



THE UNIVERSITY OF
MELBOURNE

Transformative Pedagogy: Using Online Roleplay

Dr. Bill Genat
***Onemda* VicHealth Koori Health Unit**

Overview

- A Transformative Pedagogy
- Structure of the on-line role-play
- Learning activities for transformation
- Evaluation and student feedback



A Transformative Pedagogy

Transformative learning is the process of effecting change in a frame of reference . . . frames of reference are the structures of assumptions through which we understand our experiences.

Frames of reference have two dimensions:

(i) habits of mind – broad, abstract, orienting, habitual ways of thinking, feeling and acting influenced by assumptions that constitute a set of codes . . . codes may be cultural, social, educational, economic, political, psychological;

(ii) point of view – habits of mind coalesce to shape a particular interpretation [of an event] (Mezirow 1997: 5)



A Transformative Pedagogy

We transform our frames of reference *through critical reflection on the assumptions* upon which our interpretations, beliefs and habits of mind or points of view are based . . .

the educator's responsibility is to help learners reach their [immediate] learning objectives in such a way that they will function as more autonomous, socially responsible thinkers . . .

Autonomy here refers to the understandings, skills, and disposition necessary to become critically reflective of one's own assumptions and to engage effectively in discourse . . . Transformation theory holds that moral values are legitimised by agreement through discourse

Becoming critically reflective of one's own assumptions is the key to transforming one's taken for granted frame of reference . . .

(Mezirow 1997: 7, 9)

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KOORI HEALTH: PAST AND PRESENT

An Interactive Role Play



Username:

Password:

Login

Purpose of the role-play

- build a capacity for self-reflexivity amongst future public health practitioners;
- strengthen awareness of how the broader social context has shaped the student's perspectives towards Aboriginal Australians.

To achieve these purposes requires like-minded professional peers with whom to engage ; often it is difficult to extract oneself from the social environment and reflect on how and why one forms a particular view.



Role Play

Brief Character Overviews

Kulin Leader

The Kulin who settled at Coranderrk in the early 1860s were the last of the clans from around Melbourne. They included William Barak and other clan leaders such as Simon Wonga and Robert Wandin. This traditional leadership played a significant political role in the history of the settlement.



Koori Householder

Amongst the existing archival documents and reports we hear about a range of issues faced by residents at Coranderrk. Some residents were highly articulate in raising family concerns to the Board for the Protection of Aborigines (BPA) and in public forums. These archives reveal key aspects of the residents' family lives.



Kulin Ally

The Kulin at Coranderrk impressed many people with their commitment and self-sufficiency. Among these were local Healesville residents and church people. Their greatest ally was Mrs Anne Fraser Bon a wealthy widow who advocated the case of the residents in many forums over many years.



KOORI WELLBEING AT CORANDERRK



An Interactive Role Play

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Coranderrk Manager

Coranderrk was one of six Aboriginal station established in Victoria in the mid - late 1800s by the BPA. Mr John Green, a Presbyterian minister was the first BPA appointed manager of Coranderrk. Later, he was replaced by a succession of managers with markedly different management styles to his own, much to the chagrin of the Kulin



Secretary of the Board for the Protection of Aborigines (BPA)

The Secretary was the executive office for the BPA which comprised appointed voluntary members. Essentially they developed and monitored policy with respect to the Aboriginal people of Victoria from 1850 - 1950. The Secretary exerted enormous influence over the lives of Koori families being the conduit of information from Koori people to the BPA and between the managers of the stations and the BPA.



A Local MLA

The area around Healesville and adjacent to Coranderrk was taken up by squatters during the 1860s and 1870s. The Kulin, in their deal with the government, had acquired prime river flat land. Subsequently, local squatters and residents called for the land holdings at Coranderrk to be put out to tender because, from the settlers' perspectives, the Coranderrk residents were not seen to be exploiting all of the land profitably. These people were key stakeholders in events surrounding Coranderrk.



