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Towards a Skills-based of Readings in Philippine History

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Abstract

The Readings in Philippine History course is a key part of the updated General Education curriculum, but there is a scarcity of research on how well they help students to develop skills they can use in their fields of specialization. Most studies focus on the course's goals such as promoting critical thinking, analyzing sources, and fostering civic awareness. They do not discuss how the course intends students to learn or how useful these skills are in real-life situations. This study aims to fill that gap by looking at the practical value of the course and how it prepares students for academic and professional challenges. The researchers applied the qualitative research design using content analysis as methodology in analyzing the primary source, the curriculum guide for Readings in Philippine History provided by the Commission on Higher Education (2013). Cross-referencing of learning outcomes, methodology, and assessment according to the keywords stipulated in Bloom's Taxonomy of Learning (2002) and De Fink's Taxonomy of Significant Learning (2013) produced two matrices that revealed that the current Readings in Philippine History curriculum concentrate on the cognitive domain as reflected in the use of teaching methodologies and assessment that are in the factual, conceptual, procedural, and metacognitive thinking processes. While it addresses the development of a historical and critical mind, it visibly lacks the employment of digital literacy skills and how these skills are employed in the students' field of specialization. The researchers propose a skills-based framework that centers on history while incorporating 21st-century skills, Filipino values, and digital tools for honing the cognitive, affective, and psychomotor learning domains. The main contribution of the study in pursuing SDG 4-Quality education is a skills-based curriculum that helps students build their understanding of history, think critically, develop digital skills, and apply what they have learned to real-world situations.

Keywords: Skills-based curriculum, Contextual Analysis, Bloom's Taxonomy, De Fink's Taxonomy, SDG 4

Introduction

A good education is essential to a country because it equips people with the knowledge and skills they need to function and be productive members of their community. According to Article XIV, Section 1 of the 1987 Constitution and the Commission on Higher Education (CHED), citizens have the right to quality education. (Official Gazette, n.d.; Commission on Higher Education [CHED], 2013). Through the 2013 Enhanced Basic Education Act, there would be a greater emphasis on providing students with a more well-rounded experience before entering either higher education or the workforce by teaching them the types of practical skills that will be applicable to both scenarios.

As mandated by CEB Resolution No. 192-2013, the Commission on Higher Education officially established the General Education Program on March 11, 2013. This program was developed after considering input from stakeholders during public consultations held from August to September 2012. The General Education program focuses on providing students with practical applications of knowledge, giving priority to the development of critical thinking and values necessary for functioning in society, rather than relying on rote memorization of facts (Commission on Higher Education, 2013).

Readings in Philippine History is among the courses included in the 2013 General Education Program of the Commission on Higher Education as part of the vertical articulation when the K to 12 curriculum was implemented in 2012 for the basic education program of the Philippines. (Commission on Higher Education, 2013; Fifteenth Congress, 2012) This course adopts a different approach from the usual history classes that cover the entire Philippine history in a single semester. Based on the course description, students are introduced to "Philippine History viewed from the lens of selected primary sources in different periods, analysis and interpretation," as the revised General Education Curriculum moves away from memorization towards developing skills and outcomes. (Commission on Higher Education, 2017) The course helps students develop "critical competencies ranging from detecting bias, appreciating the effect of perspective on the construction and understanding of history, and interpreting facts," while learners continue to gain "factual knowledge." With the help of firsthand accounts, the course strives to develop the students' critical thinking about the past, and in the process, students become informed, thoughtful citizens (Candelaria, 2023).

In line with the K to 12 transition, Readings in Philippine History has become a core course in the 2013 General Education Program of the

Commission on Higher Education. As such, its importance in the higher education level gives students opportunities to better understand Philippine history, think deeply about the past, and develop into knowledgeable and civic-minded citizens who will, in the long run, help build the nation. A decade after its introduction in the collegiate level, there is a scarcity of studies on whether this course develops practical skills that students can use in school, future jobs or careers, and everyday life.

Review of Related Literature

Most existing studies on Readings in Philippine History focus on the teaching methods instead of what students actually learn. In Readings in Philippine History: Course Review, Best Practices, and Challenges among Higher Education Institutions, Alic and Bual (2021) conducted a review of how the course is implemented across several colleges that addressed best practices and challenges encountered according to the CHED standards. The present study shifts attention to students and looks at the skills they have acquired from the course and how these are useful in school, life, and future careers.

Some studies take a broader look at the subject. John Lee Candelaria's Disjunctures in Philippine History Education Since the K to 12 Reform (2023) is relevant, it highlights the gaps in how history is taught after the K to 12 reform. Unlike his article, which deals with system and policy concerns, the present study looks closely at the Readings in Philippine History course and how the students learn specific skills and use them in real life, school, and work.

Meanwhile, Michelle Gregorious, Edward Torrefranca, and Susana Geno's Enhancing Modules on Readings in Philippine History: An In-Depth Evaluation and Input for Improvement (2024) evaluates the modules used in the course and recommends ways to improve how students learn. This study involves evaluating and enhancing the modules, while the present study centers on the skills students acquired from the course and how they apply them in everyday life, school, and work.

There are also studies that link education with preparing students for jobs and learning for life. The 2023 article by Edralin and Pastrana, Technical and Vocational Education and Training in the Philippines: In Retrospect and Its Future Directions, examines how Technical and

Vocational Education and Training in the Philippines has developed over time and where it is headed. The authors explained that TESDA and the Philippine Qualifications Framework developed training program guidelines; at the same time, they emphasized meeting the industry requirements and the Philippine Development Plan 2022 to 2028. They acknowledge the gains made but they also draw attention to problems such as graduates not fully meeting the qualifications, low job placement rates, and poor coordination among stakeholders. Magpantay and Jimenez's study reveals the importance of prioritizing the skills to be developed for a smooth integration of curricular content towards the inculcation of critical thinking, social responsibility, use of digital tools to handle and recognize misinformation.

