

Developing Historical Empathy among Political Science Students through Reflections on Human Rights and Martial Law

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Abstract

The martial law of the Philippine president and Dictator Ferdinand E. Marcos is one of the controversial and important events in Philippine History. Implications on human rights continuously reverberate up to the present day. This paper examines the different reflective pedagogical strategies utilized in teaching Marcos' Martial Law and how it affects students' cognitive and affective dimensions of historical empathy. A series of reflective interventions were implemented among third-year political science students over the course of several weeks. Student responses in various forms yielded by the interventions were evaluated using rubrics measuring the aforementioned two dimensions of historical empathy. The results showed that reflective interventions allowed students to manifest greater levels of historical empathy in the two studied dimensions. In particular, the culminating activity, which built on previous reflective interventions, demonstrated the students' ability to use the principles of historical empathy in addressing contemporary human rights issues. The researchers conclude that interventions designed according to reflective models facilitate the development of historical empathy in the students, albeit only with the cognitive and affective dimensions in mind. This paper recommends educators to integrate meaningful and consistent reflective activities into their history-related lessons to further develop student's historical empathy.

Keywords: historical empathy, reflective learning, martial law, human rights teaching



Introduction

History education is considered important in nation-building as it helps create a national identity, cultivates shared citizenship values, promotes social cohesion and social order, and legitimizes the existence of the nation-state (Chia, 2012; Laville, 2012). Through the teaching of history, individuals are exposed to different historical thinking skills. These skills allow them to ‘think’ as if they are historians. Moreover, for an individual to think historically, they must be exposed to different skills such as corroboration, sourcing, contextualization, evaluating, reasoning, inferencing, use of evidence, causality, chronological, interpretation and understanding, and perspective-taking (Wineburg, 2001; Gorzycki & Elder, 2011). In historical learning, empathy is generally understood as the capacity to view and understand historical events based on the perspectives and values of people who lived through the circumstances (Cunningham, 2009). Teaching historical empathy helps students comprehend history, manage different interpretations, and develop their criticality and sensitivity (Babalís & Lazarakou, 2021).

In the Philippines, several local studies explored how historical thinking skills were practiced inside the classroom (Cristobal, 2004; Ani, 2012; Colis, Reyes, & Garcia, 2016; Fernandez, 2019) however, studies that focused on historical empathy are pretty limited (Aguilar, 2019). Aguilar’s study (2019) attempted to measure historical empathy through the historical empathy scale. Using the context of World War 2, the study analyzed the statements provided by the students in their essays, letter-writing, reflection paper, and document-based activities and categorized them into the three historical empathy dimensions provided by Endacott & Brooks. While the results provided a limited view in measuring historical empathy quantitatively, the analysis of the student responses suggested that they can empathize with civilians who experienced World Wars 1 and 2. These studies also show the opportunities it can bring to classrooms to develop intellectual viewpoints on different topics in history.

Historical Controversies and Historical Empathy

Part of learning history would be a student's exposure to different historical issues or controversies. As a subject, it also addresses different topics that were considered as ‘issue’ or ‘controversy’. This aspect of learning history enables students to develop more intellectual viewpoints (Philips, 2008). A controversial issue happens due to contrary viewpoints that can be held about rationally. Thus, teaching history likewise must practice the teaching of controversial issues. Furthermore, teaching controversial issues arose competing for values and interests through which emotions and sensitivity of the topic take place (Smith, 2010). It stimulates student’s learning, their interest in further knowing and understanding topics, and more importantly associate it with their personal lives as citizens

(Goldberg and Savenije, 2018). The report from Historical Association (2007) explains that the study of history can be ‘emotive’ and ‘controversial’ through an actual or perceived unfairness to people by another individual or group in the past. Hence, as being controversial, one must learn to be reflective based on the evidence and viewpoints acquired from different historical sources.

In teaching history, historical empathy is an intellectual disposition of students after learning and reconstructing facts. Conceptualizing historical empathy varies from one scholar to another. Simply put, it can be a skill or an ability of students to immerse into the conditions, situations, and experiences of people in a given time frame from the past thus establishing connections between the past and present needs skill to benefit students (Endacott and Brooks, 2013). The bulk of literature on developing historical empathy focused on effective classroom strategies. Brooks (2008), Jensen (2008), and Feng (2010) suggested discourse strategies, debates, and scaffolding to engage students in practicing perspective-taking and reasoning skills. On the other hand, Metzger (2010) suggested different film-based instructions and documentaries. Writing assignments such as diaries and poem-writing also enable students to learn from the sources to empathize with the actors in the reading material they are using (Lemisko, 2010; Rodriguez, 2015). Davison (2017) explained the use of essays and selected primary source material, allowing students to enter into what he coined as “historical empathy pathway”. It is the same with the thoughts of Ellenwood (2017) that suggested writing, role-playing, and open-ended questions are important techniques in how historical empathy can be taught inside the classroom. Finally, Savenije et al. (2020) pointed out that museums are important resources and should be incorporated into teaching history and elucidate further students’ historical empathy. The study of Kosti, Kondoyianni, and Tsiaras (2015) revealed that drama-based instruction encouraged students to demonstrate perspective-taking skills in understanding the ancient Greeks. Noticeably in the Philippine context, the study of Aguilar (2019) revealed that students can develop historical empathy with the use of visual images in learning about World Wars by incorporating Endacott and Brooks (2013) instructional model and framework in teaching historical empathy.

Although there have been debates on whether historical empathy is a process or a skill, recent studies reveal that students and teachers viewed it as both a personal attribute and skill (Bartelds, Savenije & Boxtel, 2020). It means that although a person’s ability to empathize may differ from another at the onset, various strategies could be employed to effectively develop historical empathy. The researchers further commented that it is more appropriate to view historical empathy as “competence” as it includes interrelated attitudes, values, knowledge, and skills. Researchers and teachers who view historical empathy as competence and skill problematized how it could be assessed and measured. Previous studies suggested that specific dimensions of historical empathy could be measured, assessed, and evaluated, but not the entire ability itself. However, Endacott & Brooks (2018, p. 218) warned that “attempt to identify an overall score for historical empathy might capture a portion, perhaps even a considerable portion, of this

understanding but at the expense of standardizing some of humanity out of the process”.

The studies of Gehlbach (2004), Hartmann and Hasselhorn (2008), Huijen et al. (2014), and Huijen et al. (2016) focused on measuring historical contextualization and cognitive perspective-taking but refrained from attempting to measure historical empathy as a whole. Harris & Foreman-Peck (2004) suggested an analytical approach to assessing students’ historical empathy but quantifying it would include the students’ argument and extensive exposure to the use of primary sources. However, there were no suggested ways of quantitative measurements or scoring itself. Seixas & Morton (2012) identified the essential competencies associated with historical perspective-taking, which is an important element in developing historical empathy. These competencies are inferential understanding, recognition of diverse perspectives, and the capacity to avoid the use of “presentism.” The Canada Historical Thinking Project (2014) developed a rubric to help educators measure the achievement of these competencies outlined by Seixas & Morton. Although Davison (2014) also provided the criteria to recognize the ability of students to make affective connections with the past, i.e., open-mindedness, feeling care, and imagination, there is currently no instrument that attempts to measure this component.

