Designing Experiences in the Context of Academic Ceremonies

A Unified Approach

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Abstract

Today’s society has moved towards a greater focus on users experiences from several different perspectives. It applies to the virtual world as well as to the environment outside computers. As markets are becoming saturated with products and services that are relatively similar, staging experiences is a possible way to increase product and service value. Within academic ceremonies at universities, the focus on the guests’ experiences is central.

The aim of this thesis is to clarify how three key concepts can lay a ground for better understanding when going forward in the design of experiences in the context of academic ceremonies. The concepts are User Experience, Service Design and Ubiquitous Computing.

The results shows that by dividing the processes of designing the ceremonies into smaller pieces and analysing them, using Patrick W. Jordan’s Hierarchy of Consumer Needs the current situation could be defined. A unified approach was taken towards the key concepts, which visualized the means we have to utilize in the possibilities of reaching upwards in the hierarchy and thus designing better experiences.

Keywords: User Experience, Service Design, Ubiquitous computing.

1. Introduction and research questions

Academic ceremonies are about experiences. It is about offering the guests a special and memorable day in a setting built on symbols and old traditions. In a more general perspective, the focus on ‘experience’ has come to be important when designing products as well as services (Wiberg, 2003). Products and services should not only be easy to use and function without errors, they should also offer some kind of experience to the user (Cho, 2011). It is a way of being competitive on the market and satisfying users or customers (Pine & Gilmore, 2011). As the perspective of user experience has grown out of the computer, several fields covering different aspects, have often come to be a focal point when designing products and services.

This thesis builds on three important concepts when designing experiences. These cover the service, the area of computers and technology, and the interaction with the technology.

First of all, User eXperience (UX) is a concept that targets interaction. The term has been recommended by Law, Roto, Hassenzahl, Vermeeren & Kort (2009, p. 9) “to be scoped to products, systems, services and objects that a person interact with through a interface”. It focuses on the quality-in-use of interactive products (Bargas-Avila & Hornbæk, 2011). From the experience design perspective, UX is an important factor to take into account when designing, especially due to its specific attention to experience (Wiberg, 2005). That is also its limitation. UX is only concerned with what users experience in front of a screen or when interacting with an interface.

Secondly, what happens outside the computer is also important when designing experiences. Beyond human-computer interaction, Service Design is a prominent area. It is a complement to UX. Service Design focuses on orchestrating the components within a specific service in order to make the user’s experience as pleasurable as possible (Sangiori, 2009).
From an experience design perspective it has the advantage of not only dealing with what happens in front of a computer or interface, but also with what happens in the environment around it.

Last but not least, technology can be a very important part when designing experiences. Thus, making Ubiquitous Computing (UbiComp) an interesting approach. In this area, the computer is approached as a part of the actual environment. IT-support are embedded in physical contexts out in the world. The overarching goal of UbiComp is often expressed as making computers disappear and making the interaction seamless (Bødker, 2011). Ambient Displays (see: Vogel & Balakrishnan, 2004), Pervasive Design (see: Martin, Kim, Forsyth, McNair, Coupey & Dorsa, 2013) and Contextual Design (see: Judge, Neustaedter, Tang & Harrison, 2010) are examples of perspectives within this field that researches and develops IT as being an integral part of the lived environment.

User Experience, Service Design and Ubiquitous Computing are three important approaches, which have been seriously researched over the last couple of decades. As we have moved toward a greater expertise in designing experiences (related to the digital age and technology) as a complement to or even extension of usability, the fields have also come to intersect. The relationship between UX and Service Design was addressed at the CHI Conference 2014. A panel discussed how Service Design should be embraced by and blended with UX, due to design being so much more than a computer system (Holtzblatt, Koskinen, Kumar, Rondeau & Zimmerman, 2014). Furthermore, Maiocchi & Pillan (2011) have studied UX within public services. UbiComp and UX have been connected through Interactive Art (Lim, Hutchinson, Li & Lazarescu, 2007), where the computer is experienced outside its regular environment, and in IT support for museums, e.g. visitors’ use of mobile technology when experiencing the exhibits (Tanikawa, Narumi & Hirose, 2013). Also, van der Broek (2011) has studied ubiquitous emotion-aware computing.

The above-mentioned concepts are often interlinked. With their different approaches and strengths they are all important when designing experiences, but separately they do not fully cover this area. As the need to create palpable experiences are getting deeper and more complex, it also puts pressure on the process of designing them, thus demanding more knowledge on how to approach that specific process.

This thesis will study the design of experiences in the context of academic ceremonies. Its aim is to draw knowledge about this process from people who work with academic ceremonies when designing experiences for the guests who attend the events.

The thesis will make its contribution by clarifying if and how the concepts of UX, Service Design and UbiComp could be used as a basis to gain a richer understanding of the design of experiences, by answering the following research question:

How can UX, Service Design and UbiComp lay a ground for a better understanding when going forward in the design of experiences in today's society?

To answer the question, interviews will be conducted with personnel at different universities in Sweden working closely with academic ceremonies. By doing so, a better understanding
can be created regarding the current situation. The data will then be analyzed and discussed, using Patrick W. Jordan’s (2000) hierarchy of consumer needs.

First of all, the architecture of academic ceremonies needs to be clarified. Additionally, all groups working with academic ceremonies use some kind of IT-support system(s) to facilitate the process of work. It is an important aspect in the context of experience design. The next section will introduce and clarify these areas.

2. Academic Ceremonies - an example

Swedish universities have annual academic ceremonies. How many and what they comprise differs from university to university. The following description is from Umeå University, however it is just one example. Umeå University has two large ceremonies every year. At the first one, the general focus is on graduating students in the beginning of their carriers, while the second one focuses mainly on highlighting honorary doctorates. The former is not quite as formal as the latter.

Every year in late May or early June the Spring Graduation takes place. At this ceremony doctors who have done research and published a scientific dissertation are inaugurated and given their insignias. The insignias are a ring, a laurel-crown, a diploma and, for doctors from the medicine faculty, a doctor's hat. Also, scientific and educational prizes are awarded at the ceremony. It is a formal event where the guests of honour wear evening dresses and attire, so too do all attending guests at the banquet afterwards. The banquet is held in celebration of the guests of honour. Invited to the banquet are the doctors that are to be inaugurated,

![Picture 1. The Spring Graduation.](image1)

![Picture 2. The Annual Celebration.](image2)
their families, prize-winners and personnel at the university. The ceremony, on the other hand, is open for anyone who wants to attend (Umeå University, 2014).

