RESEARCH ARTICLE

Engaging students as partners (SaP) in a collaborative inquiry to develop a course

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ABSTRACT

Aiming to develop a course with students as partners and to explore the process, two faculty initiated a curriculum development partnership with graduate students to design a new field study course. Applying a collaborative inquiry approach, we engaged in a research collaboration with graduate students online. The data collection was organised and facilitated using MURAL, a digital whiteboard that enabled synchronous and asynchronous visual collaboration with pictures, text, links, emojis, diagrams, and drawings. The study concluded with an exploration of the students' experiences in the project. The co-created course design and pedagogy informed the development of a new field study course which was subsequently approved through the university curriculum approval process. Students shared that they appreciated reflecting, sharing, and contributing together as a group; they felt important and valued; and that it was meaningful to them to contribute to the learning of future students entering the program.

KEYWORDS

student partnership, collaborative inquiry, curriculum design, digital whiteboard, students as partners

The inclusion of students as partners (SaP) in curriculum design is an approach to student engagement that has seen a growing interest in academia (Lubicz-Nawrocka, 2018; McCreadie, 2020; Tai et al., 2023; Chan & Stacey, 2022; Godbold et al., 2022); yet, it has been limited. Course curriculum design is typically an individual endeavour undertaken by either the course instructor or an academic with expertise in the course content. In many higher education institutions, curriculum design may also be supported by an instructional designer and/or learning technologist. These institutional systems and traditions rarely involve the perspective of students in the curriculum design process (Khalaf & Mohammed, 2018; Healey et al., 2014). Partnership with students for course development is rare in higher education. Bovill (2013) noted that co-creating curricula is viewed by many as "radical" and that "the process can feel risky" (p. 473) and recommended "greater articulation of the benefits of co-created curricula" (p. 473). This perspective related to risk is also explored by Cook-Sather (2014), who proposed that student-faculty partnerships are a threshold concept in academic development. A threshold concept acts

as a different way of thinking (Davies et al., 2006), allowing potentially unsettling experiences to occur and, in return, creating space for transformative and collaborative projects (Davies et al., 2006; Kent, 2016). Risk can be experienced in a range of ways and implies extending beyond the traditional faculty role and expectations. For example, Marquis (2018) shared her perceptions of risk with SaP research and noted that faculty are expected to lead research and demonstrate their own individual expertise and contribution. Marquis (2018) found this expectation was uncomfortably misaligned with partnership work. These perspectives informed our aim to disseminate this SaP study so that it may encourage faculty and staff to collaboratively engage with students in curriculum development, research, and pedagogical partnerships. Benefits for faculty included a deepened understanding of student perspectives and also skill development to facilitate conversations and collaborative curriculum building activities in MURAL, a digital, collaborative whiteboard used by the partnership team.

This study explored how students experienced the SaP involvement in curriculum design, and our findings have enabled us to think more inclusively as educators. Conducted during the COVID-19 pandemic, this SaP study also presents the possibilities that a digital whiteboard offers for synchronous and asynchronous reflection, access, visual communication, and co-creation (Aljawarneh, 2020) for curriculum development projects. We describe how facilitation and data collection in a digital whiteboard can generate co-created qualitative data and reflections in text and images that are accessible both synchronously and asynchronously.

The two goals of the study were to (a) establish a suitable design and content for a three-credit field school course in a Master of Arts in Tourism Management (MATM) degree and (b) describe how students experienced the new course design process. We sought to re-envision our approach to new course curriculum design by facilitating a collaborative inquiry with graduate student partners who were able to speak to their previous experience in the course. This study contributes to scholarship and practice in SaP by elucidating how online collaborative inquiry with students can be organized and facilitated and thus offers an example of how students can become partners in curriculum and course development activities. The data collection with a visual digital whiteboard contributes to the growing knowledge and practice with digital visual tools for research and teaching collaboration (Aljawarneh, 2020; Salas-Pilco et al., 2022). In this article we share data from students' reflections on their experience in the study, which we hope will contribute to the growing scholarship on how students experience SaP initiatives and how curriculum co-creation can be facilitated with a digital whiteboard. With an emphasis on the collaborative data collection process, this reflective account of the inquiry describes the research design, data collection, findings, and course development outcomes. We begin with a review of the literature with a particular exploration of students as partners in curriculum design, co-creation, and partner learning communities.

