

Historical literacy and evaluation of digital historical information among Grade 12 students at the University of Baguio

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Abstract

This study examined the historical literacy and evaluation of digital historical information among Grade 12 students at the University of Baguio High School. Specifically, it examined the types of digital historical information students encountered, its influence on their understanding of historical events, their use of evaluation strategies based on the Currency, Relevance, Authority, Accuracy, and Purpose (CRAAP) framework, and their ability to distinguish credible historical information from misleading historical claims. A quantitative descriptive research design was employed, involving 116 Grade 12 Humanities and Social Sciences students selected through purposive sampling. Data were collected using a researcher-made survey questionnaire and a historical information quiz and were analyzed using descriptive statistics. The findings revealed that students frequently encountered digital historical information through videos, documentaries, social media content, and online discussions. Digital historical information broadened students' understanding of historical events, increased their interest in history, and exposed them to diverse historical perspectives. Students often applied evaluation strategies, particularly in assessing source credibility and authority, although deeper verification practices were used less consistently. They also demonstrated a moderate ability to distinguish credible historical information from misleading historical claims. The study concluded that digital historical information played an important role in shaping students' historical literacy; however, exposure to information and awareness of evaluation strategies alone did not ensure accurate identification of historical misinformation. The findings provided a basis for educational initiatives to strengthen source evaluation, critical thinking, and evidence-based interpretation of historical information.

Keywords: CRAAP framework, digital historical information, historical literacy, misinformation, Philippine history

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**INTRODUCTION**

In today's digital age, digital platforms have become important sources of historical information for many students. While these platforms provide opportunities to expand knowledge and support historical learning, they also expose students to misinformation, biased interpretations, and misleading historical claims. As

historical narratives become increasingly accessible online, historical literacy has become essential in helping students critically evaluate sources and distinguish credible historical information from misleading narratives. This study examined students' exposure to digital historical information, their perceived influence on the understanding of historical events, their use of CRAAP-based evaluation strategies,

and their ability to distinguish credible historical information from misleading historical claims.

Literature Review

The rapid growth of digital technology has transformed how students access and consume historical information. While digital platforms provide convenient access to historical content, they also facilitate the spread of misinformation and disinformation, making it increasingly difficult for learners to distinguish credible information from misleading narratives (Henley, 2023). In the Philippines, widespread social media use has further increased students' exposure to inaccurate historical content, particularly on platforms such as Facebook, YouTube, and TikTok, where historical narratives are often presented in simplified or biased forms (Grata & Llaneta, 2024; Gita-Carlos, 2023). These challenges underscore the importance of developing learners' critical evaluation skills to navigate digital information responsibly.

Historical literacy has emerged as a key competency that enables learners to analyze historical evidence, evaluate sources, recognize multiple perspectives, and distinguish credible historical information from misinformation (Alit & Mursidi, 2025; Kumalasari et al., 2024). To support these skills, structured evaluation frameworks such as the Currency, Relevance, Authority, Accuracy, and Purpose (CRAAP) test provide systematic criteria for assessing the credibility of digital information (Esparrago-Kalidas, 2021). Research has shown that combining structured evaluation strategies with media literacy instruction strengthens students' critical thinking and source evaluation skills (Rahim & Jusoh, 2024; Tadeo et al., 2025). In this study, historical literacy is reflected in students' use of CRAAP-based evaluation strategies and their ability to distinguish credible historical information from misleading historical claims.

Despite the growing body of research on digital literacy, media literacy, and misinformation, limited studies have specifically examined students' exposure to digital historical information, their perceived influence on historical understanding, their use of structured evaluation strategies, and their ability to distinguish credible historical information from misleading historical claims, particularly among Filipino senior high school students. Addressing this gap is important

for strengthening history education and promoting informed, evidence-based engagement with historical information in an increasingly digital society.