KOORI WELLBEING AT CORANDERRK

An Interactive
Role Play

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My Role: Kulin Householder



Who am I? Introduction to my role as the Kulin Householder

From 1862, the Coranderrk settlement was the home to different clans of the Kulin whose families had suffered the full brunt of the European invasion from 1835. Some of their lives are documented.

Linked to this page are some or other of the following archival resources to inform your portrayal of this historical character.

Instructions

From within this role, you will engage with other characters in the role play scenario on the basis of the particular characteristics revealed in this character's archives.

You need to

1. review the [Content Background](#),
2. review the Victorian Context of the time in all dimensions, particularly in terms of
 - o Kulin Health - *official accounts of Kulin Health and living conditions.*
 - o Coranderrk Vistas - *gives an indication of the development of Coranderrk and the type of country the Kulin cleared and upon which the settlement was established.*
 - o Representations of Kulin Society - *in the media of the period.*
 - o Representations of the Other - *popular representations of non-white cultures by white settlers.*
 - o Settler Institutions,
 - o Settler Leisure - *popular leisure pursuits in settler society*
 - o Victorian Economy and Commerce - *images from the period.*
 - o Victorian Governance
 - o Go to [Victorian Context](#)
3. See Photographs of [people like me](#) (new window)
4. Read Letters from or about people like me
No documents available at this time
5. Read Newspaper articles about people like me
No documents available at this time
6. Read Public statements of people like me
No documents available at this time

CORANDERRK VISTAS

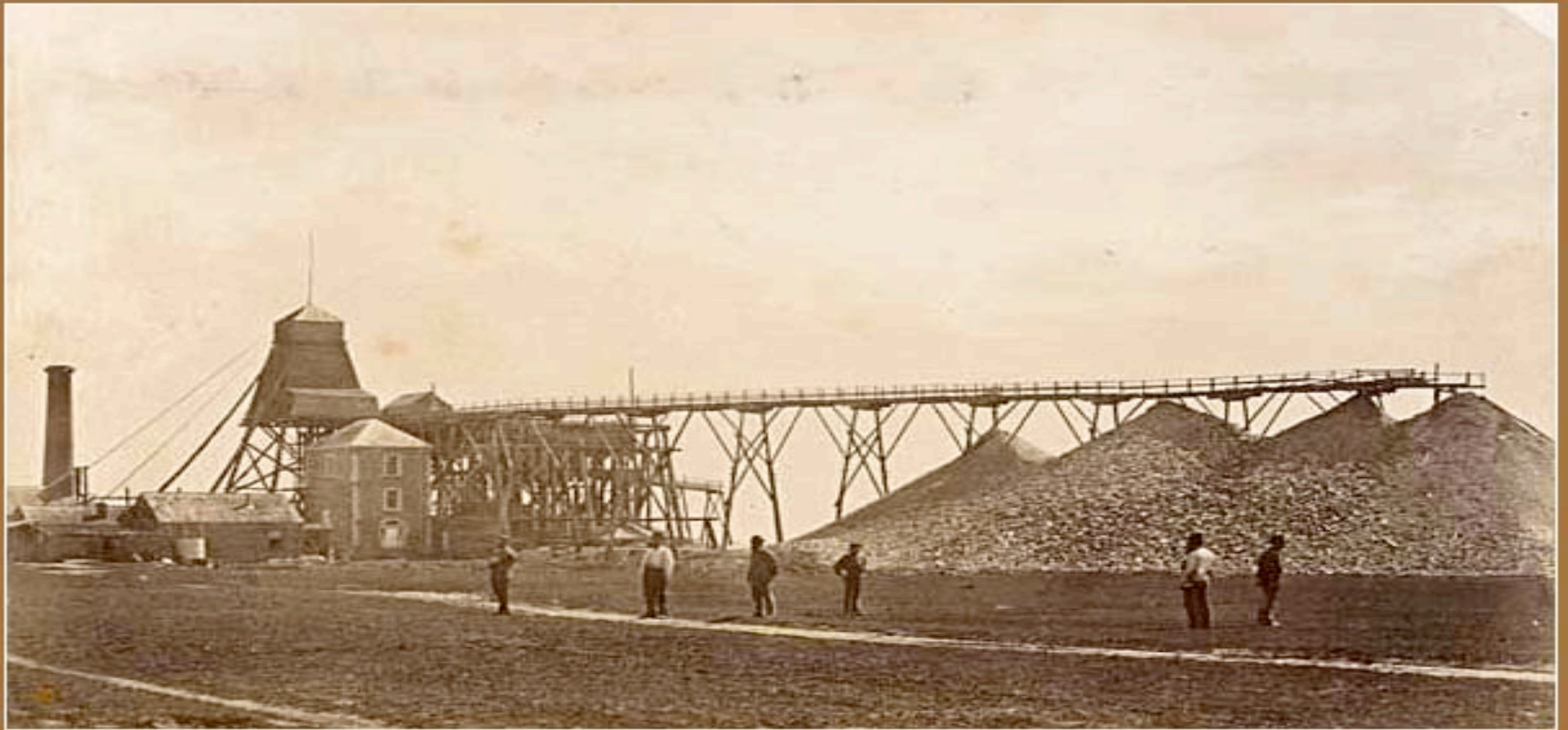
Early photograph of Coranderrk settlement