LITERATURE REVIEW

Students as partners in curriculum design and co-creation

In the authors' exploration of students as partners in curriculum design and co-creation, Bovill (2013) defined the term "curriculum" to include course content and learning outcomes, course structure, course delivery, the teaching and learning structure, and the context of the learning.

This broader definition informed our research perspective with a particular focus on course content, teaching and learning structure, and the context of the learning.

In addition to a definition of curriculum, a definition of co-creation is also pertinent for this study, in particular because the word is also imbued with a shift in power dynamic between students, faculty, and staff (Bovill, 2013) and is representational of values and expectations associated with working together collaboratively. Involving students as partners to co-create curriculum is an opportunity for faculty to develop a deeper understanding of their own learning approaches and designs and may also chart the direction for future practices that involve students in the curriculum design stages of courses and programs (Bovill & Woolmer, 2019). SaP is also potentially beneficial to students, for example, Lubicz-Nawrocka (2018) found that co-creation of curriculum benefited students and staff members by building respect and trust in a learning community that was experienced as both collaborative and satisfying. Re-framing learning spaces, in terms of inviting student voices to the design and vision of course development, has been found to support the co-construction of knowledge and a reduction in hierarchical, gatekeeping approaches to teaching and learning (Bovill & Woolmer, 2019; Shay & Peseta, 2016).

Many higher education institutions continue to implement a traditional, hierarchical approach in curriculum design and implementation with minimal to no collaboration with students as partners. This traditional curricula design may exclude new and creative approaches that are co-created with students as partners. Bovill and Woolmer (2019) noted that "traditions, habits and institutional structures are limiting curriculum dialogue" (p. 419). Collaboration and co-creation between instructors and students has been found to amplify deep learning. Billett and Martin (2018) found students-as-partners collaboration was "embraced for its capacity to focus attention on practical skills and for the opportunity it provided users to recognise their own relevance" (p. 4). Thus, breaking free of the traditional barriers of curriculum design allows imagination to flow more freely and for the incorporation of ideas and resources from faculty, staff, and students alike (Bovill, 2013).

Partnership learning communities and collaborative inquiry

The conceptual model for SaP developed by Healey et al. (2014) holds partnership learning communities at the heart of the model, emphasising the relational learning focus. SaP and collaborative inquiry are embedded in social constructivist understandings of the relational and collaborative nature of how we learn (Lysberg, 2023). Bray et al. (2000) defined collaborative inquiry as "a process consisting of repeated episodes of reflection and action through which a group of peers strives to answer a question of importance to them" (p. 6). Specifically, Bray et al. (2000) emphasised working with peers and doing the research together as a collective. In the project described in this article, the researchers conducted a collaborative inquiry to intentionally hold the relational and partnering approaches front and centre. To create the conditions for group processing, Bray et al. (2000) give emphasis to the "explicit intentionality of learning" (p. 71). Similarly, the learning theory developed by Wenger (1998) and his work on communities of practice are conceptually centred around social learning situations where people explore, practice, and develop learning through social and participatory activity.

This study contributes to SaP curriculum development and collaborative inquiry literature. This study indicated that a co-inquiry focused on experience, in this case a recent field

school, deepens a group's ability to draw on their collective and individual experience. The collaboration enabled the participants to uncover their values, and these understandings helped the group to establish a shared, values-based foundation for a new course. This suggests that collaborative inquiry uncovers values that can meaningfully deepen the collaborative engagement and inform SaP curriculum development outcomes. From a facilitation perspective, this study provides insight on how a SaP curriculum design project can be conducted in a digital whiteboard.

