmin, 2022). Participant 1 observes disinformation and propaganda on Facebook and YouTube, attributing it to users' lack of historical knowledge, noting, *"We have spotted propaganda on these social media platforms."* P1 also mentions encountering outright denial of human rights violations on YouTube channels, questioning their credibility compared to established historical research, stating, *"Are those YouTube channels or Facebook pages really telling you the truth?"* Participant 2 emphasizes Facebook and TikTok as hubs for historical distortion of Marcos Sr.'s regime, especially due to their wide user bases, stating, *"There are a lot of people who mainly use Facebook for adults."* P2 highlights the impact of algorithmic recommendations, particularly on younger audiences, who are vulnerable to consuming misleading historical information. Thus, Facebook appears as the dominant venue for distributing historical distortion, followed by YouTube and TikTok, owing to its accessibility and the Marcos family's active engagement in public events, which promotes propaganda.

3. Lack of transparency in accessing public information

The Republic Act 10173, known as the Data Privacy Act of 2012 (DPA), ensures transparency and access to information through Executive Order No. 02, which promotes openness in government. Participant 4 highlights issues of blocked or altered materials regarding the Marcoses in the National Library, stating, *“I have read this article that some write-ups about Marcoses on the website of the National Library were being shut down or we cannot access them anymore.”* Moreover, original historical documents like diaries and letters offer unique insights, enabling students to develop critical analytical abilities. Participant 1 emphasizes the importance of making research materials accessible to Filipino readers by publishing them in local languages, stating, *“To make our research outputs stronger and not necessarily believable but rather easier to consume for the Filipino people for the common man to read it to be readable by the common to publish materials in dialects that are understandable to common people, the challenge is to make history more accessible at the very low at the very base of our society.”* With this, every Filipino has the right to public information that will motivate each mind to pursue historical integrity to spread awareness on the societal issues that are relevant in our past as a nation.

Therefore, there are a lot of circumstances in which historical distortion existed, both in educational and learning sources. Social media has the greatest contribution since it is more accessible to everyone, especially students. Everyone can make their own content without further research and fact-checking, and anyone can be a pseudo-historian. Also, people are not critical enough to find different references, such as reliable books that can be found in the library. Undeniably, historical distortion spreads quickly since many Filipinos misuse educational learning resources.

Impact of historical distortion on instructional approaches

The social science teachers have acknowledged the different impacts of historical distortions on instructional approaches. From the narratives of the participants, three themes were generated to describe the impact of historical distortion on instructional approaches among social studies teachers, which include the following: teacher resilience amidst historical criticisms, confronted challenges in pedagogy and research, promotion of accessible and reliable historical resources, and balancing perspectives in politicized contexts.

1. Teacher resilience amidst historical criticisms

In the Philippines, the challenge of historical distortion poses a significant obstacle to education as misinformation continues to proliferate. The preservation of historical truth amidst this prevailing landscape of distortion should always be considered (Ludovice, 2022). Participant 1 highlights the pivotal role of student engagement, affirming, *“. . . when I encountered students who are interested of knowing the two sides gives me the inspiration to go to continue the research . . . so the students, the people who are still ready to learn from us and from the other side just need the inspiration to continue to teach and research.”* This accentuates the essential contribution of student curiosity in fueling educators' commitment to scholarly pursuits. Similarly, Participant 4 emphasizes the crucial responsibility of teachers in combating historical distortion, asserting, *“As a teacher that would be a challenge to you, on how to correct that. You really need to process it in a short period of time. Given our current situation in the Philippines, I would say that historians, writers, publishers, and even history teachers are in a difficult situation/challenge when it comes to making write-ups or comments about the Marcoses, most especially if you put them in a bad light. At the end of the day, we should fight this negative historical revisionism.”* This highlights the great role of educators to guide students towards a deeper understanding of historical truths despite the challenges posed by misinformation. Despite these hurdles, educators draw inspiration from their students' curiosity and eagerness to explore diverse perspectives, fostering a steadfast commitment to truth and knowledge amidst the complexities of historical discourse in the Philippines.