State Library Victoria

VICTORIAN ECONOMY & COMMERCE

Processing Plant Goldmining



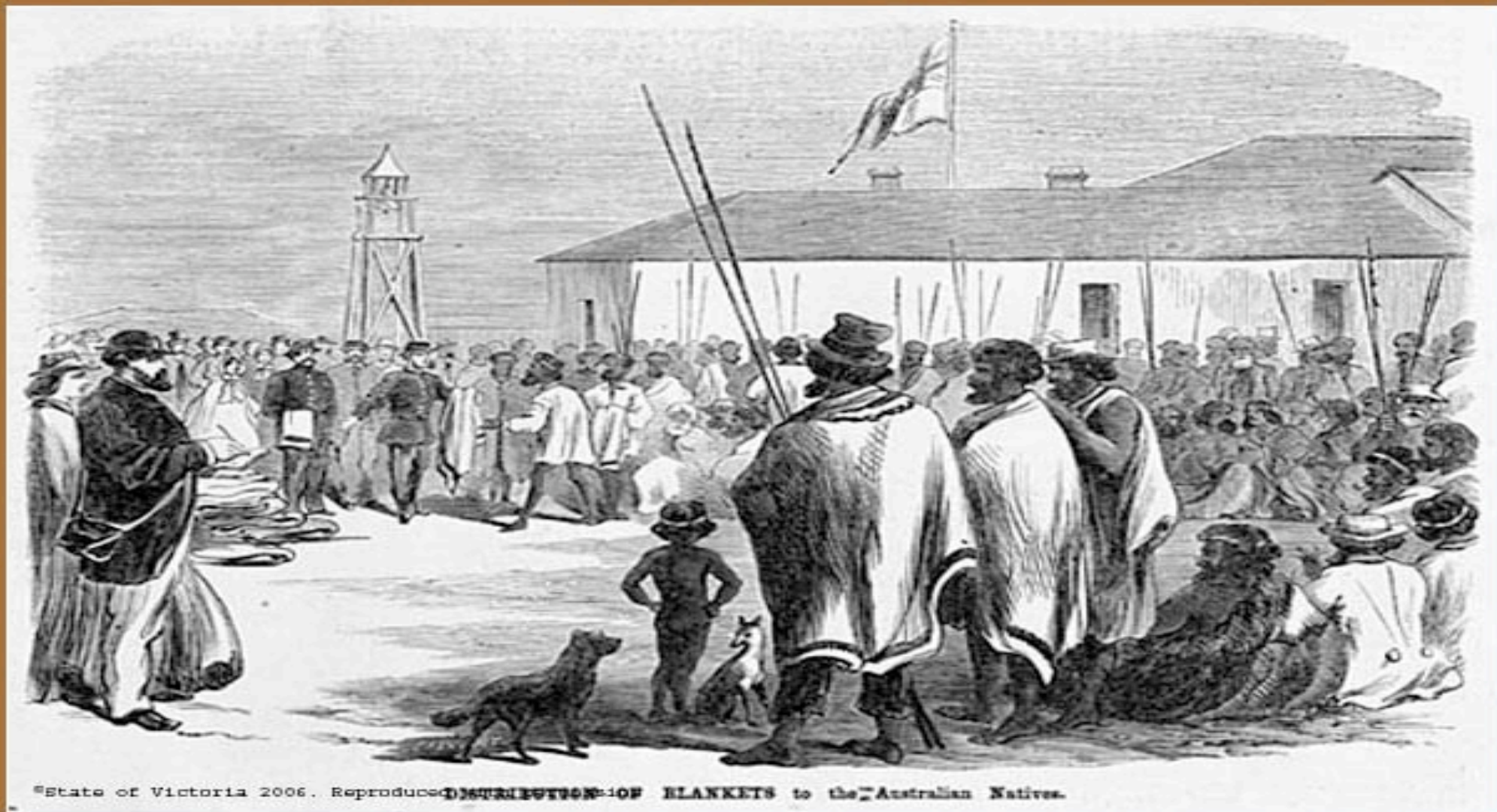
© Latrobe Picture Collection, State Library of Victoria