Similarly, Prudente and Yunaningsih's (2023) article, Improving University Competitiveness and Quality Education through Human Resource Development in the Digital Era, points out how training is important for teachers and employees to keep up with market changes. They underscore that competitiveness and quality education depend on digital skills, flexibility, and continuous learning. Instead of focusing on workplace training, Magpantay and Jimenez's study, Readings in Philippine History, explains how non-technical courses like history may be technical in content if the skills of critical thinking, civic-mindedness, and digital competence are integrated and horizontally articulated into selected topics of the course catered to the student's program. Together, the studies show that education prepares individuals not only for employment but also for active participation in society.

Researchers have likewise explored students' learning experiences in Philippine history. In the article Freshmen students' perception of Philippine History subject and academic performance at Jose Rizal Memorial State University – Tampilisan Campus by Calabria and Naparota (2025), the authors investigate how freshmen students perceive the Philippine History subject and how these perceptions can affect how they perform academically. Although the study contributes important insights, it only covers one institution and concentrates only on a few skills, specifically, critical thinking, analytical skills, and historical analysis, setting aside technology-based literacy and civic participation. The study of Magpantay and Jimenez gives a broader view on how the course fosters the development of critical thinking, digital proficiency, and civic involvement through historical thinking skills contextualized in the Philippine setting.

The article "Revival of Philippine History: A Perspective from the Readings in Philippine History Teachers" (2023) by Ma. Louise M. Roperez discusses teachers' worries about the removal of Philippine history from the secondary level and the academic problems it creates for tertiary students. Louise M. Roperez highlights teachers' worries about the removal of Philippine history from the secondary level and the academic problems this creates for tertiary students. Louise M. Roperez highlights teachers' worries about the removal of Philippine history from the secondary level and the academic problems this creates for tertiary students. The study focuses on teachers' perspectives on educational issues and curriculum gaps. However, it is confined to one educational setting and does not consider the broader skills development among students. On the other hand, Magpantay and Jimenez assert how the course contributes to development of student competencies like civic involvement, digital competence, and critical thinking.

James A. Duplass' (2021) study on the essence of teaching social sciences reinforces Magpantay and Jimenez's (2026) claims by noting that the curriculum should not only teach history but also integrate historical learning with the practical civic capabilities students actually need to improve their performance in school, cope with real-world professional demands, and remain active participants in democratic processes. While Duplass emphasizes democratic dispositions such as critical thinking and civic engagement, the overall approach remains largely U.S.-centric and does not directly consider the Philippine context in higher education, nor does it articulate the practical competencies students need to thrive in today's academic, professional, and digital environments.

In a Facebook post, Dr. Wensley Reyes (2022) put forward the 5K ng Pedagohiyang Pangkasaysayan. Anchored on the BAKAS framework of Dr. Zeus Salazar, this framework hopes to develop historical thinking skills alongside content knowledge. Reyes establishes the cultural and cognitive base, and Magpantay and Jimenez (2026) included practical use and technological areas. Although Reyes' pedagogical framework (2022) enhances cognitive learning and cultural grounding, it does not cover practical exercises and digital literacy. Magpantay and Jimenez (2026) fill in the gaps where Reyes' work left off, and connect what students are learning, how they are learning, and how they can be evaluated, based on Bloom's and De Finks taxonomies.

Recognizing the idea that online classes should not simply ppresent lessons but be structured around clear objectives and guided by teacher expertise to develop both basic and advanced thinking skills, and that the shift from face-to-face to online learning during the Covid-19 pandemic period made it necessary to assess the effects of online learning to identify the deficiencies in the learning experience, Coşgun Ögeyik's (2022) study Using Bloom's Digital Taxonomy as a Framework to Evaluate Webcast Learning Experience in the Context of Covid-19 Pandemic analyze how online classes impacted teacher training using Bloom's Digital Taxonomy, raising questions as to what benefits they offer and whether they help student teachers develop these skills. This study contributes significantly to Magpantay and Jimenez's research (2026) by emphasizing the importance of incorporating digital literacy and higher-order thinking skills in education, which are overlooked in the Philippine history curriculum. Coşgun Ögeyik's work was constrained by a pandemic context and a focus on teacher training, along with not proposing a skills-based curriculum framework.

Realizing that there is a gap in music education, where the skills perspective is prioritized over the cognitive processing perspective, Sri Hermawati Dwi Arini and Tuti Tarwiyah Adi (2024) have opined in their research work titled Enhancing Learning and Skills in the Digital Age: Digital Bloom and Platforms in Music Education, Sri Hermawati Dwi Arini and Tuti Tarwiyah Adi (2024) have opined that Bloom's digital taxonomy is aimed at more than merely teaching higher order thinking; it also expands to enable the use of digital tools for students to represent their work, collaborate with others, and acquire the technological skills needed to be fit for the world today. This argument bears a direct connection to Magpantay and Jimenez's article on Towards a Skills-Based Curriculum in Readings on Philippine History because both of these emphasize the need to move beyond rote learning and focus on active skills-based learning. The authors state that their framework is technology-oriented and rooted in digital literacy and higher-order thinking, but the framework cannot be applied to the Philippines since it was developed under a foreign context.

