

Future-Ready Social Studies Pedagogy and Civic Learning Engagement in Secondary Education

Esbiert A. Baluga^{1*} and Genesis N. Damaso^{1,2}

¹Northeastern College

*Esbiertbaluga@gmail.com, ²genesisdamaso@northeasterncollege.edu.ph

Date Submitted:

March 15, 2026

Date Accepted:

July 17, 2026

Date Published:

September 24, 2026

DOI:

10.5281/zenodo.2293595

ABSTRACT

This study explored the contribution of future-ready Social Studies pedagogy to civic learning engagement among secondary learners in Tabuk City, Kalinga. A matched classroom cross-source design involved 30 Araling Panlipunan teachers and 90 secondary learners. Two complementary instruments measured five dimensions of future-ready pedagogy and four dimensions of civic learning engagement. Descriptive statistics, Spearman's rank-order correlation with 5,000 bias-corrected and accelerated bootstrap resamples, and bootstrap multiple regression were applied to the matched teacher-classroom data. Results showed that future-ready Social Studies pedagogy was generally high, with inquiry and evidence use obtaining the strongest rating, while digital civic literacy remained moderate. Learners likewise demonstrated high overall civic learning

engagement, particularly in civic attentiveness and critical civic judgment, although civic agency was only moderate. Overall future-ready pedagogy was strongly and positively associated with civic learning engagement. Learner agency support, inquiry and evidence use, and deliberative learning significantly predicted learner engagement, whereas digital civic literacy did not show a significant independent contribution. The findings suggest that civic engagement was stronger in classrooms where learners examined evidence, discussed social issues, expressed reasoned positions, and exercised meaningful participation. Strengthening digital civic literacy and creating more opportunities for authentic civic action may further improve future-ready Araling Panlipunan instruction.

Keywords: *Araling Panlipunan, civic agency, civic learning engagement, digital civic literacy, future-ready pedagogy, secondary education*

INTRODUCTION

Social Studies carries a responsibility that extends beyond the acquisition of historical, political, economic, and cultural knowledge. It provides learners with opportunities to interpret public issues, weigh competing perspectives, and develop the judgment needed to participate responsibly in society. These expectations have become more demanding as young people encounter civic issues not only through classrooms and communities but also through digital spaces where information, opinion, and misinformation circulate rapidly. Education must therefore help learners examine local and global concerns, understand different viewpoints, communicate across differences, and translate knowledge into responsible action (Asia Society & OECD, 2018).

For Social Studies teaching, preparing learners for these demands calls for pedagogy that moves beyond content delivery. Future-ready pedagogy can be understood as teaching that combines inquiry, meaningful discussion, problem analysis, participatory learning, digital and information literacy, and opportunities to connect classroom knowledge with public life. Evidence from Social Studies classrooms shows that discussion of current

events, debates, simulations, and inquiry-based instruction are associated with stronger perceptions of an open classroom climate, an environment closely connected with positive civic outcomes among learners (Siegel-Stechler, 2021). Such practices position students as participants in learning rather than recipients of predetermined interpretations.

Digital participation adds another layer to civic learning. Secondary learners increasingly encounter political claims, social concerns, public debates, and calls for civic action through online platforms. This makes the capacity to evaluate information, communicate responsibly, and understand the consequences of digital participation part of civic preparation. Bowyer and Kahne (2020) found that civic learning opportunities involving digital media were associated with students' online participatory political activity, while opportunities to evaluate online information were positively related to offline civic engagement. These findings suggest that digital competence in Social Studies becomes most educationally valuable when it is connected with informed judgment and meaningful civic participation.

The Philippine Araling Panlipunan curriculum already places considerable emphasis on social awareness, analysis, citizenship, and participation. At the secondary level, learners are expected to examine contemporary social and political issues, express informed positions, evaluate civic participation, and recognize cooperation between citizens and government in addressing social concerns (Department of Education, 2017). Yet curriculum expectations alone do not determine how learners engage with civic ideas. Much depends on how teachers translate these expectations into classroom experiences. Research involving Filipino Social Studies teachers indicates that the treatment of controversial public issues requires critical inquiry and pedagogical choices that encourage learners to become critical, reflective, and action-oriented, while also revealing challenges involving instructional practice and learner participation (de Guzman et al., 2024).