RESEARCH DESIGN

The research objective for the project was to collaboratively engage with student partners to design a new field study course and to explore students' experience in this collaboration. We purposefully chose to emphasize the learning community aspect of our partnership with the six students, as everyone's contribution and our mutual collaboration were encouraged. To create social learning and co-creation, we considered our timing, approach, flexibility, language, and framing for the field school design inquiry.

The research project was guided by two research questions:

1. What would be a suitable design and content for a three-credit field school course?
2. How do students describe their experience in the new course design process?

The researchers applied a collaborative inquiry approach created by Bray et al. (2000) with a focus on students as partners, learning from experience, co-creation, and reflection. Bray et al. (2000) noted in their discussion on collaborative inquiry that research questions must meet two principles:

> The two basic principles regarding the question are that (a) the inquirers can explore it through their own experience and (b) every member of the inquiry is equal relative to the others in terms of his or her ability to address the question. (p. 12)

These two principles guided our decisions and practices. The joint approach between students and faculty to unpack and reimagine the field school course together was a particularly rewarding collaboration. The study was designed in two phases. The first phase was dedicated to the co-construction of the curriculum. In this co-creation students and faculty alike shared their beliefs regarding redesigning the field school course. This co-creation felt impactful and effective, and, by the conclusion of the partnership, we had the data to design a course that was informed by everyone's values. Building on the first phase, a second phase of individual interviews with student partners was completed. In phase two the focus was on deepening our understanding of the students' experience in the study.

The study was approved through the university ethical review board. A purposeful sampling approach was followed. An invitation to participate in the study was distributed by email to 21 students who had previously completed a field study as part of the MA in Tourism Management in 2019 in Munich and Salzburg. This selection requirement was important as previous field school experience would ensure that all student partners were able to explore the

research questions by drawing from their own field school experience. The first six students who responded were selected as this was considered unbiased, and six was a suitable sample size for participants for this study. In their discussion on the significance of productive student-teacher partnerships for course development, Bengtson et. al. (2017) recommended one or two faculty and between two and six students as preferred. The research was conducted at the researchers' university between October 2021 and December 2021. Our relational, participatory learning was supported by the foundational relationships we had previously made with the students (Bengston et al., 2017).

