



Social studies students' perspectives on the use of Facebook in commemorating historical events

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ABSTRACT

In this digital age, social media has eventually become mainstream media in education. As the biggest social networking site globally, Facebook has evolved from a mere communication platform to an educational tool that facilitates academic discourse, content sharing, and effortless information dissemination, including that with historical significance. Thus, this qualitative descriptive study seeks to describe the perspectives of social studies majors about the use of Facebook, its role, its pros and cons compared to the conventional method, and its responsible utilization in commemorating historical events. A total of 15 respondents were chosen as Social Studies interns in one of the State Universities and Colleges in Central Visayas. Through purposive and convenience sampling techniques, using the prescribed inclusion and exclusion criteria, an interview based on unstructured interview guide was used to gather the necessary data. Following the content and contextual analysis of the data, results reveal that respondents have ambivalent perspectives on Facebook use, generally viewing it as a potential yet problematic platform, especially for commemorating historical events. For them, Facebook is unarguably convenient and accessible; yet, they are doubtful of its reliability and accuracy in dealing with historical content. Ultimately, Facebook provides easy access to historical content and commemoration; however, owing to reliability issues, careful use is required. Furthermore, future studies may look into the platform's economic, socio-cultural, educational, and political implications and repercussions.

RESUMO

Na era digital atual, as mídias sociais se tornaram, por fim, meios de comunicação convencionais na educação. Como a maior rede social do mundo, o Facebook evoluiu de uma mera plataforma de comunicação para uma ferramenta educacional que facilita o discurso acadêmico, o compartilhamento de conteúdo e a disseminação de informações, inclusive aquelas de relevância histórica. Assim, este estudo descritivo qualitativo busca descrever as perspectivas de estudantes de Ciências Sociais sobre o uso do Facebook, seu papel, seus prós e contras em comparação com os métodos convencionais e sua utilização responsável na comemoração de eventos históricos. Um total de 15 estagiários de Ciências Sociais foi selecionado por meio de técnicas de amostragem intencional e por conveniência, utilizando os critérios de inclusão e exclusão prescritos. Uma entrevista baseada em um guia de entrevista não estruturado foi conduzida para coletar os dados necessários. Após a análise de conteúdo e contexto dos dados, os resultados revelam que os respondentes têm perspectivas ambivalentes sobre o uso do Facebook, geralmente considerando-o uma plataforma potencial, porém problemática, especialmente para a comemoração de eventos históricos. Para eles, o Facebook é inequivocamente conveniente e acessível; contudo, eles duvidam de sua confiabilidade e precisão ao lidar com conteúdo histórico. Em última análise, o Facebook proporciona fácil acesso a conteúdo histórico e à comemoração, porém, devido a problemas de confiabilidade, requer uso cauteloso. Além disso, estudos futuros poderão analisar as implicações e repercussões econômicas, socioculturais, educacionais e políticas da plataforma.

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Introduction

In this age of digitalization and information, advanced technologies are integrated into every aspect of human life. Online interactions have become more common with the advent of limitless internet, providing people worldwide with cost-efficient and convenient online communication platforms like TikTok and WeChat...Facebook and YouTube, among others, have made social interactions better than ever (Elena-Iulia, 2018).

Social media, the umbrella term describing these platforms, has become a mainstream medium in education, entertainment, and, most importantly, information dissemination across boundaries in contemporary society (Apuke, 2017). Facebook, the world's largest social media platform, with more than 3 billion users actively engaging per month, is a great avenue to spread varying information that can be accessed by roughly 37% of the world's total population (Oladipo, 2025).

The Philippines, albeit a developing country, is one of the major contributors to online interactions and sharers of various content on Facebook. According to recent data published by DataReportal (2025), with 90.8 million active users, the Philippines ranks 6th among countries with the most Facebook users. This issue emphasizes the need for strengthening media and information literacy courses to combat the spread of unreliable and invalid information that might be considered instantly as "truth" by a lot of people. Reliable sources, like the school-based organization SoSociety—an organization for Bachelor of Secondary Education major in Social Studies students from a certain State University and Colleges of Region VII, exist and are available to share validated information and commemorate historical events. The challenge lies in how information is shared and perceived by people online.

The digital era ushered in social media utilization in education, with Facebook as a useful tool. It fosters collaborative, personalized learning and commemorates historical events that enable the widespread and convenient dissemination of information, not only benefiting the students but also, the community. Additionally, it caters to different learning styles by utilizing visual materials such as photos, videos, infographics, and graphs. Generally, social media, particularly Facebook, is viewed as an instrument for sharing educational information and fostering collaborative learning.

Although Facebook is a good platform for reaching a wider audience, it poses a threat as the spread of misinformation and disinformation is becoming prevalent online (Glenski et al., 2020). Presumably, the digital era has both positive and negative effects on society. Social media, particularly Facebook, could present challenges when sharing information about historical events because of the potential for misinformation and disinformation. The authenticity of the information shared on Facebook is a major concern that could cause great socio-economic and historical turmoil if left unattended.

Moreover, social studies students have in-depth knowledge and valuable insights into historical events. They should be at the forefront of promoting responsible use of social media,

especially when dealing with historical content. Thus, this study seeks to generate perspectives of social studies students using Facebook to commemorate historical events. Specifically, this study aims to provide answers to the following objectives: (a) discuss the views of aspiring social studies educators in the 21st century regarding the use of social media, specifically Facebook, to commemorate historical events; (b) determine the role of Facebook in the commemoration of historical occurrences in the 21st century; (c) compare the conventional and contemporary method of keeping historical events alive; and (d) suggest ways on how to utilize Facebook for commemorating historical events responsibly.

In this study, the academe, through the State Universities and Colleges (SUCs) can address the gaps between disinformation and misinformation on Facebook and awareness and orientation of the teacher to ensure the use of authentic historical information to promote Digital History Learning (DHL). DHL can be promoted through a tripartite policy of the Commission on Higher Education (CHED), the SUCs, and the National Historical Commission (NHC) to create a digital repository of legitimate historical data or information on Facebook for instructional use in the courses in history, social studies, and other social sciences and humanities courses that need digital historical data. This can be done through social networking, as proposed by Shahjahan & Chisty (2014), Kapoor et al. (2017).

This study provides insight into the students' perspectives on using Facebook to commemorate historical events, providing educators with the information to develop pedagogical strategies that use social media to improve students' historical learning outcomes. Furthermore, understanding how individuals interact with historical narratives on digital platforms can lead to a better understanding of how social media shapes historical consciousness and collective memory. Moreover, the findings can help policymakers develop progressive rules for the responsible use of social media to shape historical narratives. In addition, this study serves as a reminder that history will never be dead and is still relevant and important in shaping the future. Ultimately, this study emphasizes the importance of examining related studies to reinforce the assumptions and background information mentioned.