This distinction between what the curriculum intends and what learners actually experience makes classroom pedagogy an important area of inquiry. Research in secondary Social Studies has shown that instructional practices can either create room for active citizenship or limit students' opportunities to question, deliberate, and develop civic agency (Yoshino, 2023). For secondary schools in Tabuk City, Kalinga, examining this relationship is particularly useful because civic learning is shaped through the interaction of teacher practices and learners' actual engagement with social concerns. Thus, this study investigates future-ready Social Studies pedagogy and civic learning engagement in secondary education, focusing on Araling Panlipunan teachers and secondary learners. It seeks to determine how pedagogical practices designed for contemporary learning demands are associated with learners' participation, critical engagement, civic awareness, and willingness to take part in meaningful civic learning experiences.

Literature Review

Future-Ready Social Studies Pedagogy

Future-ready Social Studies pedagogy requires learning experiences that develop students' capacity to interpret evidence, reason through complex social questions, and apply knowledge beyond routine classroom tasks. Saye et al. (2018) found that Social Studies classrooms characterized by authentic intellectual work place greater emphasis on learner autonomy, disciplined inquiry, and civic competence than classrooms centered mainly on content transmission. This orientation is strengthened by inquiry-based teaching, where students work with compelling questions, evidence, and competing interpretations rather than simply reproduce established information. Thacker et al. (2018) observed that structured inquiry provided secondary Social Studies teachers with a practical means of organizing such learning, although implementation differed according to teachers' pedagogical knowledge and classroom conditions. Together, these findings suggest that future readiness in Social Studies rests not merely on adopting new tools but on designing instruction that makes learners active interpreters of social knowledge.

Inquiry, Decision-Making, and Democratic Learning

Civic learning becomes more meaningful when students are given opportunities to investigate public concerns, consider alternatives, and make reasoned decisions. Maddox et al. (2018) demonstrated how problem-based inquiry can connect disciplinary content with civic questions that require students to examine evidence and make ethical judgments. Such tasks give academic knowledge a clear public purpose because learners must use what they know to understand issues that affect communities and society. Broader evidence supports this instructional direction. In a systematic review of school-based interventions for democratic education, Teegelbeckers et al. (2023) found that instructional approaches involving projects, collaborative work, assignments, and democratic decision-making contributed differently to students' democratic knowledge, attitudes, skills, and behaviors. This indicates that civic development is more likely to emerge from deliberately designed participation than from exposure to civic concepts alone, making inquiry and decision-making important features of future-ready Araling Panlipunan instruction.

Digital Civic Literacy and Information Judgment

The ability to participate responsibly in civic life now includes judging the credibility of information encountered online. This is particularly important for secondary learners who regularly meet social and political claims through websites, social media, videos, and other digital sources. McGrew et al. (2018) found that middle school, high school, and college students experienced substantial difficulty evaluating online claims, sources, and evidence, underscoring the need to teach civic online reasoning as part of informed citizenship. Digital participation, however, should not be viewed only as a source of risk. A meta-analysis by Boulianne and Theocharis (2020) showed that young people's politically oriented uses of digital media, including accessing news and discussing political matters online, were positively associated with forms of civic and political engagement. For Social Studies classrooms, these findings support pedagogy that joins digital participation with verification, critical reading, evidence evaluation, and responsible civic expression.

Civic Learning Engagement and Student Agency

Civic learning engagement becomes visible when learners move from knowing about citizenship to expressing views, working with others, addressing public concerns, and developing confidence in their capacity to contribute. Blevins et al. (2016) argued that action civics provides students with opportunities to investigate community issues, deliberate possible responses, and undertake civic action, thereby strengthening civic agency rather than treating citizenship as an abstract body of knowledge. Empirical support for this approach was reported by LeCompte et al. (2020), whose longitudinal analysis showed gains in several dimensions of civic competence among students participating in an action civics program, including abilities related to organizing, communicating about public concerns, and approaching community leaders. These findings frame civic learning engagement as an active combination of participation, confidence, collaboration, and purposeful response to social issues, dimensions that are particularly relevant when examining how Araling Panlipunan pedagogy may shape secondary learners' engagement in Tabuk City, Kalinga.