Overall, these studies show that the gap in understanding how the General Education course Readings in Philippine History helps students build skills pertinent to their specializations and in real-life situations. Most focus on how the subject is taught or designed, not on the skills students use in different areas of life. The present study aims to fill this research gap by looking at the practical value of the course and how it prepares students for

academic and professional challenges. In pursuing SDG-4 Quality Education, it is necessary to examine the current Readings in Philippine History curriculum and the skills students gain from the course and how useful these skills are in real life, school, and future work. Specifically, the researchers aimed to answer these questions: What skills are being honed by the current Readings in Philippine History curriculum at the tertiary level and how do these skills meet the demands of contemporary society? How can a skills-based curriculum of Readings in Philippine History help learners transfer their knowledge and skills in historical criticism and analysis to their fields of specialization?

Conceptual Framework

This study started with a simple observation. In Readings in Philippine History, students usually read textual primary sources, memorize facts, and answer tests. They learn about the past, but most of the time they are told what to learn and remember. There are fewer opportunities for students to practice skills, use technology, or reflect on how history connects to their lives today. To verify this observation, the researchers selected to analyze the current curriculum guide of the course and its components.

Examination of the learning outcomes, methodology, and assessment were guided by two taxonomies of learning: Bloom's Taxonomy of Learning (Krathwohl, 2002) and Dee Fink's Significant Learning Framework (2013) to guide the conceptual framework. The first was selected to align the keywords of the learning outcomes and categorize which of the cognitive, affective, and psychomotor learning domains was the intent of the framer of the Readings in Philippine History curriculum. These keywords are essential in constructing learning objectives, for these are the intended actual observable actions of the student that the educator intends the students to display. (Carjuzaa & Kellough, 2013)

Bloom's Taxonomy helped determine what kind of learning is happening in the class. Most learning happens in the cognitive domain, especially remembering and understanding. The same taxonomy also helped show what is missing: the psychomotor or hands-on skills, practice, and the use of digital tools. (Bloom et al., 1956) For this study, this taxonomy was selected primarily to examine the formulation of the objectives, and with it, the methodologies and assessment tasks intended to be aligned with these.

Meanwhile, Dee Fink's Taxonomy of Significant Learning is more fit when examining higher education course guides, especially in determining which learning category the educator wanted to emphasize. Dee Fink (2003; revised 2013) explained that learning should be meaningful and useful. Students should be able to apply what they learn, connect it to real life, reflect on it, and continue learning even after the class ends. This is important in contemporary times because students see history not only in books but also on social media, websites, and even through artificial intelligence.

Threading these concepts are the CHED General Education outcomes that aim to holistically mold students to be critical and responsible thinkers who are able to use technology for the betterment of society and contribute to its development. For localization of this conceptual framework, the present study adapted James A. Duplass's (2021) ideas on core civic values embedded on an education for democratic ideology that was cross-referenced to Wensley M. Reyes's *5K ng Pedagohiyang Pangkasaysayan* (2022), a Filipino version of the historical thinking skills used in Canada, the United States of America, and the United Kingdom.

Table 1.

Reyes' (2022) initial ideas on historical pedagogy in the Philippine setting.

PedKas	KASANAYAN	MGA PANGUNAHING KATANUNGAN	SALIK MULA SA BAGONG KASAYSAYAN
KUWENTO	*Pagkukuwento*	Ano ang kwento?	Kronolohiya
	Pagsasalaysay	Anong nangyari?	
		Ano ang detalye (tao, lugar, panahon)?	
KONTEKSTO	Pagsasakonteksto	Ano ang panahong pangkasaysayan?	Salaysay na may saysay
		Kailan nangyari? Anong konteksto?	

Table 1.

Continued.

PedKas	*KASANAYAN*	MGA PANGUNAHING KATANUNGAN	SALIK MULA SA BAGONG KASAYSAYAN
KATUNAYAN	*Pagpapatunay*	Ano ang katotohanan?	Pagsisiyasat
	Pagsisiyasat	Katunayan? Ebidensya? (Kritika ng mga batis)	Positibismo
KATWIRAN	*Pagpapaliwanag*	Ano ang mga naganap?	Talastasan
	Pangangatwiran	Ano ang mga kadahilan at mga ibinunga?	
		Anong mga aspekto ang nagpatuloy o nagbago?	
KABULUHAN	*Pag-uugnay*	Ano ang kabuluhan?	Interpretasyon
	Pagbibigay kabuluhan	Ano ang kaugnayan sa akin?	Pag-uulat sa sarili
		Ano ang kaugnayan sa pamayanan at sa bansa?	Pantayong Pananaw

Reyes' (2022) Filipino approach to historical pedagogy deserves merit though it is not yet fully expounded by its creator. The five pedagogical skills listed in the first column provide themes upon which future curriculum developers of Philippine history may draw and center the selection of topics. The second column highlights what historical thinking skills should be honed in that particular topic, supplemented by guide questions in the third column. The last column is the element of New

History, where Reyes derived his thoughts. These pedagogical skills, when successfully taught to students, may lead to the fulfillment of the aim of the Readings in Philippine History course as stated in its course description, "The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, articulate, broad-minded, morally upright and responsible citizens." (Commission on Higher Education, 2017, p. 2)

The road towards Filipino students who are responsible and civic-minded requires teaching of the core civic values of a democratic society. Duplass (2021) believes that core civic values is among the key components of democratic ideals: "critical thinking, engaged discourse, impartiality, open-mindedness, and search for the truth." (p. 13) Although there is no uniform civic values in a democratic society, Hunt and Metcalf (1968) asserted that, "if a democratic society is to survive, there will have to be general agreement among its members as to central values...a democracy is in peril if its citizens cannot agree on the meaning of core values such as dignity and worth of the individual, freedom, liberty, and equality." (p. 34) Along with core democratic virtues and core personal virtues, they compose the democratic ideals that are essential in shaping the democratic ideology of the students.

