

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: **Andrea Schneider**
2. School: **Marquette University**
3. Course: **ADR**
4. Semester: **Fall 2017**
5. Number of students in the course: **70**
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.

Students were required to interview someone about a recent conflict, including whether it could have been resolved through the law, and what the subject learned. Short papers were required to discuss what students learned.

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)?

1-2 pages

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

September 26

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

None

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?

In debriefing, students learned about the patterns of different contexts such as workplace and family. For example, a good chunk of the class is worried about jobs. They learned that a lot of workplace conflict is peer to peer conflict, not just with supervisors. This assignment got them to think of conflict and negotiation broadly, not just as an activity of lawyers in a dark room on behalf of clients. So they saw a broader pattern of negotiation. I think this was a very good use of class time.

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

Students got out of it what they put into it. A number of students learned how hard it is to interview. For some students, this was their first experience of interviewing a client. For some, it was an opportunity to ask questions they wouldn't normally ask an adult like a parent and mentor and get insight into negotiation.

The papers focused on what they learned, what worried them about negotiation, and provide them an opportunity for self-reflection before the negotiation unit in the course.

13. What worked well with the assignment or activity?

It was easy to do, even with 70 students, since they could do this on their own time and had several weeks to do it. The debrief sheet was easy for them to fill out and easy for me to read through quickly and figure out what points to debrief. I think it helped focus students on how often negotiation is used in a variety of contexts.

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

I will definitely do this assignment again. Next time, I will look more carefully at the questions. Students were not sophisticated about identifying skills they needed, and I will ask them to write specifically about the interviewing process.

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

Think about the number of students you have and for what purpose you are using this activity. For me, starting with a modest goal of basic negotiation understanding worked well given this was a survey class with 70 students. More complex assignments would make more sense in smaller classes.