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REDESIGNING THE SERVICE CONCEPT OF TALLINN SUMMER SCHOOL

Master Thesis

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This Master thesis has been compiled independently. All works by other authors used while compiling the thesis as well as principles and data from literary and other sources have been referred to.

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INTRODUCTION

The higher education market has become very competitive where universities do not only compete for distinguished professors, qualified staff and research grants but also for students. Key factor of success is the ability to offer study programmes and courses that correspond to the market needs. This motivates universities to offer new "products" such as intensive short courses, third-semester studies, flexible distance learning, massive open online courses etc. At the same time, universities, especially public universities, are under pressure to expand their sources of income which has resulted in opening up summer schools within the university. The first summer school started in the United States of America in 1871 (Harvard Summer School, 2017), were then established in Europe and are now becoming very popular in Asian universities. In recent years, there has been a sudden rise in the number of different summer schools and courses all over the world (Torenbeek & van Rest, 2014; Steglitz & Harley, 2012; Smith & Read, 2013). It appears likely that the popularity of summer schools will remain for some time.

Most commonly summer schools include academic courses and a cultural programme, and should be seen as the sum of the two. In addition to that, for participants from abroad, summer school includes touristic elements as well. There are several reasons why students take part in summer schools, starting from the possibility to shorten their degree studies to working together with the certain professor. For the universities, summer schools could be an effective marketing tool for promoting their full-time degree programmes to potential students (Martin, 2003; Scott, 2003; Price & Bradford, 2010). It is also a possibility to use the facilities during summer months when they are mostly empty, offer additional courses for teachers and professors, and have an additional source of revenue.

The number of different types of summer schools is vast. There are summer camps, summer courses for university freshmen, summer schools for talented kindergarten children, professional trainings etc. This Master thesis will focus on summer schools offered by the university to its own students, alumni, students from partner universities and abroad and to other adolescents.

Although the market of summer schools is large, it cannot be said that Estonian universities have paid a lot of attention to the development of summer schools. The very first summer course in Estonia was carried out by University of Tartu in 1960s (Tartu Summer School of Semiotics, 2017). One of the first Estonian universities to open its own summer school was Tallinn University. Tallinn Summer School (TSS) was established in 2006, although the first courses with the same purpose had already started in the 1990s. Nowadays, University of Tartu has its International Summer University and Tallinn University of Technology offers courses under TTÜ Summer Schools. Tallinn Summer School is the biggest provider in Estonian market with 13 courses and nearly 300 participants in 2016.

Tallinn Summer School is not only an important brand building and marketing tool and additional income for the university but could also be a source of future degree students. But as the competition in Europe and in the world, is vastly increasing and universities in Asia are entering the market with new concepts of summer schools, Tallinn Summer School has seen a drop in the number of participants (which in turn means decreasing incomes as well). One of the main reasons is the unchanged concept of the summer school while the competitors are constantly improving theirs and offers for the market. The other reason is, of course, that growing competition makes it more difficult to differentiate and offer something unique and innovative.

The aim of the Master thesis is to redesign the service concept of Tallinn Summer School by offering solutions to Tallinn University based on current problems, and make suggestions for improvement stemming from service design research. An improved service concept should increase the number of participants as well as their satisfaction with the overall experience.

The main research questions are:
- What are the main features of summer school that participants are expecting and have the greatest influence on participants' satisfaction?
- What are the key features that determine the success of the summer school for the university?

Main research tasks are following:
- theoretical concepts of summer schools and short courses and their different types of participants are analysed,
- different approaches to the service concept are compared and a suitable service design process for educational courses is selected,
- service design research of Tallinn Summer School is carried out and compared to other international summer schools,
- using service design methods, an improved service concept for Tallinn Summer School is created and service improvement suggestions to Tallinn University are made.

The theoretical background of the thesis will include educational theory with a focus on short academical courses and summer schools as well as the theory of service concepts and suitable design methods for educational purposes. A summer school is a product which, in addition, to customers (as participants) has several other stakeholders, such as the management of the university, the professors who carry out the courses etc. Although the main target group of the summer schools is the customer, the stakeholders need to be kept in mind in all steps of the process. The motivation of participants in summer schools and short intensive courses will be analysed, as it is crucial to offer a service that meets the market's needs. Summer school participants have varying expectations for the experience, therefore it is necessary to design the summer school programme in a way that will meet their expectations, or better, to exceed them.

The empirical part focuses on the feedback of participants and the organisational team of Tallinn Summer School to determine the problems with Tallinn Summer School. The author is analysing data from the years 2011-2016. For participants´ feedback, author is using secondary data gathered for another purpose which might not give the needed

insights for this thesis and author might not able to elaborate the problems pointed out. In addition, the author cannot shadow the full cycle of Tallinn Summer School (the next courses take place in Summer 2017) which might affect the results. A comparative analysis with Utrecht Summer School will be carried out. Utrecht Summer School was established in 1987 and has grown since then steadily, enrolling this year over 4000 participants (Utrecht Summer School, 2017). Supported by the findings from the feedback and interviews and using different service design tools, a redesigned service concept of Tallinn Summer School will be created. The improved service concept includes suggestions from the customers´ perspective but also suggestions for sustainable organisations of the summer school.

Author has worked for nearly 10 years in the field of international higher education marketing and international relations and has also been active in summer school networks both in Europe and in Asia. The main interest group of the thesis is the management of Tallinn University and Tallinn Summer School organisation team. After the changes to the service concept have been implemented, the concept design and results will be published in international networks and seminars. The secondary target group for the thesis are universities still planning to start their own summer school and the summer schools which are facing problems or standstill. This thesis could provide a new angle for solutions by using service design methods.

Author would like to thank a thesis supervisor, Gerda Mihhailova for the support and guidance throughout the process. Also, author is thankful to the whole team of Tallinn Summer School and interviewees for their contribution to this thesis and for the support. Special thanks go to Birgit Kirsimägi, the Project Manager of Tallinn Summer School for providing the necessary information and contacts, valuable feedback and encouragement.

1. UNIVERSITY SUMMER SCHOOLS IN THE CONTEXT OF EDUCATIONAL SYSTEMS AND SPECIFICS OF THEIR SERVICE DESIGN

1.1. University summer schools and educational short courses as part of the higher education system

The higher education landscape in Europe started to change in the 1990s and is now going through changes that are faster than ever. According to UNESCO (1998), higher education includes all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent state authorities. One of the biggest and fundamental changes for the European higher education scene was the Bologna process, which called for the harmonisation of systems of higher education qualification in Europe (Davies, 2008, p. 937; Curaj *et al*, 2012, p. 8). The Bologna process resulted in the 3+2+4-year higher education model but also brought along other changes. The classical mode (students studying full time at the university and attending lectures daily) of higher education studies, where students can move forward from Bachelor´s studies (3 or 4 years) to Master´s studies (1 or 2 years) and from there to PhD studies (4 years) are now being complemented by continuing education (education provided for adults after they have left the formal education system, consisting typically of short or part-time courses), exchange studies, online courses, distance learning and possibilities of Accreditation of Prior and Experiential Learning (APEL) etc. (Figure 1).

Teaching and learning methods, programmes and outcomes of university studies have changed compared to a decade ago. Technological developments and increased demand for higher education, in addition to policies of lifelong learning, have resulted in specially

designed intensive courses, international degree programmes, MOOC-s (Massive Online Open Courses[1]) and other online courses included in the curriculums, etc. The European Union Lisbon agenda states that education and training systems should become more open and relevant to citizens´ needs, demand in the labour market, and social needs in general (Official Journal of ….2009). In the author´s opinion, the importance of classical degree programmes will diminish in the future and students can piece together courses they like from the universities they like. Moving in this direction, will bring major changes to the systems of higher education and its financing policies.
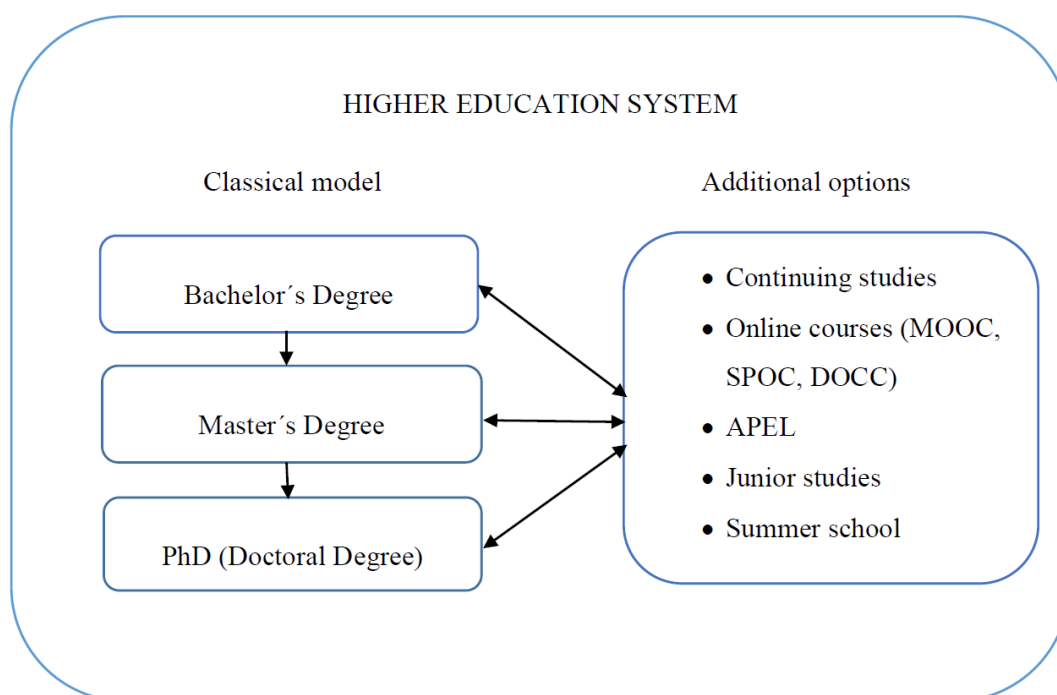
Figure 1. General higher education system[2] (compiled by the author)

Universities are facing an increasingly competitive environment where the ability to offer study programmes and courses that correspond to the market needs, is one of the key factors of success. In an increasingly globalised world, and with the expansion of higher

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[1] MOOC – Massive Open Online Course. An online course that is freely accessible to anyone and often includes open course materials and opportunities for interaction and collaboration between students (European Commission, 2014, p. 58).
[2] SPOC – Small Private Online Course. Similar to MOOC, but used as a blending learning, on-campus experience; DOCC – Distributed Open Collaborative Courses. A course format first piloted in 2013 in the USA where professor at each institution teach their own versioon of the course based on the same core materials. Each professor can develop additional materials for their students, and students can collaborate across the Network. (European Commission, 2014, p. 58).

education provision in emerging economies, European higher education institutions need to develop a strong brand to ensure they remain competitive in attracting students, staff and international partners (European Commission, 2014, p. 8). At the same time, universities, especially public universities, face pressure to find sources of income of their own. Providing additional options for studies is one possibility for a university´s self-funding. Self-financing, and the associated consumer choice, may well represent the summer school´s greatest potential, an interesting part of the development of more customised education to provide for the need of individual profiling (Torenbeek & van Rest, 2014). In the author´s opinion, the possibility to have additional income has been the main motivation for European summer schools so far. Recently, other factors such as being a tool for student recruitment and fostering cooperation with partners have come into light as well.