Theoretical/Conceptual Framework

This study is anchored on the premise that students' engagement with digital historical information and their use of evaluation strategies influence the development of historical literacy. It is further anchored in Constructivist Learning Theory, which posits that learners actively construct meaning by connecting new information with their prior knowledge and experiences (McLeod, 2025). In digital environments where historical content may be simplified, biased, or conflicting, students interpret historical narratives based on their existing understanding, making critical evaluation essential in developing accurate historical knowledge. The study is also supported by Social Learning Theory, which explains that learners acquire knowledge by observing and interacting within their social environments, including digital spaces (Cherry, 2025). As students are continually exposed to historical information through online platforms, these interactions influence how they interpret and evaluate historical narratives. Guided by the CRAAP Test, which evaluates information based on currency, relevance, authority, accuracy, and purpose (Esparrago-Kalidas, 2021), the study examines how exposure to digital historical information and the application of CRAAP-based evaluation strategies contribute to students' ability to interpret historical information critically and distinguish credible historical information from misleading historical claims.

Significance of the Study

This study provides insights into students' historical literacy and their evaluation of digital historical information in an increasingly digital learning environment. As students are regularly exposed to historical content through online platforms, understanding how they engage with and evaluate such information can promote the informed, critical, and responsible use of digital resources. The findings may encourage students to become more critical and responsible users of information by verifying sources and examining evidence before accepting historical claims. They may also serve as a basis for teachers and school administrators, particularly at the University of

Baguio High School, in developing instructional activities and initiatives that strengthen historical literacy, critical thinking, source evaluation skills, and responsible digital citizenship. More broadly, the study contributes to efforts to address misinformation, strengthen critical evaluation skills, and promote evidence-based understanding of historical events.

Objectives of the Study

This study aims to examine the historical literacy and evaluation of digital historical information among Grade 12 students at the University of Baguio High School. Specifically, it seeks to:

- To determine the types of digital historical information commonly encountered by students
- To identify the perceived influence of digital historical information on students' understanding of historical events
- To examine students' use of CRAAP-based evaluation strategies when assessing digital historical information
- To evaluate students' ability to distinguish credible historical information from misleading historical claims

METHODOLOGY

Study Design

This study utilized a quantitative descriptive research design to examine the historical literacy and evaluation of digital historical information among Grade 12 students. The design was appropriate for describing students' exposure to digital historical information, its influence on their historical literacy, their use of CRAAP-based evaluation strategies, and their ability to distinguish credible historical information from misleading historical claims.

Population of the Study

The study involved 116 Grade 12 Humanities and Social Sciences (HUMSS) students from a population of 163 students at the University of Baguio High School. The participants were purposively selected based on the established inclusion criteria: currently enrolled in Grade 12 HUMSS, at least 18 years old, and willing to participate voluntarily. Of the 163 students, 116 participated in the study based on their eligibility, availability, and voluntary willingness to participate.

HUMSS students were selected because their curriculum emphasizes historical awareness and critical analysis, making them most relevant to the study. Students from other strands and those who did not meet the inclusion criteria were excluded.

Data Gathering Tools

A survey questionnaire specifically designed for this study was utilized as the primary data-gathering instrument. The questionnaire consisted of five parts: 1) profile of the respondents, 2) types of digital historical information encountered by students, 3) the perceived influence of digital historical information on students' historical literacy, 4) the use of CRAAP-based evaluation strategies, and 5) students' ability to distinguish credible historical information from misleading historical claims. The questionnaire was developed based on the literature on digital historical information, historical literacy, source evaluation, and CRAAP-based evaluation strategies.

The final part consisted of a historical information quiz with items derived from Philstar and Rappler fact-check articles addressing common historical misinformation. To establish validity, the questionnaire underwent expert validation, followed by pilot testing among Grade 12 students who were not included in the actual study. Reliability was assessed using Cronbach's alpha, yielding coefficients of 0.84 for Part II, 0.78 for Part III, 0.84 for Part IV, and 0.70 for Part V, indicating acceptable to good internal consistency.

Data Gathering Procedures

Prior to data collection, approval to conduct the study was obtained from the Dean of the School of Teacher Education and Liberal Arts, the Principal of the University of Baguio High School, and the University's Institutional Ethics Committee. The survey instrument also underwent expert validation before administration.

Upon approval, the researcher administered the printed survey questionnaire to the respondents. The purpose of the study was explained, and informed consent was obtained before participation. Respondents were informed that participation was voluntary and that they could withdraw at any time without penalty. The questionnaires were completed within 10–15 minutes and were retrieved immediately after completion. To

ensure ethical compliance, no personal identifiers were collected, and all responses were treated with strict confidentiality and used solely for academic purposes.