SETTLER INSTITUTIONS - GOLD ERA ARCHITECTURE
Exhibition Building



REPRESENTATIONS OF KULIN SOCIETY

Media representation of Aboriginal people



State of Victoria 2006. Reproduced by permission of the State Library of Victoria. DISTRIBUTION OF BLANKETS to the Australian Natives.

PHOTOGRAPHS OF PEOPLE LIKE ME

Malcolm Residence at Coranderrk: Caroline Malcolm (left) next to Martha Malcolm

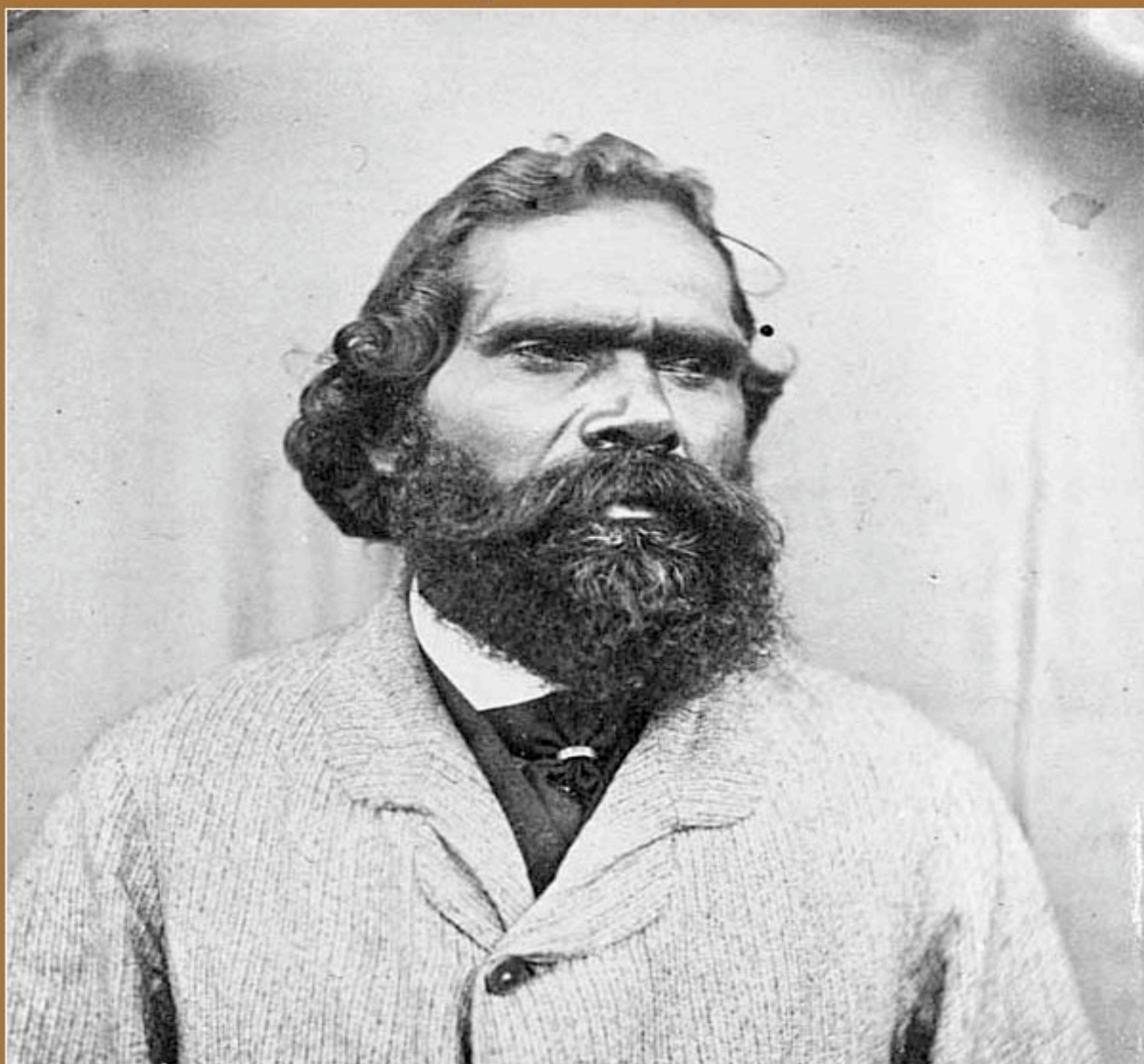


PHOTOGRAPHS OF PEOPLE LIKE ME
Coranderk wedding conducted by Mr. Green



WEDDING CEREMONY AT THE ABORIGINAL STATION, CORANDERRK.—SEE PAGE 4.

PHOTOGRAPHS OF PEOPLE LIKE ME
Kulin Leader: Simon Wonga





An Interactive Role Play

[Home](#) [Tasks](#) [Correspondence](#) [Press](#) [Forum](#) [My Role](#) [Journal](#) [Help](#)

Scenario One Outline

Social Connectedness and Diet

Background (circa 1865)

By the mid 1860s, the Coranderrk 'experiment' was well known in the Colony of Victoria. The Kulin traded and sold possum skin rugs weapons and artefacts to supplement their subsistence livelihood derived from crops, gardens and cattle husbanded at the settlement.

Members of the Board and the Secretary to the Board expressed delight about the progress of the project. The Kulin leadership developed good relationships with a number of prominent settlers. Nevertheless, land was a hot political issue and generally the claims of the dispossessed original owners were secondary to those of the settlers.

Learning Objectives:

Through engagement with this scenario you will be able to:

1. Identify key features of Koori family & community structures and historical factors influencing the integrity and interaction of Koori families; and,
2. Describe key factors influencing the choice of diet of Kulin society subsequent to colonisation.

Key Questions



TASKS: Kulin Householder



1 Timeline

Contextualise yourself in the historical period by reviewing the Timeline (relevant to Scenario One)

2 Read

Read and review the short summaries and photographs of events and people specific to this scenario

3 Draft Letter

Draft a letter describing your character. You, Louisa Briggs, have just moved to Coranderrk with your husband John and your nine children. Your initial interaction with the Kulin leader is by way of letter. You inform the Kulin leader about your own background and history, your family, how you came to Coranderrk and your hopes for your family.

7 Draft Input to Healesville Public Meeting - Chat

A public meeting has been called. You will need to research and possibly collaborate with others to formulate your position regarding the agenda items and background briefing published in the press and responses to others in the meeting.