In a skills-based curriculum of Readings in Philippine History, these values serve as the thread that connects the topic, skill, and intended outcome. Table 2 shows how Reyes' *5K ng Pedagohiyang Pangkasaysayan* (2022) intersects with Duplass' core civic values (2021) and how their alignment produced the macro skills to be taught in a skills-based curriculum of Readings in Philippine History.

Table 2.

Alignment of the core civic values to Filipino historical thinking skills

CORE CIVIC VALUES OF A DEMOCRATIC SOCIETY (DUPLASS, 2021)	MGA KASANAYAN SA 5K NG PEDAGOHIYANG PANGKASAYSAYAN (REYES, 2022)	SKILLS TO BE TAUGHT IN READINGS IN PHILIPPINE HISTORY
Open-mindedness (Bukás ang kaisipan)	Pagkukuwento, Pagsasalaysay (To tell a story, narrate)	Citation and close reading of sources

Table 2.

Continued.

CORE CIVIC VALUES OF A DEMOCRATIC SOCIETY (DUPLASS, 2021)	MGA KASANAYAN SA 5K NG PEDAGOHIYANG PANGKASAYSAYAN (REYES, 2022)	SKILLS TO BE TAUGHT IN READINGS IN PHILIPPINE HISTORY
Impartiality (Walang kinikilingan)	Pagsasakonteksto (To contextualize)	Contextualization
Engaged discourse (Nakikibahagi sa talastasan)	Pagpapaliwanag, Pangangatwiran (To explain, justify)	Moral and political reasoning
Search for truth (Hinahanap ang Katotohanan)	Pagpapatunay, pagsisiyasat (To verify, investigate)	Historical criticism and Corroboration of sources
Critical thinking (Kritikal na Pag iisip)	Pag-uugnay, Pagbibigay kabuluhan (To link or relate, meaning making)	Historical significance towards movement for action

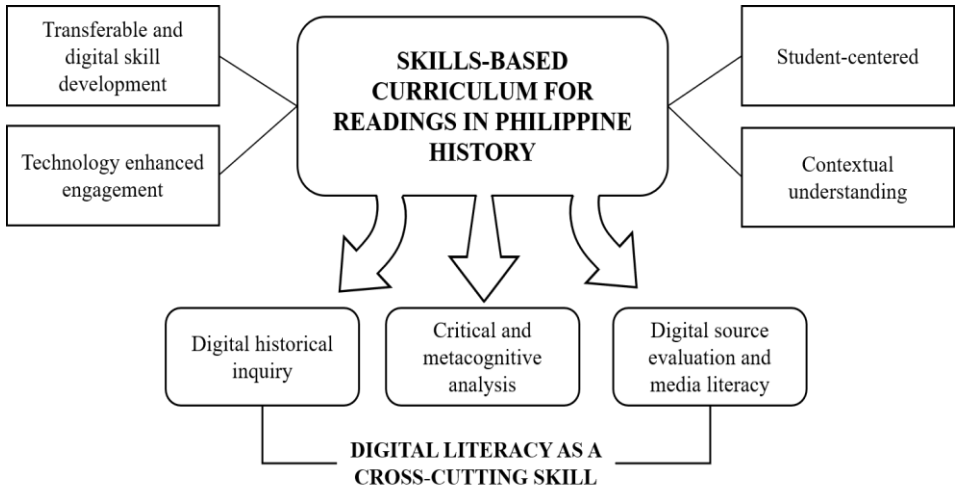
The third column in Table 1 shows six macro skills that proceed hierarchically from the low to higher-order thinking skills. Narrating a story requires the ability to locate and cite sources and then closely read them according to the author's arguments. Contextualization needs the student to be impartial by reading the text according to the historical era when it was written and the author's purpose of writing it. Moral and political reasoning engages the student to seek the values of the past and judge the historical actors' actions using the values system of their time. This skill provides an avenue for discussion on how values continue and change over the years. Historical criticism trains students to investigate the veracity of the external and internal qualities of historical sources while corroboration is the skill of cross-checking the author's arguments in other written or non-written sources. Finally, historical significance moves the student to act as it links the past to the present, thereby making the past relevant to contemporary times. The last skill implies that having understood the cognitive and

affective meaning of history, the student stands to become an agent of change for their own community by recommending proposals to solve social problems or initiating projects that addresses these difficulties.

Operational Framework

Figure 1.

Projected components of a skills-based curriculum



Rather than depending on traditional classroom practices, the framework shifts toward a more active learning approach that leans toward student-centeredness. Because of this, the operational framework presents a Skills-Based Curriculum as a more active and learner-focused way of teaching the course Readings in Philippine History.

The curriculum is organized around four main ideas. The first pillar is the development of practical and digital skills that students can use in other subjects and in everyday life, including online search and the use of digital technology. With student-centered learning as the second component, students take a more active role in class by joining discussions, asking questions, and contributing ideas, rather than listening passively. The third component is contextual understanding, which encourages students to connect Philippine history to current events and real-life situations. Under the fourth component, which focuses on responsible and critical use of digital tools, students are trained to interact with digital spaces in a responsible, critical, and informed manner.