Although there is no definitive definition for summer school, one of the most common definitions is that a summer school entails a relatively short course, taken during the summer break by students mainly from other institutions and other countries (Torenbeek & van Rest, 2014, p. 3). A summer school is a programme of education offered by a university during the summer months (Torenbeek & Meurs, 2010). The main objectives of the summer schools are to transmit knowledge to people in order to qualify them so that they can perform their job better and use the courses as a means of transferring, adopting and disseminating knowledge generated in other places (Marzo-Navarro *et al*, 2005, p. 55). Nartgun *et al.* (2012, p. 260) summarize the aim of the summer school as following: "to be able to use teaching-learning facilities of the university in summer; for students to be able to follow courses in other universities; to benefit from academic staff through lectures, seminars, training courses, and other similar activities; to graduate from their universities in a shorter time; to compensate for their failures in their previous academic years in their courses; to register for courses they have not yet taken and finally, to increase the productivity of education". According to Zhu & Damian (n.d.) the aims of the summer schools are short-term student international mobility, cross-cultural learning experiences, and students being able to experience different teaching and learning methods. It is common that credit points and certificates are issued after the completion of the course allowing students to transfer it to their curriculum.

The first summer school was started in the United States of America (established by Harvard University in 1871), transferred then to Europe and are now becoming very popular in Asian universities. In recent years, there has been a sudden rise in the number of different summer schools and courses. In the past five years, the number of summer school courses offered in Europe alone grew by at least 200%, but at the same time over 50% of the summer school market in Europe is in the hands of only 6% of the providers (Torenbeek & van Rest, 2014, p. 7). It is estimated that in 2013 around 40 000 students participated in a summer school programme in Europe. The average price for a one-week summer course in Europe is around 750 euros per course, so the participants pay ca 30 million euros in course fees in one summer. In addition to that, many summer schools charge separately for accommodation, and cultural programmes plus the money students spend during their time abroad. This clearly demonstrates how summer schools have become an important income source for the universities. One of the most remarkable examples is a university (in the USA) where their summer school contributes 36% of summer revenue to the university´s general fund. In 2009, it exceeded 2 million USD (Price & Bradford 2010). In addition to direct fee payments from the students, summer schools can and very often do apply for funding through different support schemes and international projects.

But universities are not the only ones benefitting from summer schools. Destination cities and countries enjoy the benefits of summer schools through educational tourism. An educational tourist is a person for whom one of the main reasons for travelling abroad is education or learning (Ritchie, 2003, p. 18). This type of tourism may be categorized into the following dimensions: cultural/historical, eco-tourism/nature based tourism/rural tourism, and study abroad programs (Ankomah & Larson, 2004). Summer school is definitely one incentive for educational tourism and therefore increases the revenue and popularity of the destination, may indirectly help the development of infrastructure, foster cultural exchange and increase welfare of the destination. Helsinki Summer School (2017) is a good example of cooperation between the educational institution and the city to motivate educational tourism. The City of Helsinki provides several events for the cultural programme of the summer school to introduce the city.

The number of different types of summer schools is vast. There are summer camps for pre-school students to prepare them to be ready for school, pre-university summer schools for future freshmen, specialized summer courses for talented children and academic summer courses for university students and adults. A typical summer school programme can include different types of courses which are aimed for different target groups and which may have different lengths (see Table 1). The more intense the competition for students becomes, the more institutions providing educations are creating different courses and set-ups.

Table 1. Various types of summer school courses

Type	Content	Target group
Preparatory courses	Subject-specific preparation course, length up to 3 months	Prospective university students (freshmen); pre-school students
Language courses	Intensive language courses, can last from a couple of weeks up to several months	Depending on the language level; everyone interested in this language
Academic courses	Given on a specific topic or field, length usually up to 3 weeks	Mostly adults, university students, academics
Summer camps	Subject specific, usually up to a couple of weeks	Secondary school students
Professional development courses	Similar to academic courses, can be more practical in nature; length up to 3-4 weeks in summer schools	Working professionals

Source: Nielsen, 2011; Marzo-Navarro *et al*, 2005; Torenbeek & van Rest, 2014; Campleaders.com, 2017; Lungu, 2016 (compiled by the author)

Different from regular short courses that take place throughout the year, summer schools have a very clearly defined and limited time period for activities (up to 3 months, although usually summer schools take place within 1 month up to 6 weeks), they bring together many nationalities from all over the world, combine studying and cultural programme and offer different networking possibilities for the participants. Summer schools are perceived as the sum of their parts and they incorporate both, academic and touristic characteristics (Nielsen, 2011, p. 129). Most summer schools are international, meaning that their goal is to have international staff and students taking part.

Previously mentioned definitions see summer schools more from the participant´s perspective, but it also has several benefits for the university. Summer schools are an effective marketing tool for universities to promote their full-time degree programmes to

potential students (mostly international students). It is also a possibility to use the accommodation and classroom facilities during summer when they are mostly empty, offer additional courses for teachers and professors, and have an extra source of income (Martin, 2003; Marzo-Navarro *et al*, 2005). Summer schools are also a tool for fostering cooperation with partner universities (joint courses and programmes, exchange programmes etc.) and to balance mobility numbers.

Dev (2005, p. 62) classifies the benefits of the summer school for the university into a 4-Rs framework:

- revenue – can be further used to develop programs strengthening reputation;
- reputation – an enhanced reputation raises an institution´s recognition among the general public;
- recognition - a higher level of recognition improves an institution´s ability to recruit top students, faculty, board members and donors;
- recruitment – the ability to recruit high-calibre students, board members, and donors has a direct effect on an institution´s endowment, which can lead to a higher level of endowment spending and further increases in revenue.

Slaughter & Rhoades (2004) argue that all previously mentioned benefits for the university can be seen as academic capitalism. The theory of academic capitalism moves beyond thinking of the student as a consumer to considering the institution as a marketer.

Successful summer schools enhance the reputation of the university and could help to foster cooperation with university partners. If the summer school invites guest lectures, it offers the possibility to discuss other opportunities and to plan joint projects. A summer school is a great tool to introduce the university to prospective students who might consider future studies or recommend the university to their friends. During the summer months, when universities are mainly empty, a summer school can also create additional revenue for the dormitories and cafeterias on campus.

Summer schools have already proven to be successful tools for increasing revenue streams for universities. The benefits do not only include additional income for universities, but further increase the recognition of the university and help marketing

activities to recruit high-quality international students. However, it works only when the courses offered correspond to market needs and offers additional benefits for the participants, as the competition between summer schools has increased in recent years and will continue in the future.

1.2. Customer behaviour specifics and expectations of summer schools´ participants

Educational institutions are service providers meaning that their students can be perceived as customers. The concept of seeing students as customers in educational institutions is not new. The first discussions about whether students should be treated like customers started at the end of the 1990s (Albanese, 1999; Bagley & Foxman, 1997; Franz, 1998). Universities have long histories and traditions, and these organisations are reluctant to change. Universities in their nature belong to the professional bureaucracy group when divided by organizational design. Mintzberg (1981) has characterized this group as the following: "Because it relies for its operating tasks on trained professionals—skilled people who must be given considerable control over their own work—the organization surrenders a good deal of its power not only to the professionals themselves but also to the associations and institutions that select and train them in the first place. As a result, the structure emerges as very decentralized; power over many decisions, both operating and strategic, flows all the way down the hierarchy to the professionals of the operating core". One characteristic of a professional bureaucracy organisation is a desire for stable environment and resistance to change. On the contrary, providing a service to customers, evaluating their satisfaction and designing services, requires changes. These changes can be in processes, management, delivery of courses, support services etc. but most likely these changes affect all stakeholders in the university. Knapp & Siegel (2009) perceive the future of higher education institutions as a decision: reinvent themselves or disappear.

From a service design perspective, students are customers for the universities. The professors and teaching staff can also be seen as customers. The customers of higher education institutions can be divided into following (Soisson, 2013, p. 8; Pitman, 2000, p. 172):

- external customers – potential students, parents, donors, media, other universities and colleges, alumni, community, business and industries;
- internal customers – students, faculty, staff, alumni, administration, student workers, campus community, board of trustees etc.

In the author´s opinion, grasping the idea of seeing students as customers can be especially difficult for public universities and universities with a long history. For private universities, which are fully self-financing, offering services that customers want is a matter of existence. Public universities in Europe mostly receive their funding from the government and research projects and less from the students themselves, which decreases their motivation to see students as clients. But as the competition for international students as well as local students is getting more intense, all universities have to change in order to get the best students, to be able to finance themselves and to do research. Students are now becoming active players who decide what their educational path is, rather than taking a passive role as before. Pitman´s (2000) survey shows that administrative staff are more willing to see students as customers and the customer-service provider relationship is different from the one in a retail environment. These relationships include a greater feeling of empathy with students. The introduction of student fees acted as a catalyst for adopting a student-as-customer model, leaving the higher education sector in the difficult position of trying to balance academic integrity with the requirements of students (Moogan, 2011; Dean & Gibbs, 2015). Research done by Neal Raisman (2006) shows that almost 50% of students in USA leave university due to the perception of the college not caring and/or for poor service.

On the other hand, some authors argue that seeing students as customers might do more harm than good, given that the well-established perception within the business sector of the idea that "the client is always right" might be easily transferred to the educational setting (Orindaru, 2015, p. 684). The customer student inserts a distance in the educational process, while the student should be an active co-producer in the learning process, not a passive consumer (Maringe, 2011). This thought is also supported by Brady (2013), who sees students in multiple roles, not just as a customer. Brady claims that students can be

regarded as assuming the roles of actors, customers, suppliers, raw materials and end products and students can fulfil multiple roles simultaneously.