Treatment of Data

The data gathered from the survey were organized, tabulated, and analyzed in accordance with the study objectives. For Objectives 1, 2, and 3, weighted mean and standard deviation were used to analyze students' exposure to digital historical information, the influence of digital historical information on their understanding of historical events, and their use of CRAAP-based evaluation strategies. The weighted mean scores were interpreted using the corresponding verbal interpretation scales presented in Table 1.

Table 1. *Interpretation Scale for the Survey Questionnaire*

Objective	Scale Range	Verbal Interpretation
Types of Digital Historical Information Encountered	3.28–4.00	Very Frequently
	2.52–3.27	Frequently
	1.76–2.51	Occasionally
	1.00–1.75	Never
Influence of Digital Historical Information on Students' Understanding of Historical Events	3.26–4.00	Strongly Agree
	2.51–3.25	Agree
	1.76–2.50	Disagree
	1.00–1.75	Strongly Disagree
Use of CRAAP-Based Evaluation Strategies	3.26–4.00	Always
	2.51–3.25	Often
	1.76–2.50	Sometimes
	1.00–1.75	Never

For Objective 4, frequency counts, percentages, and rankings were used to assess students' ability to distinguish credible historical information from misleading historical claims. The results were presented in tables and interpreted according to the five components of the CRAAP framework: Currency, Relevance, Authority, Accuracy, and Purpose.

Ethical Considerations

This study adhered to the ethical standards of the University of Baguio and was approved by the University's Institutional Ethics Committee prior to data collection. Participation was voluntary, and respondents were informed of the purpose of the study, their right to withdraw at any time without consequence, and their option to skip any question they were uncomfortable answering. Participants were selected using the

established inclusion criteria, and no eligible participant was excluded based on race, gender, or socio-economic status.

Anonymity was maintained by assigning codes instead of names, and no personally identifiable information was collected. In compliance with the Data Privacy Act of 2012, all data were treated with strict confidentiality, used solely for academic and research purposes, and securely stored before being permanently deleted upon completion of the study. The study involved minimal risk, as participation was limited to answering a survey questionnaire and a historical information quiz. Respondents who experienced discomfort were informed that they could withdraw at any time and seek assistance from the University's Center for Counseling and Student Development if needed.

The findings were presented only in summarized and aggregated form to protect respondents' identities and may be shared with students, teachers, school administrators, and other relevant stakeholders for academic and educational purposes while maintaining confidentiality. The study was conducted in accordance with the principles of academic integrity, with proper acknowledgment of all sources used.

RESULTS AND DISCUSSION

This section presents the findings and discussion of the study according to its objectives. Specifically, it discusses the types of digital historical information commonly encountered by students, the perceived influence of digital historical information on their understanding of historical events, their use of Currency, Relevance, Authority, Accuracy, and Purpose (CRAAP)-based evaluation strategies, and their ability to distinguish credible historical information from misleading historical claims. The findings are presented using tables and are supported by relevant literature and corresponding interpretations.

Types of Digital Historical Information Commonly Encountered by Students

Fifteen indicators were used to determine the types of digital historical information respondents commonly encounter. A higher mean range indicates greater

frequency of exposure to various forms of online historical content, while a lower mean suggests less frequent exposure. Table 2 summarizes each indicator for the types of digital historical information commonly encountered by students.

Table 2. *Types of Digital Historical Information Commonly Encountered by Students (N = 116)*

	Indicators	M	SD	VI
1.	Short historical explanations or facts shared on social media posts	2.85	0.75	F
2.	Historical videos on online platforms such as YouTube or TikTok	2.98	0.72	F
3.	Historical documentaries on online platforms such as YouTube or TikTok	2.97	0.68	F
4.	Historical information presented in blog posts	2.56	0.73	F
5.	Historical information presented in online articles	2.64	0.73	F
6.	Historical memes or images related to past events	2.97	0.70	F
7.	Historical information shared by influencers or online content creators	2.91	0.70	F
8.	User-generated historical explanations in online forums or comment sections	2.64	0.82	F
9.	Digital timelines explaining historical events	2.66	0.78	F
10.	Infographics explaining historical events	2.56	0.74	F
11.	Historical claims or stories shared online without clear sources or references	2.70	0.93	F
12.	Historical information presented on educational websites (e.g., Khan Academy)	2.87	0.79	F
13.	Historical information presented on online learning platforms (e.g. Coursera, Google Classroom)	2.86	0.66	F
14.	Historical information about past events shared on the internet	2.97	0.68	F
15.	Historical information about present events shared on the internet	3.04	0.71	F
Overall Mean		2.81	0.45	F

With an overall mean of 2.81 (SD = 0.45), the table indicates that respondents frequently encounter various types of digital historical information online. This indicates that the students are consistently exposed to history-related information through various digital platforms and online media. This exposure gives the students opportunities to encounter and interact with historical narratives from diverse digital sources.

