

## **Example: Formulate Takeaways**

**Course:** Medical Anthropology

**Level:** Undergraduate

### **Set-Up**

I incorporated takeaway reflection as part of the participation grade. Students reflected on their learning at the end of each session, and they also wrote two short takeaway statements throughout the course. I explained the assignment in the syllabus.

#### **ASSIGNMENTS:**

##### **Participation (10%), week 3 and week 6**

Each class we will start with a few minutes for writing down your intention. You will write down your intention for the class. This can be content, or practicing a skill (asking questions, participating in a discussion by either listening and asking thoughtful questions or formulate a question and ask it). Select what you feel is most useful to you. At the end of the class, you will receive 5 minutes to write down your main take aways of the class session. These focus on content (although you can also reflect on how your skill practicing went) and can come from the class debate, the lecture, or the literature you read. The in class take-aways form the basis of two take-away statements you will submit in week 3 and week 6 in which you reflect on what you have learned so far. This can be content or positionality, but they capture your learning journey. It is also how you can keep track of your ideas and realisations which can form the foundation for the final interactive assignment.

### **Results**

Below are excerpts from students' first takeaway statement:

“Throughout the past 3 weeks I have found myself questioning many things. Starting with the first week when we talked about the process of doing interviews and getting together information for anthropological research. We had a discussion about the impact you have as a researcher and deciding to intervene into a situation of your interviewee. This made me think more about the practice of doing interviews for anthropological research and how much it can change people’s lives...

“Starting with Vital Signs of Manderson, I deeply connected with a necessity to rethink our truths, especially the dualism of our bodies mostly imposed by Western medicine. Moving towards more openness in the field of medicine, I started questioning the vision of scientific knowledge as one-sided. The readings demonstrated how many interventions and studies have failed not for the lack of resources but rather for the lack of consideration of different realities...

“The theme introduced in week 1 that caught my attention is social constructionism. When applied to science, it is a theory that argues that scientific knowledge is created within certain cultural and historical contexts and is not as objective as portrayed (de Klerk, 2023). The fact that this information is thought-provoking for me in the first place makes me reflect on my positionality. As someone growing up in the context of primarily Western scientific discourse, I have never had much doubt about scientific findings. It was not of my concern to figure out how these findings were made, what was used in the research and whether the science in my country operates differently than elsewhere...