Review of Related Literature

Social media refers to interactive online tools that allow the production, distribution, and curation of user-generated content by its users. Social networking sites are not limited to YouTube, Instagram, Craigslist, Facebook, Friendster, Wikipedia, dating websites, and recipe-sharing websites like all-recipes.com. While these platforms share common traits, they differ in design, structure, norms, and user base (Davis, 2016). Nevertheless, social media sites allow people to connect, spread user-generated information, promote research and decision-making, and fulfill several organizational needs.

"Social networking" is another term for social media (Shahjahan & Chisty, 2014) or a collection of digital tools that enable immediate connections and relationships (Kapoor et al.,

2017). However, there is a broad agreement on the use of social media sites and Web 2.0, which has become a mainstream media worldwide, significantly impacting people's lives (Trauttschold et al., 2010). As Buffington (2008) mentioned, technologies under Web 2.0 incorporate social interaction, content generated by users, tagging and rating content, and are readily available to people across the globe as long as with internet access, indicating shifts in the conventional paradigm of generating and consuming a variety of content. This development has become more evident and useful in this contemporary world as the digital era progresses. Essentially, social networking sites, particularly Facebook, facilitate relationships in the virtual world with varying users, resulting in a much more connected space for spreading information and holding conversations (Dijck, 2012).

In 2019, Facebook had 2.4 million users, while WhatsApp, YouTube, and two other social media services had over one billion users. Of the world's 7.7 billion people, approximately 3.5 billion were netizens, revealing that over two-thirds of all users on the internet, or one in three people globally, used social media (Ortiz-Ospina, 2019). Facebook is the market leader in social networks with three billion monthly active users and over a billion registered accounts. Meta Platforms, the mother company of Facebook, the main platform, Instagram, WhatsApp, and Facebook Messenger, combined to reach one billion monthly active users. Notably, Meta Platforms, Inc. (2023) announced 3.14 billion and 3.96 billion Facebook active users, per day and per month respectively, in the Family product during the third quarter of 2023. As such, the platform has a wide audience reach, thus, utilizing it now for sharing various kinds of content, including information and commemoration of significant events in the past.

Commemoration is an emotional ritual that makes people connect with past events. As a result, they feel like they are part of the events and transform their knowledge into living memories, fostering a sense of belongingness within social groups (Saito, 2010). Also, commemorations frequently highlight an event's symbolic significance and meaning in shaping the future. Political authorities use commemoration to gain historical legitimacy from the past, thus strengthening the collective memory (Sierp, 2025).

History was orally transmitted and narrated with entertainment before writing was invented. This was a useful method for ensuring that historical events were remembered. Messengers were also used to disseminate word of significant occasions in history across places. However, it is important to note that oral history cannot be considered exact, accurate, or credible unless it is edited for preservation in an archive (Wilmsen, 2019). After the development of writing media, scholars preserved information in different media, such as stone, wood, leather, and manuscripts made of papyrus, parchment, palm leaves, vellum, and paper, which are now the primary sources of the traditional knowledge in the modern period (Samantha & Majhi 2023). Moreover, as the contemporary world progresses due to technological advancements, internet use eventually prevails.

The internet, specifically social media, has become relevant and serves as a form of entertainment and a platform to commemorate historical events in the 21st century. Selwyn (2009) contended that social media, like Facebook, a platform for education studies, has created a debate within the educational community. While some educators believe that these platforms allow learners to re-engage with their studies, others fear that they may alter and distort traditional learning. Additionally, scholars have stressed that Facebook use by students should be seen within the identity of politics rather than its impact on their engagement with studies (Selwyn, 2009). Further, Liang et al. (2020) stated that social media provides an avenue for a broader range of collaborators to have a say in making decisions about cultural heritage management, hence encouraging the participation of the public. Facebook, Twitter, YouTube, Instagram, and other platforms have become venues for the production and discussion of events in the past in various significant socio-political and cultural settings (Kelpšienė et al., 2022). In addition, according to scholars, social media plays a vital role in a variety of historical events, including memory wars in Central and Eastern Europe, political protest in the Arab Spring, memory of the Holocaust, fake news in nationalist narratives, hate speech, and community persecution in East Asia, and indigenous disputes of colonialism.

The advent of media as a source of historical timelines of social and political revolutions potentially presents thousands of individual views of the event, contrary to the typical single interpreter and distant perspective of the events (Manovich et al., 2014). Notwithstanding, Frary (2018) stated that social media users' tendency to look for content that confirms their beliefs about an event, a conflict, or a change of government makes it difficult for historians to determine the “truth” from a distant perspective inside the social media environment. Historians face the challenge of providing faster analysis frequently on news channels and in public view because of the influence of social media on news channels (Frary, 2018).

Social media is being used to revitalize history in ways that are socially distributed and disseminated online (Liu, 2011). Social media has emerged as a significant component of digital history, providing a new platform for historiography and discussions among students who grew up with technology. This allows students easy access to historical information sources (Singh & Ahmad, 2022). The effective use of cyberinfrastructure to gather, organize, and evaluate data determines the value of history for present and future generations (Liu, 2011).

The widespread accessibility of social media has made it an important means of communication and information acquisition. However, the absence of regulation and the anonymity of users lead to misinformation being disseminated. Social media's echo chamber design brings like-minded individuals, which can be advantageous for accessing accurate information, but also highlights false information (Zhao et al., 2021).

The internet and social media evolution is a source of history and culture and has changed how history's content and methodologies are taught (Priyanto, 2022). Social media is

speeding up information dissemination, outdoing print journalism as the first rough draft of history. Historians are debating the usefulness of the internet as a source repository, with online sources providing richer depth to stories, narratives, and viewpoints being documented. Thus, they will contribute to the repository of factual information that future historians shall analyze (Cohen & Rosenzweig, n.d.).

In summary, to keep history alive, ancient people shared stories verbally. With the invention of print media, books became a preferred method of storing historical events. Today, social media gives people an avenue for discussion and easy access to historical information. However, the lack of digital supervision and the author's anonymity make it difficult to discern the credibility and authenticity of the information. Thus, users discern the information's credibility and are responsible for its platform use. Aspiring social studies educators need to improve students' understanding of historical events. Thus, this study described students' perspectives on commemorating historical events with social media.