Among all the indicators, historical information about present events shared on the internet obtained the highest mean (M = 3.04; SD = 0.71). The other top-

ranked forms of digital historical information included historical videos, historical documentaries, historical memes or images related to past events, and historical information about past events shared on the internet, with mean scores ranging from 2.97 to 2.98. These findings suggest that visual, interactive, and easily accessible forms of historical content are highly visible in the respondents' digital environments and serve as important spaces through which they access and engage with historical information beyond the classroom.

In contrast, blog posts and infographics obtained the lowest mean scores (M = 2.56), while online articles, user-generated historical explanations, and digital timelines also ranked comparatively lower (M = 2.64–2.66). These findings imply that the respondents are less inclined to engage with text-heavy or less interactive forms of historical information. Similar findings were reported by Alkhashil et al. (2026), Muñoz-Muñoz et al. (2024), Ramadhan et al. (2024), and Grata and Llaneta (2024), who observed that younger audiences are more frequently exposed to multimedia and video-based historical content through social media platforms.

Another notable result is that the respondents frequently encountered historical claims or stories shared online without clear sources or references (M = 2.70; SD = 0.93). This indicates the presence of potentially misleading or inaccurate historical information circulating in digital spaces and underscores the importance of historical literacy, as students must be able to critically examine historical information and assess the credibility of sources before accepting historical claims as accurate. This observation supports Melencio (2023), who explained that social media platforms contribute to the spread of historical revisionism and misinformation in the Philippines.

Taken together, the findings demonstrate that digital platforms play a major role in the students' exposure to historical information by providing access to diverse historical perspectives beyond the classroom. While online media make historical content more accessible and engaging, they also expose the students to unverified information and misleading historical claims. These findings highlight the importance of strengthening students' historical literacy, digital literacy, and critical evaluation skills to support

evidence-based understanding of historical events.

Perceived Influence of Digital Historical Information on Students' Understanding of Historical Events

Eleven indicators were used to assess the perceived influence of digital historical information on the respondents' understanding of historical events. A higher mean indicates a stronger perceived influence of online information on students' interpretation and understanding of history, while a lower mean indicates a weaker perceived influence. Table 3 presents a summary of each indicator regarding the perceived influence of digital historical information on the students' understanding of historical events.

Table 3. *Perceived Influence of Digital Historical Information on Students' Understanding of Historical Events (N = 116)*

	Indicators	M	SD	VI
1.	Online information helps me better understand historical events discussed in class	3.32	0.50	SA
2.	Online information on social media influences how I interpret certain historical events	3.15	0.64	A
3.	Online historical content increases my interest in learning about history	3.24	0.54	A
4.	Online information changes my perspective on past events	3.07	0.59	A
5.	I rely on online sources to supplement my understanding of historical topics	2.98	0.69	A
6.	Online information shapes my opinion about historical figures or events	2.92	0.63	A
7.	Online historical discussions encourage me to explore different viewpoints about history	3.23	0.56	A
8.	Online historical content simplifies complex historical issues	3.11	0.60	A
9.	Exposure to different online sources helps me develop a broader understanding of history	3.31	0.58	SA
10.	Online historical information affects how I interpret current social issues related to the past	3.12	0.61	A
11.	Online historical information affects how I interpret current political issues related to the past	3.16	0.58	A
	Overall Mean	3.15	0.37	A

With an overall mean of 3.15 (SD = 0.37), the table shows that the respondents perceived digital historical information as influencing their understanding of historical events. This indicates that the students perceive online historical content as a meaningful

source of information that contributes to their understanding, interpretation, and engagement with historical topics.