These instructional opportunities suggest that to teach history, one must consider the sensitivity of the topic being discussed, expose students to the use of sources aside from the given textbooks, and curate activities to develop empathetic thinking among learners. Therefore, the role of teachers is not just to follow what was being mandated to them but to go beyond on how they empower students to make a sense of what they are learning in history.

Teaching Martial Law and Human Rights Education

In the Philippines, incorporating historical empathy can be used in the teaching of human rights and the context of the Marcos Martial Law period. In September 1972, by virtue of Proclamation No. 1081, series of 1972, former president and dictator Ferdinand E. Marcos placed the entire Philippines under the state of martial law. All government powers were assumed by the late president wherein there is an unbridled discretion to jail critics, silence dissent and opposition, create a culture of impunity that excused human rights abuses, defraud the Philippine economy, and accumulate ill-gotten wealth (Official Gazette, n.d.; Reyes, 2018; Philippine Commission on Good Governance, 2021).

Half-century since the declaration of martial law, the issue of historical distortion surrounding the events became an emerging discussion in recent years. While propaganda is a factor that some consider to be significant, blame was also shifted towards the failure of the education system in adequately educating the youth about the events of martial law (Mendoza, 2019; Bautista, 2018). Different groups point to different aspects of the education system as allowing such historical revisionism to flourish among the youth. These includes the omission of martial

law from books, textbooks’ “selective amnesia” about the horrors of martial law and the trivialization of the events during that time, and proliferation of alternative facts on social media (Educator’s Forum for Development, 2020; Go, 2017; ‘Schools, media to blame, 2016; Ong & Cabañes, 2018).

In 2013, the Enhanced Basic Education Act or K-12 restructured the landscape of the Philippine Educational system. This restructuring affected the Social Studies curriculum by the placement of Philippine History subjects in Grades 5 and 6 respectively, removing the same subject in Junior High School (DepEd K-12 Social Studies Curriculum Guide, 2016). The next phase that the topic will be reintroduced is through a General Education Course in Tertiary Education entitled “Readings in Philippine History” with an emphasis on the use of primary and secondary sources (CHED Memo Order No. 20, series of 2013). Events, concepts, and issues related to martial law are located in the most essential learning competencies for the Grade 6 Social Studies subject. Furthermore, the subject *Edukasyon sa Pagpapakatao (ESP)* teaches the concepts of human rights, democracy, and dictatorship. Abuso (2019) confirmed that the Social Studies curriculum includes the topic of martial law however, it was observed that: (1) it was taught as a mere event that occurred during Marcos’ presidency and as a context of the 1986 EDSA uprising, (2) the discussion was inadequate and dependent on the teacher’s inclinations, (3) and the textbook content and classroom lessons often severely contradict with the accounts of people who lived at the time. This was further supported from a study of FEU Public Policy Center in 2021 which revealed that textbook treatment in Martial Law from selected Philippine History textbooks would include the following aspects (1) the authors are ‘distancing’ themselves in providing ‘sensitive positions’, (2) silences on the atrocities and other political issues surrounding the late president, (3) it is a matter of opinion without acknowledging or misplacing facts, and (4) lack of evaluating opinions provided. With these local and contextual conditions, it adds to the complexity of the teaching of Marcos’ Martial Law rule among students.

According to the World Programme for Human Rights Education in 2012 (p. 9), it defined human rights education “as an education, training and information aimed at building a universal culture of human rights.” Also, it must be noted that it encompasses different mechanisms of acquiring skills in knowing different human rights practices, developing values and behaviors, and promoting it through various actions.

Human rights and the Martial Law period continue to be one of the most controversial topics in Philippine history. The study of Abuso (2019) found that while the Filipino youth is aware of the human rights violations that occurred during the martial law period, they have conflicting views about it. Some students believed that it was a shameful historical event that should never happen again, while some thought that the bloody and violent transgressions were justified or unavoidable. The study revealed that the youth’s attitude and opinion about martial law were greatly influenced by textbooks, lessons in the classroom, and school activities such as seminars and symposia. In recent years, the discourse presenting Marcos’ rule as

a period of economic prosperity and national unity further overshadowed the grim experiences of human rights victims at the time. The said narrative is steadily gaining dominance through social media platforms exerting an all-out effort to whitewash and clear the late president and dictator's atrocities. Moreover, the absence of meaningful martial law and human rights education was a significant factor that contributed to the agenda of the Marcos' historical distortion.

The Human Rights Victims Reparation and Recognition Act of 2013 mandated schools to teach about the atrocities of the martial law era in elementary, secondary, and tertiary education curricula; however, the experiences, views, and perspectives of martial law victims continue to be underrepresented. The coverage of lectures on martial law in high school relies heavily on the dates to remember and the facts and events that led to the declaration of martial law, without many opportunities to present the victims' sentiments (Tirol, as cited in Caruncho, 2017). Philippine Senator Risa Hontiveros pointed out that some government-issued textbooks "whitewashed" the rampant abuses during the martial law era by focusing on the infrastructure programs and innovations of Marcos (news.abs-cbn.com, 2018). The situation has also prompted the former National Historical Commission of the Philippines Chairperson Dr. Maria Serena Diokno to suggest that Martial Law victims can be invited in classes and fora to recount their ordeal and provide an opportunity for students to view the historical event through the lens of the victims (Pasion, 2016).

Interestingly, there are educational institutions that provide human rights education specifically about the teaching of Martial Law. They focused on utilizing simulations of Martial Law experiences, introducing courses on the different literary works at that time, and establishing museums to empathize and understand the victims' perspectives (Caruncho, 2017; Magsambol, 2021). Despite these efforts, the literature revealed that the teaching of human rights and martial law in the Philippines lacks opportunities for contextualization and effective involvement of students. It complemented the finding that rote memorization continues to rule the teaching of Philippine history, failing to provide the students an opportunity to understand the spirit and essence of the time period for more appreciation and significance (Carpio, 2016).

Learning about history should transcend beyond mere knowledge of events and it should include understanding the many aspects of human and social life, including human emotions, feelings, and logic (Utami, 2019). The impact of the "false and imaginary representations of the past" play on the historical consciousness of teachers and students (Babalís & Lazarakou, 2021). Thus, dealing with revisionism and disinformation about history is not a mere academic undertaking. The severe consequences of the lack of meaningful human rights and martial law education can affect the youth's capacity to empathize with others. The view that martial law was acceptable since the majority of the Filipinos did not experience transgressions or abuses at that time and that the victims were at fault—either because they rebelled or one way or another got themselves 'involved' with

the opposition—demonstrate lack of empathetic understanding and connection with the experiences of fellow human beings.

Conceptual and Operational Frameworks

The vast literature on historical empathy largely accepts that it is a dual-domain that deals with students' cognitive and affective abilities. Endacott & Brooks (2013) conceptualized historical empathy with three dimensions (see Figure 1). These dimensions are namely: Historical contextualization, which refers to the social, political, and cultural conditions and background at the time the event happened. Perspective-taking encourages students to understand the lived experiences, beliefs, and positions of the historical figure. Finally, Affective connection, which suggests that the lived experiences of the historical figure may have influenced their decisions, points of view, and emotions. Davison's framework in (2014) supported the concept that historical empathy is dual-domain and deals with students' cognitive and affective abilities. Davison presented a three-stage pathway in which students effectively manifest historical empathy: (1) by affectively entering into the past, (2) by cognitively working on the record of the past, and (3) by exiting the past to make critical judgments.