Summer schools can be found in both private and public universities. It is not rare that summer schools are carried out in collaboration with other higher education institutions from the same region. Summer schools must finance themselves and, even better, earn profit for the owner. Therefore, the concept of seeing the student as a customer is well accepted by the summer school management as well as by the teaching staff. Summer schools participate in larger, institutional level activities which effectively "turn students into consumers, and educators into service providers" (Gibbs, 2001, p. 87). Whilst in higher education, the discussions about whether students should be seen as customers continue, it is not the case for summer schools.

Seeing students as customers prioritises evaluating students´ satisfaction with their experience in the university and retention of students. Student retention is an important target for universities management as student loyalty is supposed to be positively related to student satisfaction and to the performance of an educational institution, at least in the long run (Helgesen & Nesset, 2007). Putting students´ satisfaction in focus should in the end lead to higher quality teaching, programmes that respond to market needs, qualified staff and user-friendly support systems.

Not much research has been done on why students want to enrol in summer school programmes (most commonly summer schools ask it from participants in the feedback surveys but these results are not publicly available) in the first place. Most of the public surveys on students´ reasons for attending the summer schools have been conducted in the USA, which is very different from the summer school market in Europe (J.L.Torenbeek, email, 20.02.2017) . In the USA, universities have high tuition fees and degree studies last longer than in Europe. Summer schools offer a possibility to shorten one´ s studies and to pay less for their overall education (as summer school fees are lower than tuition fees) but surveys show that students´ motivation was sparked also by the fact that there is nothing better to do during the summer, that students wanted to work with a certain professor or wanted to take a course for university admission. The main motivations for attending the summer school are summarized in Table 2.

Table 2. Main motivational factors for enrolling in summer school

Author	Factor of motivation
Price & Bradford, 2010	• finish school/university early or on time, • course is required for their major, • shorter and quicker than a traditional semester, • teachers are more relaxed and spend more time with a student.
Marzo-Navarro, Pedraja-Iglesias & Rivera-Torres, 2005	• completing academic training, • increase the prior training levels.
Scott, 2003	• more concentrated and focused learning, • stronger academic performances, • memorable experiences; collegial and comfortable classroom relationships.
Fish & Kowalik, 2009	• smaller classes and more intimate study atmosphere, • improvement of GPA, • finish university early or on time, • want to take a course that could not fit into the regular academic year, • course is required by the programme, • summer schedule allows to have a job while attending classes, • faculty are more flexible and relaxed in the summer.

Source: compiled by the author

Students´ satisfaction with their studies depends largely on their expectations before the studies. In author´s opinion, students´ expectations of summer school differ a lot from their expectations of degree studies. Considering that summer schools are short term courses, taking place during the summer and bringing together for a short period of time a group of people from different places, it creates very different atmosphere than traditional university studies. Summer schools bring together international students whose incentive is educational tourism. Participants of summer schools going abroad evaluate their experience not only based on the course and overall organisation of the summer school, but their perception of the city, its people, transportation, weather etc. For example, due to a particularly rainy summer, students projected their dissatisfaction with the weather to the whole Tallinn Summer School experience.

Another important aspect of summer schools is their very heterogeneous group of participants. There are not only university students in summer schools but also working professionals who have graduated university some time ago and people from very

different age groups and backgrounds. This is another characteristic of summer schools, as these student groups have different motivations to enrol as well as expectations.

Scott (2003) carried out a survey about expectations of intensive courses. According to this, the expectations of the course participants can be categorized into 4 groups:

- classroom environment,
- teacher characteristics,
- teaching methods,
- evaluation.

Each group is explained in more detail in Appendix 1. It is important to note that Scott focused on intensive courses, not specifically on summer schools. Intensive courses are a part of summer schools, though the latter also includes a cultural program.

Marzo-Navarro *et al.* (2005) survey shows that there are three elements that affect students´ satisfaction levels: teaching staff, enrolment and organisation. In the author´s opinion, these are also all valid for summer schools as their programme consists of several intensive courses. However, as the summer schools also include a cultural programme, organisers have to take into account that participants have expectations of out-of-classroom activities as well.

Nielsen (2011, p. 134-136) explored the expectations of participants in QUB Summer School (Ireland) and these can be summarised as following:

- use of the university facilities – although summer school students are aware that during summer period many facilities in the university might be closed, the expectation still is that the most necessary facilities, such as the library, cafeteria etc. will be open during the summer school;
- international students expect cultural activities that will introduce local culture, history and customs. Also, international participants expect that there will be free time to arrange independent trips to nearby cities;
- authentic experiences – for example in QUB Summer School jam sessions were carried out by Americans or American songs were played. This was not something that students wanted;

- courses that are out of ordinary – either the courses are on a very specific subject or the teaching method is different from the traditional university.

The author agrees with Nielsen´s note that achieving a balance between education and tourism is difficult for educational providers. Nielsen (2011) even argues that some form of hybrid student-tourist or student as explorer is becoming an important segment for universities that seek to maximise revenue potential. Universities could approach these types of groups by offering them tailor-made courses which also include very specific cultural activities and by doing so, motivate educational tourism.

Some universities have even gone one step further and have designed courses only open to an international audience (for example English Language Summer School in Tallinn University of Technology in 2011-2013). These types of summer school courses are mainly put together to foster cooperation with bilateral university partners with whom the exchange of students will be arranged. These courses might be marketed only on international markets to attract the target audience. On the other hand, considering that participants are also expecting authentic experiences and interactions with local people, excluding the latter decreases the attractiveness of the courses and summer school in general.

In conclusion, there are many different aspects that students are expecting from summer schools. At the same, time the main benefits for the universities are important to consider as these determine the success of the summer school for the university. Successful summer schools meet the requirements from both sides (Table 3).

Table 3. Main features of successful summer schools

Features determined by the participants	Features determined by the university
• quality of courses – everything related to the courses (materials, assessment, information about the course), content of the courses, teacher (distinguished professor, expert in the field etc.) and teaching methods; • interesting social programme – interaction between local students and international students, experiencing local customs, local life and getting to know the culture, trying out new things etc.; • supportive organisation – facilities where the summer school takes place, overall management and carrying out the summer school, students´ support.	• income source – summer schools are an additional source of income for the universities. The more participants attend the summer school or the higher the course price, the more important the marketing of the summer school becomes; • recruitment of international students – summer schools are tools for international full-time student recruitment. However, it requires summer schools to offer courses demanded by the market and offer them at a high quality. Summer schools also offer the opportunity to get to know the university and its facilities, which influence students´ future decisions; • reputation – high- level courses, an attractive cultural program and world-renowed key note speakers are factors that help improve the university´s reputation. In addition, support services offered and the personal approach to participants influence students´ willingness to recommend the university to peers.

Source: Nielsen, 2011; Scott, 2003; Price & Bradford, 2010; Torenbeek & van Rest, 2014; Dev, 2005 (compiled by the author)

The organisers of summer schools must find a balance between these factors. Students taking part in summer school can be from very diverse age groups, backgrounds and experiences, so their expectations depend also on these characteristics. Not all participants want academic or intensive courses, some would rather enjoy the summer experience and studying is not the priority. Summer schools that manages all of these expectations achieve success. Considering that summer schools are also tool for international degree student recruitment places additional pressure on the summer school team. Summer school cannot be separated from the university, hence the quality and reputation of the summer courses affects the university brand as well and vice versa.

1.3. Design thinking and service design in an educational services context

Design used to be something associated only with products not with services. But as the importance of services has increased remarkably, the idea of designing services has obtained a broader resonance. Service is any activity or benefit that one party can give to another, which is essentially intangible and does not result in the ownership of anything (Kotler & Armstrong, 2010, p. 248). Higher education is increasingly recognized as a service industry, and this puts a greater emphasis on meeting the expectations and needs of its participating customers, in other words, students (Chui *et al*, 2016, p. 132). Hence using service design methods for educational services is suitable.

Service design is quite a new discipline and is a hybrid approach entailing the design of experiences, which borrows from product and industrial design but also sociology and business strategy (Design for Europe, 2015). Service design is designing and arranging the interaction between the service provider and end-user with the use of creative processes and methods (Design Thinkers Academy, 2009). The Design Council (2015) defines service design as making the service you deliver useful, usable, efficient, effective and desirable. Service design embodies 5 different principles (Stikdorn & Schneider, 2011, p. 34; Stranatic, 2014, p. 11):

- user-centred – the application of service design tools and methods enables service designers to gain authentic customer insights and understand their individual service experience;
- co-creative - gaining genuine insights from different (user) perspectives of heterogeneous stakeholder groups in the creation of service process;
- sequencing - service moments are created by combining touchpoints and interactions. These service moments should be organized in such a way as to achieve a pleasant rhythm, ensuring a climatic progress of the customer's mood and communicating the story inherently to the service through each touchpoint;
- evidencing - service evidencing can explain certain aspects of a service touchpoint or process and thus prolong the service period far into the post-service period;

- holistic - holistic approach means cooperation support from different disciplines toward the goal of corporate success.

Using service design methods can help to develop new services or improve current services to raise the customers´ satisfaction and get a competitive advantage on the market. Education is perceived as a service and customers in the educational context are mainly seen as students (but there are also other customers). Service providers are educational institutions, more precisely teachers and professors, although the list of stakeholders is also much broader. Education is a global service, students are mobile and the quality of the service provided is becoming more important. When choosing a university for degree studies, the quality of studies is one of the most important aspects (the rankings of the university, level of research etc.) together with the tuition fee and scholarship offers. A university study programme represents a university product which has to have a high value, flexibility and quality in order to fulfil the education service market requirements (Crisan & Enache, 2011, p. 235). The quality of the study programme and the course as products with value on the competitive educational market, which have to meet the requirements of internal and external customers and stakeholders, begins from the design phase (*Ibid*, p. 239). All touchpoints with the customers have to be carried out in a way that meets the customers´ expectations. Bell (2010) argues that design thinking and service design can offer a thoughtful change for higher education institutions that want to position themselves to better withstand the challenges presented by both old and new competitors. This change is based on understanding students better and putting into a place a mechanism for institution-wide innovation.