Research Methodology

Research Design

This study utilized a qualitative descriptive research design to describe the perspectives of social studies students on the use of Facebook in commemorating historical events, aligning with the goal of the study, which is to offer comprehensive, rich descriptions of phenomena without providing further causal explanation. Ayton (2023) further mentioned that qualitative descriptive research is a design used to describe things or phenomena rather than explaining them. To methodically explain participants' perspectives, this design was used since it works well for investigations into how social media is perceived in the current educational landscape. This method makes it easier to depict events in depth, which aligns with the goal of gathering complex student perspectives, particularly on digital historical remembrance.

Research Respondents

There were a total of 15 social studies students who served as respondents in the study. In descriptive qualitative research employing interviews, this sample size is enough for theme saturation, which is usually attained with 9–17 participants (Hennink & Kaiser, 2021). The following were the inclusion-exclusion criteria in the selection of the respondents: (1) they were fourth year students, (2) represented both genders, (3) they were assigned teaching history lessons, (4) they represented the ages between 18-25, and (5) all social studies interns who did not belong to all these criteria were excluded in the study. Moreover, a combination of purposive and convenience sampling techniques was used to gather the perspectives of only 15 social studies students, regardless of their gender, year level, and considering their willingness to respond to the interview. In order to ensure information-rich interaction and results, convenience sampling based on the respondents' availability was paired with purposive sampling among social studies majors due to their knowledge and competence about historical commemoration.

Research Instrument

Aligned with the goals and design of the study, an unstructured interview guide was created and utilized to examine perspectives on the role of Facebook in commemorating historical events. It included open-ended questions about advantages, difficulties, and educational effects that were iteratively improved after being piloted for clarity. Kallio et al. (2016) recommended the use of this instrument because it allows open-ended, conversational responses while still covering all key aspects of the phenomenon. Importantly, before it was administered to the respondents, three social science education specialists conducted an inter-rater validation of the guide and reached a consensus about the validity of its content and its purpose.

Research Environment

The study was conducted at a premier State University and College (SUC) in the country, particularly in the city of Cebu, widely known and recognized by the Commission on Higher Education (CHED) as a Center of Training (COT), a Center of Development (COD), and a Center of Excellence (COE) for Teacher Education in Central Visayas. Its prominent programs in social studies education with a continuous Board Licensure Examination for Professional Teachers (BLEPT), one hundred percent (100%) passing percentage for the last 10 years, diverse student body mostly engaged in digital learning, and active participation in historical discussions online were the major factors considered to be crucial in achieving credible results needed for this study. Furthermore, this locale supports the study's focus on local higher education contexts in Cebu City during the Academic Year 2023-2024.

Data Gathering Procedure

Data collection proceeded in the following phases, as facilitated by the research adviser as an offshoot of the course Research in Social Studies. First was the Preparation Phase, which includes the preparation, intra-validation, and approval of the Interview Guide. Second was the Recruitment Phase, which included respondents' selection via purposive and convenience methods. Once they agreed, a Letter of Informed Consent was secured from the Ethics Review Committee (ERC) of the University, as the third phase. Fourth was the Orientation of the Research Participants. They were given a quick orientation and background of the study being conducted. The specific day, time, and venue were set for the actual interview. The interview was conducted after 5:00 p.m. after their classes inside the Internship Room. Fifth was the Actual Interview. Semi-structured interviews were conducted, audio-recorded, and lasted for about 15-30 minutes per respondent. Sixth was the Transcription Phase. After interviewing all the participants, audio recordings were then transcribed, grouped, and analyzed for coding and themes by the researchers. Following these phases ensured systematic, replicable processes aligned with qualitative standards (Bingham, 2023).

Data Analysis

After the interview, the data were transcribed, collated, and presented in a tabular, textual, and symbolic manner. Data was then analyzed based on its content and context. For Roseveare (2023), content and context analyses served as the optimal choice for researchers who possess a qualitative sensibility and align with the concepts and principles of qualitative research. Content analysis, supplemented by the quantification of thematic frequencies, and contextual analysis, which investigated relational meanings, provided comprehensive insights essential to producing quality findings for this study. This study used contextual analysis to examine how aspiring social studies educators perceive Facebook as a platform for commemorating historical events. Instead of interpreting the statements as isolated views, the analysis contextualizes their views within the broader educational, social, and digital contexts.

Braun and Clarke's reflexive thematic analysis was also used to analyze the transcriptions: (1) familiarization with the data; (2) initial code generation; (3) theme search; (4) theme review; (5) theme definition and naming; and (6) report production. In Step 1, respondents' verbatim transcripts were perused, clustered, and analyzed according to content and context analyses to determine common themes and identify biases in the accounts. Step 2 followed the inductive coding revealed in the significant statements, content, and context analyses presented in table form. Step 3 extrapolated the searching of the appropriate themes from the given bits of bold-faced words and phrases reflected in the table. Step 4 was iterative reviews of themes to check the consistency of the content and context analyses results and the significant statements of the respondents. Step 5 named and defined the consolidated theme identified. Step 6 juxtaposed the writing of the report and the writing of the article for publication.

Ethical Considerations

In accordance with institutional requirements for research, ethics approval was obtained from the institution's Ethics Review Committee (ERC). Data anonymization, withdrawal rights, voluntary involvement, and secrecy through pseudonyms were all included in informed consent forms; non-disclosure agreements safeguarded information. There were no rewards given for volunteering to participate in this study. Ultimately, these were thoroughly considered in the conduct of this study.

Results

Table 1 below shows the significant statements provided by the respondents about their perspectives on the use of Facebook in commemorating historical events, with the corresponding content and contextual analysis. Four sub-themes emerged from the respondents' shared narrative: (1) Facebook as a platform for more meaningful historical commemoration and purposeful learning, (2) Facebook being both an educational tool and a place of historical distortion, (3) The role of Facebook in understanding the present through historical references, (4) Concerns regarding accuracy, misinformation, and reliability.

