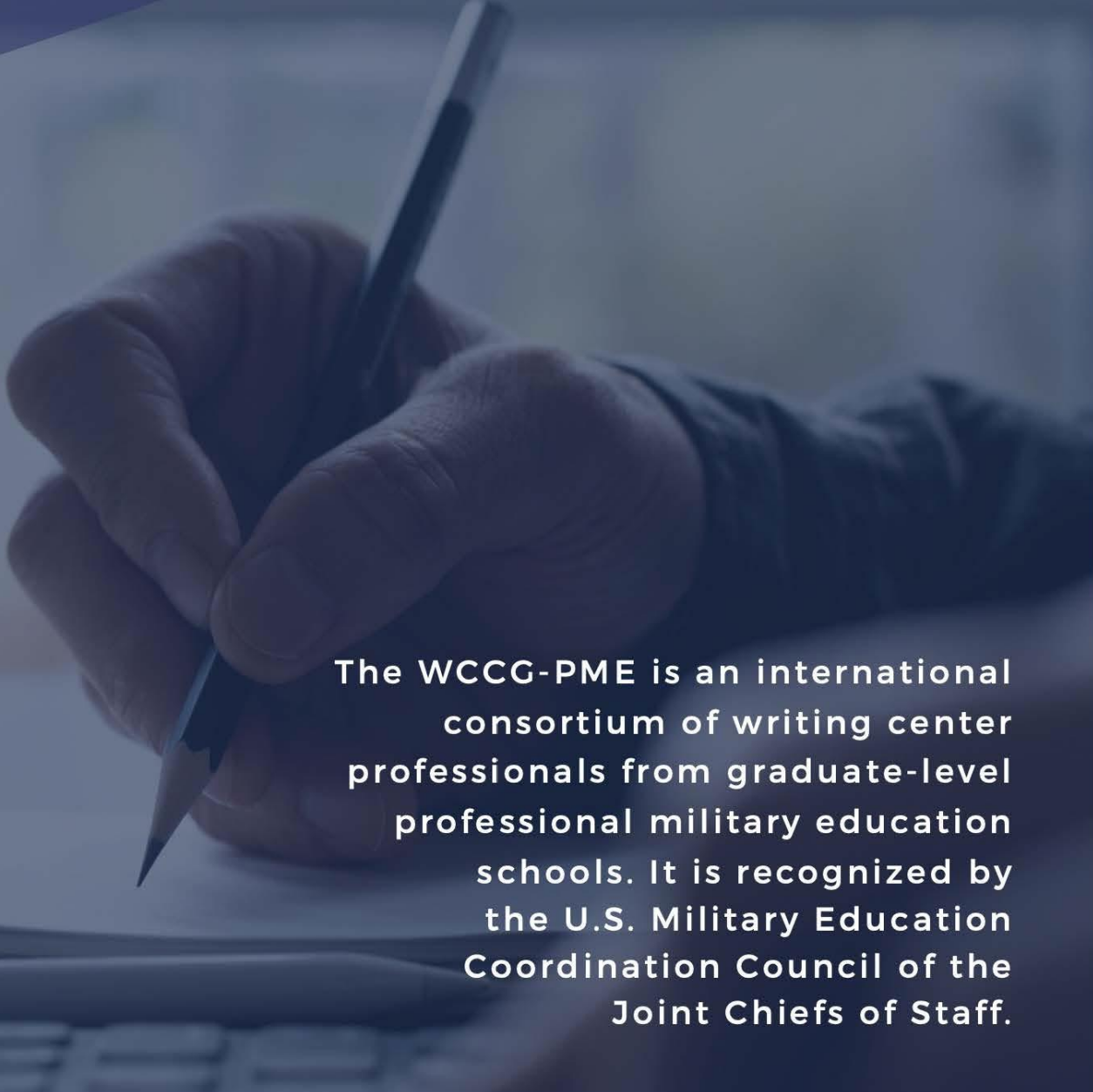




FACULTY WORKSHOPS

ONLINE | WINTER 2024

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.