Among the indicators, helping students better understand historical events discussed in class obtained the highest mean (M = 3.32; SD = 0.50), followed by exposure to different online sources that broaden their understanding of history (M = 3.31) and online historical content that increases students' interest in learning history (M = 3.24). These findings suggest that digital historical information reinforces classroom instruction, broadens students' perspectives, and encourages greater interest in history. Similar findings were reported by Purwoto and Kurniawan (2025), Moseikina and Toktamysov (2024), and Miralles-Sánchez et al. (2024), who found that digital learning resources and technology-supported instruction enhance students' historical understanding, engagement, and access to diverse historical perspectives.

Conversely, online information shaping students' opinions about historical figures or events obtained the lowest mean (M = 2.92; SD = 0.63), while relying on online sources to supplement historical understanding and changing perspectives on past events also obtained comparatively lower mean scores. Although these indicators were still interpreted as Agree, the findings suggest that the students are relatively cautious about allowing online information to directly shape their views. Rather than relying solely on digital content, the students appear to evaluate information before integrating it into their understanding of historical events. This observation is consistent with Tadeo et al. (2025), Lan and Tung (2024), and Alit and Mursidi (2025), who emphasized the importance of source evaluation, media literacy, and awareness of misinformation when engaging with digital historical information.

These findings further suggest that students actively engage with digital historical information rather than simply accepting it at face value. This perspective aligns with Constructivist Learning Theory and Social Learning Theory, which explain that students develop historical understanding by integrating information encountered online with their existing knowledge and by engaging with diverse historical perspectives within

digital environments.

Overall, the findings indicate that digital historical information supports students' understanding of historical events by reinforcing classroom learning, broadening historical perspectives, and increasing interest in history. These experiences contribute to the development of historical literacy by encouraging students to critically engage with historical information and develop a more comprehensive understanding of the past.

Use of CRAAP-based Evaluation Strategies in Assessing Digital Historical Information

Ten indicators were used to examine the extent to which respondents use evaluation strategies aligned with the CRAAP framework when assessing digital historical information. A higher mean indicates more frequent use of these evaluation strategies, while a lower mean indicates less frequent use. Table 4 presents the respondents' use of CRAAP-based evaluation strategies when assessing digital historical information.

Table 4. *Use of CRAAP-based Evaluation Strategies in Assessing Digital Historical Information (N = 116)*

	Indicators	M	SD	VI
1.	I check whether the information is current and updated.	3.25	0.78	O
2.	I consider whether the content has been revised or updated recently.	3.05	0.79	O
3.	I evaluate whether the information is relevant to my historical question.	3.16	0.68	O
4.	I assess whether the information is appropriate for my level of understanding and research purpose.	3.18	0.69	O
5.	I check the credibility of the author, organization, or institution.	3.26	0.76	A
6.	I verify whether experts, historians, or primary sources are cited.	3.25	0.76	O
7.	I compare the information with multiple credible sources.	3.03	0.82	O
8.	I look for evidence, references, or citations to confirm accuracy.	3.20	0.80	O
9.	I analyze potential bias, propaganda, or intent behind the information.	3.22	0.79	O
10.	I consider the purpose of the content (e.g., to inform, persuade, entertain, or mislead).	3.21	0.79	O
Overall Mean		3.18	0.59	O

With an overall mean of 3.18 (SD = 0.59), the table shows that the respondents often use CRAAP-based evaluation strategies when assessing digital historical information. This indicates that the students generally apply evaluation practices related to currency,

relevance, authority, accuracy, and purpose before accepting historical claims encountered in digital environments.

Among the indicators, checking the credibility of the author, organization, or institution obtained the highest mean score (M = 3.26; SD = 0.76), while checking whether information is current and updated and verifying whether experts, historians, or primary sources are cited also ranked highly (M = 3.25). These findings indicate that the respondents frequently evaluate source credibility, currency, and supporting evidence when assessing digital historical information. Such practices reflect important aspects of historical literacy by enabling students to critically assess the trustworthiness of historical claims. These findings are consistent with van der Eem et al. (2023), who found that students evaluate historical sources by examining credibility, supporting evidence, and reliability. Similarly, Esparrago-Kalidas (2021) emphasized that the CRAAP framework encourages students to evaluate information based on its authority, accuracy, relevance, currency, and purpose.