2. Promotion of accessible and reliable historical resources

Ensuring historical accuracy in films is vital, as they serve both entertainment and educational purposes. Access to reliable historical resources must be improved to combat disinformation, preserve records, and aid decision-makers, researchers, and educators in countering historical distortion, which involves manipulating data and narratives for specific goals (Ludovice, 2022; Steinhauer, 2022). Participant 1 emphasized the positive light amidst historical distortion. He said that the challenge for us teachers and historians of history lies in strengthening our claims and research outputs, focusing not just on believability

but also on making them more digestible for the average Filipino. He also added: *"It's about ensuring that historical materials are accessible, particularly for the 90% to 80% of Filipinos who lack literacy skills. By crafting materials in dialects understandable to the common people, we aim to safeguard them from falling victim to historical distortions fueled by ignorance. Our goal is to empower individuals, fostering their intellectual capabilities to make informed judgments rather than blindly following the bandwagon of historical distortions, even when faced with the influence of the 31 million who believe in them."* In addition, Participant 2 shared her thoughts about the impact of historical distortion to her teaching approach. She held the belief that many learning materials remain reliable, particularly when these materials are endorsed by trustworthy individuals, even in the midst of historical distortion since she was able to immerse with books and research on this topic causing her to an adept discernment if the content is authentic, she said: *"...you develop a keen sense of whether something is distorted or not."* Henceforward, cultivating awareness to historical distortion has a great effect on the mind of the Filipinos to determine whether a learning source is reliable because not all accessible is reliable. These two should go together when discovering and exploring the past.

3. Balancing perspective in politicised contexts

Improving access to reliable historical materials is vital to countering distortion, preserving records, and combating revisionism. These resources serve as essential tools for decision-makers, researchers, and educators, helping prevent the spread of disinformation and maintaining historical integrity (Banez et al., 2022). Participant 1 emphasizes the importance of engaging with open-minded individuals, stating, *"Educating people who are ready to learn is more blissful than changing the minds of those who brand others as close-minded... I'd rather go with people who are open-minded and wanted to learn about both sides."* Participant 3 underlines the challenges posed by fake news and historical distortion, stating, *"So, I actually become inspired to really teach what really happened, and I become balanced about these things. I avoid taking extreme measures, whether it's extreme pro or extreme anti. You know, sometimes when you study these things, you have to put yourself in between, in the middle of it. In other words, you have to be neutral... their reality about things is based on their political motivations. So, it's becoming more political. That's the problem. That's what I would say. That's the problem, very political."* Legislative measures are needed to address these challenges, with Participant 3 suggesting that Congress find effective ways to combat misinformation while respecting constitutional rights. Likewise, he asserted the lack of reliance on social media as a source of information, highlighting the platform's mixed reliability with some providing accurate information, particularly political vloggers. Instead, he advocated for verifying information through more reliable sources, emphasizing the importance of documents, historical books, and records from the Supreme Court as more dependable means of information verification. Ultimately, as educators, it is crucial to balance the different perspective of the students, most especially that they have different background and perspective in life. It is necessary to maintain neutrality when teaching history; all the information that will be delivered should only be based on facts that promote accuracy that are essential for countering historical distortion and fostering a deeper understanding of learning history in an environment where political mindsets reign.

Therefore, to address historical distortion, which requires preserving neutrality in educational methodologies, educators strive to teach history in a fair manner while avoiding extreme stances in dispute. A key influence of historical distortion is the politicization of historical facts. Political incentives can shape people's historical viewpoints, making it difficult for educators to retain impartiality. Legislative initiatives to counteract false news and historical distortions raise a significant issue in terms of educational techniques. The balance between free expression and correcting distortion can have an influence on how history is taught and debated in the classroom.