DATA COLLECTION

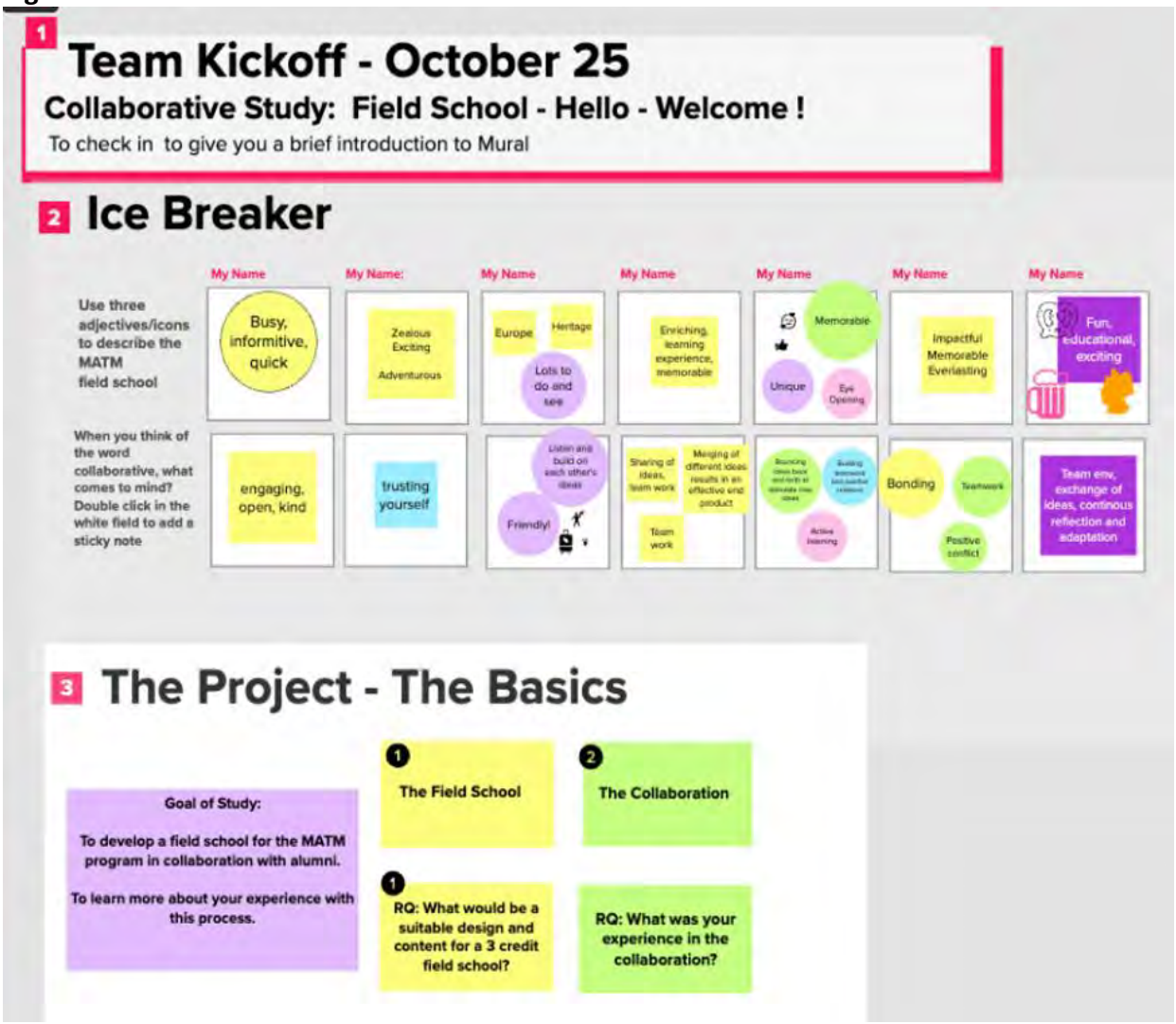
Data collection was completed with two methods. Foundational to the project were three online collaborative workshops facilitated in a digital MURAL whiteboard. On completion of the collaborative workshops, we conducted semi-structured one-on-one interviews with each student partner. These data collection methods aligned with the study design and the collaborative inquiry that encouraged the students to explore past experience, engage in on-going reflection, and then contribute individually and collectively to create a new course curriculum.

Three collaborative workshops

In the first workshop we invited the students to join us and write a response in MURAL to the following question: When you think about the word collaborative, what comes to mind? This question made understandings about collaboration visible so they could be explored and understood. As a group we themed the responses into three areas: (a) share ideas (exchange ideas, bounce ideas back and forth, trust yourself, all have a say), (b) build together (build on each other's ideas, teamwork, positive conflict, reflection, merging different ideas), and (c) a good place to be (open, kind, friendly). This conversation is elaborated below as it formed the foundational values for the collaborative process that in turn supported the data collection.

Through collaborative inquiry, we fully incorporated intentional periods of reflection that enabled all participants to stretch beyond their mental models (Bray et al., 2000). The inquiry was an iterative process, and we continually refined and extended the specific themes and criteria for the development of our course in the workshops as we collaborated (Schnellert & Butler, 2014). An example of the whiteboard is provided in Figure 1.