Table 1.*Social studies students' perspectives on commemorating historical events*

Significant Statements	Contents (textual meaning to identify common themes)	Contexts (situational meaning of the argument/bias)
<i>As for me, historical posts show positive connotations as these increase the productivity of Gen-Z students since they are socializing and at the same time learning while using social media (R3)</i>	This suggests that social studies students evaluate historical Facebook posts positively , contributing to the productivity, socialization, and learning processes of Gen-Z learners	This demonstrates a bias toward the benefits of using the platform for historical commemoration among Generation Z, linking productivity and easy access to immediate historical content on social media, like Facebook
<i>It doesn't show negative connotations; it's because it serves only the purpose in educating the users or the students (R6)</i>	This highlights that there are no negative connotations associated with using Facebook to commemorate historical events and that it serves an educational function	This appears to be encouraging and supportive of utilizing Facebook for educational reasons , particularly when commemorating historical events, strongly emphasizing the usability of Facebook in educating learners
<i>It's positive since it can spread awareness and information and sort as a reminder to everyone, and it is negative since there is a tendency for false information and knowledge to spread, leading to historical distortion (R1)</i>	This reveals the positive aspect of using Facebook in commemorating historical events, emphasizing the platform's ability to spread awareness and information , and serve as a reminder to individuals, while also highlighting its negative aspects regarding the risk of spreading false information and knowledge , potentially leading to historical distortion	This statement seems skeptical as it reflects a positive appreciation for social media's accessibility and reach in distributing historical knowledge and creating communal recall. On the other hand, the negative viewpoint suggests mistrust of Facebook's role in preserving historical accuracy and integrity
<i>Social media has both a negative and a positive impact on ourselves (R8)</i>	This shows an acknowledgment of social media's positive and negative effects on one's life	This situation advocates a balanced attitude due to an understanding of the complexity involved, and an openness to contemplating both the positive and negative sides of using social media platforms, avoiding undue bias toward either side of the issue
<i>It would depend on the context, but history is not there to show something negative or positive; it is there for you to know what happened in the past, so it's neither positive nor negative (R13)</i>	This emphasizes that historical events should be described objectively, with no bias toward positivity or negativity , highlighting the necessity of learning what happened in the past and the significance of context in interpreting events	The statement asserts that history should not be defined in terms of positivity or negativity , revealing a potential restriction in recognizing the moral nuances inherent in historical events, as it stresses factual accuracy over ethical considerations
<i>Yes, I find those posts on Facebook informative and relevant, especially from credible sources, because I am reminded about the event that happened on the same date in the past, allowing me to look back and reflect on the experiences of people during those times as well as the significance of its commemoration (R14)</i>	It reveals social studies students' positive viewpoints on utilizing Facebook to commemorate historical events, including the appreciation for useful and interesting posts , especially those from reliable sources , and focusing on the value of being reminded of past events , which allows for reflection on people's experiences at the time and the relevance of remembering them.	It suggests a relatively positive bias using reliable sources that demonstrates a discriminating approach toward knowledge, reflecting a tendency to critically assess content that indicates a predisposition toward introspection of historical empathy, emphasizing the value and understanding of past experiences and remembering them .

<i>It's very essential this time since seeing those past events that have been recorded, we can still somehow learn from them, as well as can also change our ways—learn, relearn, and unlearn (R6)</i>	This underlines the necessity of utilizing Facebook to preserve historical events and learn from the past , implying that by viewing recorded past events on Facebook , people might learn useful lessons and apply them to current situations	It advocates a positive stance about using Facebook to commemorate historical events, motivated by a desire for learning and personal development
<i>Some posts are not accurate since they are posted just for the sake of "content," especially being labeled as a historical page (R2)</i>	It suggests inaccuracies in historical Facebook posts, focusing on content creation rather than historical accuracy	It argues that engagement standards are prioritized over historical integrity , consistent with the widespread tendency of sensationalism and clickbait methods on social media, in which accuracy may be abandoned, to garner attention
<i>I think not all are accurate and truthful since, as I have noticed, there are Facebook pages that are just projects managed by students or by individuals who do not have extensive knowledge about history; these just spread since they bear certain content (R1)</i>	It implies that not all information obtained on the platform is trustworthy , pointing out that some Facebook pages are run by people with little historical understanding or are simply student projects , and raises further concerns regarding the transmission of possibly misleading or erroneous historical narratives online	It is skeptical as it reflects a critical attitude about using Facebook to commemorate historical events—preferring more reputable historical sources and desiring authenticity and credibility in historical discourse—showing a preference for authoritative sources over potentially untrustworthy ones, available on the platform
<i>Some posts and contents are accurate and truthful, but there are also those that we cannot say are accurate. For me, the content itself and the owner of the content truly matter (R3).</i>	It acknowledges the presence of factual and false historical content on Facebook, recognizing the need to determine the legitimacy of the content and the person publishing it .	It argues that both the content and the person who posts it are nuanced , accepting the existence of both accurate and incorrect content. But it shows a possible bias toward trusting certain individuals or groups over others, due to personal opinions, prior experiences, or connections.
<i>Some posts are accurate and truthful since they provide sources and references. However, since Facebook is consumed and accessed by the public, it is prone to biases and the fabrication of information (R5)</i>	It presents a conflicting perspective on Facebook usage to commemorate historical events, accepting certain posts as accurate and true because they include sources and references, but also understanding the inherent risk of prejudice and misinformation within Facebook, given its enormous public access	It claims that there is a balanced viewpoint on the usage of Facebook in commemorating historical events, demonstrating a nuanced understanding of the platform's function in sharing historical information by noting both the possibility for accuracy and the vulnerability to bias and fabrication

Note: Contents and Contexts on Historical Events

Table 1 summarizes 11 significant statements with textual and situational meanings. The use of collective memory in history, as posted on Facebook, requires a more objective and balanced perspective to prevent biased information leading to misinformation and disinformation.

Theme 1. Facebook, a platform for meaningful historical commemoration and purposeful learning

More than 50% of the respondents viewed using Facebook to commemorate or share information on historical events as a positive endeavor in this generation. R3 and R6 highlighted that commemoration of historical events online enables students to have a

worthwhile learning engagement. Jumaat et al. (2019) backed this by contending that Facebook can enhance meaningful learning among students, especially when supported with appropriate guidance. Dr. Jumaat of the Universiti Teknologi Malaysia reaffirms the positive impact of Facebook on learning. Moreover, R6's response implies that when Facebook is used to commemorate historical events, it has an educational value. This affirms the findings of Wang et al. (2014) that Facebook serves as a tool in education, impacting learners' social and academic lives.

Theme 2. Facebook, an educational tool and a place of historical distortion

Although the respondents acknowledge Facebook's educational potential, they also stressed its ambiguous nature. This response supports Selwyn's (2009) assertion that social media platforms such as Facebook have recently been the topic of significant controversy within the educational community. One respondent even mentioned that it is neither positive nor negative. R1 and R8 noted that Facebook can be an avenue for commemorating historical events, and to learn more about the past, while at the same time a platform where historical facts can be manipulated. This challenge corresponds with R13's perspective, which relates to the view of Manovich et al. (2014) on why Facebook's use potentially presents thousands of individual views on events.

Theme 3. Facebook's role in understanding the present through historical references

Undeniably, in recent years, Facebook has become a crucial part of the daily lives of people all across the globe, especially Filipino students. The respondents believed that the platform enables them to be informed with useful data, especially in understanding the present conditions of society based on past events. R14 and R6's responses imply that Facebook is a source of information for making sense of the present based on what has happened in the past. This response affirms the findings of Liu (2011) that social media, like Facebook, is being used to revitalize history, which is socially distributed and disseminated online. Furthermore, students can simply and easily access historical information sources because of the presence of social media (Singh & Ahmad, 2022).