8 Go to Forum Healesville Public Meeting no. 1

Everyone attending the meeting should introduce themselves, explaining their interest and articulating their standpoint on the need for the settlement, their understanding of the identity of the residents and what the settlement offers.

THE COORANDERRK ABORIGINAL STATION.

A deputation of a somewhat novel description waited upon the Chief-Secretary yesterday afternoon, in the Parliamentary-buildings. It consisted of six aboriginals from the station at Cooranderrk, who came to lay before Mr. Macpherson a long-standing grievance, which was felt by many of the inhabitants of the station, at the removal of Mr. Green, the superintendent, a couple of years ago. Mr. Cameron, M.L.A., introduced the men, who stated their complaint very respectfully and intelligently, and whose whole demeanour indeed, throughout the interview, was of a character which formed a refreshing contrast to the conduct exhibited by some of their white masters during some recent political meetings in a certain suburb of Melbourne. Mr. Green, it appeared, during a long residence of some 14 years at the station, had secured the affections of most of the simple-natured residents, and even an absence of two years was not sufficient to wholly remove his memory from their evidently yet uncivilised minds. As one of them asked the Chief Secretary, "How would he like it himself" if he lost a master who had been kind to him? Mr. Godfrey, the vice-president of the Aboriginal Board, who was present at the interview, explained to the Chief Secretary the circumstances of Mr. Green's removal, and said the fault had lain altogether with Mr. Green him-

3rd Resolution

Proposed by Robert Baines and
seconded by James Edge, that this
Meeting approves of Mr. Halliday's
Management of the Station since his
arrival on it —

Carried unanimously

Signatures —

Edward Hunter

Willie Morris

Thomas ^{his} Banfield

Freddy

Willie ^{Mark} Parker

Peter Hunter

L. D.

Al. H.

1862.

—
VICTORIA.

S E C O N D R E P O R T

OF THE

C E N T R A L B O A R D

A P P O I N T E D

T O W A T C H O V E R T H E I N T E R E S T S

OF THE

A B O R I G I N E S I N T H E C O L O N Y

O F V I C T O R I A .

Developing capacity for self-reflexivity through participation in the role-play

- Exposure to primary archival resources that inform role-play character development;
- Interaction with other students regarding own character and responses to events within the scenarios;
- Interaction with other historical characters and diverse standpoints encountered by own role-play character;
- Reflection on role-play learning activity and challenges to own previous conceptualisations, assumptions and values as a public health practitioner;