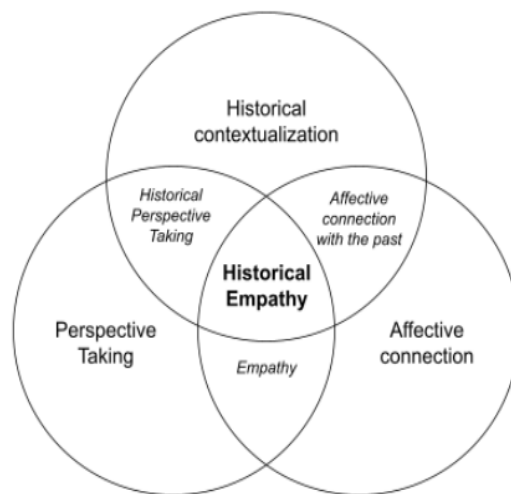


Figure 1
Historical Empathy Conceptualization (Endacott & Brooks, 2013)

Reflection is a process that integrates experiences with personal ideas, feelings, and thoughts. More specifically, reflective thinking is the “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it

tends” (Dewey, 1933 as cited in Wain, 2017). From Dewey’s theory of reflective thinking, many different reflection models had been developed (Gibb, 1988; Schon, 1983; Kolb, 1984; Johns, 2000, as cited in Wain, 2017). These models aim to provide a structure for students to evaluate their experiences and guide their thoughts and actions (Heyer, 2015). The attributes, processes, and aims of reflective learning sits well with the instructional model for developing historical empathy. Conceptually, reflective thinking fits into the historical empathy processes because it links the historical events and experiences with the students’ lives; it encourages them to understand the human mind, heart, and emotion (Utami, 2019). Practically, reflection models provide a structure for a systematic, organized, and sustained deployment of classroom activities which have been proven effective in developing various dimensions of historical empathy. Most importantly, since reflective thinking fosters critical inquiry and informs practices and actions (Kirkham, 1997, as cited in Wain, 2017), it supports the development of historical empathy as a lifelong learning skill, which can be applied in examining various historical contexts and contemporary situations “to prevent similar wrongs or to perpetuate similar rights in the present” (Endacott & Brooks, 2013, p. 45).

Gibbs’ reflection model (1988) presents a cyclical pattern of behavior that continuously builds on the outcomes of reflection to inform future actions. The model is especially useful in helping students think systematically and evaluate the various phases of an activity or experience (Heyer, 2015). Gibbs’ model is unique as it provides structured questions that students can follow to guide their reflection. Learners can be trained to follow these questions when evaluating their experiences and guiding their actions. Thus, Gibbs’ model helps develop the reflection skills of learners; and when applied to learning historical events, it supports the development of historical empathy as a lifelong learning skill. Gibbs’ model consists of six elements: description, feelings, evaluation, analysis, conclusion, and action plan (see Figure 2).

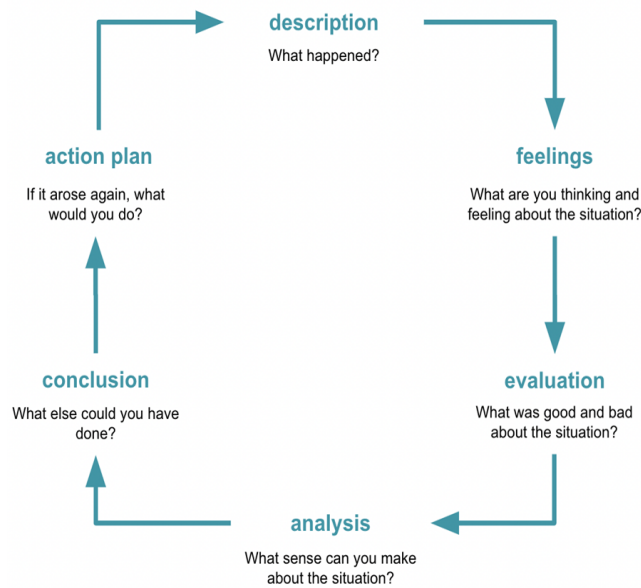


Figure 2
Gibbs' Reflective Cycle Model (1988)

An Operational Framework in Developing Historical Empathy through Reflections on Human Rights and Martial Law (see Figure 3) was created based on the wealth of knowledge, gaps, and opportunities from existing literature. It applies Endacott and Brooks framework (2013) and Gibbs' reflection model (1988) to systematically deploy intervention activities towards developing the students' historical empathy.

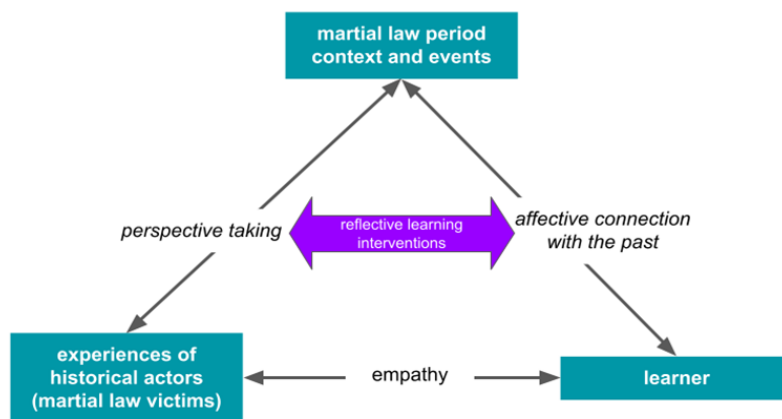


Figure 3
An Operational Framework in Developing Historical Empathy through Reflections on Human Rights and Martial Law

Given the situation, this research explores how reflective learning can develop historical empathy among Political Science students in learning Human Rights and Marcos' Martial Law. Specifically, it seeks to answer how reflective activities affect the historical empathy of students and reflection activities develop the students' cognitive perspective-taking and affective connection towards Human Rights and Martial Law.

With this in mind, providing systematic reflective practices and strategies to ensure historical empathy in pedagogy might improve students' manifestations and conceptions about Marcos' Martial Law. Addressing a controversial topic such as Martial Law empower teachers to develop student's critical thinking and allow them to develop historical empathy. Students are vulnerable in acquiring information from different sources because of the emergence of divisive propaganda that confuse the actual and true narratives seen from fake web pages and social media, and historical distortions leading to negative historical revisionism. By exposing students to authentic sources and reflective strategies will enable them to learn how they can think and feel of what was happening in a particular historical context. By combining historical empathy and reflective learning, the researchers aim to see a net positive effect on the historical empathy of the students with respect to the Marcos martial law rule and the concept of human rights, particularly with respect to the students' cognitive perspective-taking and affective dimensions.

Methodology

Research Locale and Participants

This action research was implemented in a private university located at Quezon City during the first semester of Academic Year 2021-2022. Due to the COVID-19 restrictions, research activities were constrained to online forums, including the synchronous class sessions, creation of student outputs, and class presentations. Participants of this action research were 34 third year BS Political Science students that were required to attend the elective course Fundamentals of Human Rights. These student-participants were born after the ouster of president and dictator Ferdinand Marcos. They were aged between 19 and 21 years old and born between 1999 and 2002. The average age of the participants was 20.23 years old.