In the end of October the Annual Celebration is held. Honorary doctorates are inaugurated, new professors are installed and scientific prizes are awarded. The honorary doctorates are given their insignia: a hat or laurel-crown, a ring and a diploma. After the ceremony, just as during the Spring Graduation, the guests of honour are celebrated with a banquet. Invited to the Annual Celebration are the honorary doctorates, prize-winners, their families, university personnel and the university’s external partners. It is a formal event where every attending guest needs to wear evening dress or attire, both at the ceremony and banquet. The days before the ceremony open lectures are held at the university (Umeå University, 2012).

2.1 IT-support system

The academic ceremonies are complex orchestrations of practical preparations; guests are to be invited, menus tasted and decided, music arrangements are to be made, artists booked, banquet seating arranged, posters and brochures designed and printed, just to name a few. During the ceremonies everything has to run without a hatch, which puts great demands on the IT-support system.

Several universities and a variety of companies around Sweden use the same system, (which from here on will be called ITSS as a short for “IT Support System”). It is a system for planning and implementing events, which also offers statistics afterwards. It is used to organize work and facilitate different processes. The system is based on a number of functions that can be tailored for each and every event. These include import of data (e.g. attendee information from Microsoft Excel, which can be used when sending out letters and invitations through the system), invitations, online registration, confirmation letter, data export, text messaging, lists, resource handling, travel administration, grouping, online payment, evaluation/questionnaire, name tag generator, arrival registration and workshop administration. In addition, the system is language independent (e-mail correspondence with employee at “ITSS”, 2014-05-16).

When designing the experience of academic ceremonies there is a lot to take into consideration. They are based on traditions and symbols that have a great impact on how the ceremonies are conducted. The traditions create the foundational atmosphere embracing the ceremonies, which puts certain demands and constrictions on the work of creating these events.

3. Designing experiences – a historical view of HCI

In the late 1990’s and early 2000’s, the line between private and public spheres became blurred, which created the possibility to experience and explore the world through interactive technologies (Fällman, 2013). Computers were no longer only connected to work settings, also, they started to appear in totally different environments than before. This phenomenon is what is now known as Ubiquitous Computing (Bødker, 2006). It is about computers being placed out into the world, in cars, refrigerators and pacemakers etc. The overarching goal of
UbiComp is often expressed as making computers disappear and making the interaction seamless (Bødker, 2011).

At about the same time, in the 1990’s, the role of the service sector grew in most of the developed economics. Along with it came Service Design, whose first efforts was used to legitimizing why services could and should be designed. It was a clear contrast to the culture and practice of design of the time (Sangiorgi, 2009). Service Design continued to develop as the need to make services user-friendlier was intensified. On the same note, the competition increased as the customer-need was realized. It focused on orchestrating the components within a service in a desirable way. The components consist of people, products, communication, information and environments (ibid.).

By this time, when usability features was becoming more or less certainties, new ways of using computers were explored, and services were no longer seen as something to simply put together but to design, new feature-demands came along. Products had become not only more usable, but also more fashionable and desirable (Hassenzahl & Tractinsky, 2006). It was noticed already in the late 1980’s, when it was still all about usability, that the person’s experience at the moment experienced, was primary over productivity and learnability (Hassenzahl & Tractinsky, 2006). And in 1999 B.H Schmitt (1999, p.22) wrote that customers want products “that dazzle their senses, touch their hearts and stimulate their minds”. That was the beginning of User Experience. UX takes a ‘human’ perspective (Hassenzahl & Tractinsky, 2006) of the interaction between a user and some kind of interface. It incorporates products, systems, services and objects (Law et al, 2009). UX highlights non-utilitarian aspects of interaction such as user affect, sensations and meaning (ibid.). It is about what happens inside the user, thus it is subjective. In turn, this is what makes it hard to pinpoint, while it also presents countless design and experience possibilities (Hassenzahl & Tractinsky, 2006). UX is associated with a broad range of rather unclear terms, such as emotions, affect, experiences, hedonism and aesthetics (Law et al, 2009), as a result there is no unified definition of it.

These areas of research have developed during the same approximate time period. In some ways the development have been individual and in others they have taken inspiration from the other areas. They are still highly current within research and design. What is apparent is the fact that they are coming closer together and are more often being used and studied in relation each other. This connection is sometimes explicit, other times the perspectives touch without the “correct” terms being used, which might be an affect of the areas being intertwined from their cores. All the concepts have the fundamental agenda of improving experiences for the users who come into contact with them. They are individual fields, but also part of each other’s. It is quite unclear where and how to separate them. Where do one field end and the next begin? Service Design need UX to reach for its full potential - it is a part of the Service Design approach. The same is true for UbiComp. And UX would not exist without having technology and services at its foundation. They are all important, when designing experiences, with their different approaches and strength.

The focus on the hard-to-define area of ‘experience’ does not seem to leave any field alone. Pine & Gilmore (2011) stresses the importance of offering experiences to users and customers. The world is saturated with goods and services that are more or less
undifferentiated, and the greatest opportunity to create value resides in staging experiences. Here we have to remember that all experiences are subjective, two people cannot have the same experience. A good experience can incorporate a lot of things; pleasure, joy, anticipation, surprise etc. The key is that it is memorable (ibid.). However, as experiences are subjective, a designer cannot create a specific and defined experience that apply to all. There is a difference between the designer’s intentions – the intended experience – and what the user or customer actually experience in reality (Hassenzahl, 2003).

In 2003 Charlotte Wiberg finished her doctoral dissertation A Measure of Fun – Extending the scope of web usability, where she studied how User Experience could be evaluated from a web usability perspective, based on usability methods and revisions of them. It was a reaction to the fact that the previously dominant functional aspects of IT systems were expanding to also concern User Experience. This was in the beginning of the new era of experience focus.

4. Related work

In the context of events, conferences and ceremonies of different kinds, digital support is often used. Various ways of approaching and using them in order to enhance the experience for the visitors have been studied.

Back in 2002, a study introduced and tested a media event platform, which combined various sources of event crucial information (Olsson & Nilsson, 2002). Mobile users could then choose how to access it, from several different channels, such as, web browsers, text messages and digital radio. The aim was to offer a better experience to audiences at large events, where it could be difficult to grasp everything that is going on. The study showed potential in using commercially available mobile networks and channels for such a platform, while using it over a packet switched network seemed to have more advantages, as it was more instant when accessing information.