In contrast, comparing information with multiple credible sources obtained the lowest mean score (M = 3.03; SD = 0.82), while considering whether content has been revised or updated recently and evaluating whether information is relevant to a specific historical question also ranked comparatively lower (M = 3.05–3.16). Although still interpreted as Often, these findings suggest that the respondents are less consistent in applying more comprehensive verification practices that require additional time, effort, and critical analysis. Similar findings were reported by Fajardo (2023) and van der Eem et al. (2023), who found that students recognize the importance of source evaluation but do not always apply verification strategies consistently.

These findings may also be understood through Constructivist Learning Theory and Social Learning Theory, which explain that students actively construct historical understanding by evaluating information encountered in digital environments and by learning through continuous exposure to online discussions, articles, videos, and other digital content. The use of CRAAP-based evaluation strategies enables students to examine the credibility, reliability, accuracy, and purpose of historical information before accepting it as

valid.

All in all, the findings indicate that the respondents regularly use CRAAP-based evaluation strategies when assessing digital historical information. Their frequent examination of source credibility, authority, and supporting evidence reflects important dimensions of historical literacy. However, the less consistent use of deeper verification practices, particularly comparing information across multiple credible sources, highlights the need to further strengthen students' critical evaluation skills and evidence-based interpretation of historical claims.

Distinguishing Credible and Misleading Historical Information

Ten historical information statements were included in the quiz to assess the respondents' ability to distinguish credible historical information from misleading historical claims. A higher percentage indicates that more respondents correctly identified whether a statement was historically accurate or misleading, while a lower percentage indicates greater difficulty in evaluating the claim. The quiz covered selected topics and controversies in Philippine history commonly discussed in digital spaces. Table 5 presents respondents' performance in distinguishing credible historical information from misleading historical claims.

With varying percentages of correct responses across the historical information quiz, the table shows that the respondents were generally able to distinguish credible historical information from misleading historical claims. The students correctly answered 759 out of 1,160 possible responses, resulting in an overall accuracy rate of 65.43%. This means that, on average, each student answered approximately 6.5 out of 10 items correctly. The results suggest that the students demonstrate a moderate level of historical literacy, as reflected in their ability to distinguish credible historical information from misleading historical claims commonly encountered in digital environments. This finding is comparable to the BOSES Pilipinas initiative, which reported that Filipino college and university students also demonstrated moderate competence in detecting fake news (Ateneo de Manila University, 2021).

Table 5. *Distinguishing Credible and Misleading Historical Information (N = 116)*

	Indicators	F	%	Rank
1.	The Tasaday were an isolated Stone Age tribe living in caves and completely untouched by modern Filipino society when they were discovered in 1971.	37	32%	10
2.	The Katipunan was a secret society founded by Andrés Bonifacio in 1892 to fight Spanish colonial rule.	102	88%	2
3.	Apolinario Mabini was paralyzed due to syphilis.	63	54%	8
4.	Former President Ferdinand Marcos and national hero Jose Rizal established the World Bank.	82	71%	5
5.	The Philippines was once the richest country in Asia during Marcos' presidency.	38	33%	9
6.	Claims that the Marcos family's wealth came from "Tallano Gold" are conspiracy theories without verified historical evidence.	89	77%	4
7.	Martial Law in the Philippines expanded presidential powers while restricting civil liberties.	101	87%	3
8.	Martial Law improved press freedom by allowing journalists to report freely without censorship	70	60%	6.5
9.	Millions of ordinary citizens, including nuns, students, and workers, formed human barricades to protect defecting military officials from tanks during the People Power Revolution.	107	92%	1
10.	The 1986 People Power Revolution was fully planned and funded by the CIA.	70	60%	6.5

The top-ranked items generally involved historical events and narratives widely discussed in schools, the media, and public discourse, including the Katipunan, Martial Law, the People Power Revolution, and the Tallano Gold claim. These findings suggest that students are more successful in identifying historical information when they have been repeatedly exposed to it through formal instruction, educational resources, and public discussions. Greater familiarity with these topics likely contributed to the higher percentage of correct responses. Consistent with this finding, Purwoto and Kurniawan (2025) noted that increased engagement with historical content through educational and digital learning resources strengthens students' historical understanding and familiarity with historical topics.

Likewise, the relatively high percentage of correct responses to the Tallano Gold item suggests that many students recognized a historical disinformation narrative that has been widely discussed and fact-checked. As noted by Mendoza et al. (2022), the Tallano Gold narrative gained widespread online attention despite the absence of credible historical evidence, highlighting the value of fact-checking initiatives in strengthening historical literacy.