METHODS***Research Design***

The study used a matched classroom cross-source design to examine the connection between future-ready Social Studies pedagogy and civic learning engagement. Pedagogical practices were reported by Araling Panlipunan teachers, while civic engagement was assessed separately through learners assigned to their classes. The pairing of the two data sources reduced common-source bias and allowed instructional practice to be examined against learners' own civic learning experiences. The study was nonexperimental, with all measures obtained during regular instruction and without altering classroom conditions.

Research Locale

The research was conducted in the secondary education setting of Tabuk City, Kalinga, under the Schools Division of Tabuk City. The locale was suitable because Araling Panlipunan formed part of the required secondary curriculum and provided direct opportunities for inquiry, discussion of public issues, citizenship learning, and civic participation.

Participants and Sampling Technique

The study involved 30 Araling Panlipunan teachers and 90 secondary learners, giving a total of 120 participants. Thirty teachers were selected through simple random sampling from the available eligible teaching frame. For every participating teacher, three learners were randomly selected from one of the teacher's Araling Panlipunan classes, resulting in 90 learner respondents. This matched sampling procedure maintained a direct instructional link between the teacher and learner data without requiring a large citywide learner sample. No respondent profile variables were included in the analysis.

Research Instrument

Two complementary researcher-adapted instruments were used in the study: the Future-Ready Social Studies Pedagogy Scale and the Civic Learning Engagement Scale. The first instrument contained 25 items distributed equally across inquiry and evidence use, deliberative learning, authentic social issue engagement, digital civic literacy, and learner agency support. The second consisted of 20 items measuring civic attentiveness, critical civic judgment, participatory dialogue, and civic agency. Each dimension contained five statements. Responses to both instruments were recorded on a five-point scale ranging from 1, representing the lowest manifestation of the indicator, to 5, representing the highest manifestation.

Item development was informed by established frameworks on digital teaching competence and civic participation. Technology-supported pedagogy, learner empowerment, and responsible digital participation were aligned with the DigCompEdu framework, while indicators of civic learning engagement were informed by constructs used in the International Civic and Citizenship Education Study. These frameworks guided the adaptation of items to the context of secondary Araling Panlipunan instruction.

Before pilot administration, the instruments underwent expert validation by five specialists in Araling Panlipunan education, curriculum and instruction, educational measurement, and research methodology. The experts examined each statement for relevance, clarity, contextual suitability, and construct alignment. The Future-Ready Social Studies Pedagogy Scale obtained an S-CVI/Ave of .95, while the Civic Learning Engagement Scale yielded an S-CVI/Ave of .93. Item-level CVI values ranged from .80 to 1.00 for both instruments. Statements identified as requiring improvement were revised before reliability testing.

The finalized instruments were pilot tested with 30 Araling Panlipunan teachers and 30 secondary learners who were not included in the main study. The Future-Ready Social Studies Pedagogy Scale obtained an overall Cronbach's alpha of .94. Reliability coefficients were .89 for inquiry and evidence use, .87 for deliberative learning, .91 for authentic social issue engagement, .88 for digital civic literacy, and .86 for learner agency support. The Civic Learning Engagement Scale produced an overall Cronbach's alpha of .91, with coefficients of .85 for civic attentiveness, .88 for critical civic judgment, .86 for participatory dialogue, and .89 for civic agency. Corrected item-total correlations ranged from .44 to .76 across the two instruments. The validation and reliability results demonstrated satisfactory content adequacy and strong internal consistency, supporting the use of both scales in the main data collection.

Data Gathering

Authorization was secured from the appropriate education authorities before the administration of the instruments. After institutional permission had been obtained, participating teachers received the teacher form independently. Parental consent and learner assent were secured before learner participation. Three learners were randomly drawn from the selected class of each participating teacher and completed the learner instrument without

the teacher having access to their individual responses. A numerical matching code linked each teacher to the corresponding three learner forms while excluding names and other personal identifiers. Accomplished instruments were checked, encoded, and screened before analysis.

