

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: **Danny Newman and Beatrice Roger**
2. School: **South Texas College of Law Houston**
3. Course: **Negotiation**
4. Semester: **Fall 2017**
5. Number of students in the course: **20**
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.

We assigned an interview on any completed, “complex” negotiation. Students ended up picking exclusively practicing lawyers or mediators on a wide range of legal issues and topics.

7. Was the assignment required, one of several options, or for extra credit?
It was required.
8. If students were to write a paper, how long was the paper supposed to be (in double-spaced pages)?
5-7 pages.
9. When was the assignment due (or when did you conduct a Stone Soup activity)?
This was our error. We assigned it in Week 12 and had it due the last day of class. We should have assigned it much earlier.
10. What percentage of the grade was allocated to the assignment?
10%

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?

We did not because we lost a class period this year due to the hurricane.

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

They learned some practical lessons (like not all negotiations take place in person), heard how much preparation and expertise matters, and made nice networking connections.

13. What worked well with the assignment or activity?

The networking aspect and the practical learning.

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

We would assign it much earlier in the semester to give the students more time. This would have simply made the assignment less burdensome, and probably increase the quality of the experience and the papers for them.

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

We would advise doing it, especially if you're looking for an additional grading point and can give the students the right amount of time. It's a worthwhile assignment.