



Explore new perspectives
and learn new strategies to
develop students as writers
and critical thinkers.

FACULTY WORKSHOPS

ONLINE | WINTER 2024

[nps.edu/web/wccg-pme/
workshops](https://nps.edu/web/wccg-pme/workshops)

The WCCG-PME is an international consortium of writing center professionals from graduate-level professional military education schools. It is recognized by the U.S. Military Education Coordination Council of the Joint Chiefs of Staff.



SERIES OVERVIEW

18 JAN, 1630-1800 EST

**COLLABORATING WITH THE UNCOOPERATIVE:
JOINT STRATEGIES AND LESSONS FOR
TEAM RESEARCH WRITING**

Jeffrey Turner, formerly with
National Defense University

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31 JAN, 1400-1530 EST

**GENERATIVE AI: A CASE STUDY ON
CLASSROOM APPLICATIONS**

Dr. Lucie Moussu, Royal Military College

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15 FEB, 1400-1530 EST

**FROM CLASSROOM TO COMMAND:
AI LITERACY IN HIGHER ED AND PME**

Chloe Woida (ctr), Naval Postgraduate School

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6 MARCH, 1400-1530 EST

**STRATEGIES FOR TEACHING INTENTIONAL
ORAL COMMUNICATION EDUCATION
IN PME CURRICULUM**

Rachelle Kamrath, Marine Corps University

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14 MARCH, 1400-1530 EST

**CRAFTING IMPACTFUL EXECUTIVE
SUMMARIES: STRATEGIES FOR YOU AND
YOUR STUDENTS**

Colette O'Connor (ctr),
Naval Postgraduate School

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10 APRIL, 1400-1530 EST

**HOW TO USE GENERATIVE AI TO TEACH
CRITICAL THINKING**

Carolyn Stoermer (ctr),
Air Force Institute of Technology

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18 JAN, 1630-1800 EST

**COLLABORATING WITH
THE UNCOOPERATIVE:
JOINT STRATEGIES AND
LESSONS FOR TEAM
RESEARCH WRITING**

Jeffrey Turner

formerly with National Defense University

While writing pedagogy often emphasizes writing as a social event and military writing most often occurs as part of a staff effort, there is very little discussion on collaborative writing best practices. This workshop will discuss and engage in team and collaborative writing practices for research and analytic writing, providing tools and handouts for faculty members working with student and faculty writers.

There is no preparatory or prerequisite work. All attendees should be prepared to engage in small group discussion and production of research writing as part of a small writing team. Participants will take away ways of thinking and engaging in collaborative writing, as well as specific tools to modify their own classroom purposes.

[Click here to register by 16 Jan.](#)

Post-secondary institutions are entering a deeply transformative era with the advent of Generative AI (GenAI). This workshop, "Generative AI: A Case Study on Classroom Applications," will delve into the possible uses of GenAI in reshaping course development processes, including the design of syllabi, assignments, activities, and assessments.

31 JAN, 1400-1530 EST

**GENERATIVE AI: A CASE
STUDY ON CLASSROOM
APPLICATIONS**

Dr. Lucie Moussu

Royal Military College, Canada

This workshop will explore how this technology can simplify course creation, foster innovative teaching approaches, enhance student engagement, and encourage ethical and effective uses of GenAI. Participants will gain hands-on experience with AI tools and learn strategies to prepare students for a future where AI will be an integral part of their lives.

[Click here to register by 29 Jan.](#)

15 FEB, 1400-1530 EST

**FROM CLASSROOM TO
COMMAND: AI LITERACY
IN HIGHER ED AND PME**

Chloe Woida (ctr)

Naval Postgraduate School

In the aftermath of ChatGPT's launch, AI literacy has emerged as a desired learning outcome for students and a critical capability for educators. It is widely accepted that AI will become critical for maintaining military advantage—but what continuities exist between interactions with mass-accessible AI tools (e.g., ChatGPT and Bing) and anticipated military AI applications in the near future? How can faculty and learning communities foster development of essential AI capabilities among technical and non-technical personnel alike?

This workshop will explore existing frameworks defining AI literacy in military and higher education contexts and map where they connect and diverge. Participants will further consider and discuss how course policies, activities, and assignments can foster students' AI literacy and prepare them for the challenges of the future.

[Click here to register by 13 Feb.](#)

Effective oral communication is a prioritized skill in military leadership. Faculty stress the importance of oral communication proficiency and students are eager to improve. However, assignments to sharpen oral communication skills are often poorly designed with misguided expectations, complicated assessment rubrics, and scarce instruction on best practices. Consequently, students show little improvement in this area. Leadership may look to communication centers to develop oral communication assignments beyond simply requiring a presentation in lieu of a paper.

This talk unpacks how PME can meet its oral communication objectives through an intentional assignment design suited for improving oral communication skills. It will offer well-practiced methods of oral communication instruction and discuss the overall benefits for students, the PME curriculum, and communication support centers in PME.

[Click here to register by 4 Mar.](#)

6 MAR, 1400-1530 EST

**STRATEGIES FOR TEACHING
INTENTIONAL ORAL
COMMUNICATION EDUCATION
IN PME CURRICULUM**

Rachelle Kamrath
Marine Corps University

14 MAR, 1400-1530 EST

**CRAFTING IMPACTFUL
EXECUTIVE SUMMARIES:
STRATEGIES FOR YOU
AND YOUR STUDENTS**

Colette O'Connor (ctr)
Naval Postgraduate School

Often mistaken for what it is not—a preface, an introduction—the executive summary is an art unto itself: it's a mini-me version of a project or study that includes all of its elements, from research question to recommendations. From a project's summary to its findings, methods to conclusions, executive summaries should make research shine in a way that is clear, brief, and bold.

This interactive workshop will introduce participants to the unique character of executive summaries and explore how executive summaries can be written in a way that best represents authors' work to their community of practice. Faculty participants will come away with strategies on how they can craft effective executive summaries and teach their students to do the same.

[Click here to register by 12 Mar.](#)

As generative AI enters more and more spaces, legitimate concerns hover, including how overreliance on this authoritative-sounding technology may diminish students' capacity to think critically about what they read and write. In this workshop, participants will learn how strategic incorporation of AI into classroom writing activities can, in fact, provide new and effective ways to teach critical thinking. By enlisting the power of AI, we can simultaneously help students become better thinkers and more informed, thoughtful users of technologies like ChatGPT and Google Bard.

10 APR, 1400-1530 EST

**HOW TO USE
GENERATIVE AI TO
TEACH CRITICAL
THINKING**

Carolyn Stoermer (ctr)
Air Force Institute of Technology

This workshop will provide collaborative review of a case study activity from a technical communication course at AFIT, discuss lessons learned, and identify best practices for employing AI to teach students how to use AI more critically and authentically. Participants will explore how they might build upon this case to experiment with generative AI use in their own teaching.

[Click here to register by 8 Apr.](#)