These learning approaches make it possible for students to develop three important skills. Technology-based historical inquiry enables students to locate and critically examine historical information, employing a blend of traditional and digital resources. Higher-order critical thinking and reflection support students in transitioning from surface to deeper learning for greater understanding and insight into the learning process and real-world issues. Through digital source evaluation and media literacy, students develop the ability to evaluate digital information for accuracy and reliability and to communicate it responsibly and ethically.

Digital literacy reinforces all these skills and is embedded throughout the course. Rather than being taught in isolation as a separate subject, it is applied across all course activities. It trains students to become mindful, disciplined, and ethical-minded.

Ultimately, the operational framework demonstrates that Readings in Philippine History operates with a broader purpose by cultivating students' competencies, critical thinking and civic awareness in a digital environment.

To illustrate how this broader purpose works, as shown in Table 7, students develop transferable digital skills through technology-enhanced engagement. It happens during learning activities such as interviews with Martial Law survivors, digital documentation using transcription and archiving tools, and collaborative creation of infographics, art cards, or multimedia outputs, all supported by accessible digital platforms tailored to each specialization. In general, these experiences help learners build critical thinking, metacognitive analysis, ethical reflection, collaboration, contextual understanding, digital documentation, multimedia design, source evaluation, and media literacy. The key outcomes remain student-centered and context-based understanding, because learners are not just collecting facts—they build knowledge through digital historical inquiry, connect it to real lived experiences, reflect ethically, and interpret it through their specialization lens.

Methodology

This study employed a qualitative research design that utilized content analysis of a document as its methodology. The researchers recognized meanings and patterns that arose from engaging with the chosen text. (Krippendorff, 2019) In this study, that chosen text is the curriculum

guide for Readings in Philippine History provided by the Commission on Higher Education (2013; 2017). The researchers focused on the course learning outcomes, methodology, and assessments that were aligned with the three domains of Bloom's and the categories of De Fink's Taxonomies of Learning.

Keywords in the curriculum guide helped the researchers determine their alignment to the levels or category where they belong. These keywords served as codes, which helped researchers sort the different curriculum components. The beginning verbs signify the learning domain or category where they are aligned. For example, keywords for the Understand level of the cognitive domain of Bloom's Learning Taxonomy are paraphrase, give examples, classify, summarize, infer, compare, and explain. (Anderson & Krathwohl, 2001, p. 31) The same principle was used in aligning the learning outcomes, methodology, and assessment keywords to De Fink's Taxonomy of Significant Learning as depicted in the themes for each category: foundational knowledge pertains to understanding and remembering information and ideas; application refers to the use of skills, critical, creative, and practical thinking in managing projects, among others. De Fink (2013) explained these in detail in his book, *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses.* (p. 35)

During the sorting of the curriculum components, the researchers noted that the teaching methodology and assessment tasks were repeated per Bloom's learning domain (cognitive, affective, and psychomotor) and Dee Fink's categories of significant learning (foundational knowledge, application, integration, human dimension, caring, and learning how to learn). The template classification matrices used is shown in Tables 3 and 4. The last three columns are similar, but the first two columns show their distinction to one another. The domains in Bloom's Taxonomy of Learning were further subdivided into levels as classified in the later works of Bloom, Engelhart, Furst, Hill, & Krathwohl (1956) for the cognitive domain; Krathwohl, Bloom, & Masia (1956) for the affective domain; lastly, Simpson's 1966 report to the U.S. Department of Health, Education and Welfare Office of Education, Harrow (1972), and Dave (1970) for the psychomotor domain.

Table 3.

Classification matrix used to classify the curriculum guide components using Bloom's Learning Taxonomy.

DOMAIN	LEVEL PER DOMAIN	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT

Table 4.

Template classification matrix used for Dee Fink's Significant Learning Outcomes.

CATEGORIES OF SIGNIFICANT LEARNING	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT

These two matrices provided insights on which domain and category the current Readings in Philippine History curriculum guide concentrated and which domains or category needed enrichment or enhancement. From these matrices, the researchers noted the presence and absence of skills development for their recommendations.

This investigation is an independent study by the researchers with no funding from their institutions of affiliation. There were no human participants involved, as it centered on document analysis. The researchers were guided by Louis Gottschalk's (1969) tests of credibility and reliability of primary and secondary sources for document selection (pp. 118-171).

Results and Discussion

Sorting of learning outcomes, methodology, and assessment according to the keywords stipulated in Bloom's Taxonomy of Learning of 2001 (Krathwohl, 2002) and De Fink's Taxonomy of Significant Learning (2013) revealed that the current Readings in Philippine History curriculum

concentrates on the cognitive domain. Table 5 shows that five learning outcomes and almost all of the teaching methodologies and assessments were aligned to the six cognitive levels of Bloom's Taxonomy.

Table 5.

RPH Curriculum Guide Components aligned to the three domains of Bloom's Taxonomy

DOMAIN	LEVEL PER DOMAIN	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT
COGNITIVE	**Remember**	Determine the contribution of different kinds of primary sources in understanding Philippine history	Lecture/Discussion Library, Museum and Archives visitation	Quizzes
	Understand		Documentary Film showing	Quizzes Graded Reporting
	Apply	Develop critical and analytical skills with exposure to primary sources	Library research, Textual analysis, Document analysis, Research in local libraries and local studies centers, Conduct oral interview	Produce examples of primary sources and the corresponding Secondary sources derived from them Transcript of oral interview

Table 5.

Continued.