Research Instruments

The researchers conducted class observations that were utilized to gather the verbal statements made by students during group and class discussions. Direct quotations made by student-participants constitute the qualitative data that could

support the analysis of rubric scores. Observation data and other responses made by the students in the classroom were taken into account.

To measure the effectiveness of the intervention on the development of student's historical empathy, this research used the Canada Historical Thinking rubric that is available online (2014) and created another rubric adapted from the concepts developed by Davison's affective pathway (2014). The rubric for historical perspective-taking ability established the three criteria identified by Seixas and Morton (2012): inferential understanding, diverse perspective, and ability to avoid "presentism". Inferential understanding pertains to the ability of students to "read between the lines," construct meanings, and make critical judgements supported by evidence and reasoning. Diverse perspective is the ability of students to objectively and empathetically understand the varied perspectives of different historical actors. Avoiding "presentism" relates to the ability of students to examine historical events from the perspective of those who lived in them. Meanwhile, the rubric for affective connection also has three criteria based on Davison's affective pathway (2014): open-mindedness, feeling care, and imagination. Open-mindedness pertains to the students' willingness to listen, entertain, and identify with others' views and feelings. Feeling care is expressed by showing care, sensitivity, and tolerance towards people who experienced the events of the past. Imagination pertains to the ability of students to recognize their feelings and "live in the past" together with the historical actors. These two instruments intended to measure the student's development in the cognitive and affective dimensions, respectively. This allows the researchers to measure and assess the students' ability on historical perspective-taking ability and affective connection with the past. Although these two dimensions do not constitute all the abilities and attributes of historical empathy, these skills sufficiently represent the intersections of cognitive and affective empathy.

Four possible levels of achievement were identified for every criterion (see Appendix A). The highest possible score is 3, which indicates that the student demonstrated a well-developed ability on the criteria being measured, i.e., all the detailed prompts in every criterion were satisfied. Meanwhile, a score of 2 indicates a competent level of ability, i.e., most of the detailed prompts in a criterion were satisfied. The score of 1 indicates an undeveloped ability where none of the detailed prompts were satisfied. On instances when a student's output or response was vague and ambiguous, the researchers logged a score of 0 to indicate that there was no evidence or the evidence was inconclusive. The researchers scored the written works submitted by the students to measure the effects of every intervention activity on the historical perspective-taking and affective connection abilities of the students. This constitutes the quantitative data that support the qualitative findings from the class observations.

Table 1 summarizes the outputs used to measure and assess the development of a student's ability after every intervention.

Table 1
Summary of Data Sources and Data Obtained
from Every Intervention Activity

Intervention	Data Sources	Data Obtained
Pre-intervention assessment	Short-answer responses	Quantitative data (test scores and rubric scores) Qualitative data (direct quotations from students' work and classroom discussions analyzed through descriptive analysis)
Intervention 1: Lecture on the Bill of Rights and the document review	Test scores, document reviews	
Intervention 2: Critique of movie and documentary	Critique paper	
Intervention 3: Reflection on the testimonies and stories of martial law	Reflection paper	
Intervention 4: Analysis of political cartoons	Political cartoon narratives, video-recorded group and class discussions	
Intervention 5: White paper and Senate hearing simulation	White paper, video-recorded Senate hearing simulation, post-activity reflection survey	

Data Analysis

In analyzing the quantitative data, mean scores were utilized based on the developed rubric. The mean score for every sub-dimension was generated to determine the specific abilities of students in every intervention. To analyze the qualitative data of this study, the steps suggested by Yıldırım and Şimşek (2013; p.256) were used to conduct a descriptive analysis of the direct quotations and statements made by the students. First, the concepts on the historical empathy by Endacott & Brooks (2013), Seixas & Morton (2014), and Davison (2014) were used as framework for the descriptive analysis.

To ensure the privacy and confidentiality of respondents, sample responses were given a code based on the intervention phases. The initials “PSR” which means student pre-assessment student response were used in the Pre-assessing phase, “DSR” for document student response, “VSR” for video (film and documentary) student response, “TSR” for reflection and testimonies student response, “CSR” for political cartoon student response, and “WSR” for white paper student response. The course instructor usually teaches both law and history in their most truthful, objective, and chronological contexts. But at the same time, the course instructor also believes that students should not just passively learn about human rights without developing an empathetic understanding of historical instances where human rights were violated specifically during the Marcos martial law era. The students should, in accordance with the course objectives, also be able to apply their empathetic understanding into future instances.

Results and Discussion

Pre-Assessing Student’s Knowledge

Prior to the formal implementation and execution of the series of interventions, the researchers first attempted to determine the baseline level of cognitive perspective-taking and affective dimensions manifested by the students. The researchers invited students to use an online poll-data digital tool where a series of questions prompted student responses. To reduce student inhibition and allow them to truthfully state their thoughts (Roberts & Rajah-Kanagasabai, 2013), the researchers opted to allow students to post anonymously. In determining the pre-intervention levels of the student with respect to the cognitive perspective-taking and affective dimensions of historical empathy, the researchers agreed to consider only the responses under the essay activity to accurately rate the level of the students. These ratings were then averaged for the entire class per sub-dimension, and the interrater reliability between the two raters were also determined.

As seen on Table 1, a pre-assessment of student responses were analyzed. Because the pre-assessment ratings hovered above the score of “1”, the above data suggests that the students, prior to the intervention, manifested at least an undeveloped level of historical empathy in both cognitive perspective-taking and affective dimensions. All of the participants were born after Marcos’ ouster and the establishment of the Fifth Philippine Republic. This means that they have no actual lived experiences during the martial law era, and have only learned about it from past history lessons, the news, and social media. Hence the table result posits that an intervention must be implemented to uncover their further understanding and develop historical empathy. Since they enrolled in the course Fundamentals of

Human Rights, one of the course objectives is that students are expected to apply the principles and concepts of human rights law in personal or real life situations, in historical and current events, and in actual practice of political science. It is also expected that students should be able to intelligently answer and address political issues by applying principles and concepts of law

Table 2
Pre-Assessment Ratings of Student Responses

Sub-dimensions	Pre-Assessment Mean Rating
Cognitive Perspective-Taking Dimension	
Inferential Understanding	1.37
Diverse Perspectives	1.39
Avoiding Presentism	1.05
Affective Dimension	
Open-mindedness	1.18
Feeling Care	1.62
Imagination	1.75

Verbal Interpretation: 1 - Undeveloped sense; 2 - competent sense; 3 - well-developed sense

The course instructor asked students to express the words they associated with Marcos' martial law rule, their point of view, and their position on its declaration. It was observed that while the students were able to identify some factual, truthful, and cognitive aspects of the historical event, their responses were largely either rooted in incorrect assumptions.

PSR1: As what I've heard about the people with regards to this topic, particularly to the victims of President Ferdinand Marcos' so-called constitutional dictatorship, would remember only the evil things about Martial Law. Thus, I know that it's effective.

PSR2: I read and browsed social media, lots of people dislike the Martial Law, I was convinced to hate his administration. But as I watched lots of

[documentaries] about Martial Law, my conceptions about it were confusing.