The Design for Service Innovation & Development survey, carried out among the members of Service Design Network, showed that nearly half (48,4%) of the agencies who responded were in the education sector. It can be inferred that, for the participants of this survey, the education sector may have a broader meaning beyond schools, universities and other educational institutions, to also include training organisations within other sectors (Sangiorgi *et al.*, 2015, p. 40). Some universities are using service design methods to re-design only part of their services, for example the University of Derby used service design to improve the transition stage from applicant to registered

student with a specific focus on the university enrolment process (Baranova, Morrison & Mutton, 2010). The University of Applied Sciences for Media and Communication in Munich has successfully used service design in their library services (Faust, 2011). Laurea University of Applied Sciences started their service reform in 2006 and first used the service design methods on cafeteria and lobby services (Fränti, 2007). Thus, although universities teach service design, it is still relatively un-common to implement it inside the organisation itself.

The number of services provided by higher education institutions is large and can be classified based on whether these services directly support the main goal and mission of the university or whether they support achieving the main objectives. For example, teaching students and research are the main tasks of the university, but admission services and IT services are secondary services that indirectly support these institutions to achieve their primary goals. Faust (2011) has identified two areas of services in higher education:

- learning services – teaching and support of learning;
- services for learning – these are the support services for students that enable them to learn and use, for instance, library services, enrolment service, housing, IT etc.

Summer schools include both types of services and a unique feature of summer schools is its inclusion of touristic elements as well. These services form a package received by the participants and are later assessed. Most of the participants consume the same services during a short period of time, which puts further pressure on the quality of the services as the goal is to offer a high quality experience so that participants come back the following year and recommend it to their peers, or decide to come back and continue their studies in a full programme.

Design thinking focuses on users and their needs, encourages brainstorming and prototyping, and rewards out-of-the-box thinking that takes "wild ideas" and transforms them into real-world solutions (Morris & Warman, 2015). According to Baert (2015) design thinking is a user-centred approach to problem solving. Design thinking can include several phases. Different authors divide the process of service design into various number of phases (Appendix 2). The best-known and most commonly used design process is the Double Diamond method created by the Design Council (Figure 2).
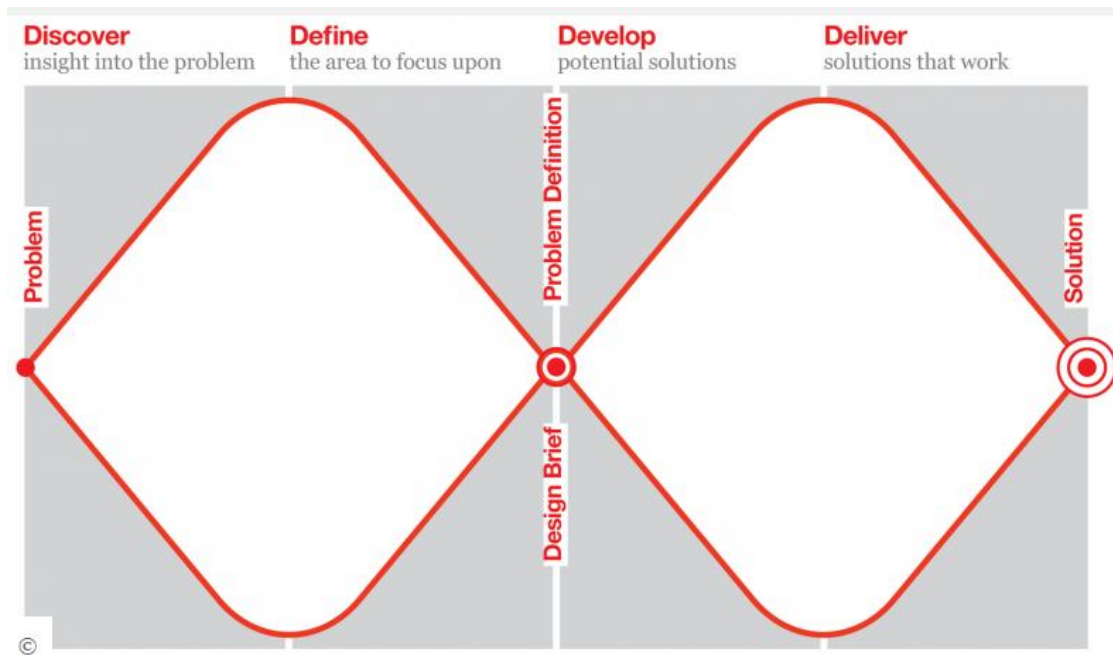
Figure 2. The Double Diamond method for service design. Source: Design Council, 2015

The Double Diamond process starts with defining the problem and collecting insights on the problem (Stickdorn & Schneider, 2011; Design Council, 2015; Kumar, 2013). The idea of the Discover phase is to gather as much information on the topic as possible. It is important to have a clear understanding from the customers´ perspective and motivations but also to have input from other stakeholders. The Discover phase should open the topic as widely as possible.

In the Defining phase, designers will categorise the information gathered in the previous stage. The goal here is to develop a creative brief that frames the design challenge. In this stage, the area to focus on is chosen and the problem defined. Whilst in the Discover phase the idea was to expand the information as much as possible, then in the Defining stage the idea is to select the specific issues or problems to solve.

Numerous solutions will be offered to the problem in the Development phase. In a similar way to the first stage, the focus is on expanding the topic. Solutions or concepts are created, prototyped and tested. This process includes numerous testing of prototypes and modifications that help designers to improve their ideas, and in this stage designers will not take into account which ideas are working and which are not.

The last phase of the Double Diamond method is Deliver and results in the launch of the finalised project. As launching the finalised project requires changes in the service or company, it is important that stakeholders inside the organisation are involved in the design process from early on. Employees´ motivation and engagement is crucial for a sustainable service implementation. Even though the finalised project is launched, it is still recommended to follow up how it works in real situations and return to previous stages if needed.

There are various service design tools that can be used in the different design phases (Appendix 3). Based on the literature and the goal of the Master thesis, author has selected the most suitable design tools for educational purposes (Table 4).

Table 4. Service design tools for summer school service concept

Discover	Define	Develop	Deliver
• mapping the market of summer schools, • interviews with summer school team and participants, • interviews with organizers of other summer schools for benchmarking, • analysis of the participants' feedback, • customer journey map, • stakeholder map, • service safari.	• affinity diagram, • creation of user personas, • brainstorming with summer school team, • analysis of direct competitors.	• co-creation with stakeholders, • Business Model Canvas, • What if…method, • customer journey map.	• service blueprint, • improved service concept, • suggestions are made to stakeholders.

Source: Sangiorgi *et al.*, 2015; Moritz, 2015; Kumar, 213; Design Methods for … n.d.; Stickdorn & Schneider, 2011 (compiled by the author)

In the Discover phase, the emphasis on collecting information from the participants of the summer school. Already collected data and interviews with sample groups are suitable tools but to point out more specific touchpoints and decrease the downside of using secondary data, these should be complemented with customer journey maps and service safari where possible. The downside of the service safari is the timing as summer schools take place only during a limited time.

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User personas will be created during Define phase to formulate the target groups of the summer school and based on the affinity diagram, problems associated to summer school (regardless of their nature) possible solutions will be explored in the next stage. The Development phase should provide a range of solutions to the problems hence it is important to include quite diverse group of stakeholders. At the same time, including previous participants of the summer school might be problematic, especially when most of the participants are from abroad. The Deliver phase includes tools that give the summer school overview of the solutions and suggestions and how time and money consuming these solutions could be.

In the author´s opinion, using service design tools suitable for educational services in Tallinn Summer School creates an opportunity to establish a competitive advantage among summer schools in Europe. There are only a couple of summer schools in Europe (Helsinki Summer School and Maastricht Summer School) that are known to have created or improved their services using service design methods (P. A. Mikkonen, Senior Adviser of Helsinki Summer School, email, 09.01.2017; N. Weschenfelder, Service Designer at Service Science Factory, email, 11.01.2017). Both summer schools are successful and popular among participants, as well as highly recognised by partners.

The higher education market has become more diverse in providing a selection of suitable forms for studying to everyone, but at the same time adding pressure on universities. Summer schools, short courses combined with cultural programmes, can be useful and profitable "products" for the universities during summer months where the facilities are mostly unused. But since the competition in higher education markets, has increased tremendously, summer schools which do not have a well-known brand name or which are new on the market, might not be able to fulfil either the expectations of the participants or the goals set by the universities. Using service design to improve the service concept of the summer school however, might be one opportunity to stand out on the market.

2. DEVELOPING THE SERVICE CONCEPT OF TALLINN SUMMER SCHOOL

2.1. Overview of Tallinn Summer School and research methodology

Summer schools in Europe have gone through substantial changes. In the beginning, courses were mainly offered to a university´s own students, and sometimes students from partner universities were invited to participate (Torenbeek & van Rest, 2014; P. A. Mikkonen, email, 09.01.2017). The first summer schools in Europe had an international aspect but it was not the main factor, while nowadays there are programmes carried out in different continents, so students could spend one week in Europe, one week in the USA and one week in Asia. Of course, these types of summer schools are not yet very common, but many summer schools are carried out in collaboration by several universities in different countries giving students more possibilities to explore and gain experience during a relatively short time.

A decade ago, the majority of summer courses in continental Europe were entirely free, the running costs being covered by government subsidies, and many focused on the local language and culture. They were often part of an inter-university exchange programme, and few carried course credits (*Ibid*, p. 3). Today, most summer courses are financed by students themselves and for universities summer schools are an additional revenue stream. Also, many of the courses give credit points after completion.

In the last 10-15 years, the summer school market in Europe has seen enormous growth. Summer school providers estimate that the market has grown around 200% between 2009-2013 (*Ibid*). It is difficult to assess the number of European universities who offer

summer courses as some summer courses are joint programmes but only the name of the main organiser is published. For example, Utrecht Summer School is a joint venture between 3 universities. Torenbeek & van Rest assessed in 2013 that the number of institutions offering summer courses is around 270. Most probably this number is a very modest assessment though, as in Europe, the number of higher education institutions is around 4000.

Although the market of summer schools in Europe is big, in the author´s opinion Estonian universities have not concentrated on the development of summer schools. One of the first Estonian universities to open a summer school was Tallinn University. Tallinn Summer School (TSS) was established in 2006, although the first courses with the same goal started in the 1990s. Among Estonian universities, University of Tartu and Tallinn University of Technology also offer summer courses, and the Estonian Academy of Arts is planning a summer course in 2017 (Table 5).