5. Conclusion and recommendations

The qualitative data analysis in the preceding chapter reveals that historical distortion instigates disheartenment, undermines critical thinking, and promotes impudent information sharing practices as perceived by the social science teachers. These distortions arise from inadequate credible data in physical books, the proliferation of fake news and propaganda on social media, and limitations in the transparency of public information. Consequently, social studies teachers face challenges in pedagogy and research, emphasizing the necessity for enhanced access to and clarity of historical resources. Moreover, they stress the importance of maintaining balanced neutrality while addressing historical distortions in educational learning sources.

Meanwhile, after a comprehensive review of the research outcomes, several recommendations emerge: Firstly, there is a need for a thorough assessment of the curriculum and learning resources concerning Philippine history. Secondly, it is advisable for school administrators to organize symposiums focusing on media and information literacy, emphasizing the importance of consuming credible and accurate information in both virtual and physical learning materials. Thirdly, teachers should actively promote the use of credible and accessible educational platforms. Lastly, students must develop critical thinking skills and act responsibly as readers of both virtual and physical learning materials. These measures aim to enhance the quality of education and foster a more informed and discerning student body.

References

1. Abuso, M. R. G. A. (2019). Narrating Human Rights in the Philippines. *Journal of Southeast Asian Human Rights*, 3(1), 7–38. <https://doi.org/10.19184/jseahr.v3i1.8411>
2. Arribas, C.M., Arcos, R., Gertrudix, M., Mikulski, K., Hernandez-Escayola, P., Teodor, M., ... & Garcia-Jimenez, A. (2023). Information manipulation and historical revisionism: Russian disinformation and foreign interference through manipulated-based narratives. *Open Research Europe*, 3.
3. Bañez, M., Enriquez, A., & Pillos, C. (2022, October 1). Distorted history: Remembering tales of martial law past. *The GUIDON*. Retrieved from <https://theguidon.com/1112/main/2022/10/distorted-history-remembering-tales-of-martial-law-past/>
4. Bautista, J. (2022, May 23). Partisan historical distortion scored. *Inquirer.net*. Retrieved from https://newsinfo.inquirer.net/1601175/partisan-historical-distortion-scored?fbclid=IwAR10L9H8qM5uSv2qr0GU_rheR2tN-afRKE2FvSsaz0JUOni_IsE Te7G0yU
5. Corcuera, J. (2020, December 3). Historical revisionism and historical distortion. *Daily Guardian*. Retrieved from <https://www.dailyguardian.com.ph/historical-revisionism-and-historical-distortion/>
6. Domingo, L. Z. P. (2021). Mitigate fake history in the Philippine cyberspace. *Academia*. Retrieved from https://www.academia.edu/50776054/Mitigate_Fake_History_in_the_Philippine_Cyberspace?email_work_card=view-paper
7. Estanislao, J. M. (2020, December). Hegelian dialectic and the historical distortion of the martial law era: An analysis on the level of awareness of youth on public discourse of the martial law era (1972-1986). University of the Philippines, Diliman.
8. Far Eastern University. (2022, January 27). #TwistedTruths: The dilemma of Philippine history textbooks. FEU. Retrieved from <https://www.feu.edu.ph/index.php/2022/01/twistedtruths-the-dilemma-of-philippine-history-textbooks/>
9. Hallare, K. (2022, July 5). Historians: ‘History is like tsismis’ remark raises red flags. *One News*. Retrieved from <https://www.onenews.ph/articles/historians-history-is-like-tsismis-remark-raises-red-flags>
10. Jadloc, M. D. (2022, February 15). Dapat “No to negationism,” hindi “No to revisionism.” *University of the Philippines Diliman*. Retrieved from <https://upd.edu.ph/dapat-no-to-negationism-hindi-no-to-revisionism/>
11. Jesmin, R. (2022, May 27). The age of disinformation: How online media propelled the son of a former dictator to power in the Philippines and what it means for democracy. *Human Rights Pulse*. Retrieved from <https://www.humanrightspulse.com/mastercontentblog/the-age-of-disinformation-how-online-media-propelled-the-son-of-a-former-dictator-to-power-in-the-philippines-and-what-it-means-for-democracy>
12. Lalu, G. P. (2022, October 13). ‘Fake news’ a problem in PH? 9 in 10 filipinos agree, says pulse asia. *INQUIRER.net*. Retrieved from <https://newsinfo.inquirer.net/1678248/fake-news-a-problem-in-ph-9-in-10-filipinos-agree-says-pulse-asia>
13. Limpin, D. (2021, February 25). After EDSA: Historical revisionism and other factors that led to the Marcoses’ return. *Philippine Social Science Council*. Retrieved from <https://www.pssc.org.ph/after-edsa/>
14. Ludovice, N. (2022, October 13). Controlling the Narrative: Historical Distortion and the Case of the Philippines. *Asia Global Online*. Retrieved from <https://www.asiaglobalonline.hku.hk/controlling-narrative-historical-distortion-and-case-philippines>
15. Manca, S., Rehm, M., Haake, S., & Guetta, S. (2022). Countering holocaust distortion on social media. White paper. *IHRA Project Report*. Retrieved from https://www.researchgate.net/publication/361390025_Countering_Holocaust_distortion_on_social_media_a_White_Paper