The PSR1 and PSR2 perception was derived from other people's viewpoints without being based on reliable information from primary or secondary sources. It is also not helpful that there are multiple other perspectives on the martial law era which confuse an uncritical and undiscerning mind. Aside from cognitive engagement, it is interesting that some students were able to display an affective relationship with the historical event of martial law. As seen on the responses of PSR3 and PSR4, one student student 'feel' that if he had been the one in charge, they would have done the same thing, displaying an attempt at relating with the factors mentioned by the late President and dictator:

PS3: "[The] imposition of Martial Law wasn't enough to stop those who oppose the government. But anyway, if I was the one who had to decide, I would have done the same thing."

PS4: The communist were so aggressive then so the government had to impose martial law in order to suppress the ridiculous ideology away from the Filipino people and society. The lies of the opposition about martial law was never visually proven.

The pre-assessment forms the basis of the series of interventions that the researchers employed throughout this action research. The responses of the students suggests that their level of historical empathy prior to the interventions manifested at least an undeveloped stage. Since this study is primarily used in finding solutions to a pedagogical problem that usually involves student learning and with the aim of implementing interventions that would result in a net positive effect (Alberta Teachers' Association, 2000; Mills, 2003; Ferrance, 2000)..

Design Intervention

Table 3
Time Frame on the Implementation of the Interventions

Time frame	Intervention
Before the class' midterm examinations (Week 0)	Pre-assessment Lecture on the Bill of Rights
Week 1	Document review Introduction of the white paper
Week 2	Critique of movie and documentary

Week 3	Reflection on the testimonies and stories of martial law
Week 4	Analysis of political cartoons
Week 5	White paper submission, Senate hearing simulation

As presented on Table 3, the following interventions were maximized. Aside from pre-assessment, the course instructor provided a lecture on the Bill of Rights. This will guide students to further develop their understanding on Human Rights and how these rights become evident in their everyday lives and on historical events. During the first week, a document review and introduction of a white paper became the intervention for students in expanding their ideas about Human Rights and Human Rights violations. A white paper will be the final requirement of the period in which students were given the opportunity to write bills and policies as if they were legislative leaders. As seen on the second to fourth week, different primary and secondary sources on Martial Law were carefully selected that includes document, movie, documentary film, testimonies and stories as well as political cartoons.

Intervention Findings and Discussion

A. The Quiz on Bill of Rights and Document Review

With respect to the first sub-intervention, the course professor introduced and discussed to the students the Bill of Rights through pre-recorded and online lectures about the topic during the first weeks of the semester. The students were also tasked to read Article III: Bill of Rights of the 1987 Constitution and to make their own outline, notes, and mind map about the concepts discussed in the Article. Student learning concerning this topic was assessed through a quiz on the Bill of Rights. the quiz on the Bill of Rights measured the knowledge of the students about human rights and was not designed to measure empathy. A mean score of 29.448 was computed from the 40-item quiz on the 34 respondents.

To introduce the historical controversy surrounding the Marcos Martial Law Era, the course professor tasked the students to do the following learning exercise, called “REMEMBER Declaration of Martial Law”. The instructor provided a historical context by reading these two official documents: (1) Proclamation No. 1081, s. 1972, and (2) Radio-TV Address of President Marcos. The students were provided by guide questions to explore the sources presented. To ensure multiperspectivity, the course instructor allowed the students to use other sources to answer questions provided to them with proper citations. This is also the same to the nature of document review activity and is also largely factual in nature. It served

to test the student's contextual knowledge and understanding of martial law. In this intervention, the researchers considered 32 responses.

When asked about what martial law is, students cited other sources apart from the ones provided in the intervention, such as those from the Martial Law Museum, other government websites (such as those in the USA), online encyclopedias (such as Britannica and Wikipedia), dictionaries, journals, and the Philippine Constitution.

When asked why Martial Law was declared, the students commonly referred to Marcos' basis in his Proclamation No. 1081 and in his address to the nation: lawlessness, violence, communist insurgency, and threats of secession. Students, however, had differing interpretations for the reasons given by Marcos. The majority of student responses, they did not appear to critically judge the reasons why martial law was imposed and were relaying the facts as they were reported from the sources used. One student attempted to rationalize the imposition whereas it displayed emerging signs of imagination while the other student showed signs of critical judgment.

DSR1: To base it from the record of the Proclamation [No]. 1081 and the national address to the country regarding the declaration of Martial Law, it is sufficient to say that for the late President, it was the only driving-force of executive power that he sees fit to tackle the mayhem facing the country due to the hands of the CPP-NPA and its other affiliated partitions aiming for the same goal of overthrowing the government and reforming a new society.

DSR2: "Martial law under [the] Marcos regime lasted for 14 years and left thousands of human rights victims, casualties, and civilians that has [sic] not been found."

Based from the responses of DSR1 and DSR2, the students were able to identify key factual information that served as their basis for the rest of the series of interventions. Alongside the results of the quiz on the Bill of Rights which showed high marks following the lecture-intervention. Hence, the students were able to identify and describe what happened and described the historical context in detail. The use of primary and secondary sources in both interventions with the aim of laying the foundation for successive interventions that seek to further improve the students' historical empathy, as described by Davison (2017). It is also consistent with the first phase of Gibbs' reflective cycle in that they both allow students to enter the historical empathy pathway. The above results thus have the potential at contributing to the literature on the relationship between historical empathy and reflective learning.

B. Documentary and Movie Critique

For the purpose of this intervention phase, the course instructor followed Metzger's (2010) film-based instruction that would examine the students' feelings and thoughts. The students were asked to watch two films: (1) a documentary titled "Batas Militar" and (2) a movie titled "Dekada '70". These films were chosen because the instructor deem that they closely depict the Marcos martial law era, consistent with widely accepted scholarly views about the said historical period. The students were then asked to write a critique paper following the guide questions that were provided by the teacher-researcher. The guide questions were prompts that were designed to help the students reflect and communicate their thoughts and feelings about the films they have watched. In measuring the effectiveness of the intervention on the students' historical empathy development, the cognitive perspective-taking rubric and the affective connection rubric were used.

The students' critique papers demonstrated that they are more competent in the affective dimension and all of its sub-dimensions compared to the cognitive dimension. The results gathered manifested that they are able to exhibit open-mindedness in listening, entertaining, and identifying views and feelings of people in the past; feel care, sensitivity, and tolerance towards the people who lived in the past; and use their imagination to recognize their feelings and put themselves in situation of other people in the past. It revealed that it is particularly effective in the development of one of the sub-dimensions which is the feeling care that generated a mean score of 2.5.

The provided video materials elicited different reactions and responses from the students, but these have definitely allowed them to reflect on what they have perceived about the Martial Law era. With their varying statements in their respective papers, it can be deduced that the students' knowledge and understanding of martial law are mostly subjective and are influenced by their environment. The responses of S7 up to S13 suggests that with the use of sources, they can visualize and further understand the Martial Law era using this medium.

VSR1: The documentary showed what happened during Martial Law. Including the [ups] and downs of the economy; corruption; human rights violation; electoral fraud; mendacity to Filipinos. The incumbent during that time grabbed the situation being in anarchy to declare Martial Law. It was said [in] the documentary that when Ferdinand Marcos was still in college, he had [a] thesis about Authoritarian government which he eventually implemented in the Philippines. It is terrifying to put someone who has dark intellectual competence into governmental position[s].