Collaborating with the Uncooperative:

Joint Strategies and Lessons for Team Research Writing

Jeffrey Turner

Objectives

- Consider all the dimensions and factors of team and group writing
- (With the exception of the next slide) Identify specific intersections in the process that heighten likelihood of problems
- Consider strategies for clarifying steps in the process and mitigating risk
- Consider management strategies and key discussion points
- Help the groups develop their own working guide to collaborative writing by the end of the workshop

Workshop Workflow

- I will introduce each slide, then
- We will pause for 5 minutes to work individually, then
- We will have a brief whole group discussion

Workshop Tools: Handout

- Project Management (Schedule)
- Deliverable Examples (not necessarily exemplars)
- Skills guides (citations, research)
- Instruction (Faculty and student)
- Timing (relevance) and Sequencing (right order)
- Autonomy and Administration (exception policies)

What are the critical dimensions and factors?

- Process
 - Clarity of process (faculty explanation and student experience)
 - Structure of process and preexisting material
 - Familiarity with process (faculty explanation and student academic experience)
 - Time allotted
- Content
 - Content knowledge (faculty and students)
- Social
 - Institutional and program culture
 - Familiarity of team members
 - Personalities
 - Cognitive preferences (biases?) and academic history
- Curricular
 - Learning outcomes
 - Participation requirements

Process: Clarity of

- What are the key steps or deliverables in a publishable academic research paper?
 - How long should each of the steps take given the program limitations (assume 1 year)?
-
- Prewriting
 - Proposal
 - Literature Review
 - Annotated Bibliography
 - Revised Proposal
 - Drafting
 - Refining and Finalizing
 - Copyediting
 - Presentation/Oral Defense

Process: Collaboration Types

Type	When	Pros	Cons
Divided	Researching, Drafting, copyediting	Maximizes time/efficient	Requires extensive and continuous planning for drafting
Layered	Researching, revising, presentation prep	Maximizes time, maximizes learning, esprit de corps	Rabbit holes, misalignment of effort
Face-to-face	Planning, Brainstorming, Synthesizing, Milestones/Decision Points, Touchpoints with faculty or outside advisors		Hard to schedule
Virtual	Brainstorming, Synthesizing, Milestones/Decision Points, Touchpoints with faculty or outside advisors	Can be recorded, minimizes drive/commute time	Social conventions, tech issues
Hybrid	Brainstorming, Synthesizing, Milestones/Decision Points, Touchpoints with faculty or outside advisors	Can be recorded, manages scheduling	Online can feel left out, tech issues, social conventions

Process: Structure of

- Given those deliverables and the time constraints,
 - How might the deliverables be altered, modified, or consolidated?
 - Is each modification taught and is there supporting materials?

- What methods do students use to collaborate?
 - Divide and Conquer
 - Layered
 - Face-to-face
 - Virtual
 - Hybrid

Process: Familiarity with

- Based on the steps the group discussed (decided on),
 - How do those modifications or alterations vary?
 - What issues arise from modifications or alterations, especially with experienced students?
 - What mechanism or forum exists to clarify?
- What is the faculty member experience?
 - Are the faculty members academics or operators becoming academics?
 - Does writing come easy to them or have they had to “learn” it?
 - How were faculty taught to write? (trial by fire or scaffolded)
 - What is the faculty personality?

Content

- What are the degrees of variation or flexibility for the assignment?
 - Narrow and rigid
 - Narrow but deep and flexible
 - Wide but thin and brittle
 - Wide and deep and open-ended
 - Wide and deep and closed
- How does that come into friction/tension with student agency?
- How are topics chosen?
 - A team or group leader
 - By group consensus of interest
 - Given by faculty or institutional list

Social

- What is the institutional or program culture?
 - Cooperation (e.g. Defense Security Cooperation University) or joint focused (e.g. Joint Forces Staff College)
- How are teams created, what is team interaction and experience like?
- What are the team member personalities (including the faculty of record)?
- What is the predominant mode of student learning in the course?
 - How does that compare to how they learned in their careers, intelligence fields tend to be abstract and thinking based, FAO and PAO tend to be discussion based, SOF and aviators tend to be practice based, Logisticians tend to be administrative/organizational based, or something else?
 - What previous academic experience do students have, and in what disciplines?