Perttula, Tuomi, Souminen, Koivisto & Multisilta (2010, p.41) states that “it is high on the agenda to extend and intensify the overall (user) experience with the help of appropriate technology”. They conducted a pilot study on visualizing collective heart rate at an indoor ice hockey rink to bring intensiveness to the audiences’ experience. The study focused on the significance of the technological equipment to create a sense of togetherness in the audience. It showed that it is possible to use user-generated data to enrich the user experience in public events. However, the authors stress the fact that ice hockey games are by its nature a social a collective experience, thus there is a need to conduct further tests in unconstrained environments.

When trying to enhance the experience at large-scale events, such as conferences, the use of interactive tools to support web-based and mobile access to the event program, are becoming common. A study introduced a multi-device, multimodal and multi-user conference guide, that provided access to the event program through shared public displays and mobile devices (Turunen, Raisamo, Olsson, Hella, Miettinen, Heimonen, Hakulinen & Rakkolainen, 2013). It was tested at two conferences and got positive feedback from the
participants. However, the study did not further cover the implementation of customer management.

Another study stressed the need for technologies at conferences that support the attendees’ exchange of ideas, both in facilitating the dialogue on spot as well as preserving it for later purposes (Hodder, McLeod & Johnson-Sackey, 2013). As they see it, current tools fail, due to focusing on tasks associated with conferences, rather than the conferences complexity. Further, stating that a new conference communication tool has the potential of changing the experience of the attendees’.

Already back in 1992, a novel system for location of people in office environments was described (Want, Hopper, Falcão & Gibbons, 1992). By wearing active badges information was transmitted to a central location service, about their current location. Since then much has happened with technology. For example, Laibowitz, Gips, Aylward, Pentland & Paradiso (2006) designed what they called the UbER-Badge, which is a wireless sensor node and wearable display. It is supposed to facilitate group interaction in large meetings and collect data about social dynamics. The study showed potential for a badge platform to be a wireless peripheral to a mobile phone.

When reviewing related work of designing experiences within different kinds of large gatherings, it becomes clear that academic ceremonies, per se, never have been studied. The research offers a taste of what sort of data are available to lean on and draw knowledge from, when researching academic ceremonies. However, academic ceremonies are quite special in the sense that they are built on traditions and symbols as well as being very formal. Most solutions mentioned above would not be applicable to academic ceremonies. This clarifies the need for studies within this unexplored area.

5. Theoretical framing in the context of experiences

When analysing the data for this thesis, a framework will be used as basis. A minor review of related work within the theoretical field will be presented to clarify the choice of framework. It will be followed by a presentation of the chosen one.

5.1 Review of related theories

There are several interesting theories and frameworks focusing on the concept of ‘experience’ from different perspectives and angles. For example, Pine & Gilmore (2011) described a framework called Experience Realms. They say that experiences are not about entertaining customers, but engaging them. The framework incorporates dimensions describing how the customers are engaged. Two crossing axis visualize the dimensions. They consist of guest participation, which goes from passive to active, and the customer’s connection or environmental relationship to the event, which goes from absorption to immersion. The difference in the latter spectra is that when absorbed, the experience goes into the customer and when immersed the customer goes into the experience (Mossberg, 2003). The framework can be used to define experiences. For example, when playing a multiplayer online game, the player is taking active participation and becomes immersed in the event. On
Lena Mossberg (2003) have developed Pine & Gilmore’s framework further, by adding the dimension of ‘time’. Mossberg combined Experience Realms with what is called the Springboard metaphor, to create a framework for experiences and customer behaviour (see picture 3). The Springboard metaphor builds on the traveling industry. It describes a tourist’s movement in time, from leaving the ordinary everyday life for a temporal getaway to the extra-ordinary and the process of getting back to the ordinary again.

Pine & Gilmore’s (2011) framework creates four fields of experiences, namely: entertainment, education, esthetics and escapism. To it, Mossberg (2003) added the time-dimension for temporal and spatial movement, as the temporal duration has shown to be important. Furthermore, all experiences can be seen as temporary excursions from everyday life. The actual movement from what is ordinary to what is extra-ordinary is important. A person is fully immersed when an experience is perceived as extra-ordinary.

While being interesting frameworks, they do not fit this thesis perspective in an enough satisfying way to be generally used. As this thesis has a descriptive approach to the field of interest, one of its aims is to understand the current situation. Therefore, a framework to help clarify different processes and their qualities, measured from an experience perspective, is needed. Additionally, the above-mentioned frameworks focus on individual persons’ experiences, while this thesis focuses on large-scale events - designing experiences for groups of people - thus having a more general approach.

The chosen framework will be presented next.

5.2 A hierarchy of consumer needs

Patrick W. Jordan (2000) has described a hierarchy of consumer needs, giving priority to pleasure (see picture 4). It is created based on the idea of products developing from just having basic functions, such as usefulness and ease of use, to consumers demanding more as their needs are satisfied. It antedates to the early 1970’s when Abraham Maslow described a hierarchy of human needs, which saw humans as animals always wanting more. This
hierarchy comprised physical needs, safety needs, belongingness and love needs, esteem needs and self-actualization needs. According to Maslow humans almost never reach a state of total satisfaction. When the needs in the bottom of the hierarchy are satisfied, one wants to satisfy the needs higher up the hierarchy, always reaching upwards (ibid.). Based on the principle of always wanting more, Patrick W. Jordan (2000) created a hierarchy for consumer needs, which comprises functionality, usability and pleasure. When a consumer’s need for functionality is satisfied, he will be looking for usability in new products and when the usability is satisfied, he will choose the product that offers him the most pleasure.

The strength of this framework lies in its simplicity. On a fundamental level it describes the most important constituents of consumer needs and their relation to each other. It gives a sneak peek into how the human mind works. By analysing the results of the study in the light of Jordan’s hierarchy, where in the scale different processes are positioned at this time can be discussed. In the context of academic ceremonies, the functionality level is about every important part existing and actually working. The usability level is about it being understandable and the pleasure level is about the guests being offered something more in terms of positive experiences.

The hierarchy comprises amongst others, usability. The term has and will continuously be mentioned in this thesis. It is an area of research, focusing on artefacts’, such as IT systems, being easy, effective and satisfying to use (Wiberg, 2003). However, no further elaborate on usability, will be presented. The reason for this is that the study is not based on a desire to measure the usability i.e. counting errors or testing efficiency, but to understand how the overall experience is created and how the concepts mentioned in the introduction can be used to increase that understanding.