Data Analysis

Analysis followed a teacher-linked aggregation and bias-corrected bootstrap approach. Mean and standard deviation summarized the dimensions of future-ready Social Studies pedagogy and civic learning engagement. The responses of the three learners assigned to each teacher were averaged to produce one civic engagement score corresponding to each instructional unit. This generated 30 matched teacher-classroom observations.

The association between teacher pedagogy and learner civic engagement was examined using Spearman's rank-order correlation with bias-corrected and accelerated bootstrap confidence intervals based on 5,000 resamples. This procedure was selected because the matched sample was modest and did not require the strict distributional assumptions associated with conventional parametric correlation. A bootstrap multiple regression was subsequently performed to determine which dimensions of future-ready pedagogy contributed most strongly to civic learning engagement. Standardized coefficients, 95% bootstrap confidence intervals, adjusted (R^2), and effect sizes were reported. Statistical decisions were made at $\alpha = .05$.

Ethical Considerations

Participation remained voluntary throughout the research. Teachers provided informed consent, while minors participated only after parental consent and learner assent had been secured. Respondents were informed of their right to decline or withdraw without consequences. Numerical codes replaced personal identifiers, individual teacher and learner responses were not disclosed to schools, and findings were presented only in aggregated form. Electronic data were stored in password-protected files and were used solely for the stated research purposes.

RESULTS AND DISCUSSION

Table 1. *Level of Future-Ready Social Studies Pedagogy among Araling Panlipunan Teachers*

Dimension	Mean	SD	Interpretation	Rank
Inquiry and Evidence Use	4.08	0.43	High	1
Deliberative Learning	3.89	0.47	High	2
Authentic Social Issue Engagement	3.76	0.51	High	3
Learner Agency Support	3.62	0.49	High	4
Digital Civic Literacy	3.29	0.58	Moderate	5
Overall	3.73	0.39	High	

Note. $n = 30$ teachers. Interpretation: 4.21 to 5.00 = Very High; 3.41 to 4.20 = High; 2.61 to 3.40 = Moderate; 1.81 to 2.60 = Low; 1.00 to 1.80 = Very Low.

Table 1 shows that future-ready Social Studies pedagogy was generally practiced at a high level, with an overall mean of 3.73. Inquiry and evidence use obtained the highest mean at 4.08, indicating that teachers frequently encouraged learners to examine information, interpret evidence, and develop reasoned explanations instead of relying solely on factual recall. Deliberative learning also registered a relatively strong result, suggesting that discussion and the consideration of different viewpoints had a visible place in Araling Panlipunan instruction. This pattern agrees with evidence that inquiry, current-events discussion, debate, and other student-centered Social Studies practices contribute to classroom environments that are more conducive to civic learning (Siegel-Stechler, 2021).

The most noticeable weakness appeared in digital civic literacy, which received a moderate mean of 3.29 and showed the greatest variability among teachers. This result indicates that the use of digital materials did not consistently extend to evaluating political claims, checking source credibility, comparing online evidence, or examining misinformation. The finding is important because digital access alone does not guarantee informed civic participation. McGrew et al. (2018) documented substantial difficulties among students in evaluating online claims, sources, and evidence, reinforcing the need for Social Studies instruction to make verification and civic online reasoning explicit parts of classroom learning.

Table 2. *Level of Civic Learning Engagement among Secondary Learners*

Dimension	Mean	SD	Interpretation	Rank
Civic Attentiveness	3.84	0.50	High	1
Critical Civic Judgment	3.67	0.52	High	2
Participatory Dialogue	3.45	0.56	High	3
Civic Agency	3.21	0.61	Moderate	4
Overall	3.54	0.44	High	

Note. n = 90 learners.

Learners demonstrated an overall high level of civic learning engagement with a mean of 3.54. Civic attentiveness ranked first at 3.84, showing that learners were generally interested in understanding social concerns and were attentive when civic and public issues entered classroom discussions. Critical civic judgment was likewise high, indicating a reasonable capacity to consider evidence and form positions on social issues.

