

## TEACHING HISTORY WITH TIKTOK: THE TEACHING AND LEARNING BENEFITS OF PUBLIC-FACING VIDEO PROJECTS

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Michel-Rolph Trouillot (1995) writes that “history means both the facts of the matter and the narrative of those facts,” meaning that in writing history, one both gives voice and creates silences. Through typical essay projects and exams in Television & Media Histories, students often miss the stakes of those silences, especially for marginalized or otherwise oppressed communities. Using TikTok as a platform, this SoTL project asks “can public-facing historical projects deepen students’ critical understanding of writing history?” For the optional assignment, students created three three-minute equity-minded videos for our class TikTok account that uncovered lost histories including the contributions of women, people of color, local/rural, and queer people throughout broadcast’s past. I perform a qualitative analysis of the results of a student questionnaire, offering insight into how the project informed their understanding of historiography, how they believed they should be assessed, and how TikTok serves as a critical public sphere.