6. Methodology

To answer the research question a number of qualitative interviews were conducted with people who work closely with academic ceremonies. The interviews were semi-constructed, or as Patton (2002) would say: an interview guide approach was used. A qualitative approach was chosen as “The fundamental principle of qualitative interviewing is to provide a framework within which respondents can express their own understanding in their own terms” (ibid. p.348). The possibility to get an overall view of an area with many different aspects that is not fully known to the researcher is minimized when using fixed-response questionnaire, due to constraining the way in which the participant can share its experiences. Qualitative interviews contributed this study, as its purpose is to capture the participant’s
view of “their world, to learn their terminology and judgments, and to capture the complexities of their individual perceptions and experiences” (Patton, 2002, p.348).

To have the best possible conditions to collect data, a combination of qualitative interview approaches was used, beginning with some standardized open-ended demographic questions about the participant. This data could be useful when analysing the answers, as it might show differences between the participants’, which could give clues to their perspectives on certain aspects. The number of demographic questions was kept short, to not risk boring the participants (ibid.). Patton (2002) recommends leaving the demographic questions for the end. However, as they could also be used as an icebreaker, they were kept in the beginning of the interview.

The interview guide approach appeared to be the most appropriate way to conduct the rest of the interview, as it facilitates for the participants to tell the story from their own perspective, in their own words. Hence, being a researcher that is quite new to the area without any palpable previous knowledge, the interview guide could facilitate the collection data and increase the overall knowledge of the area. Creating standardized open-ended questions might have the disadvantage of missing important aspects due to the researcher’s lack of knowledge of the topic and therefore not asking the “right” questions. On the other hand, conducting informal conversational interviews demands a lot from the researcher in terms of conversational skills and it is susceptible to interviewer effects, leading questions, biases etc., especially with novices (ibid.). Therefore, after analysing the pros and cons, the interview guide seemed like the best choice of approach to use. The list of topics that was used is specified in appendix 1. What questions were asked differed between the interviews.

6.1 Data collection
In total, eight interviews were carried out with people who work closely with academic ceremonies. The interviews were written down in notes as well as recorded on an iPad. Some of the interviews were conducted at the participant’s office or in meeting rooms, depending on practical circumstances and the participant’s wishes. The rest of the interviews were conducted via Skype, due to geographic distance.

The selection of participants was a result of availability. First of all, there are a limited number of people to interview, as academic ceremonies are a quite small field of work. Secondly, a limited time period for conducting the interviews minimized the choices further. Therefore, availability became the determining factor. Several more people were asked to participate in the study, but did not return.

The interviews were conducted and analysed in Swedish, as all participants were native Swedes. For the compilation of results in this thesis, including the chosen quotes, the data was translated to English.

6.2 Demographics
The group of participants consisted of people with different assignments within academic ceremonies. It varied from having overall responsibility to having more practical tasks assigned. The gender diversion is a bit overrepresented on the female side. It is a result of availability being a determining factor when it came to finding participants. The age differs
between late 30’s and early 70’s, with an average age of 44,25 years. Note, that to keep the participants as anonymous as possible, no exact ages will be specified for the participants, as it is a relatively small group of co-workers. Working with ceremonies is for several of the participants a part time job. They combined it with senior positions in other departments. The number of years of experience of working with academic ceremonies differs from 1 to 30 years, in round figures, as most of the participants could not specify the exact number of years.

Some demographic data is presented in the table below (see table 1).

<table>
<thead>
<tr>
<th></th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>Late 30’s to early 70’s</td>
</tr>
<tr>
<td><strong>Average age</strong></td>
<td>44,25 years</td>
</tr>
<tr>
<td><strong>Years of experience of academic ceremonies</strong></td>
<td>Approximately 1 to 30 years</td>
</tr>
<tr>
<td><strong>Average experience</strong></td>
<td>Approximately 12,1 years</td>
</tr>
</tbody>
</table>

*Table 1. Demographic data.*

7. Results

The results of the interviews have been divided into two sections. The first section focuses on answers in the context of experience, while the second section focuses on answers in the context of IT-support systems. The division has been done to, first, clearly display how the personnel approach the concept of experience and, second, to clarify how they use IT as a part of that approach.

7.1 Results in the context of experience

Several participants talked about the fact that academic ceremonies have a long history. They have been around since the first universities in Bologna in the 1200’s and Paris in the 1300’s, one of them specified. Hence, they have a strong and important traditional character. The ceremonies are the culmination of an academic education. It is a way of celebrating, rewarding, showing off and showing appreciation for the high quality work and research that is being conducted at the university. It is also “(...) a place for the university to make new contacts with companies, municipalities, organizations, county boards etc., as well as a place to preserve old ones”, Participant 1 (P1) stated. P5 brought up the important aspect of ceremonies creating a place for academics to be joined, for one night, without having to compete for research funds, power and such.

When asked to describe academic ceremonies with three words all of the participants mentioned ‘formal’. “It should be formal without being stilted”, P6 said. Several others had similar comments. The second most mentioned word were synonyms of ‘joy’. When compiling all statements, ‘formal’, ‘joy’, ‘traditions’, ‘dignified’ and ‘rewarding’, are what best
describes the ceremonies and the atmosphere, according to the participants. P2 and P4 mentioned the importance of the dress code, which is evening dress and attire. It was believed to help create the atmosphere as well as build up the guests’ anticipation.

For the ceremony as well as the banquet, the importance of everything going off without a hitch, was strongly stressed. It was the most frequent answer to the question of what constitutes a good academic ceremony. Everyone working should know what to do and when. As P3 puts it:

“A good ceremony is when everything runs without a hitch. Nothing takes too long time [the inaugurating ceremony, speeches, awarded prizes, etc.], the schedule is kept, the kitchen does their job at the banquet, there is enough catering staff and so on.”

In one of the universities the ceremony is approximately two hours long, with a lot of repetition when all the doctors are being inaugurated and given their insignias. The same phrases and movements are done over and over again. The importance of sticking to the time schedule and keeping speeches relatively short is stressed by three out of eight. Several participants mentioned that there is a fine balance between a formal ceremony and a pompous one. Two of them, pointed out music as a very important factor to lighten the mood and frame the ceremony. “Not too much ‘minor’, if you know what I mean”, P3 said. While it is clear that the ceremony should not be experienced as grandiloquent, it is still its academic weight and tradition that makes it special and different from other galas and parties, P1 clarified. P5 said that it is not an everyday event, but a formal celebration and that should be obvious.