Figure 1: A screenshot of MURAL tool used for collaboration



The student partners shared their previous field study experiences and discussed specific examples that reflected their individual and group experiences. Ongoing reflection was encouraged with a reflection area in MURAL titled "Ongoing Reflection Space" where all participants could record personal thoughts and comments at any time (Schnellert & Butler, 2014). The students worked in this creative space and used sticky notes, photographs, videos, and text to record their reflections. This reflection space was accessible to all students and faculty during the entire data collection process, allowing others to read and add further details to the comments that had been shared. We often returned to the reflection space in our group sessions as well as asynchronously between sessions. During the research period we were able to view what was shared on the digital whiteboard and expand or refine contributions, linkages, and ideas. This iterative process enabled us to start with broad and guiding questions that through reflection and collaboration became more specific and focused in scope (Schnellert & Butler, 2014). Given the applied nature of this collaboration, the participants were fully integrated into the conversation and organically led many of the discussions. There was a sense of confidence

amongst the group as the use of MURAL enabled a reflective and creative space. The data generated from the workshops included criteria for a field school, two field school prototypes, and broad curriculum topics, for example, responsible tourism. Ideas related to teaching and learning, such as types of assessments and duration of course, were also featured.

Semi-structured interviews

Within 7 days of the conclusion of the third workshop we invited the students to participate in a one-on-one follow-up interview. Five out of the six students participated in the interviews, which were completed over Zoom. The following list of six question were asked during the interview:

1. Are there any values that you would like to see inform the field school?
2. What kinds of assignments would you consider interesting and valuable?
3. How much choice would you expect in terms of topics/focus for the assignments?
4. Would you be interested in pre- and post-classes for the field school?
5. Would you expect your instructor to be at the field school?
6. Can you describe your experience in this collaborative inquiry?

We themed the responses to the question on student experience following Braun and Clarke's (2006) six-phase thematic analysis process. The researchers coded and themed the transcription from the interviews independently and then consolidated them into three themes introduced in the next section.

FINDINGS

The practice and action-based aspect of the study were guided by the first research question: What would students like to see included for the course design and pedagogy for a new field study course for the MA in Tourism Management program? The findings were generated through three collaborative online workshops. In our first workshop we started with a prompt for all which was: Use three adjectives to describe a field school for the MATM. These field school characteristics were subsequently categorised into three themes. These themes were: (a) learning (something new, through experiences, something meaningful), (b) memorable (enriching, impactful, eye opening, everlasting), and (c) a lot to see and do (zealous, informative, quick, exciting, adventurous).

In our second workshop we asked: To develop a field school course for optimal learning, what criteria do we need to consider? For this question we had a synchronous conversation, and the responses were summarised on the MURAL whiteboard. The group identified eight criteria as follows: location, timing, logistics, structure, coordination, partners and networks, activities, and curriculum. The student partners shared some interesting ideas and perspectives on each criterion, and these questions and suggestions are captured in Table 1. The criteria reflected the experiential character of a field school course, in which much of the course is delivered off site with multiple partners and logistical considerations.

Table 1: Criteria for a field school and questions raised

EIGHT CRITERIA	QUESTIONS OR SUGGESTIONS RAISED
LOCATION Country and destination(s) in that country	This criterion focused on how to decide on a location for the field study. Throughout the collaboration, a suggestion was made to survey the students.
TIMING Time of year Timing of field school in MATM program	Consider off season (fall) with fewer crowds, better experience Students may have different needs and experiences depending on stage with their studies.
LOGISTICS Transportation Security Cost Number of locations Accommodation options	How easy is it to reach a field school? Are there different types of transportation? Make it not cost prohibitive How many locations? Options for single rather than shared rooms.
STRUCTURE Duration of the field school Level of structure and amount of discretionary time Time for rest/travel time Size of group and ratio of students to instructors	Number of days Balance needed with discretionary time Allow time for rest when you arrive Preference for smaller group size
COORDINATION Flexibility with travel coordination Support from the school with paperwork and visa applications	Options for supported coordination or self-coordination for flights International students appreciate support with visa applications
PARTNERSHIPS AND NETWORKS Partnership with another university at the field school destination Network Attend a class at another university	Explore support with programming and schedule of field school Get to know students from another university and/or get to know tourism operators
ACTIVITIES Activities once we are there include events and festivals	
CURRICULUM Learning goals Theme for the field school Include different methodological approaches in assignments Types of projects and/or assignments	What is the purpose of the field school? Can there be a diversification of tourism topics? Suggestions were sustainability, authenticity, place making and not always the same each year

Explore potential linkages between field school and major research project Events/cultural festivals that are happening at the destinations	The previous field school had included a data collection activity using observation

In our third workshop we used the eight criteria generated together in our second workshop (Table 1) to create a framework to prototype two field schools, one in Canada and one outside Canada. We agreed to prototype Banff, Canada and Honolulu, Hawaii. The pre-established co-created criteria provided a basic framework that we could readily work with to generate two detailed and thoughtful prototypes.

