

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: **Stacey-Rae Simcox**
2. School: **Stetson University College of Law**
3. Course: **Trusts & Estates**
4. Semester: **Fall 2017**
5. Number of students in the course: **67**
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.

From the instructions:

The person you interview could be one of the parties in an estate settlement (a child, spouse, or other relative for instance), an attorney who represented a party in the case, or an estate administrator or personal representative. A “significant” estate settlement is one that took a substantial amount of time. You will ask the subject to describe their experience with this estate settlement.

7. Was the assignment required, one of several options, or for extra credit? **Extra Credit**
8. If students were to write a paper, how long was the paper supposed to be (in double-spaced pages)? **3-6 pages**
9. When was the assignment due (or when did you conduct a Stone Soup assignment)? **Nov 9, 2017**
10. What percentage of the grade was allocated to the assignment? **10 pts for paper, 5 pts for presentation**
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?

Students who wished to present could sign up for limited slots to discuss their findings and observations in the class. It was fascinating.

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

How trusts & estates applies to actual people in every day life; that not EVERY estate ends up in a messy case book example but that is often because there was advanced planning; that what they are learning is actually applicable in everyday life and that the concepts they learn interact with many other areas; how to identify issues in estate planning that can become problematic if not addressed.

13. What worked well with the assignment or activity? **The entire assignment.**
14. What would you do differently if you do it again? **I can't think of anything immediately.**
15. What would you advise other faculty considering using a Stone Soup assignment or activity?

Plan to spend a bit of time reading these exercises. I had over forty students complete the assignment and it came in when I was grading midterms and prepping for the final.