Table 5. Summer schools in the biggest Estonian universities in 2017

Summer school (University)	Time	Number of courses	Tailor-made courses	Cultural programme	Fees
Tallinn Summer School (Tallinn University)	July	16	No	Yes, fees range from 210-450 EUR	100-615 EUR (scholarships available)
TTÜ Summer Schools (Tallinn University of Technology)	end of July-early August	7	Yes	Yes, included in the course fee	200-1700 EUR (scholarships available)
International Summer University (University of Tartu)	July	12	Yes	Yes, included in the course fee	430-2050 EUR (scholarships available). More expensive course fees include accommodation and transportation within cities.

Source: Tallinn Summer School, 2017; Tallinn University of Technology, 2017; University of Tartu, 2017 (compiled by the author)

Tallinn Summer School takes place within 3 weeks during July every year, and in addition to academic courses, the summer school offers a cultural programme. It is one of the

biggest providers in the Estonian market with 13 courses and nearly 300 participants in 2016. During its peak year, in 2014, 20 different courses were opened and nearly 400 participants from 54 different countries visited the summer school. Over the course of 2006-2016, nearly 3000 participants have taken part in Tallinn Summer School (Tallinn Summer School reports). As part of Tallinn Summer School, Tallinn Winter School was established in 2009.

Courses offered in Tallinn Summer School can be divided into two categories – language courses, which are the most popular ones, and academic courses (in humanities, social sciences, natural sciences etc.). The number of available courses depends on the input from the institutes who are responsible for providing courses for the summer school. According to the Project Manager of TSS (B. Kirsimägi,interview, 26.01.2017), institutes take the full responsibility for carrying out the course, preparing materials etc. In some cases, the summer school organising team can help to prepare documents and distribute them to participating students. Institutes provide all the necessary information to organisers about the course, target groups and price of the course. There are no directions given on what subjects should be covered by the courses.

The marketing of Tallinn Summer School is mostly done centrally, although there is no budget allocated specifically for it. Institutes are asked to share the information about their courses among their networks and contact lists but the responsibility for achieving target numbers is placed on the organising team. The summer school cooperates directly with Study in Estonia and city of Tallinn in marketing. None of the Estonian universities are doing joint marketing for the summer schools although joint marketing for degree programs have proven to be successful.

Tallinn Summer School is not only an important brand building and marketing tool but also a possible source of future degree students and income for the university. But as the competition in Europe and in the world is rapidly increasing and universities in Asia are entering the market with new concepts for the summer schools, Tallinn Summer School has seen a drop in the number of participants, which means a decrease in incomes as well (Table 6).

Table 6. Financial data of Tallinn Summer School

Year	Number of participants	Revenue from course fees (euros)	Revenue from the cultural program (euros)	Scholarships and other supportive funding from third parties (euros)	Balance (euros)
2011	273	55 785	16 311	20 783	-2613
2012	300	72 807	18 975	16 810	2780
2013	320	76 422	19 120	16 230	2816
2014	363	74 031	23 138	18 900	11 104
2015	352	79 443	17 960	15 484	11 817
2016	267	72 945	14 795	14 200	-6346

Source: Tallinn Summer School reports (compiled by the author)

A comparative case study analysis between Tallinn Summer School and Utrecht Summer School shows the differences in the set-up and organisation of the summer schools (Table 7). Utrecht Summer School is one of the prime examples of a successful summer school which has steadily increased the number of courses as well the number of participants.

Utrecht Summer School includes courses from 3 different universities. There was a joint summer school in Tallinn in 2012, when the summer school was organised between 4 different universities, but due to several reasons the cooperation did not continue. The organisers and management of Tallinn Summer School regard one summer school in Tallinn as an opportunity to grow bigger, provide better service for the participants and attract target groups for whom each university separately is not able to provide suitable courses. Although it is a promising idea, especially due to the relative size of Tallinn, Mr. Torenbeek from Utrecht Summer School has experienced the downsides of a common summer school. Utrecht Summer School is organised in cooperation with 3 universities, with main responsibility resting on Utrecht University. Other universities are responsible for offering the courses. According to Mr. Torenbeek other universities have withdrawn their courses during the enrolling period (which negatively affects the image of the summer school but also means more administrative work for the team), and the goals of summer school are different for universities which also reflects on the quality of courses etc.

Table 7. Comparison of Tallinn Summer School and Utrecht Summer School

Characteristics	Tallinn Summer School	Utrecht Summer School
Participating universities	Tallinn University	Utrecht University, HU University of Applied Science, HKU University of the Arts Utrecht
Number of courses (2016)	13	Over 200
Number of participants (2016)	267	3500
Number of organising staff	1,5 (full-time) + volunteers	3 (full-time) +3 (Feb-August)
Yearly budget on marketing	No certain budget (ca 2000 euros)	10-12 000 euros
Position in the structure	Part of Marketing and Communication Department, subordinated to the Head of Marketing and Communication	Answers directly to the Rector, separate unit in the university
Set-up model[3]	Has characteristics from standalone model and integrated model	Integrated model
Goals for the university	Marketing the university and Estonia; recruitment of full-time degree students; experience for the professors; expansion of Doctoral Schools	Recruitment of full-time degree students; experience for the professors; balancing workload; extra income
Main problems	Quality of the courses; staff issues (motivation of professors), culture programme	Too big; cooperation with partners within the summer school; housing
Feedback from students	Do not ask sufficient feedback about the courses; accommodation is a big issue; courses not what students are expecting	Students give feedback about the courses directly to the faculties (no information); mostly positive; accommodation is the main complaint

Source: B.Kirsimägi, interview, 26.01.2017; A.Jõesaar, interview, 02.03.2017,

J.L.Torenbeek, interview, 29.03.2017 (compiled by the author)

In this Master´s thesis, the author will use service design methods and tools to redesign the service concept for the Tallinn Summer School. The improved concept does not only take into account the participants´ perspective but also makes suggestions about the organisational side of TSS. The author will use the Double Diamond method and different

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[3] Integrated model – numerous objectives, shared responsibility with the faculties, variety of target groups possible, courses from Bachelor to PhD level. Standalone model – specific or limited objectives, automatic unity, specific target groups, direct responsibility (Torenbeek & Meurs, 2010, p. 14)

service design tools (Appendix 4). Table 8 gives an overview of the methods used in th Discover and the Define phase.

Table 8. Methods and samples used in the Discover and the Define phase

Phase	Method	Sample	Source
Discover	Analysis of secondary data and documents	Tallinn Summer School website and social media channels	http://summerschool.tlu.ee/; https://www.facebook.com tallinnsummerschool/ https://www.instagram.com/ tallinnsummerschool/
		Registration and feedback questionnaires of TSS	Registration data and paper form questionnaires from Tallinn Summer School
		Development plan of Tallinn University 2015-2020	http://www.tlu.ee/public/TLUa rengukava/
		Estonian higher education internationalisation strategy 2016-2020	http://archimedes.ee/wp-content/uploads/2016/05/KH-rahvusvahelise-tutvustamise-strateegia.pdf
		Market of summer schools in Europe	http://www.shortcourses portal.com/ http://www.summerschools ineurope.eu/
	Stakeholders map	Interview with the project manager of TSS	Author´s contribution
	Semi-structured interviews	Project Manager of TSS and Vice-Rector for Development and Cooperation of Tallinn University	Interviewees and interview questions are shown in Appendix 4, Appendix 5 and Appendix 6.
		Participants of TSS	
		Director of Utrecht Summer School	
	Service safari	Choosing the course and culture programme, registration on the website	Author´s contribution
	Customer journey map	Based on the semi-interviews and data analysis	Author´s contribution
Define	Affinity diagram	Analysis of the data gathered in previous phase	Author´s contribution
	Creation of user personas	Registration information of the participants and interviews with the TSS team, participants	Author´s contribution
	Analysis of direct competitors	Summer schools offered by other Estonian universities (TTÜ and UT)	http://www.ut.ee/en/admission s/ international-summer-university-2017 https://ttu.ee/studying/ summerschools/

Source: compiled by the author

In the first, the Discover phase, the author will use mainly secondary data from Tallinn Summer School, online portals and websites of summer schools and social media channels. Following this, the author will compile a map of stakeholders and will interview the management and organisers of Tallinn Summer School (Appendix 5), and participants of TSS using semi-structured interview questions (Appendix 6). The semi-structured interview with the Director of Utrecht Summer School (Appendix 5) will be carried out to gather information on the organisation of one of the most successful and best-known summer schools in Europe. The Director of Utrecht Summer School is also one of the best known scholars in the field of summer schools and the main spokesman in Europe.

Questions for semi-structured interviews are based on theory and consider the factors that influence the satisfaction of summer school participants as well as the importance of summer schools for the universities (Dev, 2005; Fish & Kowalik, 2009). The questions for the organisers of the summer schools (both TSS and Utrecht) are divided into 4 blocks:

- management of the summer school,
- marketing plan and strategy of the summer school,
- courses and cultural programme,
- long-term strategy of the school.

Interview questions with previous TSS participants focus more on the reasons of enrolling in summer school, TSS competitors and the choice of the course. Feedback on overall experience, teachers and teaching methods are included as well, as these give an overview of the entire programme from the participants' perspective. The author will use service safari method to get a first-hand experience on the summer school website and registration process as well. In addition, based on interviews with participants of the summer school, a customer journey map will be created to visualise the process as it is experienced by the customers. The Discover phase will give a broader insight into European summer schools, how they are organised and which courses are offered. The current issues in TSS are explored and possible future outlooks from different perspectives received.

In the Define phase, the author will use an affinity diagram to structure the information gathered in the previous stage. The Discovery phase gives a lot of information without a definite structure or topic focus, and in order to define more specific problems, the

information needs to be structured. TSS enrols participants with very different backgrounds, who have different objectives and goals for attending as well as different expectations for the overall experience. Therefore, main user personas are created based on the interviews with the participants and the summer school team, representing the 3 main participant groups. Also, an analysis of direct competitors will be carried out by the author to evaluate the list of courses offered in Estonia and the scope of activities within the cultural programme.

The methods and samples used in the second part of the Double Diamond are shown in Table 9. The Development phase gives an opportunity to focus on possible solutions. Based on the stakeholders map created by the author, the core target group, organising team and some direct stakeholders are included in the co-creation. During co-creation, new ideas and solutions are gathered and, using the "What if…." method, even the most uncommon scenarios will be explored. The author will create customer journey map and business model canvas.