The pattern changed when engagement required more active participation. Participatory dialogue received a lower mean of 3.45, while civic agency was only moderate at 3.21. Learners therefore appeared more comfortable following, interpreting, and discussing civic matters than initiating action, influencing decisions, or seeing themselves as capable contributors to community concerns. The distinction between civic knowledge and active civic competence has also been observed in broader citizenship research. ICCS 2022 treated interest, discussion, participation, civic self-efficacy, digital engagement, and community involvement as distinct expressions of civic engagement, illustrating that awareness does not automatically translate into participation (Schulz et al., 2023).

The lower level of civic agency provides a substantive concern for the study. Social Studies instruction appeared successful in cultivating awareness and judgment, but the movement from understanding social issues toward purposeful civic participation remained less developed. Research on action civics similarly indicates that learners' civic competence can improve when they are given concrete opportunities to organize, communicate positions, contact community actors, and work on public concerns rather than only study citizenship conceptually (LeCompte et al., 2020).

Table 3. *Relationship Between Dimensions of Future-Ready Social Studies Pedagogy and Civic Learning Engagement*

Pedagogy Dimension	Spearman's ρ	95% BCa Bootstrap CI	p	Interpretation
Inquiry and Evidence Use	.62	[.34, .80]	<.001	Significant
Deliberative Learning	.56	[.25, .76]	.001	Significant
Authentic Social Issue Engagement	.49	[.14, .71]	.006	Significant
Digital Civic Literacy	.31	[-.08, .59]	.094	Not Significant
Learner Agency Support	.65	[.39, .82]	<.001	Significant
Overall Future-Ready Pedagogy	.69	[.44, .84]	<.001	Significant

Note. n = 30 matched teacher-classroom units. Confidence intervals were generated from 5,000 BCa bootstrap resamples.

A strong positive association was found between overall future-ready pedagogy and civic learning engagement, $\rho = .69$, $p < .001$. Classrooms characterized by stronger future-ready pedagogical practices therefore tended to show higher learner civic engagement. The bootstrap confidence interval of .44 to .84 remained entirely above zero, adding stability to the observed relationship despite the modest number of matched classroom units.

Among the individual dimensions, learner agency support produced the strongest correlation with civic engagement, $\rho = .65$, followed closely by inquiry and evidence use at .62. The results suggest that learners were more civically engaged when teachers allowed them to express positions, make reasoned choices, contribute ideas, and exercise meaningful responsibility during instruction. International evidence from ICCS 2022 likewise found positive associations between open classroom discussion and civic learning outcomes, particularly when students were encouraged to form opinions, discuss political and social issues, and encounter different viewpoints (Schulz et al., 2024).

Digital civic literacy was the only pedagogy dimension that failed to reach statistical significance, $\rho = .31$, $p = .094$. Its confidence interval also crossed zero. This does not necessarily imply that digital learning has little civic value. Rather, the descriptive findings suggest that digital civic practices were less consistently implemented across classrooms. Boulianne and Theocharis (2020) found that the relationship between digital media and youth civic engagement depended substantially on how young people used digital media, with politically oriented information seeking and interaction showing clearer connections with engagement than digital use in general.

Table 4. *Relationship Between Overall Future-Ready Pedagogy and Dimensions of Civic Learning Engagement*

Civic Engagement Dimension	Spearman's ρ	95% BCa Bootstrap CI	p	Interpretation
Civic Attentiveness	.55	[.24, .75]	.002	Significant
Critical Civic Judgment	.67	[.40, .82]	<.001	Significant
Participatory Dialogue	.61	[.31, .79]	<.001	Significant
Civic Agency	.64	[.35, .81]	<.001	Significant
Overall Civic Learning Engagement	.69	[.44, .84]	<.001	Significant

The relationship was significant across all four dimensions of learner civic engagement. The strongest dimension-specific association was found for critical civic judgment, $\rho = .67$, indicating that classrooms with stronger future-ready pedagogy tended to have learners who were more capable of evaluating civic questions, considering evidence, and developing informed positions. Civic agency followed with a coefficient of .64. This result is noteworthy because civic agency obtained the lowest descriptive mean in Table 2. Although learners had not yet developed civic agency to the same level as attentiveness and judgment, differences in teacher pedagogy were strongly associated with differences in that agency.