DOMAIN	LEVEL PER DOMAIN	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT
COGNITIVE	**Analyze**	Analyze the context, content, and perspective of different kinds of primary sources	Comparative analysis of primary and secondary sources	Reaction paper or critique of the shrines, historical sites, museums the students visited Letter to the Editor
	Evaluate	Evaluate primary sources for their credibility, authenticity, and provenance	Debate, Roundtable discussion, Symposium, Group discussion	Debate a particular issue in Philippine history Reaction/reflection paper on a sponsored activity
	Create	Propose recommendations / solutions to present-day problems based on their understanding of root causes and their anticipation of future scenarios	Group reporting	Blog Critical essay Research output

Table 5.

Continued.

DOMAIN	LEVEL PER DOMAIN	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT
AFFECTIVE	**Receiving**		Lecture/Discussion Library, Museum and Archives visitation	Quizzes
	Responding	Display the ability to work in a team and contribute to a group project	Small group discussion, Group discussion Group reporting Tour in local historical and performances, museums, cultural indigenous historical sites, art galleries, archeological sites and other places where one could see cultural and heritage displays Film Analysis / Documentary film showing	Graded reporting Reaction paper or critique of the shrines, historical sites, museums the students visited Reaction / reflection paper on a sponsored activity
	Valuing	Demonstrate the ability to use primary sources to argue in favor or against a particular issue	Roundtable discussion Symposium	Graded reporting Letter to the Editor

Table 5.

Continued.

DOMAIN	LEVEL PER DOMAIN	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT
AFFECTIVE	**Organization**		Debate	Debate a particular issue in Philippine history
	Characterization	Manifest interest in local history and concern in promoting and preserving our country's national patrimony and cultural heritage	Research in local libraries and local studies centers Conduct oral interview	Research output
PSYCHOMOTOR	**Imitation**		Document analysis	Produce examples of primary sources and the corresponding secondary sources derived from them
	Manipulation		Comparative analysis of primary and secondary sources	Critical essay

Table 5.

Continued.

DOMAIN	LEVEL PER DOMAIN	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT
PSYCHOMOTOR	**Precision**	Effectively communicate, using various techniques and genres, their historical analysis of a particular event or issue that could help others understand the chosen topic	Debate Group reporting	Debate a particular issue in Philippine history Research output
	Articulation			
	Naturalization			

The dominance in the cognitive domain is in direct contrast to the affective and psychomotor domains. Only three learning outcomes were aligned to the affective domain, while one corresponded to the psychomotor domain. Teaching methodologies and forms of assessment were aligned in all levels of the affective domain. These primarily focused on collaborative, interpersonal activities on historical sites and issues geared towards the development of "versatile, articulate, broad-minded, morally upright, and responsible citizens." (Commission on Higher Education, 2013, p. 2)

Teaching methodologies and assessment in these domains are developmental. That is, for the cognitive and affective domains, the learning activities proceed from the low to higher level thinking skills: quizzes, reporting, retrieval of primary sources, writing a reaction paper, debate, and creation of blogs, critical essays, or research paper. Teaching methodologies

varied per level and proceeded from individual learning engagement to learning by groups in both the cognitive and affective domains.

The psychomotor domain does not share these observations. First, only one learning outcome is aligned to it in the Precision level. Imitation, Manipulation, and Articulation, were blank because these levels require copying actions, moving by following instructions, and movement by combining two skills and performing it consistently. (Dave, 1970) Ironically, the methodology column filled three of the four levels, while two assessment tasks aligned to the Imitation and Precision levels. However, without their corresponding learning outcomes, these are relegated as tasks whose purpose is unclear in the psychomotor domain.

Second, Articulation and Naturalization levels do not have any learning outcomes, methodology, or assessment aligned to them. The first pertains to achieving mastery by performing skills consistently through a combination of two skills. The second refers to the achievement of a high level of performance where skills are performed with mastery in a spontaneous and automatic manner. (Dave, 1970) When almost all learning outcomes were exhausted in the previous domains, the last one was left with a lone entry, which is indirectly related to historical thinking skills, as it refers to effective communication of analysis and findings. The researchers do not undermine this skill—it is of great need, especially when disseminating one's academic research. What is unclear in this outcome is how this skill relates to primary source analysis, critical thinking, and collaboration. How "effective" is effective communication? There could have been scaffolding learning outcomes and activities that could have helped lead the learners to a skill that they could develop throughout the course. From this finding, it is clear that the current curriculum guide for Readings in Philippine History did not explicitly state the skill to be mastered by the student, as it is highly concentrated in the cognitive domain.

The same learning outcomes dominated the foundational knowledge and application categories using Dee Fink's Significant Learning Outcomes. Table 6 shows that the Integration, Human Dimension, and Caring categories have one outcome each, but the Learning how to Learn category does not have an aligned outcome. These outcomes focused on analyzing and evaluating primary sources in the foundational knowledge category before using the same sources to develop arguments in the next category, application. The learner is then expected to deduce the relevance and significance of the primary sources as the root cause of contemporary

social problems by proposing solutions in the integration level. Source analysis is intended to be a group endeavor to teach students how to work in a team in the Human Dimension category. Besides advocating for solutions to current social ills, the students were intended to develop interest in local history and culture to push for the national patrimony.

The teaching methodologies and forms of assessment for Significant Learning Outcomes were outcome-based for the categories on Application, Integration, Human Dimension, Caring, and Learning How to Learn. The order of the learning outcomes included key information, critical and creative thinking, connecting the reading material to current social realities, learning how to interact in a group, and caring for others' interests, values, and feelings. The critical component of the significant learning outcome, self-direction of learners, was specified in the methodology through library research. However, it does not have any assessment task aligned to it.

Table 6.