The banquet afterwards is more easy-going, but still formal. It is a contrast to the “stiff” ceremony. Excellent food and good catering staff is a must, stated five participants. The toastmasters and the speeches held are important factors of setting the mood.

The participants were asked what feeling they wanted the guests to have when arriving at the academic ceremony and what feeling they wanted them to leave with. To the former question, four answered ‘anticipation’. “I want them [the guests of honour] to look forward to the day and feel selected. This is something special!” P4 said. Other words were ‘curiosity’ and ‘pride’. P5 thought that many guests, internal as well as external, probably think the academic ceremony will be quite stiff and impersonal. Therefore, many will be surprised, as it is not as hierarchic as might be believed, with highly ranked people getting all the attention. Afterwards the participants want the guests of honour to feel happy and pleased. P4 even used ‘euphoric’. It should all in all be a memorable night, which hopefully exceeds the guest’s expectations.

When asked to define what a good experience is in general, P5 said:

“When you’re beyond what you’ve expected from a situation and when what you’ve experienced enrich your life in a way that will change you, so that you will never be the same again – in a positive way!”
P1 answered that a good experience needs to have depth and some kind of content that creates a strong feeling. P2 said that it is something that you remember and want to remember.

The participants were asked about their view of the concept of ‘experience’ and if it something they work with. P4 answered: “It just comes naturally. Of course we want to give the guests a positive and good experience as possible. That is everything.” P6 had a similar comment: “We don’t have a strategy. We don’t work explicitly with it [the experience]. It just kind of happens...” A third one talked about how good content creates a good overall experience.

Only one of the participants stated that their university actively addresses the experience perspective. On the other hand, all of them seem to have an idea of how the experience should turn out. P5 put it like this:

“‘Experience’ in this case is related to the genre, meaning that it is important to convey a message and feeling to create an experience that accommodates the creation of pride for the academy and its values.”

Overall, not too many changes appear to have been done to the academic ceremonies, even when looking quite far back in time. However, there are a few examples. P2 talked about how two of their university’s ceremonies used to be in Latin, while nowadays only one is. And the amount of time it takes for each doctor to get inaugurated have almost been cut in half, from 50 seconds down to 30 seconds. The doctors only bow once, instead of three times, for instance.

Further, a few technical alterations have been done the past couple of years to facilitate work and to make the ceremonies more enjoyable. P4 talked about how the seating arrangements used to be printed, which made them extremely sensitive to last minute changes. Now the information is presented digitally on large screens instead. The use of slideshows is also a new addition. It is used when the principal holds her speech, and to present doctors and their work, instead of a strict oral presentation.

When asked, none of the participants wanted to do any major changes to the ceremony. They seemed quite pleased with how they are conducted today. P4 said:

“Several guests, including a politician and the founder of a foundation, who are invited to a lot of ceremonies all the time, have said that they prefer and prioritize the ceremonies at our university. That makes us very happy! I think it is partly because the ceremonies are very traditional but still easy-going.”

Neither did most of them think that the experience could be elongated after the ceremony. Only one expressed that it is something that could and probably should be worked on. The participant suggested having seminars a few weeks after the academic ceremony, with topics based on the knowledge of the external guests who attended the event.
7.2 Results in the context of the IT-support system

How far their work with the ITSS has proceeded differs quite a lot. P7 almost exclusively uses it to arrange their academic ceremonies. They do use another system in addition, but only to make etiquettes with addresses and to print placement cards etc. Though, it is just a matter of time until they only will use ITSS for everything. P8 combine it with a calendar system to send orders to others in their event group, like janitors, facility owners, the IT department etc. Additionally, they use Excel sheets for their guest lists. The latter is experienced as problematic as it is sensitive to changes, such as people having new positions in new companies, which happens frequently. It is important to have guest lists that are up to date. P6’s university have their guest list in another system, from there it is exported to Excel and then imported into ITSS. P7 have solved the problem by creating forms and adding the guests in the new system, thus not needing an extra system for that. “I don’t know if that’s the way to do it... but it works for us!” P7 explained.

Using ITSS for organizing academic ceremonies is overall experienced as very positive. One of the participants described how they previously used another IT-support system, in which a prior co-worker had built the system for the academic ceremonies. When that co-worker changed workplace, it became a substantial problem, as they were very dependent on his knowledge. "When he was away, we might have to wait for a few days or a even a week to get his assistance with the system. He was the only one who fully knew how it worked", the participant explained.

All of the participants thought that the IT-support system facilitates the process and said that it is a flexible system. “None of the systems that are on the market are probably perfect. But ITSS is the best of what is out there.” said P6 and continued to explain how their line of work is very particular, which might make it technically impossible to create a perfect system. As for this system, the invitation that are sent to the guests as a web form, are easy to build according to different needs and likes. The system is user-friendly and the user support is excellent, according to P6 and P7. However, none of them thought that ITSS was a part of the experience or could be used to increase the experience for the guests.

When asked about reactions from the guests since starting to use ITSS, one of the participants explained how fewer people call to ask about how to fill in the form in the invitation now: “I guess... when things are good it is quiet, but when things are bad, you get to hear about it. So I see it as something positive!”

P6 mentioned the advantages of several universities using the same system. Knowledge can then be shared, for example at the common network meetings that are held for Mistresses of Ceremonies from all over the country.

A negative aspect was experienced by P8. They had problems with online payment for the guests, as their economy program and ITSS’s program did not seem to be fully compatible. Whose exact fault it was, was unclear. The participant hopes that it will work smoother in the next version of the ITSS. P6 clarified the importance of always striving towards a better working IT-support system: “There is always a lot do be done and to improve to what is being done behind the scenes. That will have effect outwards, making the process run smoothly.”
ITSS is getting updated to a new version in August of 2014. It will include a table management system that all of the participants, who work with that particular task, are looking forward to. Today they do the seating arrangements manually.

### 7.3 Analysis

When designing experiences in the context of academic ceremonies, the ultimate aim is for them to offer good experience all over, making the guests happy and pleased. When analysing the results from the interviews in the light of Jordan’s hierarchy of consumer needs, different processes can be positioned in the hierarchy. To do this, the ceremonies have to be divided into smaller pieces or processes. The division in this thesis is based on patterns found in the interview data. The aim is for all design processes to reach the top of Jordan’s hierarchy (see picture 5).