Participatory dialogue was also significantly associated with pedagogy, $\rho = .61$, suggesting that instructional environments mattered for learners' willingness to express views and interact with differing positions. The pattern supports research showing that open and participatory classroom environments are associated with important civic outcomes. ICCS 2022 found that students' perceptions of classroom openness remained positively related to civic knowledge across participating educational systems even after student and socioeconomic characteristics were considered (Schulz et al., 2024).

Table 5. *Bootstrap Regression Predicting Civic Learning Engagement*

Predictor	B	SE	β	95% BCa Bootstrap CI for B	p	VIF
Inquiry and Evidence Use	.26	.10	.29	[.06, .46]	.015	1.62
Deliberative Learning	.20	.09	.22	[.01, .39]	.038	1.78
Authentic Social Issue Engagement	.14	.09	.16	[-.04, .33]	.132	1.54
Digital Civic Literacy	.07	.08	.08	[-.10, .23]	.401	1.31

Learner Agency Support	.31	.10	.36	[.10, .52]	.005	1.70
------------------------	-----	-----	-----	------------	------	------

Model summary: ($R^2 = .597$); Adjusted ($R^2 = .513$); ($F(5,24) = 7.11$); ($p < .001$); 5,000 BCa bootstrap resamples.

The combined pedagogy dimensions explained 59.7% of the variation in civic learning engagement, with an adjusted explanatory value of 51.3%. The overall regression model was statistically significant, ($F(5,24) = 7.11$, $p < .001$). The VIF values ranged from 1.31 to 1.78, indicating that the predictors did not show problematic multicollinearity.

Learner agency support emerged as the strongest independent predictor, $\beta = .36$, $p = .005$. Holding the other instructional dimensions constant, greater opportunities for learners to voice positions, make decisions, assume responsibility, and exercise classroom agency were associated with greater civic engagement. Inquiry and evidence use also made a significant contribution, $\beta = .29$, $p = .015$, while deliberative learning retained a smaller but significant effect, $\beta = .22$, $p = .038$. These results indicate that future-ready Social Studies pedagogy was most influential when students were not merely exposed to social information but were expected to investigate, deliberate, decide, and participate.

Authentic social issue engagement was significantly related to civic engagement at the bivariate level but did not remain independently significant in the multivariable model, $\beta = .16$, $p = .132$. Its contribution may have overlapped with inquiry, deliberation, and agency support because authentic issue work commonly incorporates these pedagogical processes simultaneously. Digital civic literacy likewise remained nonsignificant, $\beta = .08$, $p = .401$. Combined with its moderate descriptive mean, this result identifies digital civic learning as the clearest instructional weakness. Digital tools appeared to have been present, but the findings suggest that their use had not yet developed into a sufficiently systematic approach to source verification, misinformation analysis, evidence comparison, and responsible online civic participation.

Taken together, the results reveal a meaningful but uneven picture of future-ready Social Studies education in Tabuk City. Araling Panlipunan teachers demonstrated relatively strong inquiry, deliberation, and issue-oriented practices, and learners showed corresponding strengths in civic attentiveness and critical judgment. The difficulty appeared at the transition from civic understanding to civic action. Learner civic agency remained moderate, while digital civic literacy was the weakest pedagogical area. The findings therefore suggest that the next stage of future-ready Social Studies pedagogy should place greater emphasis on student agency, authentic civic participation, and disciplined digital civic reasoning, rather than simply increasing the amount of technology used in instruction.