VSR2: Killings under different forms of execution were at its zenith. Bombings, assassinations, red tagging were imposed arbitrarily, predominantly done by the military forces. Although terrorism is rampant at that time, nonetheless, the administration took advantage of its power and dictatorship reigned over a democratic rule. As a result, a plethora of

violations of human rights came into life, and thousands of lives were put to death.

VSR3: It is kind of overwhelming the relevance of the past and present circumstances. I feel like I need to be more responsible for weighing facts of all sides of the story. And this may not be the time for real reform of the country, siding with the truth will never be a waste. In fact, it will help the next generation to achieve it. The truth will set the country free.

VSR4: The documentary is a big move that aims to expose the abuses and human rights violations of the Marcos' martial law regime in the country and disclose the unparalleled violence of its time. The recent years have shown conflicting opinions about the Marcos' reign. Those who took up arms against them naturally had different stories compared to those who lived through the period with compliance. Nevertheless, I agree with it, many innocents were tortured and executed, but this could not be seen as a result of deliberate orders by Marcos.

VSR5: Devastated because no matter how hard the Marcoses try to make us forget, I will always remember that thousands were killed and tortured during that time. Their human rights were undoubtedly violated, their families suffered, and the dictator's family does not even have the decency to apologize and admit to the crimes.

VSR6: I would rather open up their minds that Martial Law is not a bad thing to be said that it affects negatively in our country. In that time, the poor was disciplined, curfew was imposed. The young ones did not roam around at nights like what they are doing today.

VSR7: I feel as if I am a victim myself, as the violence and brutality of Martial Law imposed by Former President and Dictator Ferdinand Marcos Sr. has had a huge emotional and knowledge impact on me."

Based on these statements, students' responses varied. VSR1 statement highlighted a competent ability to understand inferentially, recognize diverse perspectives, and avoid a 'presentist' thinking. For VSR2, the student demonstrated inferential comprehension based on the documentary. While it is understood that there are multiple perspectives to take into consideration when making critical judgments about the martial law era and the Marcos regime and the people who lived through that period, VSR3 empathized with the victims. However, VSR4 response could not help but examine and view the past using present ideas and contexts. For VSR5, the response shows the student's ability to establish an affective connection with the past, through these statements that exhibit open-mindedness, feeling care, and imagination. Thus, the statement shows open-

mindedness in listening, entertaining, and identifying views and feelings of people in the past. It exhibited care and concern towards the lived experience of people who were victims of injustice, human rights violations, and inhumane acts during the Martial Law period. Noticeably, VSR6's response was seen as lacking sensitivity and empathy for people who were victims and chooses to justify this dreadful era in the name of peace and order. Finally, VSR7 used imagination to better recognize and communicate their feelings and put themselves in the shoes of the people in the past. These responses from the students illustrated that the activity enhanced the students' cognitive historical perspective taking and affective connection. The data obtained also supports that this intervention is effective which is important in the development of the students' historical empathy.

C. Reflection Paper on the Testimonies of Martial Law Victims

The instructor during the third intervention conducted an activity called "REFLECT: Testimonies and Stories of Martial Law." In this activity, the students were tasked to read through the testimonies of victims from the 1976 Report of Amnesty International Mission and the Claimants 1081 Martial Law Files. The teacher-researcher provided guide questions that encouraged the participants to express what they thought and how they felt about the information they learned. Furthermore, students were asked to write a reflection paper following the guide questions provided by the teacher-researcher. The guide questions were deliberately designed to elicit how the students felt about the testimonies and evaluate the historical event. The questions also allowed the students to evaluate the events, principles and legal foundations of human rights. The cognitive perspective-taking rubric and the affective connection rubric were used to assess the development of students' historical empathy.

Based from the scores and sub components of Cognitive and Affective Dimensions, students demonstrated a competent ability to understand inferentially, recognize diverse perspectives, and avoid "presentism". The testimonies of the victims allowed the students to recognize that there are different perspectives on the issue. For instance, they identified that victims and state agents have different views on historical events based on their motivation and experiences. More importantly, it allowed them to recognize that although most people did not experience transgressions during the Martial Law period, there were still thousands of people whose lives were adversely affected by violations and injustices.

TSR1: "Martial Law is like a typhoon; there were places where it had rained, destroyed, and put thousands of people to death. Some might have had sun rises on them or completely did not have experienced the macabre at all."

TSR2: "Have we had any sense of order and security throughout the martial law era? In the eyes of the victims, it is an inhumane violating act that occurred for personal interests in order to withhold the authority of the

dictatorship. There may be some positive outcomes for Marcos supporters, but I disagree because of the increased inhumane behaviors.”

TSR3: “Maybe the reason why allegations happened and assumed it was because there were no open communication towards one another or hearing both side at least. I’ll plead to hear the accusation towards me and have myself explain and mandate the use of human rights for my freedom of speech since it has a huge role to my humanity.”

TSR4: “Nowadays, [Filipinos] especially the youth are very vocal about this topic. As we can see in the news, and social media, they really express their rights unlike back in the 70’s.”

TSR5: “It breaks my heart into pieces. Imagine how mournful it was for those who had experienced this. It tripled the pain it brought me to those who had suffered. Until now reading it back I can still sense the anguish of those people.”

TSR6: “These sorts of memories will be a lifetime traumatic experiences as they live that can attack their emotion anytime. A lot of the victims will never forget those experiences and most likely be narrative generation to generation.”

TSR7: “The victims have endured a slew of injustices perpetrated by the government during and during martial law, resulting in the anguish they have endured to this day.”

TSR8: “The opposition confronting the Government of the Philippines are armed and dedicated to the government's violent overthrow. This fact can in no way justify the type of practices attributed in the given stories and testimonies to members of the security forces. Up its concern is the government’s failure to promptly investigate allegations of abuses of the type described to bring those responsible to justice will result in a further deterioration in the human rights situation.”

TSR9: “No matter how hard the Marcos try to make us forget, we remember that thousands were killed or tortured during that time. Their human rights were undoubtedly violated, their families suffered...and the dictator’s family does not even have the decency to apologize and admit to the crimes.”

Different manifestations of historical empathy were also evident after reading the testimonies about the victims of Martial Law. For one, TSR1 expressed the manifestation of recognizing diverse perspectives while TSR2 and TSR took

in the perspective of the victims despite objectively recognizing that people had different experiences during the martial law period. Although the intervention helped improve students' ability to avoid "presentism", TSR4 consistently expressed empathetic understanding towards the victims' experiences, still assumed that the martial law period political institutions work the same way as today's, thus tended to believe that actions that are effective today should have been done then. Responses of TRS5, TSR6 and TSR7 demonstrated care and concern about the wellbeing of victims who experienced violations of their life, liberty, and dignity during the martial law period. This also shows that the students also demonstrated a competent ability to establish an affective connection with the past, evidenced by increased open-mindedness, feeling care, and imagination. However, there was little opportunity to express their interest in learning more about these victims' lives. Since the students consistently demonstrated care for the victims, perhaps a more direct question could be provided to allow them to express their interest in learning more about the lives of the victims. Finally, responses of TSR8 & TSR9 shows that the reflection activity on the testimonies of martial law victims effectively enhanced students' cognitive perspective-taking and affective connection, which are significant aspects of developing their historical empathy. The students demonstrated that they could make objective, critical, and empathic conclusions regarding martial law through the activity.