Turning to the semi-structured interviews, this data collection method extended our opportunity to have a one-on-one discussion with each student participant to explore perspectives in further depth. The semi-structured interviews further explored our two research questions, which were:

1. What would be a suitable design and content for a three-credit field school course?
2. How do students describe their experience in the new course design process?

The interview questions were probing and exploratory with a focus on engaging in conversation to extend areas we had touched on or discussed as a group in the collaborative inquiry. The findings from the semi-structured interviews are as follows, presented in the order the questions were asked.

Values

The responses for question one tended to two different perspectives—one was values for the field school that might be established across the course curriculum and another was values that should be embodied by each student who chose to take the field school course. The values for the course that might be established across the curriculum included how tourism can contribute positively to a community; understanding the distribution of tourism benefits; exploring how tourism can be more sustainable; establishing respectful tourist behaviour; considering how tourism respects a destination's environment, community, and culture; and understanding how tourism is impacted by climate change. For the individual, embodied values associated with participation in a field school course were actively learning and networking in the destination; mutual sharing of experiences and knowledge; reflecting the values of the university; and researching the history, culture, and economy of the places visited.

Kinds of assignments

To ensure assignments were meaningful to students and appropriate in a field school course, the students were invited to discuss assignments. There were a range of ideas for assignments shared that included a particular emphasis on hearing directly from tourism operators and experts in the field school destination. Suggestions included creative options that integrated media such as video, audio, and social media. Student partners suggested an assignment that students would complete in advance of the field school that related to the destination. This perspective is

summarized with the following student comment: "You need a bit of context to really go in and learn." A debrief assignment at the end of the course to reflect on and synthesise what was seen and learned was also suggested, and one student stated, "I feel like there has to be a coming together and a closing."

Choice of assignments

It was agreed that "some structure with also some choice" was a suitable approach for assignment design, with foundational elements provided. The student partners specifically proposed an assignment that would enable students to give back to the host destination in a tangible way. One student partner commented, "It would be good to know you are giving something tangible back—this makes the work feel more valued" and "we are giving back to the destination in some way." Interestingly, extending the value of an assignment beyond submission to the instructor was top of mind. Students also discussed the value of being able to discuss their choices and ideas relative to assignments as a group, for example, one student commented, "if everybody is doing something separate, how can you bounce ideas?"

Pre- and post-classes

Question four asked participants to reflect on the inclusion of pre- and post-classes for the field school. Participants all agreed that pre- and post-classes were important with interest in a foundation in advance of the field school. One student partner explained, "I want some context, I want some history." There was interest in post-class time to complete final projects with an emphasis on the instructor availability for discussion when back from the field school to help with deeper development and application, to "dig into the project . . . where the key is going to be the application of the knowledge." All agreed that pre-classes should explore expectations, such as discussion on expected behaviours and values when in the field school destination, assignment outcomes and rubrics, and things to consider in advance of the experience.

The instructor

When asked if the instructor was expected to be present at the field school the participants agreed that the instructor supports the academic program and guides the conversations. One student stated that the instructor should be a tourism expert and shared, "we're going to look at food tourism through this lens. . . . You need someone who can speak to it." Other expectations for the instructor included availability during the field school to answer queries and to guide and someone who the students looked up to and was confident leading the field school.

Student experience: Engagement

We identified four kinds of student experience in their engagement in this SaP curriculum design project. These were: sharing, contributing, and reflecting; showing respect for student involvement; making a field school for future students; and data collection with MURAL.