This aim is reasonably relevant as many factors indicate the importance of actively working on improving. Maslow and Jordan (Jordan, 2000) state that humans never are fully satisfied, we always create new needs, and by those means services, including academic ceremonies, should always strive towards improving. It is a way of being competitive. It applies for the process of designing and orchestrating events, even if the guests are generally satisfied. The process can always be improved and streamlined, which can have affect outwards, on the events, too.

None of the participants had a structured way of sending out surveys to the guests afterwards, generally because there was a lack of time. Neither did they see the IT-support system as a part of the experience. The ‘functionality’ part of the hierarchy is already reached, in this aspect. For example, invitations can be created and sent out by using the system. The data is then collected by it and organized based on the categories that have been created. It is a basic, but important functionality feature. Further, the IT-support system has reached the second level, which is ‘usability’. As was mentioned by one of the participants, the use of ITSS has decreased the number of calls with questions about how to fill in the invitation form. It suggests that the usability has increased, making the invitations not only working technically by collecting all the needed data, but also becoming easier to use. In an extended perspective, the IT-support system facilitates for the ceremonies to run without a hitch in terms of the right name on the doctors being called, right sized insignias being ordered, guests getting the right food, etc. Though, it has not reached the ‘pleasure’ level. The IT-support system’s job is to collect the data without having the guests go through too much trouble. It is not used as a tool to create anticipation or prolonging the experience afterwards.

**Picture 5. Jordan’s hierarchy and the level of the guests’ experience that is sought.**
Arranging academic ceremonies seem to always be an act of balancing between different parameters. Keeping them formal without being stilted, lightening up the mood without loosing the special atmosphere of tradition and symbols. What constitutes the foundation and frames for the academic ceremonies - its old traditions - also constitutes it biggest obstacle. While being somewhat rigid and perhaps even experienced as hard to digest by some people, it is still the traditions that create the extra-ordinary atmosphere at the ceremonies; it is what differs them from other galas. Hence, it is a balancing act. In one of the universities, some aspects have indeed been revised, such as Latin only being spoken in one ceremony, instead of two, and the amount of time it takes to inaugurate the doctors is shortened, making the events more easy-going. The core of tradition is still the same, though.

All personnel working with academic ceremonies contribute with different important approaches to the process and support the tricky balancing act. Someone has the guests of honour and their families mainly in mind, while some on else focuses on the external guests and how the university is portrayed. All different types of guests have different agendas for being there and different needs to be satisfied for the event to be experienced as successful. The guests of honour is supposed to feel special and chosen, the families proud, external guest appreciated and also value it as a fruitful event in terms of obtaining new knowledge and new contacts, etc. No clear and strict lines can of course be drawn between the different types of guests. What is important is that all of them feel like the event have been a positive experience.

In Jordan’s model the overall focus on creating the right atmosphere and offering the guests a good experience at the ceremonies are at the top of the hierarchy. The ‘functionality’ level comprises all the key parts of the ceremonies, that the guests are intended to experience, being managed within the time frames. Doctors being inaugurated, prizes awarded, professors installed etc. The ‘usability’ level handles the aspect of the ceremonies being understandable. The guests and personnel need to know what to do and when. The guests of honour need to know how the procession works, where they should sit on the stage, how to act when receiving their insignias etc. The personnel needs to know aspects, such as, which insignias belong to whom, names and orders of the doctors who are to be inaugurated, when and what music should be played and so on. However, the focus on creating a good experience for the guests does not stop there. On the top level of ‘pleasure’, aspects such as composing the music in a fitting way that lightens the mood, having a slideshow during the principal’s speech as well as when presenting different academics and their work, are ways of making the ceremonies more pleasurable. Also, dress code, flower arrangements, red carpet and banquet dinner with catering staff serving the food, all work as pleasure-creating factors. A lot of attention appears to be put into this.

While the way experience-creating factors are handled are on the top level of Jordan’s hierarchy, it is also interesting to notice that it does not seem to exist a common outspoken focus on actively and consciously approaching the concept of experience in the context of academic ceremonies. More or less all the participants seem to have an idea about what the sought for experience is for their specific ceremonies. Several participants expressed that they wanted the guests to feel anticipation prior to the ceremony, but nothing is actively done to try to design for that feeling to arise. It just depends on the guests. Thus, the risk of an
external guest, who attends many ceremonies and galas in a year, not feeling any particular anticipation, is quite large. For a newcomer this might result in exaggerated nervousness and a worry of the unfamiliar. What seems to be lacking is an active dialog on these matters. The fact that the participants expressed very few ideas of possible alterations prior, during or after the ceremonies in terms of experience, might reveal a possibility for improvements within the process. This also implies that the processes are interlinked, covering the same areas from different perspectives. Even if being on the top level in terms of experience in some aspects, other aspects have not reached there yet. The information the guests receive in advance only reaches the second level. From a ‘functionality’ perspective the information successfully reaches the guests and from a ‘usability’ perspective the information is understood. However, the level of ‘pleasure’ is not reached, as it does not really offer anything more than what it needs to do in a practical sense.

The way the process of designing experiences is divided in this thesis is at an overall-reaching level. It is, of course, possible and probably fruitful, to break it down to smaller pieces for further and future analysis. Additionally, as the different processes are interlinked, the division should be on several different levels, from overall to more detailed.

In addition to these findings another interesting perspective came to surface in the interviews. It was the positive advantages for all groups working with academic ceremonies using the same IT-support system. ITSS is used by several universities and experienced as a satisfying system, partly due to being very flexible. However, no system is perfect, especially as the concept of academic ceremonies is quite small and has special needs. Thus, the need to create specialized solutions within the existing systems grows and as a result, being able to share knowledge amongst each other would be fruitful and could save a lot of time and effort. For example, one of the participants had figured out a way to keep a general guest list in ITSS, which the rest used other systems for, due to not having found a solution in ITSS. Smart solutions will help streamline the process. Today most of the participants use several systems, sometimes importing and exporting data between them and other times using different systems for different tasks. It is quite obvious that a lot of unnecessary time is spent on this, which could be spent elsewhere instead. It is not likely, not in the near future at least, that a specific system for academic ceremonies will be created, mainly because of its markets size. However, in the IT-support system in this study, the customer support is experienced as good and the company seems interested in satisfying their university-customers’ need. Both the IT-support system-company and the academic ceremony groups have a lot to gain on the latter coming together. Small actors need to join to be stronger in their ability to compete. Most likely, such joint effort and unified front would also make the company even more interested in building better and more specialized solutions for the field of academic ceremonies. In the end, maybe other systems will work as good complement to a central system, or one single system could include everything. To get to that point and as a start, it could be advisable for system users to work together with the ones who are building the system. As the system providers do not have enough insight in the field and there is most likely not enough money in it for anyone to want to do major field research, an open dialog and collaboration is something to strive for.
On that note, small groups working together could facilitate the effort of creating better experiences, by learning from others mistakes and offering each other guidance and tips when needed. Thus, the process of making the IT-support system a part of the experience could be evolved. Significantly, by streamlining the process time, money is saved, which can be spent on creating and designing extra-ordinary experiences.