Theme 4. Facebook's Concerns regarding accuracy, misinformation, and reliability

Despite the possibility that the public will have access to the information they need and promote contact with those who share the same circumstances, R2 and R1's responses noted that accuracy does not follow after accessibility, most especially on Facebook. This aligns with Zhao et al. (2021), who highlighted the negative effects of false information. Further, this situation maintains the findings of Brown and Vaughn (2011) that Facebook is a potentially promising source of applicant information, but potential limitations and legal challenges exist due to unstandardized data and unclear decision-making processes. Additionally, R5's

response suggests that Facebook, due to its accessibility, is open to information fabrication; this statement supports the findings of Jain (2023) that the internet and social media platforms are now becoming popular in disseminating misinformation, fostering mistrust, and encouraging negative views.

Table 2.

Roles of Facebook in the commemoration of historical events

Significant Statements	Contents (textual meaning to identify common themes)	Contexts (situational meaning of argument/bias)
<i>The role of Facebook is that it serves as a reminder for everyone not to forget the historical events that happened in the past, as these shape us and the present generation (R9)</i>	It primarily emphasizes Facebook's function as a reminder , highlighting its capacity to preserve and shape the present time	It advocates an optimistic perspective of the platform's role , indicating that simply having historical content on Facebook ensures its preservation and accessibility to everyone, while overlooking issues of digital literacy
<i>Facebook not only disseminates information but also records, presents, and preserves information and ideas (R6)</i>	It highlights the platform's role as a digital archive , which not only focuses on the dissemination but also the recording , presentation , and preservation of historical information	It claims that Facebook's ability to record and preserve information benefits historical documentation by ensuring that noteworthy events are recorded for future generations, without much focus on how it is done
<i>Facebook has a lot of users, so using it would serve as a bridge to inform and reach more viewers or audiences (R1)</i>	It outlines the role of Facebook as a channel of information , further emphasizing accessibility and reach	It argues that all Facebook users have equal access to and engagement with information , which may not be true depending on socioeconomic class, digital literacy, and geographic location
<i>I am being updated through Facebook posts since, in my account, I follow its pages that generally provide historical information, including news accounts that also post about historical events (R15)</i>	It reveals the platform's role as a source to become informed about historical events and updates from different posts , pages , and news accounts	It claims that users' reliance on Facebook pages and news accounts introduces the effect of editorial judgments and ideological biases , which might color the view of historical events
<i>I usually use Facebook in my daily life, and seeing history-related content makes me, of course, know more about what happened in the past because I believe that as a social studies student, it would help me hone my knowledge of historical data so that I could apply it, share it with the younger generations in the future (R13)</i>	It suggests that Facebook serves as a habitual source of not just entertainment but also information about history, especially in the daily life of a student	It argues that, as a social studies student , the interest in historical information on Facebook may be motivated by academic aspirations and a desire to share knowledge with future generations, which may influence the view of the platform's historical value
<i>For me, this is important, especially in today's generation, wherein people are easily distracted and forgetful about the past. There are also some who just carelessly spread content, and they do not know how to revive such historical events. So, I think Facebook is important for people to be aware, but again, reviving historical events is a continuous process (R4)</i>	It emphasizes the role of Facebook as a storage of significant information , enabling people who are distracted , careless , and forgetful about the past to look into and continue to preserve it in the next generations	It advocates that simply being aware of historical events is insufficient ; there must be a continuous, purposeful effort to resuscitate and engage with the past, implying that Facebook might act as a catalyst , creating a deeper understanding and appreciation of history among everyone from different walks of life.

Note: Contents and Contexts on the Role of Facebook in Historical Events

Consequently, Table 2 reveals the respondents' significant statements with corresponding content and contextual analyses about the role of Facebook in commemorating historical events. Examination of narratives revealed three interconnected themes: (1) Facebook as a platform for more meaningful historical commemoration 2) Mainstream media in educational and social contexts, (3) Facebook as a platform for historical consciousness and collective memory.

Respondents highlighted Facebook's role in remembering historical events. R9, R6, and R1's responses imply that Facebook is a vehicle or tool that reminds, stores, and transports historical information to many people anytime and anywhere. Twitter, YouTube, Instagram, and Facebook have become venues for the production and discussion of events in the past in various significant socio-political and cultural settings (Kelpšienė et al., 2022). Furthermore, Sedlacik (2015) contended that social media, such as Facebook, has introduced new elements into heritage discourse and raised questions about how heritage can be preserved in the face of destruction.

Theme 5. Facebook is a mainstream medium in educational and social contexts

Social media is widely used in education, entertainment, and information dissemination, and is recognized by this study as mainstream media in contemporary society. Several respondents highlighted it as an integral part of daily life and educational experiences. R15 and R13's manifestations mean that as a mainstream media, Facebook serves as an aspect, integral aspect in the daily interaction of aspiring social studies students, especially in the pursuit of keeping historical events alive. Truly, the development and adoption of social media have significantly affected people's lives and have become the mainstream media globally (Trauttschold et al., 2010).

Theme 6. Facebook as a platform for historical consciousness and collective memory

Respondents cited that Facebook posts commemorating historical events are crucial in reinforcing historical consciousness in this digital generation. R4's response indicates that Facebook serves as a great avenue for continuous historical discourse, maximizing the benefits of the available technologies. With Facebook, political authorities emphasize commemorating significant historical events to gain historical legitimacy from the past, thus strengthening the collective memory (Sierp, 2025). In this generation, the method of historical preservation is significantly different from how it was used decades and centuries ago. In the early years, history was transmitted orally through stories from generation to generation before writing was invented (West, 1966). This was a useful method of making sure that historical events were remembered. Years later, writing and printed media developed, which are now the primary source of traditional knowledge in the modern period (Samantha & Majhi, 2023). Moreover,

as the contemporary world progresses due to the advancement in the latest and most advanced technologies, internet use, especially social media like Facebook, prevails. With this information, the argument arises as to whether the contemporary method (use of social media like Facebook) is better than the conventional (oral and printed) one to commemorate historical events. Meanwhile, Table 3 below presents the significant statements of the respondents together with a detailed analysis of their contents and contexts in comparing both methods.

Table 3.