Sharing, contributing, and reflecting

The students appreciated the opportunity to share and contribute; they felt respected when their opinions were sought and applied. Sharing included feedback on their past field school experience both openly and anonymously, bouncing ideas back and forth as a group, sharing openly and honestly, and the opportunity to reflect. One student partner shared, "[the study]

made me think about field school outside of our conversations. So I did spend some time thinking . . . about ideal field schools." This finding aligns with Lubicz-Nawrocka's (2018) finding that when students co-created curriculum they became more interested in teaching practices and teaching methods.

Showing respect for student involvement

The students noted that the dialogue in MURAL and the activities showed respect for their ideas and input. This type of partnership between students and faculty is central to Healey et al.'s (2014) framework on co-creation, co-inquiring, and co-learning, as well as co-designing. One student shared,

> I like that you two had the idea of reaching out to students who were just in the field school and getting our feedback on that. I think this shows a lot of value to us and makes us feel important.

A link can be made here between the students' sense of being respected for their ideas and input and the active partnership that was created with the faculty members. The value of establishing a balanced and trusted collaborative environment among all stakeholders is also something that was underscored by Marquis (2018).

Making a field school for future students

The students expressed their appreciation for being invited not only to the discussion but also to influence an outcome that would inform the new course for future students. They wanted to be a part of course design and course improvement that would benefit students in the future. This perspective was shared by a student who said the study indicated that the group "showed a genuine interest in making the course better for prospective students." Matthews et al. (2017) noted that a collaborative partnership between students and faculty challenges a passive consumer orientation within higher education. In this project, the students indicated that their contribution to a future course design was an active and engaging learning experience.

Data collection with MURAL

When asked about their experiences, the student partners discussed their contribution in the MURAL whiteboard. Some students found the MURAL activities interesting and enjoyed working in MURAL as a participant. For instance, one person said, "I liked MURAL. . . . I think this is a very cool application. It can be used for so many things. But especially as a research tool. . . . I could see myself using it in the future." Some degree of technical difficulty was noted by some of the participants; however, this was framed positively. For example, one student stated "the actual technical portion of MURAL I was struggling with it. . . . I think for this study, it was a good exposure for the students to see a different software in action."

DISCUSSION

Bovill (2013) suggested that smaller-scale initiatives with graduate students offer a lower-risk entry point to curriculum partnership. Drawing on this recommendation from Bovill (2013) and

similarly from Bengston et al., (2017), we designed this inquiry with graduate students as a co-creative experience that generated detailed criteria and prototypes that ultimately transferred into the new course proposal and subsequent course approval.

Similar to perspectives developed by Cook-Sather (2008) and Healey et al. (2014), the student partners reported a deepened level of reflection and meta-cognitive awareness. They demonstrated a strengthening in their capacity to reflect on an ideal field school design, and, in practice, they discussed the purpose, principles, and values for a field school course together. The researchers also developed deepened thinking about these student perspectives, which also prompted further reflection on "why do we do this?" This outcome is supported by other researchers and practitioners including Billet and Martin (2018), Turner et al., (2021) as well as Schnellert and Butler (2014).

The partnership positively impacted all participants' impressions of agency and feeling that their ideas and contributions were valued (Turner et al., 2021). The student partners recognized their relevance in the future direction of our courses, which is a positive aspect of working with SaP as highlighted by Billett and Martin (2018). Healey and Healey (2018), in discussion of the significance of the context in SaP, highlighted emotional and practical considerations "related to the motivations, attitudes, and behaviour of the partners" (p. 3) and building social bonds and connection. In this study, the student partners noted that the activities in MURAL and the related dialogue contributed to their positive experience through accessible, inclusive, and engaging activities and tools. This experience is highlighted by the following feedback from one of the student partners:

> It is definitely really fun to actually get to talk about it and discuss how it could be made even better, it really is amazing. And thank you for giving me the option for sharing. . . . It really brings out the genuine interest shown by both of you [the two faculty members] in terms of making it better and trying to get feedback of all the experience other students have gone through.