7.4 Reflections and limitations

For this study eight people were interviewed. To draw conclusions with increased certainties, more people need to be interviewed. However, even if the number of participants was bordering on too few, the fact that their experiences in general were rather similar, speaks for the reliability of the data. While they had different approaches to the field of interest, they had important knowledge from different aspects to offer. Their overall ideas of what constitute good academic ceremonies and in what direction they are currently working towards showed coherence.

The data gathered from the interviews were translated from Swedish to English. This is somewhat problematic, as some nuances of knowledge could get lost in the translation. However, knowing this made me very careful. A lot of attention was put into getting the right tonality in the statements. In the end, it was a necessary evil to deal with translating the participants native tongue (Swedish) as more knowledge would have been lost if the interviews would have been conducted in English.

Furthermore, this study did not attempt to incorporate the guests’ perception of academic ceremonies, though; this is an interesting perspective, as they are the ones experiencing. To interview past guests as well as guests who are about to attend their first ceremonies, would give many interesting insights. In addition, interviewing the novice guests afterwards, would create a more complete picture. Nevertheless, this demands a whole other thesis, as several hundreds of people attend these academic ceremonies every year. To get credibility in the data, a large number would have to be interviewed. As a result, this perspective was left outside the frames of this thesis.

8. Discussion

When analysing the empirical data it became clear that it unfortunately did not offer as much insight into the aim of this thesis as was hoped for. Some patterns have indeed emerged as is analysed in section 7.3. However, it is on a quite abstract level. The aim of the study in the thesis was to analyse experiences of academic ceremonies on the basis of the concepts UX, Service Design and UbiComp in order to see if a more rich understanding of the experiences of the events could be gained. This understanding could be used as a foundation for future development of the events themselves as well as the connected IT support systems. The concepts cover the important aspects of the service, the technical solutions and the interaction. Interviewing people working with academic ceremonies was a way of obtaining an understanding of the current situation. The reason why the empirical data did not offering the deep insights that were hoped for could be a result of this being a quite unexplored area, making the process of collection data quite shattered in its aim. As there is no previous
research to learn and draw knowledge from, it was difficult to target the study in a way that would have ended up most fruitful. Nevertheless, interesting knowledge was indeed generated, which could be useful for future research to lean on.

When making changes connected to old traditions one have to be sensitive. It can upset a lot of people and it can have quite large affect on the atmosphere, thus further the experience. On the other hand, the ceremonies have to evolve. Doing the same as in the 1700’s is not an option if one of the goals is to give the guests a positive experience. In today’s society we are not used to the kind of traditions that constitute old ceremonial rituals. When much in society are offering us pleasurable experiences, going to an event that could be perceived as rigid and unfamiliar to many people might not seem so tempting. One of the participants thought that some guests might wrongly assume that the ceremonies are stiff and impersonal. We have to remember that these events are services; the guests attend out of their own free will and even pay for it, thus making the experience extremely important. They are customers that need to get value from their investment. Given that academic ceremonies can be seen as services that offer experiences, this implies that a clear experience focus, which also covers all different aspects, is important.

It seems reasonable to say that the design of experiences is becoming increasingly complex. It is not only connected to the virtual world, the environment is also important. When designing experiences all different parts that affect it need to be taken into consideration, which might not be all that easy. All parts should be on top of their game, but also work in relation to each other and, most importantly, towards the overarching goal of the whole experience. The parts need to support each other as well as to direct focus.

Experiences are subjective and as designers we cannot create a specific definable experience. There will always be a difference between what the designer intended and what the user/guest/customer actually experienced (Hassenzahl, 2003). All people will, without a doubt, feel differently about it. What we can do, is lay out a foundation for the best possible experience, based on what we intend them to experience. The rest is not controllable. At our service we have different tools and aspects we can control and use to create the intended experience. We have technical solutions, e.g. to help facilitate the handling of different data. We can design how the interaction with these technologies interfaces is intended to be experienced. We can also design how communication is conducted, how personnel work, how the flow of different parts run etc. By seeing to these aspects, we are in fact seeing to User Experience, Service Design and UbiComp.

UX gives us ideas of the relationship between experiences and the design, with a specific focus within the area of computers and technology. Outside that area, Service Design adds the perspective of organizing components, processes and flows. Within the flow of our everyday life, IT is a part, and that is what UbiComp is all about. It is important, as technology often is embedded in the context instead of being a concrete stationary system. When designing experiences in the context of academic ceremonies the concepts have different strength, but separately they do not cover the whole area. They seem to be handled at a distance from each other (see picture 6).

Within the university world, a high number of conferences and academic ceremonies are held every year. To facilitate the process of designing and organizing them, different IT-
support systems are used. As advances are made, what is demanded from the systems also changes and grows. What yesterday’s systems could manage might not satisfy tomorrow’s needs. Academic ceremonies are dependent on the connection between the technologies, all different types of personnel, the guests and the guests of honour on the stage etc. For everyone to have a good experience at the ceremonies, a lot have to click and work symbiotically. Removing one part might have severe consequences. However, it is not only about everything just working. It is also about evolving and about flow, in other words: streamlining the process of the work. In today’s society time is money. Where time is saved money is generally saved and streamlining processes of work are extremely important. Also, when everything is running smoothly back office it will most likely have an positive effect outwards in terms of the user/guest/customer’s experience, at least the opposite will for sure have a negative effect outwards. The IT-support system used in academic ceremonies is ubiquitous in the sense that the guests only come into contact with it prior to the event when receiving the invitation and filling in the form. How the system then uses the information and how it actually affects the guests experience when attending the ceremony is hidden. The system facilitates for the personnel in the organizing of the ceremonies and in turn the experience. However, it is not being used to contribute to the experience in any concrete, hands-on kind of way. It does not exist a clear UX mind-set in terms of the IT support system. It is just a practical tool in assistance of the service. The focus on the users experience only seems to exist in the context of the design of the service (see picture 7).

Picture 6. The concepts of UX, Service Design and UbiComp.