Table 9. Methods and samples used in Development and Deliver phase

Phase	Method	Sample	Source
Develop	Co-creation with stakeholders	Brainstorming to find the solutions to the problems defined in previous stage	Altogether 6 participants (organising team of TSS, volunteers, participants from previous TSS, teachers, international marketing specialist from marketing and communication department)
	What if… method		
	Business Model Canvas	Author together with the team of TSS	Author´s contribution
	Customer journey map	Author together with the team of TSS and participants	
Deliver	Service Blueprint	Analysis and summarization of the results from previous stages. Suggestions and author´s vision on possible service concept.	Author´s contribution
	Improved service concept		
	Suggestions to TSS are made		

Source: compiled by the author

In the last, the Deliver phase, the author will propose service concept improvements and use a service blueprint and summarise previously gathered information. An improved service concept together with business model canvas will be presented and the author´s suggestions for a better user experience are made. The timeline for conducting the research is January-April 2017.

The methods used in all four Double Diamond stages have their pros and cons. To decrease the disadvantages of the methods, several solutions will be used (Appendix 7). The greatest deficiency, in the author´s opinion, is using secondary data for participants´ feedback analysis as receiving the feedback directly from the source would provide better quality of data. However, as the participants of Tallinn Summer School 2016 have already given their feedback to the organisers and are not easily reachable for interviews and focus groups, the author made the decision to use feedback questionnaires and interview five participants of previous summer schools. The five interviewees from the student group are largely representative of the summer school´s different target groups.

2.2. Results of the design research of Tallinn Summer School

The author used various design tools for research. In the Discover phase, the goal was to gather as much information as possible about the summer schools market and Tallinn Summer School. The Author started with the creation of stakeholders map, an analysis of secondary data and documents followed by semi-structured interviews to provide more in depth insight.

In 2006, Tallinn University was the only university in Estonia which offered a full package for the participants under one "umbrella brand" (Tallinn Summer School) – the selection of courses, the cultural programme, accommodation etc. Today, almost all Estonian universities have summer schools, and the three biggest universities are planning to organise in total 33 courses in 2017 (Appendix 8). None of the Estonian summer schools are cooperating with each other, although the International Summer University by the University of Tartu has international cooperation with several foreign universities.

To select the most appropriate people for the interviews and inputs, the author created a stakeholders map of Tallinn Summer School (Figure 3).
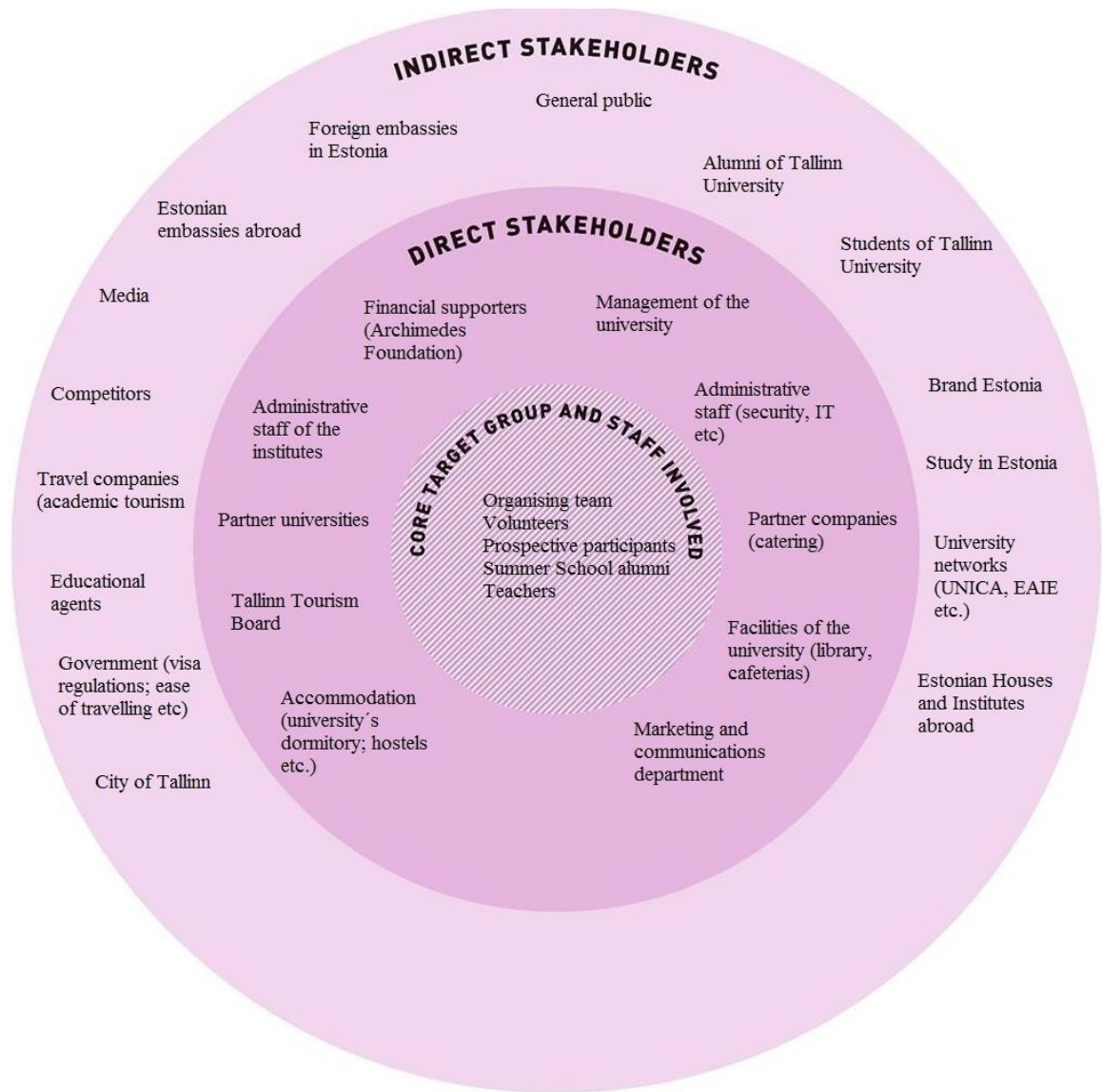
Figure 3. Stakeholders map of Tallinn Summer School (compiled by the author)

The stakeholders map shows that the core target group includes students, professors, the organising team and volunteers. The direct stakeholder group involves different departments in the university but also partner companies, universities and organisations. Indirect stakeholders, like Estonian foreign representatives, university networks, and the media, have less influence on the summer school. The map gives a good overview of the stakeholders whose potential the team has not yet used. For example, partner universities

and companies are the two groups with whom collaboration could result in both more participants and a better experience for the students.

The author analysed participants' registration information during 2011-2016 (Appendix 9). The profile of the average participant has largely remained stable – the average age is around 28-30 years, which indicates that most students are studying at Master´s or PhD level, or are not students at all. Interviews with the teams from Tallinn Summer School and Utrecht Summer School showed the difference in target groups, and who the organisers perceive the customers to be (Table 10).

Table 10. Participants of the summer schools according to the organisers

Interviewee	Main participant groups of the summer schools
Project Manager of TSS	• young adolescents – high school or Bachelor level students – are looking for non-academic courses, mainly study languages, parents cover the costs; • participants from Estonia – either local people or foreigners living in Estonia, interested in languages and less interested in cultural programme; • Master´s and PhD students – looking for academic courses, more price sensitive and dependent on scholarships.
Vice-Rector of Tallinn University	• PhD students – interested in doctoral schools, • tourists – want to have a relaxed environment, looking for additional activities besides sightseeing; • potential students – would like to get to know the university before deciding whether to apply for full-time studies; • current students – in Tallinn University and from other universities.
Utrecht Summer School	• Bachelor level students; • Master´s and PhD students are enrolling on more specialised courses; • participants interested in lifelong learning.

Source: B.Kirsimägi, interview, 19.02.217; A. Jõesaar, interview, 02.03.2017, J.L. Torenbeek, interview, 28.3.2017 (compiled by the author)

Tallinn Summer School has quite a clear understanding of the summer school participants but it has not been used for marketing or course selection purposes (knowing your customers, helps to offer them more suitable courses). Utrecht Summer School, on the other hand, does not differentiate participants so clearly and has a more "*we enrol everyone*" approach. In the author´s opinion, as Utrecht Summer School has already grown quite big (their prognosis is nearly 4200 participants in 2017), the summer school is now experiencing organic growth due to its well-known brand and excellent network

with other universities etc., and the role of paid marketing has decreased (J.L. Torenbeek, interview, 29.03.2017). The situation is the opposite for TSS, where marketing is one of the tools used to raise awareness of itself on international markets, and increase the number of participants, and therefore knowing your customer profiles is necessary.

The combination of academic courses and cultural programme is a unique feature of summer schools. Attendance in Tallinn Summer School´s cultural programme has been quite low and has decreased starting from 2011. Last year, 21,7% of participants enrolled in the cultural program. TSS offers two options for the cultural program – a half program and a full program. The students interviewed pointed out that "*it was too expensive*" and "*the cultural program fee should be included in the whole price*". Some students on the other hand wanted "*to have more flexibility in the cultural program*", so they could pick the activities they want and pay just for these. Several times "*overlapping with the courses*" was mentioned, and almost all the students whose course started on the second or third week felt negatively that "*they could not participate in the international evening and city tour that were held on the first week*". It was also pointed out that "*for the returned students, the cultural programme did not offer anything new*", "*more Estonian culture and history should be introduced*" and "*more options for spare tim*e".

The main source participants found information about TSS is the internet, followed by their home university and a friend. Recommendations from friends and the participant´s home university have become more important and, in the author´s opinion, Tallinn Summer School has not been active in using these channels for marketing. Both, the Vice-Rector of Tallinn University and the Project Manager of TSS emphasised the lack of focus on marketing and no clear strategic focus for the summer school. Tallinn Summer School does not have a clear marketing strategy or a long-term strategic plan setting goals and activity plans. The main marketing tools that TSS has been using, are (B. Kirsimägi, interview, 21.01.2017; annual reports of Tallinn Summer School):

- online channels – social media (Facebook and Instagram), 7 online portals for summer schools, email newsletters to partner universities of Tallinn University and Estonian Embassies abroad. In addition, newsletters are sent to foreign

embassies and together with Study in Estonia, TSS is introduced to potential participants during webinars;

- education fairs and info sessions – Tallinn University recruits full-time degree students from different regions and actively takes part in education fairs in these markets. During the fairs and info sessions arranged in schools and universities, TSS information is shared to prospective students;

- distribution of marketing materials to partners (focusing on tourism) and during several events (Study Abroad Fairs in partner universities, Finnish high school counsellors etc.).