RPH Curriculum guide components aligned to De Fink's Significant Learning Outcomes (2013)

CATEGORIES OF SIGNIFICANT LEARNING	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT
Foundational Knowledge	Evaluate primary sources for their credibility, authenticity, and provenance	Lecture/Discussion	Quizzes
	Analyze the context, content, and perspective of different kinds of primary sources	Comparative analysis of primary and secondary sources	
	Determine the contribution of different kinds of primary sources in understanding Philippine history	Textual analysis Document analysis	
	Demonstrate the ability to use primary sources to argue in favor or against a particular issue		

Table 6.

Continued.

CATEGORIES OF SIGNIFICANT LEARNING	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT
Application	Develop critical and analytical skills with exposure to primary sources Effectively communicate, using various techniques and genres, their historical analysis of a particular event or issue that could help others understand the chosen topic	Reporting Film analysis	Reaction paper or critique of the shrines, historical sites, museums the students visited Graded reporting
Integration	Propose recommendations/ solutions to present-day problems based on their understanding of root causes and their anticipation of future scenarios	Library, Museum and Archives visitation Tour in local historical and performances, museums, cultural indigenous historical sites, art galleries, archeological sites and other places where one could see cultural and heritage displays	Reaction / reflection paper on a sponsored activity Letter to the editor Blogs Research output

Table 6.

Continued.

CATEGORIES OF SIGNIFICANT LEARNING	LEARNING OUTCOMES	METHODOLOGY	ASSESSMENT
Human Dimension	Display the ability to work in a team and contribute to a group project	Small group discussion Group discussion Debate, roundtable discussion or symposium Documentary film showing	Debate a particular issue in Philippine history
Caring	Manifest interest in local history and concern in promoting and preserving our country's national patrimony and cultural heritage	Conduct oral interview	Transcript of oral interview
Learning How To Learn		Library research	

Visibly missing here is the last category of Dee Fink's learning outcomes: the development of a skill for the student to have the intrinsic motivation to learn. At the end of the learning sessions of the course, the student should be able to, on their own, pursue studying the country's history continuously and consistently with the sole purpose of constructing historical meaning for learning's sake, keeping in mind the skills of historical and heritage documentation, research, dissemination, and preservation. To put it simply, what skills should the student have to pursue this goal? Civic and nation building relies on collective memory to build what Pierre Nora (1996) calls sites of memory, or *lieux de memoire.* These physical, textual, or ideological sites are essential in piecing together a national identity but the current curriculum guide of Readings in Philippine History left this area hanging.

Tables 5 and 6 revealed that the current Readings in Philippine History curriculum is content-driven. The dominance of the cognitive domain is reflected in the use of teaching methodologies and assessment that are in the factual, conceptual, procedural, and metacognitive thinking processes. These are aligned with the course description. While it addresses the development of a historical and critical mind towards responsible citizenship, visibly missing is the employment of digital literacy skills and how these skills are employed in the students' future field of specialization.

The gaps on Bloom's psychomotor domain and the absence of learning outcomes intended for De Fink's Learning How to Learn category provide openings where technology can be utilized in learning activities. History is a philosophically inclined discipline anchored on content and contextual analysis, but there is an emerging need for the current Readings in Philippine History course to be aligned with current educational technology developments as Filipino youths fall prey to disinformation, malinformation, and propaganda (Domingo, 2021). The learner must be equipped with the skills to sift through these in order to disseminate the historical and scientific facts, which are, in essence, anchored to the truth. The advent of social media and artificial intelligence are avenues for learners to exercise how to filter the truthfulness of information and how they will share or disseminate what they learned using varied online platforms (Sale et al., 2025; Grata & Llaneta, 2024; Decenilla et al., 2022; Peñalba et al., 2020).

Digital skills are transferable, and integrating them into historical thinking skills raises the possibility of creating a skills-based Philippine

history tertiary curriculum, where the "main feature of the principle of subject knowledge transfer is that students understand the importance of theoretical knowledge in human life, in their practical activities, as well as being able to use the acquired knowledge to solve the practical tasks that arise before them." (Abuselidze & Zoidze, 2023, p. 125). This recommended curriculum is historical in nature but specialized in content, horizontally aligned across all tertiary programs, but vertically aligned to cater to the developmental skills of college students. It is recommended that the new course curriculum would imbibe the Western democratic ideals and Filipino values and employ the use of creating and sharing using digital tools. Wensley Reyes (2022) has begun contemplating this via his *5K ng Pedagohiyang Pangkasaysayan*, a Filipino approach to the College, Career, and Civic Life (C3) Framework for Social Studies Standards instituted by the United States National Council for Social Studies in 1997, published in full in 2013, and revised on 2024. Table 1 reproduces Reyes' idea of Filipino historical pedagogy.

Table 7.

Sample entry in a Skills-based RPH Curriculum

TOPIC	TARGET SKILL	INTENDED LEARNING OUTCOMES/ LEARNING ACTIVITIES	SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS PROGRAMS	BUSINESS RELATED PROGRAMS	HUMANITIES AND SOCIAL SCIENCES PROGRAMS
Human Rights Violation during the Martial Law period	Historical significance towards movement for action	**Learning Outcome**	Design an infographic gallery that informs and judges the necessity of the torture methods inflicted to suspected dissenters during the Martial Law Era based on primary sources using free web-based graphic design applications	Design an infographic gallery that evaluates the quality of life of the Filipinos from 1972 to 1986 based on economic indicators cross-referenced to the Universal Declaration of Human Rights using free web-based graphic design applications	Publish art cards and other publication materials that document the narrative of victims during the Martial Law period using oral and written accounts transcribed using guided A.I. prompts

Table 7.

Continued.