D. Analysis of Political Cartoons

The instructor conducted an activity called "ANALYZE: Narratives of Martial Law Political Cartoons." In this activity, the participants were asked to assume the role of political writers. Their task was to produce a narrative description and statement about a political cartoon published during the Martial Law period. Their output should be useful in educating the youth about the said historical event and the Bill of Rights in the 1987 Constitution. The objective of this intervention was to allow the students to draw from the earlier stages of reflection and guide them in making sense of the historical event through the analysis of another primary source material. The teacher-researcher provided a set of questions to guide the group's analysis. The students were divided into six groups with 5–7 students in one group, and of the six groups, five were present during class. The cognitive perspective-taking rubric and the affective connection rubric were used to measure the effectiveness of the intervention on the development of students' historical empathy.

In providing the political cartoons, the teacher-researcher clarified that these visual sources were produced during the Martial Law rule. These cartoons should be analyzed in accordance with the context of the Bill of rights. Taking into account the socio-political and historical context, these cartoons capture the authoritarian rule and militarism under the Martial Law period. Through the political cartoons, it intended students to "make sense of the situation" after they were made aware of the historical context. This encourages them to contextualize their descriptions by

alluding to a number of historical evidence, sources, and information that were presented early on in the intervention activities. This intervention demonstrated a competent ability in all criteria in the cognitive and affective dimensions among students. Most of the students constructed their descriptions with affective narratives as they were able to score high particularly in the sub-dimension of open-mindedness, generating a mean score of 2.60.

It was seen in the students' narrative descriptions and statements about their ability to identify with experiences of the people in the past, therefore connecting with the historical atmosphere that influences people's views and feelings. Students mostly tended to describe situations based on the images being used as a symbol to understand the sentiment of people in the past in respect to the fundamental human rights, particularly freedom of speech. Students have a grasp of the historical context by making connections with today's increasing distortion and omission of facts related to human rights violations. Hence, generating empathetic feelings towards the rights of common people as they speak of the Martial Law atrocities. Moreover, students are cognitively capable of demonstrating historical perspective-taking as they present historical perspectives since they have a grasp of the historical context and an empathetic understanding of varied perspectives surrounding the past and the people who lived in the past.

E. White Paper, Simulated Senate Hearing, and Reflection

For the last intervention, the students were tasked to develop a white paper for a proposed bill that seeks to address a contemporary human rights issue. They presented and defended their proposed bill in a simulated Senate Committee Hearing. The intervention aimed to provide an opportunity for students to use their learnings and reflections in the previous stages to inform and guide their actions in the present.

The class was divided into 5 groups. The researchers measured the effectiveness of the intervention using the Historical Perspective Taking rubric and the Affective Connection rubric on their group output, oral presentation, and individual reflections. Based on the results, the intervention was effective in developing both the cognitive and affective dimensions of historical empathy. The intervention was particularly effective in developing the inferential understanding of students. By allowing them to propose legal solutions to contemporary human rights issues, they were able to demonstrate their ability to construct meanings from present events and establish their connections with historical data. Most importantly, they were able to analyze its implications to the individual and society. The groups created a white paper legislation about removal of red-tagging, act against street harassment, ending contractualization for seasonal employees, sexual orientation and gender identity, and additional pay for healthcare workers.

The intervention effectively fostered diverse perspectives among students. This indicates that students applied the principles and concepts of human rights law in real-life situations in the past or present with the help of historical empathy. The

white paper provides an avenue for the students to apply the learned principles and exposes them to the end-goal of the reflective cycle model. The effectiveness of the intervention in developing the cognitive and affective dimensions of historical empathy, as evidenced by the rubric scores, supplemented by the positive perception of the students on the intervention activity, points to very encouraging results.

F. Summary of Mean Scores from the Intervention Activities

Table 4 shows the summary of the levels of the students' cognitive perspective-taking and affective dimensions of historical empathy, averaged for the entire class during the different intervention phase.

Table 4
Summary of the Students' Levels of Cognitive Perspective-Taking and Affective Dimensions of Historical Empathy

Sub-dimensions of Historical Empathy Pathway (Davis, 2014)	Intervention Week Activity Mean Scores				Composite Mean
	Week 2	Week 3	Week 4	Week 5	
Cognitive Dimensions	Critique of movie and documentary	Reflection on the testimonies	Analysis of political cartoons	White paper	Composite Mean
Inferential understanding	2.00	2.75	2.20	2.80	2.44
Diverse perspectives	1.75	2.92	2.40	2.60	2.42
Avoiding presentism	1.58	2.00	2.20	2.75	2.13
Grand Mean	1.77	2.56	2.26	2.72	2.33
Affective Dimensions	Critique of movie and	Reflection on the	Analysis of political	White paper	Composite Mean

	documentary	testimonies	cartoons		
Open-mindedness	2.40	2.58	2.60	3.00	2.64
Feeling care	2.50	2.16	2.20	2.80	2.42
Imagination	2.10	2.41	2.00	3.00	2.34
Grand Mean	2.33	2.38	2.27	2.93	2.47

Verbal Interpretation: 1 - Undeveloped sense; 2 - competent sense; 3 - well-developed sense

As shown in the table, using the created three-tier level provided for scoring the activities, it was observed that students have the highest mean scores on testimonies, white paper, and analysis of reflection on the testimonies. Furthermore, analyzing the cognitive dimensions, the diverse perspectives got a 2.92 mean score in the activity reflections and testimonies. This means students had developed a competent sense of historical empathy. Noticeably, students got a mean score of 1.58, this means that students have an underdeveloped sense of historical empathy on the film review and the documentary provided. Likewise, the earlier responses provided in this paper suggest that while students acknowledge the historical context, some of them used the present-day context in understanding the Martial Law period. Continuous use of presentist perspective defeats the purpose of manifesting historical empathy. For the affective dimension of historical empathy, students' mean score of 3.00 in Open-mindedness and imagination suggests that they have a well-developed sense of historical empathy in the affective dimension. This suggests that students who were exposed to the different interventions leading to the creation of their White Paper contributed to their developed sense of historical empathy. Noticeably, a mean score of 2.00 in imagination of analyzing the political cartoons indicates that they had met a competent sense of historical empathy. Grand mean scores of 2.33 and 2.47 were accumulated from three subcomponents of Cognitive Dimension and Affective Dimensions respectively which stated that there is a competent sense of historical empathy among students within the intervention phase.

Conclusions and Recommendations

In a time fraught with competing perspectives and versions of history, it poses a challenge for educators to teach their students the correct narratives surrounding the period of the Marcos martial law and to elicit a proper understanding of the circumstances that surrounded that time. This research was born from the interest of the researcher-teachers—both pre-service and already practicing—in preserving the lessons of the past with the hope that the students of

today will do all that they can to prevent similar situations from happening in the future.

The central research question of this study asked how reflective activities could affect the historical empathy of the students. The data, analyzed through the framework, reveal that reflective activities impact the students' understanding of martial law in different ways.

