

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: **Becky L. Jacobs**
2. School: **University of Tennessee College of Law**
3. Course: **ADR**
4. Semester: **Fall 2017**
5. Number of students in the course: **30 (Enrollment is capped)**
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 used the interview assignment.

7. Was the assignment required, one of several options, or for extra credit?

It was a required assignment.

8. If students were to write a paper, how long was the paper supposed to be (in double-spaced pages)?

No more than 20 double-spaced pages.

9. When was the assignment due (or when did you conduct a Stone Soup assignment)?

I assigned the interview when we discussed negotiation in the class, near the end of September. The paper was due November 21.

10. What percentage of the grade was allocated to the assignment? **20%**
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.

I did not have time this semester, but, after reading them, I wish that I had!

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

Nearly all of the students commented on how surprising it was to hear about the amount of preparation that their subjects put into a negotiation. They read about, and heard, that, in class, but it did not really make an impression until they heard from practitioners how critical it is. Also, every student connected the class material to what they heard in the interview, and many expressly noted how they felt that the class really gave them a good foundation for their practices.

13. What worked well with the assignment or activity?

It was a great opportunity for the students to relate the classroom learning to practice.

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

Give them less time to complete it so that we could discuss the results in class.

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

Give very specific guidance on what you expect.