Conventional and contemporary methods of keeping historical events alive

Significant Statements	Contents (textual meaning to identify common themes)	Contexts (situational meaning of the argument/bias)
<i>With conventional methods, the contents cannot be easily interfered with, obstructed, or changed by anyone (R6)</i>	It emphasizes the reliability and stability of conventional methods of preserving history, suggesting no interference, obstruction, or change	It advocates in favor of traditional ways over newer or alternative methods , implying a preference for the former, as it gives a level of security and stability that prohibits simple tampering, obstruction, or manipulation of historical information
<i>The advantage [of conventional] is that it is well-documented and that we can say that these [events] happened because of the textual evidence (R7)</i>	It highlights the significance of documentation, verification, and textual evidence in historical commemoration	It argues in favor of positivism in preserving history, where the truth is determined through the help of factual and empirical evidence
<i>Books [historical] are published and reviewed by some authors and these were repeatedly fact-checked before printing (R1)</i>	It outlines the book publication process that contains historical information, focusing on review and fact-checking	It advocates in favor of the traditional publishing process , implying a preference for works that have undergone rigorous review and fact-checking , indicating that these measures secure the dependability and accuracy of the information included in historical books
<i>With the traditional way, not everyone has the time to read long paragraphs and long and thick pages (R1)</i>	It examines the limitations of traditional means (oral and printed media) in the time and effort necessary to consume historical information	It supports contemporary methods (such as social media) , implying a preference for these over traditional ways because these may be more efficient and accessible ; it does not take as much time and effort to acquire historical information as conventional methods do
<i>People cannot access it, and the scope to enlighten the people is very limited because not all of us prefer the conventional way, and we don't have access (R6)</i>	It highlights the problems of accessibility and preference when acquiring historical information using conventional methods	It argues not in favor of conventional methods , as these do not acquire historical information in a more accessible and appealing manner
<i>The contemporary way is advantageous, social media, like Facebook, there's a wider dissemination of information, feasibility, and user age-friendliness, reaching people of all</i>	It underlines the benefits of contemporary methods , particularly social media platforms like Facebook, in spreading historical facts, further highlighting their wider dissemination of	It argues in favor of contemporary methods of preserving historical information, emphasizing the advantageous features of social media platforms like Facebook

<i>ages (R15)</i>	<i>information, feasibility, and user age-friendliness</i>	
<i>The advantage of [contemporary method] is that it is easier and more convenient since it can be read and accessed briefly, anywhere, through your phone (R1)</i>	It emphasizes the convenience, ease of use, and mobility of acquiring historical information through the use of social media, Facebook in particular	It advocates in favor of contemporary methods , preserving historical events and highlighting their accessibility anytime and anywhere
<i>As I've mentioned, the advantage is that it [information] can be spread instantly (R4)</i>	It outlines the instant dissemination of historical information online	It supports using contemporary methods in preserving historical events, emphasizing the rapid spread of information
<i>The disadvantage [of contemporary methods] is that it is prone to fake news since we are not aware of who the real owner is or the maker of the content, and if the sources used were primary and reliable (R2)</i>	It highlights fake news, unclear ownership, and unreliability of sources when preserving historical information using contemporary methods	It opposes the use of contemporary means for historical preservation due to its vulnerability to disinformation and the difficulties of validating the authenticity and reliability of the sources
<i>The disadvantage is that we don't know how to control the power of social media (R4)</i>	It primarily stresses the lack of control and the unpredictable power of social media when dealing with information on history using contemporary methods	It argues against using contemporary means to preserve historical events, emphasizing the possible problems linked with social media's unchecked power, risks, and the unpredictable nature of digital platforms
<i>The disadvantage is that since Facebook is public, everyone can input their biases and opinions, making it more subjective than objective (R5)</i>	It emphasizes the public nature of social media, biases and opinions, and subjectivity over objectivity in dealing with historical information online	It opposes the use of contemporary methods in preserving historical information, emphasizing the risk of misinformation caused by the subjective and biased nature of historical content on social media platforms

Note: Methods for keeping historical events

Table 3 presents a contextual analysis of respondents' narratives comparing conventional and contemporary methods of keeping historical events alive. The analysis emphasized shared meanings and experiences shared by the respondents. The following key themes were identified: (1) Reliability of conventional historical commemoration, (2) Accessibility and complexity of conventional media, (3) Accessibility and the reach of Facebook in historical commemoration, (4) Vulnerability to misinformation and disinformation, (5) Facebook as an educational tool.

Theme 7. Facebook shows Reliability on conventional historical commemoration.

More than 50% of the respondents still preferred the conventional method of commemorating historical events, particularly verbal narratives, books, and printed media. These sources were perceived as reliable, credible, fact-checked, and not easily interfered with or manipulated. These sources, especially oral, reinforce cultural identity, pass down stories and rituals, and connect generations to their heritage (Weisman, 2020). As such, respondents'

views are all represented by the ‘shield with a check mark’ that represents strength, reliability, integrity, protection, and objectivity. R6, R7, and R1’s sentiments mean that despite the passage of time, the traditional way of keeping history alive is still very much appreciated and has proven its relevance in this digital era. Notably, books and printed media are important sources of history because they provide contexts, meanings, and explanations for our lives (Modern History, 1966). Accordingly, conventional methods, most importantly oral history, are best viewed as one of a variety of methods used in collecting and preserving historically valuable material (Filippelli, 1976).

Theme 8. Facebook’s Accessibility and the complexity of conventional media

Despite credibility, reliability, and accuracy, conventional methods also had significant flaws and drawbacks. Respondents noted that narrative books and other printed media are difficult to access, time-consuming. Limited sources and updates may contain personal prejudices. Primary sources, especially books, and other printed materials, were not properly kept and were inaccessible for research, leaving gaps in historical documentation (Ward, 2011). These challenges are represented by the symbol of a ‘labyrinth or maze’ that represents complexity, uncertainty, and difficulty, encapsulating the qualities of historical information through conventional means that are obscure, challenging to access, and potentially prejudiced. This mirrors R1 and R6 response, that using the conventional method to access historical information is like passing through an intricate maze, difficult and complex. This further supports the findings of Wilmsen (2019) that oral traditional histories cannot be entirely accurate and accessible, especially when not archived. Some facts could have been altered to create a sense of drama. For the respondents, using verbal narratives, books, and other printed media is not the most effective, efficient, and accessible media for acquiring and preserving information on various historical events. Consequently, the potential of these conventional methods, especially oral history, as a reliable research tool and respected historical evidence is still largely untested, with criticisms of wasteful triviality and biased narratives (Moss, 1977).