In contrast, the lowest-ranked items involved historical controversies, myths, conspiracy theories, and revisionist narratives, including the Tasaday controversy, the claim that the Philippines was once the richest country in Asia during the Marcos presidency, the cause of Apolinario Mabini's paralysis, the claim that Martial Law improved press freedom, and the assertion that the 1986 People Power Revolution was fully planned and funded by the CIA. These findings indicate that students experienced greater difficulty in evaluating historical claims that are less familiar or involve competing interpretations and misinformation. A notable difference was observed between the Tallano Gold item (77%) and the Tasaday item (32%). While both involve disputed historical claims, the Tallano Gold narrative has received considerably more attention through media reports, fact-checking initiatives, and public discussions than the Tasaday controversy. This suggests that students are more successful in identifying misleading historical claims that have been widely fact-checked, whereas claims requiring more specialized historical knowledge remain more difficult to evaluate. These findings support McGrew and Kohnen (2024) and Trixa and Kaspar (2024), who emphasized that learners often struggle to evaluate online information accurately and require strong information literacy skills to assess credibility.

The findings of the first three objectives provide important context for understanding respondents' performance in the historical information quiz. Although the students frequently encountered digital historical information, perceived it as influential in their understanding of history, and reported using CRAAP-based evaluation strategies, their moderate performance suggests that exposure to information and awareness of evaluation strategies do not always translate into accurate identification of historical misinformation.

This finding is consistent with Alit and Mursidi (2025), who emphasized that historical literacy requires not only exposure to information but also the ability to evaluate sources, analyze evidence, and question unsupported historical narratives. Viewed through the lens of Constructivist Learning Theory and Social Learning Theory, the findings suggest that historical understanding develops through active engagement with information, critical evaluation of evidence, and interaction within digital environments where historical narratives are continuously shared and interpreted.

Taken together, the findings suggest that the respondents demonstrated the ability to distinguish credible historical information from misleading historical claims, as evidenced by their performance on the historical information quiz. While the respondents were generally successful in identifying widely known historical facts and commonly fact-checked claims, they faced challenges in evaluating controversial, revisionist, and less familiar historical narratives. These findings underscore the importance of strengthening historical literacy, source evaluation, and critical thinking skills to help the respondents critically engage with digital historical information and make informed, evidence-based judgments about historical claims encountered online.

A limitation of the study is that the 116 Grade 12 HUMSS respondents were from one institution and selected through purposive sampling. Therefore, the findings should not be broadly generalized beyond the study population.

CONCLUSION AND RECOMMENDATION

The findings indicate that digital historical information has expanded the spaces where historical learning occurs by exposing students to diverse historical perspectives and narratives beyond the classroom. When critically evaluated, digital platforms can complement classroom learning and support the development of historical literacy. However, meaningful engagement with digital historical information requires the consistent application of CRAAP-based evaluation strategies, as exposure to online content alone does not guarantee accurate interpretation of historical events. The findings further

demonstrate that the ability to distinguish credible historical information from misleading historical claims is an important indicator of historical literacy, emphasizing the need for critical evaluation and evidence-based reasoning when engaging with historical information.

Based on these findings, the Social Sciences Department and the Information and Communications Technology Department may strengthen students' historical literacy and digital information evaluation skills through a curated repository of credible historical websites, digital archives, and fact-checking resources updated each term.

Social Sciences teachers may integrate research-based source comparison and fact-checking activities at least once per term, focusing on evaluating source credibility, comparing evidence, identifying misleading historical claims, and constructing evidence-based conclusions, with a CRAAP-based source evaluation checklist implemented within the first term.

The University of Baguio High School may conduct at least one school-wide seminar or information campaign each academic year on historical literacy and responsible engagement with digital information. The effectiveness of these activities may be assessed through students' performance in source-evaluation and fact-checking tasks. Future researchers may use pretest-posttest or longitudinal studies to assess intervention outcomes.

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Declaration of Generative AI use in the Writing Process

During the preparation of this work, the author utilized ChatGPT (OpenAI) to assist with refining the structure, improving clarity and academic writing, condensing sections

for journal format, and checking grammar and language. The content generated by the tool was carefully reviewed, edited, and validated by the author. The author accepts full responsibility for the accuracy, originality, and integrity of the final manuscript.

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