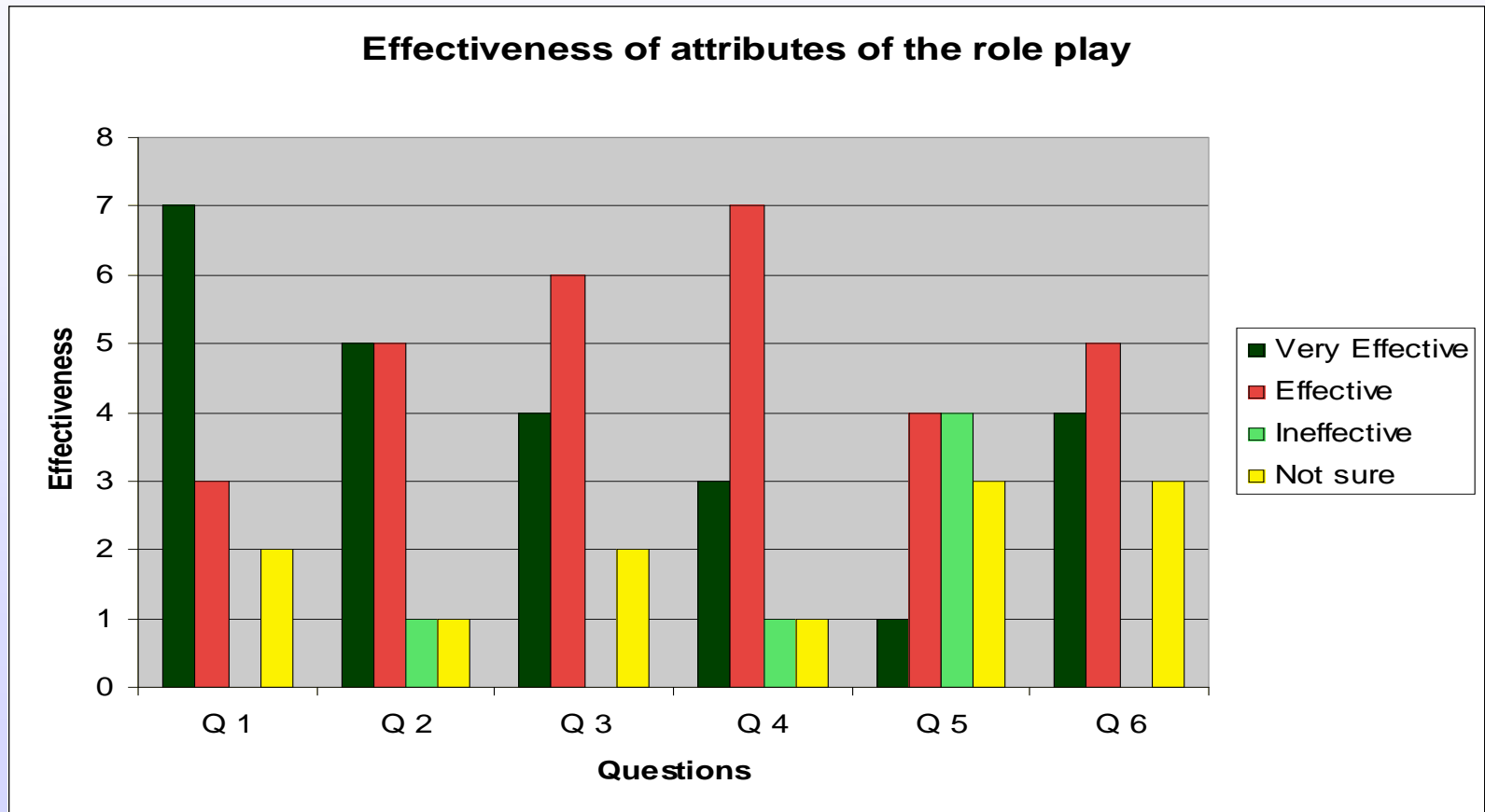
Evaluation

Effectiveness of critical attributes of the role play in influencing students' perspectives on Aboriginal health

1. Enacting an actual historical character by walking in their shoes.
2. Dialogue with other students regarding your character's responses.
3. Dialogue with other role-based characters within role play forums.
4. Clearly stated learning objectives for the sequenced activities within each role play scenario.
5. The requirement to journal my personal experiences in the role play.
6. Using layout and design to immerse characters in the historical context

Evaluation

Effectiveness



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Benefits

Re teaching and learning process

- Group-based interactive learning
- Students get to “walk in the shoes” of coloniser & colonised
- Students access primary sources of historical narratives

➤ Re teaching content

- Students engage with multiple historical standpoints
- Students connect historical narrative within its foundation in biography based in their social context
- Students access primary sources and form their own version of history
- Students connect contemporary social determinants of Indigenous health with their historical basis



Student Reflections

"The course so far has given me a greater appreciation of the need to question my thoughts and my opinions in regards to indigenous issues and to examine how history and my interpretations of truth have contributed to these conclusions." (Student 1)



Student Reflections

"The forum of discussion through the role-play provided a very confronting format for learning the different perspectives, agendas and motivations for the events at Coranderrk and has made me challenge my own perspectives, motives and understandings on many issues." (Student 2)



Student Reflections

"It was a joy to be able to realise and develop . . . a greater feeling for the Aboriginal people of Coranderrk as 'real' people, active in various ways in their everyday lives, rather than as a "concept" of a race of people . . . in other words, through facilitating a personal and experiential virtual reality, the role-play encourages greater understanding of Aboriginals as accessible, ordinary (and important) people." (Student 3)