TOPIC	TARGET SKILL	INTENDED LEARNING OUTCOMES/ LEARNING ACTIVITIES	SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS PROGRAMS	BUSINESS RELATED PROGRAMS	HUMANITIES AND SOCIAL SCIENCES PROGRAMS
Human Rights Violation during the Martial Law period	Historical criticism and corroboration of sources	**Methodology**	A descriptive study on the effects of the different torture methods to the human body done to suspected government dissenters	Align the Universal Declaration of Human Rights to the economic indicators during the Martial Law Philippines to answer the question, "How did the government promote social progress and better standards of life during the Martial Law period?": • Standards of living • Un/Under-employment • Real income • Inflation rate (Consumer Price Index) • Poverty incidence • GDP per capita • Life expectancy • Literacy rates • Infant mortality rates	Oral interview transcription and analysis using Louis Gottschalk's test of credibility Descriptive matrix mapping of the government actions during the Martial Law period and pinpointing the human rights violated using oral interviews and written primary sources **HUMAN RIGHTS** | **BASIS**
	Moral and political reasoning	**Assessment**	Infographic creation and dissemination in social networking apps Infographic gallery	Infographic creation and dissemination in social networking apps Infographic gallery	Oral interview transcription via guided A.I. prompts followed by manual student checking and verification Art cards/publication materials for dissemination in social networking apps

The final table is a sample entry in a proposed skills-based curriculum. Note that one topic was selected here with the corresponding learning outcomes based on the program where the instructor will deliver the course. Since skills take precedence over content, it shapes the learning outcomes, methodology, and assessment. The target skill in the second column was derived from the synthesis of Reyes (2022) and Duplass' (2021) work as explained in Table 2. By embodying the core civic values of a democratic society and the 5K of *Pedagohiyang Pangkasaysayan*, the target skills in the sample entry cover the cognitive and affective learning domains as expounded in Bloom's Taxonomy (2001). Three skills were selected here: historical significance towards movement for action; historical criticism and corroboration of sources; and moral and political reasoning. The first was aligned to the intended learning outcomes, the second to the methodology, and the third to assessment. Simply put, to achieve the first, the second and third must be performed. Operationally, this meant that historical significance helps the learner to be an agent of change equipped not only with their specialization expertise but with historical thinking skills and digital literacy skills.

The psychomotor domain was concretized by aligning these target skills with the significant learning of students according to their fields of specialization. Alignment meant the necessity of dividing the intended learning outcomes, methodology, and assessments according to the cluster of collegiate programs in the Philippines: science, technology, engineering, and mathematics (STEM); business-related; and humanities and the social sciences. In this sample entry of a skills-based curriculum, the components cater to differentiated instruction instead of having a template set of learning activities. A common ground among the various learning activities employed is the honing of the digital literacy skills as learners navigate the countless smart device applications and the ethical use of artificial intelligence. This is most evident in the use of keywords, "design" and "publish," to indicate that the learning outcome belongs to the highest order of thinking skill in Bloom's Digital Taxonomy: create. (Arini and Adi, 2024; Coşgun Ögeyik, 2022).

This skills-based approach also provided an avenue for Dee Fink's taxonomies of significant learning (2013) to manifest. The methodology component catered to the integration, human dimension, caring, and learning how to learn types of significant learning. For STEM programs, learners can connect what they have learned in their natural or physical sciences specialization courses to a narrative account of martial law torture.

In the process of describing the effects of torture on the human body, STEM students also learn the consequences of abuse of authority and the importance of safeguarding human rights. This approach enables the caring and learning how to learn types of significant learning to occur. In the same manner, business students may be able to connect the human dimension of the quantitative data in the gathered economic indicators and how these reflect the quality of life during Martial Law in the Philippines and therefore, judge if social progress was delivered by the Marcos, Sr. administration. Highlighting the human dimension makes the student see more than the numerical data and care for its application and interpretation in real-life scenarios. "This kind of learning informs students about the human significance of what they are learning." (Dee Fink, 2013, p. 36). By fulfilling the taxonomies of significant learning, the sample entry for a skills-based curriculum in Readings in Philippine History employs varied contextual understanding of historical concepts.

Table 7 shows how one topic may be viewed via different perspectives using interdisciplinary methodologies. Assessment is transformed to be an avenue for the course instructor to encourage the students to disseminate their findings. In this sample, infographic and art card creation was selected considering the availability of free graphic creation apps in smart devices and on the worldwide web. For the humanities and social sciences students, an additional task was necessary given the nature of the topic and its relevance to their programs. Oral interviews from martial law survivors provide depth and the human element of the historical narratives. The transcript may be produced using speech-to-text applications with inherent AI features, but the double-checking and verification must be done by the student-correspondent. The end products for this sample entry in the skills-based curriculum are intended to be disseminated via social networking sites or published in print to be posted in public places within university grounds. Should there be technological advancement on quick information propagation, the curriculum is flexible enough to adapt to it.

Conclusion

The present study revealed that Readings in Philippine History course hones the cognitive historical thinking skills while developing the students' nationalism and civic-mindedness. Visibly needed is the development of the students' psychomotor and self-directed learning skills, which, in the 21st century, translates to digital literacy skills. The most feasible response is to employ a skills-based curriculum in Readings in

Philippine History that integrates educational technology into the learning content while remaining relevant to students' specializations. Such curriculum pilots the possibility of the tertiary General Education curriculum being more attuned to the Outcomes-Based Education (OBE) approach. Thus, the possibility of an integrated thematic curriculum transforms the generalized approach into a specialized one. However, a full-scale study must develop the curriculum per se. Philosophizing it here is the first step.

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