17. Mateo, J. (2018, September 26). Historian seeks review of martial law materials. *Philstar.com*. Retrieved from <https://www.philstar.com/headlines/2018/09/27/1855178/historian-seeks-review-martial-law-materials>
18. Muyot, J. (2022, March 28). Discernment of truths and the democratization of the internet. *Far Eastern University*. Retrieved from https://publicpolicy.feu.org.ph/articles/discernment-of-truths-and-the-democratization-of-the-internet/?fbclid=IwAR3rwVx7TbMImDurpfxQ4RpQlOTeE6nD_C5fYzQ3VaK5nePxxCPgBcoQs
19. National Privacy Commission (2012, August 15). Republic Act 10173 Data Privacy Act. Retrieved from <https://privacy.gov.ph/data-privacy-act/>
20. Office of the President of the Philippines (2016, July 23). Executive Order No. 2, s. 2016. Retrieved from <https://www.officialgazette.gov.ph/2016/07/23/executive-order-no-02-s-2016/>
21. Ong, J. C., Tapsell, R., & Curato, N. (2019). Tracking digital disinformation in the 2019 Philippine midterm election. *New Mandala*. Retrieved from <https://www.newmandala.org/wpcontent/uploads/2019/08/Digital-Disinformation-2019-Midterms.pdf>
22. Ramos, J. J. (2022, July 20). History and the dangers of its distortion. *News Narratives*. Retrieved from <https://newsnarratives.com/2022/07/20/history-and-the-dangers-of-its-distortion/>
23. Sang-Hun, C. (2021). Historical Distortions Test South Korea's Commitment to Free Speech. *International New York times*, NA-NA.
24. Soriano, C. R., & Gaw, F. (2021, July 28). Consequences of distorting Marcos' historical legacy on youtube. *RAPPLER*. Retrieved from <https://www.rappler.com/voices/thought-leaders/analysis-consequences-distorting-marcos-legacy-youtube/>
25. Steinhauer, J. (2022, March 7). "History, disrupted": How social media and the world wide web have changed the past. *Wilson Center*. Retrieved from <https://www.wilsoncenter.org/event/history-disrupted-how-social-media-and-world-wide-web-have-changed-past>
26. Tirol, J. M. E. K. [Arete Ateneo]. (2021, August 2021). Magisterial Lectures | Jose Maria Edito K Tirol, PhD – In the Beginning: Humanizing History. Retrieved from <https://youtu.be/a1nE7HSMu2E?si=Xg054wbpHjkmVoz6>