At the end of the summer school, the Tallinn Summer School team asks feedback from students on their satisfaction with the course, teacher and, most of all, about the cultural programme. Feedback questionnaires are filled on paper and do not give sufficient insight on the satisfaction of the students (Appendix 10). Questions do not include numerical feedback which makes it difficult to analyse and compare the results with previous years. The questionnaire focuses more on the cultural programme feedback although the level of attendance there is lower than in the courses. In addition, the questionnaire does not give the overall satisfaction of the participants. In the currently used questionnaire, satisfaction is equalised with willingness to recommend to friends, but in the author´s opinion these indicators cannot be taken as equal, and willingness to recommend to friends is not an accurate measure of the student´s satisfaction. Based on the feedback questionnaires, the author can draw overall conclusions on the suggestions of the participants, but cannot conclude satisfaction levels with the courses or with the organisation of the summer school.

Based on the interviews with students, the author created a customer journey map (Appendix 11) which accurately visualises how students experience the overall journey. Although all students pointed out the positive feeling that the social media channels and TSS website leaves, there are still many factors that could be improved. Despite the positive start, the next touchpoints are either neutral or even negative for the participants. Registration for the summer school is quite a lengthy online process on the summer school website, and the registration form does not adapt to already inserted information. When

students start to register, no information is given on how long the process takes, and at the end, there is no information on what happens next.

The touchpoint with TSS after registration is evaluated negatively by the customers and in the author´s opinion it is something that certainly needs to be changed. As this is the step where students decide whether to enrol or not, it is crucial to provide positive and personal communication with the students. Participants pointed out that the emails they received were lacking a personal touch, were either long or unstructured, and that payment is not very convenient (especially due to the need for two separate international payments). The beginning of the summer school is evaluated as neutral and the last touchpoints, attending the summer school and after the summer school, are positive. In general, there are several key issues that can be improved throughout the process which would have a direct effect on the customers´ experience.

To get a better insight, the author used the service safari method and created a cover persona named Christell Laborde to experience the first touchpoints herself. Christell represented a potential participant for the summer school from France. She was interested in the course "Information and Knowledge Management in Digital Environment" and full cultural program. The author filled out the registration form and received several emails from the summer school team. After filling out an online registration form, a person receives the following email:

Thank you! Your application has been sent to Tallinn Summer School. You will be contacted within 14 days.

The email does not contain any information about Tallinn Summer School (or logo) nor any contact information. In comparison, the author also registered to Helsinki Summer School and their reply and email template is a great example of the designed email (Figure 4).
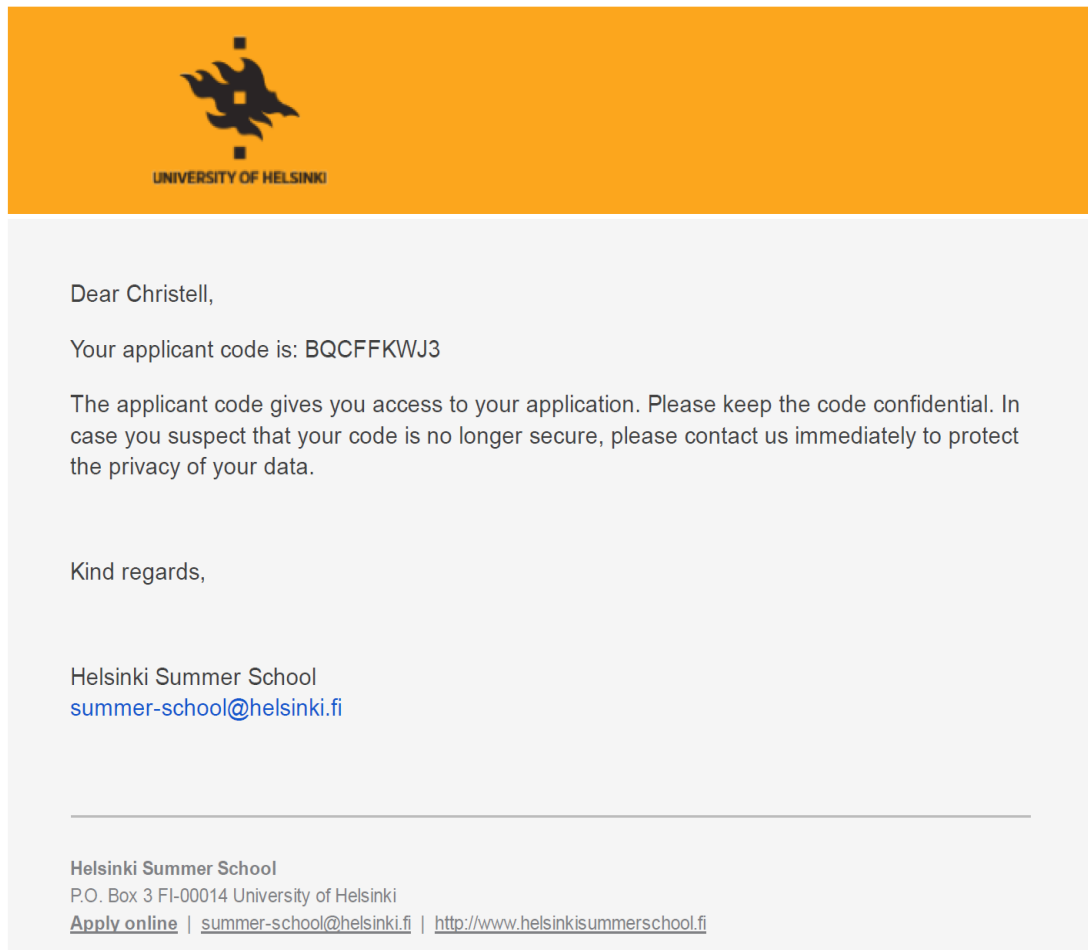
Figure 4. Helsinki Summer School email template (author´s email)

After a couple of days, participants receive the next email from TSS containing their registration information and some follow-up steps (Appendix 12). According to the interviews, these types of emails are confusing, do not build trust and seem unprofessional for the students. The content is unstructured, leaving a greater possibility of missing something important (for example in this case, questions about accommodation). On the other hand, students felt very positive about the chance to join the Facebook group and connect with other participants. This information, however, in the author´s opinion, should not be at the end of the email, leaving the impression rather that it is an advertisement or a signature.

Even though during the service safari the author did not reply to any of the emails, the summer school sent further email containing the invoice (Appendix 12). The email is very laconic, again does not contain any information on Tallinn Summer School, and is

missing a positive invitation to the summer school and friendliness. Although email is sent by the Project Manager of TSS, there is no summer school website in the signature (and students are directed to university´s webpage).

Previous methods in the Discover phase gave a lot of information on different problems and positive factors of the Tallinn Summer School. In the Define stage, the author´s goal was to structure information already gathered and define the problems more clearly. For structuring information, the author created an affinity diagram (Appendix 13). Affinity diagram groups together different problems identified during the interviews and in the feedback questionnaires. The author categorised the issues into 7 separate groups:

- management issues,
- staff issues,
- course related problems,
- cultural programme,
- accommodation problems,
- financial issues,
- marketing and cooperation.

Based on the affinity diagram, most of the problems are related to courses and the cultural programme, though there are also several issues related to staff and professors of the summer school. One of the main concerns that interviewees and feedback questionnaires implied is that the courses are not academic or intensive enough. It is important to note that this is not the case for all courses and the level of courses is quite different. Students identified the lack of information on the website about the courses. There is no information on the teacher, the level of the course and for whom it is suitable. Having only general information about the course leads to differing expectations, and if these expectations are not met, participants are not satisfied. Master´s and PhD students underlined the importance of library access, as the motivation to enrol in summer school is more related to research and during this time they are interested in doing their research as well.

Cultural issues during courses are caused by having a majority of students on one course from the same nationality. TSS has not had a particularly large group of students with the same nationality, but the problem is when all these students take the same course. Participants have said they "*wish for a more international environment in the classroom",* and a large group of students from one nationality causes problems in language classes. Also, "*not enough locals*" were mentioned several times.

Feedback from participants indicated the lack of dedication by some of the professors, relating to staff issues as well. Professors´ motivation problems were mentioned several times by the organisers as well as the students. At the same time, these types of problems hinder the summer school from fulfilling one of its goals – to help to recruit international degree students. Answers to the questions about whether students considered or would consider Tallinn University for their studies were mostly negative, especially because of previously mentioned factors.

Based on the interviews with the participants and organisers of TSS and the analysis of registration information, the author created 3 user personas for TSS. The first one, Andreas represents a young adolescent who is mostly interested in so-called light courses, very often studying a language or enrolling in more creative courses (Appendix 14). He already studies at Bachelor level and is working part-time on campus. As his desire is to travel and explore the world, Tallinn is a good destination for him combining its Eastern and Nordic qualities. Andreas´s main goal is not to actively study in the summer school but rather find new friends and have a great time. He is not very picky in terms of the quality if the company around him is suitable.

Sarah is a first-year PhD student from the USA (Appendix 15). Her goal is to do research and the course that is offered in TSS is quite unique. She found out about TSS through her professional network. Sarah is passionate about her field of research and would like to have access to the internet and library during her stay in Tallinn. She hopes to meet professionals in her course in order to have deep discussions, and in addition she would like to meet a well-known professor who is giving public lecture.

Olavi, who represents people living in Estonia, is nearly in his 40s (Appendix 16). His main goal is to improve his language skills as due to his work he needs it more and more. He is not interested so much in the cultural programme and social events and prefers to spend this time with his family and friends. Also, he is not very keen on interacting with other participants.

Analysing direct competitors to Tallinn Summer School – summer schools organised by other Estonian universities – shows that the timing of summer schools varies a little but there is a major overlap between Tallinn Summer School and International Summer University (University of Tartu) (Appendix 8). Also, the focus of the courses is similar, although TSS focuses more on language courses and Tartu on international relations. The University of Tartu summer school prices already include accommodation and in some cases local transportation, so the fees seem higher. TTÜ Summer School courses take place at the end of July-beginning of August and focus mostly on IT. As the timing of the courses with University of Tartu is the same as TSS, it is important to create courses that have a different approach and which direct competitors cannot provide so easily (with their own professors).