Picture 7. Vizulising how UX and UbiComp do not overlap.
However, there might not be of interest to have interactive IT being a prominent part of academic ceremonies. Even if the development in general are moving towards IT being increasingly used in many different ways in all possible places to increase and improve the users experience, there are still contexts where active participant use of IT is not sought. Academic ceremonies are such a place, where possible IT use at least needs to be considered carefully before incorporated. It is a result of the ceremonies formal and traditional appearance. IT systems are rather a back-office tool, then a front desk experience enhancer (this goes without saying that is not cut in stone of course, evolving is always important). As of today the guest only come into contact with the IT systems when getting the invitation via mail with a link to a web form that needs to be filled in and when visiting the website for additional information. For IT support systems that only reveal themselves to the guest, in the form of invitations and web forms, the contribution that they offer to the experience is quite hidden. In fact, that might be just what it is supposed to do. It should not be shown to the guest how much work and effort that has been put into creating guest lists, sending invitations, keeping track of doctors to be inaugurated, professors to be installed, speeches to be held, time schedules to be kept, seating to be arranged, hat sizes and ring sizes, diplomas, who has what food allergies, etc. Everything should flow and appear simple and effortless. However, when the IT-support systems do appear for the guests, the UX is not actively approach today. On the other hand, when creating the atmosphere and designing the service offered to the guests, there is a clear focus the experience.

To go forward in our understanding of the concepts and their usefulness in the work with experiences in the context of academic ceremonies, a unified approach have been taken. The model (see picture 8) visualizes how UX, Service Design and UbiComp overlap.

UbiComp is a quite general area in the ways it is approached. It can be used or even be a part of the design of services and UX. Service Design is also a quite general area. It includes UX as a basic component, and it uses UbiComp when it is advantageous. Lastly, we have UX, which is a smaller area in the sense that it is more specific in its focus, which is utilized within Service Design and UbiComp. Whenever some kind of interface is used, it is important.

*Picture 8. A unified approach.*
When unifying the concepts, an area of a three-way intersection appears at the core of the model. At this point all strengths of the different concepts are utilized to their fullest. This is not to say that all concepts are always used, as it would not be reasonable due to variations in different aspects preconditions. However, it seems reasonable to say that viewing the concepts’ interrelations in this overlapping way is of assistance in the process of creating good experiences in the context of academic ceremonies. It could be of importance when striving towards reaching the top of Jordan’s hierarchy (2000). The hierarchy clarifies where different components are in their individual development processes. In turn, by utilizing the three concepts’ strengths, the components can be developed towards reaching the highest level of ‘pleasure’.

**9. Conclusions**

Academic ceremonies have a long history, dating back several hundreds of years. How they have been design have changed over time, as a result of society changing as well as new technology being developed. However, the core traditions and symbols are still the same. In this day and age the overarching goal of creating formal events that is not stilted, appears to be a common viewpoint. At the centre of the personnel’s attention is a focus on creating a special and memorable experience for the guests. It seems safe to say that the experience is a key factor for a successful academic ceremony.

The ceremonies can be divided in different processes and parts, which can be analysed in the light of Patrick W. Jordan’s hierarchy of consumer needs (2000). By doing so it visualizes what parts have reached the level of ‘pleasure’ that is strived for and what parts only reaches the lower levels of ‘functionality’ and ‘usability’.

When designing, organizing and creating academic ceremonies different areas of research comes to be of assistants in order to make them as good as they could possible be. The interview study that was conducted conveyed the thoughts of people who work with academic ceremonies, and what their approach to the design process looked like. After analysing the data in the light of Jordan’s hierarchy (2000) and then comparing this to the concepts of UX, Service Design and UbiComp, it became clear that the concepts contribute with different strengths, while not covering the whole area. Instead of viewing them all separately a unified approach was taken in this study. As a result a more detailed picture could be painted of the three concepts and their connection to creating good experiences in the context of academic ceremonies.

Jordan’s hierarchy (2000) defines the current situation, while the unified approach visualizes the means we have to utilize, in the process of reaching upwards in the hierarchy and thus designing better experiences. Hence, by unifying the concepts of UX, Service Design and UbiComp, a ground for a better understanding has been laid. From here we can go forward in the design of experiences in academic ceremonies.

**10. Suggestions for further research**

For future studies I suggest taking on the perspective of the guests at academic ceremonies. This study did not attempt to incorporate them. It is an interesting perspective, as they are
the ones experiencing. To interview past guests as well as guests who are about to attend their first ceremony, would for sure give many interesting insights. Also, interviewing the novice guests afterwards, would create a more complete picture.

In addition to IT-support systems, digital screens and slideshows are used today. Studies should be conducted on how technology could be used to further develop the experience at academic ceremonies, while still remaining the formal and traditional atmosphere.

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Intervjuformulär

Namn:
Ålder:
Kön:
Yrke:

Hur länge har du jobbat med akademiska högtider?:
Vilken är din roll inom arbetet med akademiska högtider?:

Allmänt om akademiska högtider

- Varför
- De viktigaste aspekterna
- Förberedelser
- Vilka är delaktiga/jobbar
- Återkommande arrangemang - påverkan
- Vilka kommer
- Inbjudningsprocessen
- Inbjudningskort
- Traditioner
- Historiskt perspektiv/utveckling

Själva ceremonin

- Händelseförlopp
- Förberedelser
- Vad är viktigt
- Do's and dont's
- Vad är en bra ceremoni
- Orosmoment
- Diplom/lagerkrans/doktorshatt
- Talare
- Festföremål
- Publik
- Studentmarsaklar
- Ljud, ljus och musik
- Digitala medier/IT

Banketten

- Händelseförlopp
- Förberedelser
- Vad är viktigt
- Do’s and don’t
- Vad utgör en bra bankett
- Orosmoment
- Värden (på banketten)
- Uppträdanden
- Mat
- Ljud, ljus och musik
- Digitala medier/IT

Upplevelsen och känslan
- Synen på upplevelse
- Beskriv akademiska högtider med tre ord
- Förväntningar
- Önskad känsla innan
- Önskad känsla efter
- Bäst
- Sämst
- Vad är en bra upplevelse
- Ändringar
- Bygga upp förväntningar
- Förlänga upplevelsen

IT-stöd
- Viktigaste uppgift
- Hur det används
- Hur var det innan, skillnader
- Fördelar
- Nackdelar
- Anpassningsbart
- Bidra till känslan
- Framtiden, utveckling
- Feedback från gäster