

## **Assessment of Stone Soup Course Experience**

This questionnaire is for faculty to describe and assess your experiences with “Stone Soup” Project assignments or activities. Your responses will be posted on the Indisputably blog and may be disseminated in other ways as well. Please describe specifics of your experience, but do not include information that could identify any student (except as noted below) or subject of a Stone Soup assignment or activity.

1. Faculty name: **Rafael Gely**
2. School: **University of Missouri School of Law**
3. Course: **Negotiation**
4. Semester: **Fall 2017**
5. Number of students in the course: **22**
6. Briefly describe the Stone Soup assignment or activity (e.g., interview or focus group class). If you assigned students to conduct an interview, summarize the type of subjects and focus of the interview. If you conducted a focus group class, describe the speakers and issues discussed.

**I asked students to interview 4 to 6 subjects about any topic covered in the course.**

7. Was the assignment required, one of several options, or for extra credit? **Required**
8. If students were to write a paper, how long was the paper supposed to be (in double-spaced pages)? **Six to eight pages**
9. When was the assignment due (or when did you conduct a Stone Soup assignment)? **Around the 11<sup>th</sup> week of the semester**
10. What percentage of the grade was allocated to the assignment? **5%**
11. Did you discuss in class the results of students’ work? If so, what did you and the students learn from this discussion? Was this a good use of class time?

**Yes. It was interesting to find out about the diversity of subjects interviewed. Perhaps because I asked students to interview several subjects, they had to get creative with finding subjects. Yes, I believe the debrief was helpful and made for a very good class conversation.**

12. What did students learn that they wouldn't have learned without the Stone Soup assignment or activity?

**I think it was helpful for students to think of negotiations in real life and outside the context of legal negotiations. The conversations involving non-lawyers tended to be more detailed, so I think having students talk to non-lawyers was helpful.**

13. What worked well with the assignment or activity?

**Again, I think that students reached out to many subjects who might not have been in their radar initially.**

14. What would you do differently if you do it again?

**I think having them interview more than 2 subjects was not a good idea in terms of getting in depth discussion of the interviews. Most of the reporting was very general. In future years I might limit the number of interviews to 2.**

15. What would you advise other faculty considering using a Stone Soup assignment or activity?

**Do it! I think students really appreciate the opportunity to talk with others about the concepts and skills they are learning in class. If you are concerned about what work product you will get back from students, you can always make it a very small part of the final grade at first.**