Theme 9. Facebook’s Accessibility reaching in historical commemoration

The respondents believed that the contemporary way is advantageous in commemorating past events because it is accessible, convenient, user-friendly, hassle-free, informative, easy, active, and wide scope in disseminating information. R15, R1, and R4 highlighted that Facebook is the go-to platform for accessing details about history more easily. This is represented with a symbol of a ‘network or web’ that effectively captures the interconnected, pervasive, and dynamic nature of ubiquitous information, highlighting its accessibility, convenience, and informative value, especially in dealing with information on historical events. These findings support Aiyer (2018), who suggested that Social media

platforms, such as Facebook, may be used to preserve history by considering posts as primary sources, allowing users to assess source credibility and recreate specifics of historical events.

Theme 10. Vulnerability to misinformation and disinformation

Despite its disadvantages, respondents cited their concerns about Facebook's credibility. Respondents viewed Facebook as prone to false information and fake news, distortion, bias, misinformation, disinformation, manipulation, and a lack of reliability and accuracy, making it difficult to preserve accurate historical information (Patil et al., 2021). R2, R4, and R5's responses imply that Facebook is a weak and vulnerable platform for its accurate, truthful, and credible data. As such, the symbol of a ***cracked or shattered shield*** effectively represents a vulnerability in information integrity. It illustrates the risks and consequences associated with false information, distortion, manipulation, and lack of reliability, highlighting the importance of strengthening defenses and promoting critical thinking to mitigate vulnerabilities. This further supports Bernal (2018) that Facebook's business model involves invading privacy, analyzing data, and algorithmically curating content, creating a perfect environment for fake news and misinformation. Wineburg et al. (2020) backed this concern, finding that students frequently encountered misleading or false information on social media sites, specifically Facebook, leading to challenges in discerning fact from fiction. Consequently, for the respondents, Facebook might be convenient in accessing information about historical events, yet it does not automatically suggest that these are worth believing in and sharing. In a nutshell, the pros of the contemporary method are the cons of the conventional. The pros of the former method remain the cons of the latter.

Theme 11. Facebook as an educational tool

Despite the concerns over credibility and reliability, Facebook is still recognized as a practical and crucial educational tool for study. It is viewed as a useful instrument for sharing varied academic information, for collaborative and personalized learning, and for commemorating critical events that have represented our past and shaped our present. This result confirms the findings of Idris e Wang (2009) that Facebook promotes new learning methodologies, encourages student engagement, provides multimedia resources, and allows for reflections, making it an invaluable tool for academic knowledge exchange and collaborative learning.

Table 4.

Facebook as a platform for commemorating historical events

Significant Statements	Contents (textual meaning to identify common themes)	Contexts (situational meaning of the argument/bias)
<i>Historical information should be scrutinized first before its posting (R7)</i>	It underlines the <i>need to double-check the information for accuracy and relevance</i> before sharing it on influential social media such as Facebook	It <i>advocates for a deliberate and thorough approach</i> to disseminating information on social media sites such as Facebook, especially when commemorating

		historical events, avoiding misinformation and bias
<i>Using Facebook can be misleading when there is no guidance (R3)</i>	It stresses the importance of guidance and user education in dealing with historical information found on Facebook	It advocates the need for assistance when using Facebook , particularly when comprehending and interpreting historical events, further implying that without appropriate guidance, there is a possibility of disinformation and misinterpretation
<i>So I believe you should always think before you click, especially when posting historical content on Facebook, and it should not be aligned with your personal bias (R13)</i>	It emphasizes critical thinking, responsibility , and impartiality when preserving historical events on Facebook	It argues that users need to think impartially and critically while sharing historical content on Facebook, emphasizing the necessity of preserving historical integrity and users' responsibility to ensure the truthfulness and objectivity of the information they provide
<i>The downfall of Facebook is its reliability, so consider how to ensure the information found on certain Facebook posts is true, valid, and factual (R7)</i>	It questions the reliability, validity, and quality of historical information found on Facebook	It is interpreted as a criticism of the platform's trustworthiness and a request for more rigorous verification measures, highlighting the importance of verifying the reliability of information shared on Facebook, particularly on historical events
<i>We have to be wary since there are other entities whose main goal is not to educate but to dissuade people from certain narratives (R11)</i>	It questions the intention or motivation behind sharing historical information and narratives on Facebook	It advocates the importance of vigilance and critical thinking while engaging with historical information on Facebook, avoiding historical distortion and manipulation
<i>All we have to do right now, especially when we are integrating Facebook in disseminating information, is that we have to be mindful, we have to check if it's accurate, if it's reliable, and we can do that by doing research, of course (R6)</i>	It suggests mindfulness and verification in conducting research when integrating Facebook as a platform for disseminating historical information.	It advocates for a cautious and responsible approach , fostering media and information literacy and opposing disinformation .
<i>I think using this platform could keep historical events alive because, of course, information can spread easily, so for that one, I think we are on the right track; but, I think not beneficial since it depends on the users' background (R12)</i>	It underlines the benefit of acquiring immediate access to historical information while highlighting that there is no assurance of the users' background knowledge of history	It argues that, while Facebook can be a beneficial instrument for preserving historical events due to its broad reach and ease of information distribution , its effectiveness or utility varies depending on the user's background , presenting its benefits and drawbacks
<i>It's best to use Facebook, but again, there should be certain guidelines, and that level of accuracy should be more important (R10)</i>	It suggests certain guidelines and levels of accuracy in dealing with historical information on Facebook	It advocates for the usage of Facebook , with the condition that criteria be established to ensure the accuracy of the information supplied , minimizing the potential threat of disinformation and misinformation on the platform

Note: Platform for Commemoration of Historical Events

Table 4 presents the significant statements of the respondents together with their corresponding content and contextual analysis in terms of the overall view of Facebook as a potential platform for commemorating historical events. Analysis of the respondents' claims revealed three major themes: (1) Facebook as a digital repository of historical events, (2) Responsible use and credibility of information, (3) Facebook as a "double-edged sword".

Theme 12. Facebook is a digital storage of historical events

Respondents viewed Facebook as a good platform to store and keep information on historical events alive in this digital era, most importantly when used responsibly. Respondents cited that Facebook plays a significant role in preserving history by providing an accessible and convenient platform for historical events. This finding is affirmed by Stock (2017), who said that Facebook can be a valuable source for historical science when users are responsible and post relevant information. It also supports Blaha's (2013) claim that Facebook users generate historically significant recordings, which may be a useful source of information for future generations.

Theme 13. Responsible use and credibility of information

Facebook, as a platform to commemorate historical events, depends on how its users engage with it. R7, R3, and R13 highlighted that problems arise not from the platform itself but rather from the irresponsible use. Social media, like Facebook, can have significant negative consequences, such as damaging reputations, creating personal distress, and compromising academic integrity, when users use it irresponsibly and inappropriately (Rowe, 2014). Concerns regarding misinformation and disinformation were also highlighted. R7 and R11's responses imply that not all information found on the platform is worthy of the users' immediate trust.