First, the reflective cycle model exposed students to the actual happenings during the said historical event and challenged their existing preconceived notions and biases that were present during the pre-assessment. The intervention activities, such as the reflection on martial law testimonies in particular, registered high ratings across the sub-dimensions considered in this study. Second, by allowing the students to apply their reflections proactively through an action plan designed in accordance with their being political science students, they were able to establish an empathetic connection to marginalized persons and use their cognitive skills to alleviate their plight. The success of students in demonstrating cognitive and affective empathy in the culminating activity was consistent with the objective of the reflection cycle wherein students build on the outcome of their reflection in every stage to inform their subsequent actions. One of the other important results from the intervention relates to the relatively high ratings of affective connection within the reflection activities, it can be argued that establishing affective dimension must be ensured in order to make sense of the past by integrating lived experiences of people in the past and supporting this with sufficient historical evidence to provide historical context. However, neglecting the effects of affective dimension on the lived experiences of historical figures' actions increases the possibilities of "egoistic drifts". Wineburg (2001) and Endacott (2010), as cited in Endacott (2013, p. 43), pointed out that engaging in "egoistic drifts" increases the risks of presentism by asserting their "affective positionalities" on the actions of historical figures. Continuing with the affective connection, it should be pointed out that surprisingly, the researchers noticed that the second phase of the intervention designed to target the feelings stage of Gibbs' reflective cycle did not improve the students' affective dimension as much as expected. This provides a gap that the researchers did not expect and which could be explored in other future studies. Nevertheless, in summary, this, to the researchers, shows that reflection is indeed a powerful tool that blends well with the framework of historical empathy.

This study also looked at whether interventions and activities designed with reflective learning in mind can develop the cognitive perspective-taking and affective dimensions of the students' historical empathy. Based on the above analysis, such activities can indeed positively affect the students' levels of cognitive and affective dimensions of historical empathy. At the risk of being repetitive, the researchers found that the levels measured through each intervention are noticeably higher than the levels measured during the pre-assessment. However, the researchers do caution that the analysis in this respect is not primarily quantitative to preserve the "humanity" of the entire process. The interventions implemented in this research allowed greater reflectivity within the students and, consequently,

allowed them to remedy the apparent inconsistencies. Reflective learning, as shown in this research, necessitates the actual and precise facts and narratives, and from there, the students are exposed to the dual-dimension nature of historical empathy. The researchers point out that while the research clearly showed a connection between reflective learning and historical empathy.

The researchers state the following recommendations for future research and for practitioners and educators. Since this action research considered different types of activities as interventions based on the existing literature, concerns about the propriety of the research instruments used (particularly the rubrics) are understandable. The rubrics may or may not be more effective at rating student outputs of one type (such as written tasks) as compared to a different type of output (such as the action plan). While the research showed promising results, the researchers raise the possibility that actual historical empathy ratings might be more accurately measured through a different set of instruments altogether. However, whenever one should quantify historical empathy, it should be cautiously considered that this is how students manifest what they are learning from the sources. Thus, teachers should not rely much on the ratings of historical empathy and would look into how students are learning it from the sources. The assessment of a student's demonstration of historical empathy through the intervention requires that the dimensions and sub-dimensions of the historical empathy framework were embedded in the activities.

Teachers must ensure that the reflective questions asked explicitly target specific sub-dimensions of historical empathy in order to readily gauge the quality of student responses vis-à-vis the rubrics used to measure the students' historical empathy. Due to the large number of sub-dimensions to consider on top of the varying types of activities, the researchers were unable to fully consider the best line of questioning and prompting to give to the students in order to elicit the desired level of historical empathy. Educators must ensure the quality and veracity of the pieces of historical evidence to be used in the classroom for the purpose of developing historical empathy, especially when using the reflective learning model. Context must be explicitly stated and made understandable to the students; information about the historical evidence should be clarified and doubts against their veracity should be immediately addressed in order to maintain a smooth cycle of reflective learning for historical empathy.

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Appendix

Cognitive Perspective-Taking Rubric and the Affective Dimension Rubric

The Cognitive Perspective-Taking Rubric

Sub-dimension	Description	Detailed Prompt
Inferential understanding	When reading a primary or secondary source, the students “read between the lines,” make connections and construct meanings using the information presented and the historical background, and make conclusions and critical judgment that is supported by	Does the response demonstrate the student's capacity to: <ol style="list-style-type: none"> 1. Understand the “nuance,” make connections, and draw conclusions on the meaning of text and background information; 2. recognize the “bias” and “point of view” expressed in the text; 3. Make a critical judgment that is supported by evidence and reasoning

evidence and reasoning.

Diverse perspectives	When reading a primary or secondary source, the student understands that historical actors have “multiple perspectives,” and their experiences are viewed with objectivity and empathy.	Does the response demonstrate the student’s ability to: <ol style="list-style-type: none">1. Recognize the different perspectives on the issue (past and present; victim and state; active and passive agents);2. Show “objectivity” when describing and making a critical judgment on the activities of historical actors;3. Show empathic understanding based solely upon evidence, without leaping to moral judgment?
Capacity to avoid “presentism”	When examining historical characters and events, students take the perspective of those who lived in them.	Does the response indicate that the student: <ol style="list-style-type: none">1. Views history from the lense of people who lived at the time;2. Effectively places the meanings, values, and ideas from the past in their historical time and place;3. Does not let present ideas color how the student view the past.

The above rubric was adapted from the Canada Historical Thinking Project (2014), which was in turn informed by Seixas & Morton (2012). It should be noted that the said rubric originally contained four levels: meeting the minimal requirement (score of 1), emerging understanding (score of 2), effective demonstration (score of 3), and a masterful demonstration (score of 4) of the sub-dimensions of historical empathy. The researchers deemed that for the purpose of this research, the four original levels presented only confound the rating process, especially since there is a lot of student data to be considered. Hence, the researchers reworked the different levels and added a score of 0 for inconclusive and ambiguous student responses. The rest of the levels represent an undeveloped sense (score of 1), a competent sense (score of 2), and a well-developed sense (score of 3).

The Affective Dimension Rubric

Sub-dimension	Description	Detailed Prompt
Open-mindedness	Students show a willingness to listen, entertain, and identify with others' views and feelings.	Does the response express that the student: 1. Identifies with the experiences of the people in the past, whether they agree with their actions or not; 2. Perceives the thoughts of another person while retaining their own viewpoint.
Feeling care	Students show care, sensitivity, and tolerance towards the people who lived in the past.	Does the response show the student's feeling: 1. That the past lives matter and it's important to find out more about their lives; 2. Of being close to historical characters and caring about their very different lives; 3. Of pondering what they would have done or felt if they had been there.
Imagination	Students use imagination to recognize their feelings and be there in the past as other people.	Does the response show that the student: 1. Imagine being in the past and consider the possibilities 2. Appropriate their feelings to specific evidence they selected.

Note. The above rubric was utilized from Davison's historical empathy pathway (2014) where the literature discussed the elements of open-mindedness, feeling care, and imagination as components of the historical empathy pathway that begins with students "affectively entering the past" (p. 17). To conform with the adapted cognitive perspective-taking rubric, the researchers also adopted a similar three-tier level representing an undeveloped sense (score of 1), competent sense (score of 2), and a well-developed sense (score of 3) of the sub-dimensions under the affective dimension. A score of 0 was also implemented to represent inconclusive and ambiguous student responses.