CONCLUSION

Future-ready Social Studies pedagogy was meaningfully associated with civic learning engagement among secondary learners in Tabuk City, Kalinga. Araling Panlipunan teachers showed stronger practices in inquiry, evidence use, and deliberative learning, while digital civic literacy remained the least developed instructional dimension. Learners demonstrated stronger civic attentiveness and critical civic judgment, but civic agency was comparatively weaker, indicating that understanding social issues did not always translate into confidence or participation in civic action. Learner agency support, inquiry and evidence use, and deliberative learning emerged as the most important pedagogical contributors to civic engagement, while digital civic literacy did not show a significant independent effect. Based on these results, Araling Panlipunan instruction should provide more structured opportunities for learners to investigate community concerns, evaluate competing evidence, participate in guided deliberation, and take part in age-appropriate civic action. Schools should also strengthen digital civic literacy by integrating source verification, misinformation analysis, responsible online participation, and evidence-based digital discussion into Social Studies lessons. Professional development for teachers may further focus on designing learning experiences that connect civic knowledge with learner voice,

decision-making, and meaningful participation so that civic engagement becomes an active and sustained outcome of secondary Social Studies education.

References

- Asia Society, & Organisation for Economic Co-operation and Development. (2018). *Teaching for global competence in a rapidly changing world*. OECD Publishing.
- Blevins, B., LeCompte, K., & Wells, S. (2016). Innovations in civic education: Developing civic agency through action civics. *Theory & Research in Social Education*, 44(3), 344–384.
- Boulianne, S., & Theocharis, Y. (2020). Young people, digital media, and engagement: A meta-analysis of research. *Social Science Computer Review*, 38(2), 111–127. <https://doi.org/10.1177/0894439318814190>
- Bowyer, B., & Kahne, J. (2020). The digital dimensions of civic education: Assessing the effects of learning opportunities. *Journal of Applied Developmental Psychology*, 69, 101162.
- de Guzman, A. B., de Castro, B., & Adamos, J. L. (2024). Locating Filipino social studies teachers' preferred positionality, reasons, and practices in the teaching of controversial public issues. *Journal of Education for Teaching*, 50(1), 20–32.
- Department of Education. (2017). *K to 12 curriculum guide: Araling Panlipunan*. Learning Resources Management and Development System.
- LeCompte, K., Blevins, B., & Riggers-Piehl, T. (2020). Developing civic competence through action civics: A longitudinal look at the data. *The Journal of Social Studies Research*, 44(1), 127–137. <https://doi.org/10.1016/j.jssr.2019.03.002>
- Maddox, L. E., Howell, J. B., & Saye, J. W. (2018). Designing geographic inquiry: Preparing secondary students for citizenship. *Journal of Geography*, 117(6), 254–268.
- McGrew, S., Breakstone, J., Ortega, T., Smith, M., & Wineburg, S. (2018). Can students evaluate online sources? Learning from assessments of civic online reasoning. *Theory & Research in Social Education*, 46(2), 165–193. <https://doi.org/10.1080/00933104.2017.1416320>
- Saye, J. W., Stoddard, J., Gerwin, D. M., Libresco, A. S., & Maddox, L. E. (2018). Authentic pedagogy: Examining intellectual challenge in social studies classrooms. *Journal of Curriculum Studies*, 50(6), 865–884.
- Schulz, W., Fraillon, J., Losito, B., Agrusti, G., Ainley, J., & Damiani, V. (2024). *Education for citizenship in times of global challenge: IEA International Civic and Citizenship Education Study 2022 international report*. Springer.
- Siegel-Stechler, K. (2021). Teaching for citizenship: Instructional practices and open classroom climate. *Theory & Research in Social Education*, 49(4), 570–601. <https://doi.org/10.1080/00933104.2021.1966560>
- Teegelbeckers, J. Y., Nieuwelink, H., & Oostdam, R. J. (2023). School-based teaching for democracy: A systematic review of teaching methods in quantitative intervention studies. *Educational Research Review*, 39, 100511.
- Thacker, E. S., Lee, J. K., Fitchett, P. G., & Journell, W. (2018). Secondary social studies teachers' experiences planning and implementing inquiry using the Inquiry Design Model. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 91(4–5), 193–200.
- Yoshino, K. (2023). Active citizens' formation through social studies pedagogical practices: Perspectives of teachers and learners from selected secondary schools in Malawi. *Compare: A Journal of Comparative and International Education*, 54(8), 1402–1419.