Theme 14. Facebook is a "double-edged sword."

R10 and R12 acknowledge that while Facebook offers convenience and preservation of historical events, it poses risks of distortion and destruction of crucial historical information. This context also supports the findings of Thomson e Kilbride (2015), who said that social media archives can be beneficial and detrimental to preserving history due to the challenges of making them accessible to researchers and students.

Discussion

Of the 14 themes generated from the content and contextual analysis taken from the research participants' verbatim statements, nine (9) of these themes show favorable use of Facebook to commemorate historical events, four (4) themes reflect both positive and negative perspectives, and one theme (1) manifests a negative tone. Analyzing these themes in sequence helps social studies teachers and students understand the proper use of Facebook despite three identified themes that show ambivalent and negative nuances. These 14 themes were narrowed down into three major themes: (1) Facebook as a Platform for Collective Memory and

Purposeful Learning, (2) The Social Role of Facebook, (3) Functions of Facebook as an Educational Tool, (4) Ambivalence of Facebook Use a Ground for Fake News, Misinformation and Disinformation, and (5) Resolutions to Avoid Misinformation and Disinformation of Historical Information.

Facebook is a platform for collective memory and purposeful learning. As a platform, it does not disseminate information alone, but also records and preserves information. Facebook, like other social media, is a platform for historical and collective memory of the country's history for commemoration and purposeful learning. Brey (2017) argued that technology, such as Facebook, changes society by influencing how people perceive and utilize it, either helping to fulfill or diverting from its fulfillment of ideals and values. It is important to note that even for a developing country like the Philippines, the use of Facebook has become a relevant aspect of the daily lives of the locals. As such, the study also operates under the assumption that the Philippines plays a huge role and is a major contributor to online interactions on Facebook, most importantly in dealing with historical information, which social studies students can access.

Facebook's role in the contemporary world has evolved from a mere social networking site to a platform where significant historical human heritage can be preserved. It serves as a dynamic platform, where individuals can raise awareness, share historical insights, and communicate and interact with a larger audience. Dobrowsky (2012) asserted that social media sites like Facebook provide spaces for communication where individuals can shape their identities and collective memory while communicating with others.

Facebook functions as an educational tool for the digital storage of historical events or historical facts. Facebook plays a multifaceted role in society in understanding the present through historical reference. It serves as a mainstream medium in educational and social contexts. Baek et al. (2011) said that Facebook is accessible and convenient for acquiring information about history due to user motivations for engaging in link-sharing through the social networking site. Further, Facebook is undoubtedly changing the way individuals interact with one another and share information, influencing social life (Wilson et al., 2012). Arguably, it is still crucial to note that accessibility and convenience do not guarantee the accuracy and truthfulness of information. Many individuals utilize Facebook as a storage and archival tool, reliable and accessible for conventional historical commemoration. Besides, since its beginning in 2004, Facebook has served as a digital record of life for many (Robards et al., 2018), serving for its responsible use and credibility of information.

In terms of ambivalence, the platform is also a source of misinformation and disinformation. Hilary and Dumebi (2021) affirmed that Facebook provides breeding grounds for the generation and diffusion of misinformation and disinformation. Nosko et al. (2010) found that around 25% of all possible information on Facebook was disclosed, with those

wanting a connection providing the most highly sensitive and possibly stigmatizing information. In response to these challenges, the importance of fact-checking information before disseminating it is imperative. This is supported by Hou and Kankham (2023), who said fact-checking on Facebook reduces the spread of fake news and increases users' trust and positive attitudes towards information. Further, fact-checking on Facebook increases accuracy and reduces the extent to which people believe misinformation (Porter & Wood, 2022). Given also that social media users' tendency to view only similar content that confirms their beliefs about an event, a conflict, or a change of government makes it difficult for historians to analyze and find the "truth" from a distant perspective from inside the social media environment (Frary, 2018). Accordingly, for the respondents, though Facebook might contain informative and relevant details about significant events in the past, this does not automatically mean that these are accurate, reliable, and truthful data.

While the age of digitalization offers better information access and reduced process times, it also demands attention and precautions to minimize collateral damage to individuals' well-being (Poza & Jódar, 2019). As Narwal (2018) highlighted, the prevalence of fake news poses a negative impact on society that necessitates and requires specific approaches to stop its spread. Thus, it is critical to note that the internet and social media, particularly Facebook, have double-edged swords. Accordingly, the respondents view Facebook as a fitting platform to commemorate historical events in this contemporary world, most especially if employed responsibly and properly.

To counter the fear of promoting fake news, misinformation, and disinformation in historical narratives, Facebook must require content users to upload historical facts based on primary sources to avoid promoting toxic and unwanted historical instructional content. Digital storage of historical information from primary sources shall be accessed worldwide by history teachers and students to enhance social studies performance.

The implications of the findings of the study are the following: (1) it enhances the educational landscape in the implementation of digital tools in commemorating history for social studies' teaching and learning, (2) its economic implications for ICT experts to find a business landscape for selling digital archives, which are accessible in the market, (3) social and historical implications that promote research using primary sources., national implication in promoting pride of the Filipino historical identity, not only nationwide, but worldwide, and (4) political implications in prioritizing funding in support to digitalization of the country's historical narratives.

Conclusion and Recommendations

The findings show that social studies students have conflicting and ambiguous perspectives on Facebook use, generally viewing it as a potential yet problematic platform,

especially for sharing information and commemorating historical events. They acknowledge its role as an avenue in commemorating historical events, given its widespread accessibility and immediate information dissemination. However, doubts about the platform's accuracy and reliability also persist, emphasizing how crucial it is to verify and fact-check information obtained from various media platforms—not social media alone. Furthermore, conventional methods like oral histories and printed media are still preferred for preserving historical narratives. Accordingly, their complex and ambivalent perspectives suggest that social media, particularly Facebook, is not the only platform or channel to use and rely on to keep historical events alive.

From an economic standpoint, utilizing social media platforms, particularly Facebook, can reduce the costs associated with traditional methods of distributing historical information, thereby making history more accessible to a broader audience. Meanwhile, from a socio-cultural perspective, the democratization of historical narratives through social media enables diverse voices to participate in shaping the collective memory of contemporary society. Politically, the responsible use of Facebook in commemorating history can promote informed citizenship; yet, disinformation and misinformation need to be addressed through legislative actions and educational programs. It is then recommended that policymakers and educators work together to establish and strengthen policies that encourage responsible use of social media while reducing the risks associated with false information. Through this, social media, not only Facebook, can be used as a better platform to preserve historical knowledge and encourage civic engagement. Ultimately, these should be thoroughly scrutinized in future studies.

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