This suggests that emotional connection through dialogue and collaborative process contributes to successful curriculum design partnerships with students. As co-creators, the researchers were guided conceptually by the work of Healey et al. (2014) and Bray et al. (2000). Healey and Healey (2018) noted that "SaP practices and policies are worked out within a context, which includes the meaning of partnerships; the aim, scale, and timeframe of the project or initiative; and the conceptual framework adopted" (p. 6). In this study the framework or process for the SaP engagement was set out visually on the MURAL whiteboard, and in an online collaboration this framework was a key contributor to a collaborative and focused SaP project.

As digital learning opportunities continue to expand and we learn more about the effectiveness of online learning (Castro & Tumibay, 2021), this study offers an example of how to use a digital whiteboard to facilitate a SaP project for curriculum development. It was expected that the participants would reflect on this aspect of our engagement together, as they were openly curious about using the MURAL whiteboard from the onset of the project. From our perspective, the digital whiteboard and our synchronous dialogue in Zoom encouraged discussion, ideas sharing, and a rich and open reflection on experience with and between the

students. In the next section we share our learning with the digital whiteboard with recommendations to encourage staff and faculty to explore this approach for SaP projects.

This type of collaborative inquiry research can be advanced in the future by considering the following recommendations.

Introduce the participants to the digital whiteboard

When using a digital whiteboard, allow time for a separate session to introduce all partners to the tool. Learn key features and functions in advance of the group engagement so everyone can fully participate. We did notice that a substantial amount of time was spent on familiarising ourselves with the MURAL platform during our first group meeting. An idea here might be to record a quick 10-minute video in advance that can be shared with the participants or refer the participants to tools provided in the platform for new users. This would allow participants to explore the creative tools prior to joining the first meeting and to therefore feel even more comfortable accessing the platform and participating right away.

Navigate the digital platform and prepare in advance

Facilitators need to make time to familiarise themselves with how MURAL is set up so they can confidently navigate the whiteboard and use the tools. Both researchers attended webinars offered by MURAL so that they were prepared. Preparation is also required on the whiteboard to set up the activities in advance of the sessions.

MURAL offers many collaborative opportunities

The researchers found that a tool such as the MURAL whiteboard supports collaborative projects such as a SaP study as it is accessible and inclusive for all participants. The tool allows transparent reflection and invites iterative work by enabling users to add and edit their comments on the digital whiteboard space. In addition, the tool lends itself to initiating dialogue through text and images that spark creative discussions and perspectives. Furthermore, the digital whiteboard encourages shared responsibility among all partners as lead roles can be adjusted as needed throughout the entire data collection process, thus truly lending itself to collaboration.

CONCLUSION

This SaP study was a collaborative learning and inquiry engagement supported by reflection on experience. We learned that encouraging reflection throughout the process enriched our groups' learning and the outcomes generated from the inquiry. While curriculum partnership with students is a meaningful process, it can also create a few challenges. As faculty members, we work within specific and oftentimes quite rigid parameters that are set up by the institution. The process of including the student partners' perspectives enabled us to explore intersections between their reflections and suggestions as well as guidelines for new course development set up by the institution. The student partners offered an expanding perspective on the course design (Cook-Sather, 2014) that would not have been reached without their partnership. In particular, they were able to add comments and provide feedback from their first-hand experiences, having participated in a field school in 2019. The students also had ample reflection

time since their field school course; thus, their feedback provided in-depth analysis with the intention to further improve the field school course for other students in the future.

At the conclusion of this project, we drew from the data to complete a syllabus for the field school course that was submitted and approved by their institution's curriculum committee. The syllabus incorporated the pedagogical ideas and recommendations from the students. The criteria (Table 1) provided a helpful framework that made the syllabus and pedagogical design a streamlined process. Insights generated through the interviews were also considered and integrated. The researchers shared the course curriculum approval and the completed course design with the student partners, which was notably appreciated. The completed course syllabus can be readily amended for different field school destinations in the future.

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