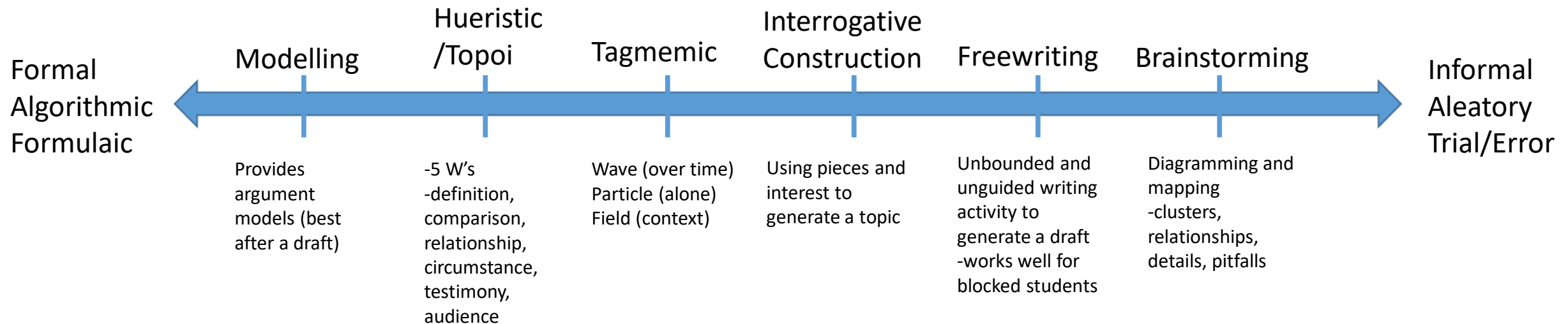
Curricular

- How do the learning outcomes for the research influence the process and time available?
- How do participation requirements (and maybe peer feedback requirements) shape process, especially collaboration methods?

Closing Thoughts

Backup

Invention Tools: Spectrum of Writing Invention



Invention Tools: Interrogative Invention, 1

Fill in the first three rows and columns

In the second step, move in whichever direction helps accrue a research question, horizontally, vertically, diagonally, or combinations of those movements.

Broad Topic	Narrow Topic	Focused Topic	Research Question

Invention Tool: Interrogative Invention, 2

Broad Topic	Narrow Topic	Focused Topic	Research Question
Russian Military Strategy	Russian Military Strategy in the Ukraine	Russian Military Strategy in the Ukraine 2014	How did the Russian Military employ political rhetoric in 2014 invasion of Ukraine to maintain gray zone deniability?
Gray Zone Conflict	History of Gray Zone Conflict	History of Special Forces Conflict in the Gray Zone	
Political Rhetoric	Political Rhetoric During War	Changes in Political Rhetoric During War	

Project Management, Example Schedule

Weeks 10-14	Task	Team Member	Status	Time/Location (File URL or Meeting)
Teams and Topics Due by end of Week 13				

Weeks 15-16	Task	Team Member	Status	Time/Location (File URL or Meeting)
Thesis, Outline, and Initial References Due by end of Week 16				

Collaboration Discussions

For Team Members:

What are the due dates?

What are the group goals? Publish and/or win a writing award and/or meet course requirements?

How will the group assign tasks/responsibilities?

Is there a project manager?

Does the group need to keep meeting minutes? If so, who?

How will the group handle underperforming teammates?

How will the group manage irreconcilable differences?

For Instructors/Leads:

Do students have a clear understanding of expectations for each assignment?

Are evaluation scores team based or individual?

What tools/documents/events have I put in place to monitor progressive passively?

How will I vary types of feedback and modulate comments based on event types, group goals, research plan?

How will I discern between constructive and prohibitive conflict/disagreement?

Self-Evaluation/Participation Instrument

- Overall, how much time (in hours) did you spend on the project? _____
- How much time (in hours) did you average per week? _____
- Is the average reflective of the overall effort?_____ Why/Why not?_____
- How much time do you estimate your group members spent on their project per week?_____ Total?_____
- When during the course of the project (course week) did you put in the most time and for what task(s)?
- What major role(s) did the team assign you or did you assume?
- Rank your performance of the/those role(s) on a scale from 1-5. (1-Low and 5-Best)
- What other roles did the team assign? To whom?
- Rank those team members in their performance of those roles on a scale from 1-5.
- Role X:_____ ; Team Member A:_____ ; Score:_____
- Role Y:_____ ; Team Member B:_____ ; Score:_____
- Role Z:_____ ; Team Member C:_____ ; Score:_____
- What grade/score do you think you deserve?_____ Why?_____
- What letter grade do you think Team Member A deserves?_____ Why?_____
- What letter grade do you think Team Member B deserves?_____ Why?_____
- What letter grade do you think Team Member C deserves?_____ Why?_____
- Would you want to work with these team member on a future project? Why or Why not?
- What advice would you give to each of your teammates to help them improve their teamwork skills?