In the Development phase, the author had a co-creation session with 6 participants who represented the core groups of TSS (volunteer, staff, professor and students) as well as a marketing department representative from the direct stakeholders group (Appendix 17). The goal of co-creation was to brainstorm solutions to the problems marked on the affinity diagram but in addition, to find new angles for solutions by using the "What if … "method. Stakeholders agreed with most of the problems brought out in the affinity diagram.

The "What if…" method is suitable to foster disruptive thinking (Motivate Design, 2014). The author´s goal was to let stakeholders think of the summer school without limits and to find unexpected solutions. One outcome of the co-creation session would be an ideal summer school concept (Figure 5).
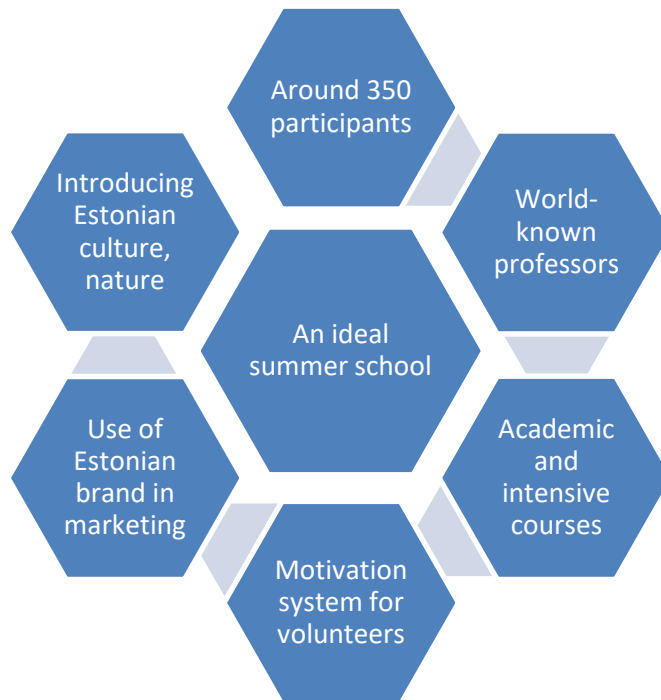
Figure 5. An ideal summer school based on co-creation with stakeholders (compiled by the author)

Co-creation provided several new focus points, as it included groups like volunteers and the marketing department as well. Although volunteers were mentioned multiple times in the feedback questionnaires, direct feedback from them was missing. The main problems with the volunteers started after a change of the volunteering system by reducing their benefits for the work being done. It is crucial to understand that volunteers are the face of the summer school and hence it is necessary to motivate and train them.

The marketing person is responsible for the overall international marketing of Tallinn University and also promotes Tallinn Summer School on international markets. Although Tallinn University is the only university in Estonia which uses study fairs and info sessions so actively for summer school marketing, the outcome is not very positive. Most of the study fair visitors and attendees at the info sessions are interested in full-time programmes and overlook the information about short courses. Especially problematic are visa issues for students who would like to come from outside of EU.

Some of the solutions suggested during co-creation were as follows:

- to use the Estonian brand and key words in Tallinn Summer School marketing (for example Organic Estonia and how you can be part of it by enrolling in TSS; e-Estonia – become an e-resident while you attend the summer school etc.);

- more marketing in Estonia to the local market - although Estonians are one of the biggest group in summer school, international students do not seem to notice their presence which might be due to their non-attendance in social events;

- scholarships by TSS to best students – for example based on their academic background (winners of Olympiads etc.);

- An Estonian culture starter pack – containing all the necessary you need to survive in Estonia, increases the connection with the country and local culture;

- increase the number of public lectures – free public lectures could increase the interest among locals and create more discussion between participants and professors;

- single room accommodation opportunities – there are no single room options currently although there is a great need.

Next, the author created a business model canvas to better visualise the business model and opportunities that have not yet been used by TSS (Appendix 18). The customer segment for TSS is quite well defined, and the author has added companies and partner universities as possible customers. Both customer groups have the financial means to pay for the courses and send bigger groups to attend the courses. It is especially common for universities in the USA to send students to Europe for the summer.

A value proposition for the customer groups varies depending on the group. Many international participants have indicated that their motivation to visit Estonia was to experience Eastern Europe and to study language in a country where they can also practice it outside of the classroom (for example Estonian and Russian). TSS also offers some quite unique courses (like Gamification) which attracts people.

Revenue streams are mainly the course and cultural programme fee, as well as the accommodation fee. TSS has not been very active in applying for additional funding

through different project schemes, although it might help to reduce the costs of bringing in international professors and help expand the marketing options.

One of the key resources for Tallinn Summer School is the university brand, which helps to build trust, especially in further away markets, but according to the Project Manager, the university name itself does not bring participants. This is the opposite for Utrecht Summer School, where the brand of the university is one of the reasons for a successful summer school and the organic growth they are experiencing.

During the Development phase, the author also created prototypes to "walk through" the customer journey map together with personas to test the changes (Appendix 17). Key factors for summer school participants are the quality of courses, an interesting social programme and supportive organisation. These are the factors the author has also considered in creating prototypes for different touchpoints throughout the journey. It is not possible at this stage to prototype the accommodation, courses and cultural programme experience; however, suggestions from the author should be tested during the next summer school in 2017. The author is testing the support services with the personas, with special focus on those touchpoints that were evaluated as either neutral or negative in the first customer journey map. Prototyping was mainly done via electronic means (Skype and Whatsapp) as the chosen personas were not in Estonia or Tallinn. After testing and multiple changes, a new customer journey map was created (Appendix 19) which includes improvements suggested for the courses, cultural programme and support services.

In conclusion, the design research pointed out various aspects that need improvement starting from not having a clear strategy or focus and ending up with not using all possibilities for increasing revenues. A need for a more specific strategy that is also known to core and direct stakeholders is reflected also by the negative feedback to some of the courses which are not intensive or academic enough therefore not supporting the objective to recruit degree students from the summer school. Communication and marketing are two key areas which are perceived negatively and culture programme which is a unique feature of summer schools has had a decreasing participation rate for years which clearly indicates the need for changes.

2.3. Improved service concept of Tallinn Summer School

The goal of Tallinn Summer School is to provide language courses and academic short courses in various subjects in combination with a cultural programme, to different customer groups. The summer school for the university, on the other hand, should be a marketing tool for international student recruitment and provide experience for professors to teach in a different environment. A successful summer school is an additional income source for the university, and high-level courses improve the university´s reputation.

Participants of the summer schools expect high-level courses, an interesting social programme which would allow them to experience local culture and life, and support from the summer school (access to facilities, management and student support) (Marzo-Navarro *et al*., 2005). The service concept helps to find the middle way between customers´ needs and the university´s strategic goals. The author believes that even with the smallest changes to the service, the organisation could see changes in customer behaviour and satisfaction. To improve the current service concept of Tallinn Summer School, the author used various service design methods and the Double Diamond approach to ascertain problems not only with the service, but also issues inside TSS that might hinder the development of the summer school. The affinity diagram gives an overview of the most mentioned problems (Appendix 13). In the author´s opinion some of the issues that have arisen are easy and cost-effective to solve, and some of the issues need a targeted and strategic approach requiring more time and financial support to be solved.

The author has grouped her suggestions to Tallinn Summer School into the same groups as the affinity diagram (Appendix 20). Some of the suggestions need more time and are costlier to implement for the university and it is difficult to evaluate the precise cost of the suggestions as many of them depend not only on the summer school team but on the strategy of the university and different parties involved. Figure 6 gives an overview of the cost-time analysis of the suggestions made by the author.

High financial cost

- increasing the number of staff members,
- providing access to library and other necessary facilities,
- increase the variety of events,
- fixing internet issues in the dormitory,
- implementing marketing strategy.

- internationally well-known professor to give lectures,
- increase accommodation opportunities by offering more single rooms,
- availability of different payment options.

Needs less time

Needs more time

- strategy of the summer school,
- modifications on the website,
- connection between the courses and English tought degree programmes,
- more information on spending free time in Estonia,
- avoid overlapping of events,
- improving cooperation with the dormitory,
- focus on international markets through networks.

- motivation and training system for the volunteers,
- motivation system of the professor,
- course selection to correspond to markets needs,
- offering tailor-made courses,
- increasing funding through projects,
- cooperation with university partners.

Low financial cost

Figure 6. Cost-time analysis of the suggestions made to Tallinn Summer School (compiled by the author)

The most time consuming and costly recourses are needed to bring internationally well-known professors from abroad to the summer school. Although these kinds of professors are also at Tallinn University and in Estonia, the summer school is international and in addition to international students should involve international professors as well. But as strong academic performance and working with certain professors are motivations for enrolling on summer school courses (Scott, 2003), it is something that should be included in strategic plans. There are several international projects that support the mobility of international professors, so it could decrease the pressure on summer school´s budget.

It is more financial investments rather than time which is needed, to increase the team of summer school and to increase the variety of events and access to different facilities (staff costs) during summer school. Marketing activities, which have so far been somewhat

underdeveloped, need financial investments but could be reduced using joint-marketing and in many cases marketing can be done via partners, newsletters and using other less costly possibilities.

Modifications to the website would require the least time and money, and improving the course list to have more links to the full-time English degree programmes offered by Tallinn University. Increasing the focus on international markets and using university networks to do that would need more cooperation between different university´s departments. The University is a member of several international networks and has many bilateral partners all over the world and putting these contacts into use would not require extra costs from the summer school. According to Zhu & Damian (n.d.), summer schools can also be one of the tools to foster cooperation with international partners and among networks.

In the author´s opinion, the main problem with Tallinn Summer School is the lack of a strategic view and the question of identity. A strategic approach would help to create activity plans and budget planning for each year. Also, it would help to avoid working on hectic ideas that are not fully analysed and agreed upon with the management. Summer schools are not only a valuable tool for international student recruitment but also a tool that is very often used for fostering cooperation with other universities and to offer additional options for their own students (Martin 2003). This is the reason why Tallinn Summer School should have strategic goals and focuses, as setting up cooperation initiatives with partners might take up to couple of years.

Even though the problems can be divided into 7 different groups, the author noticed after analysing the issues and interviews with the project manager of TSS and Vice-Rector of Tallinn University that several issues can be quite easily be solved if there was more frequent communication between concerned parties. In Tallinn University, the Project Manager of summer school is subordinated to the Head of Marketing and Communication Department, showing clearly that there is a miscommunication between the management of the university and TSS team. Set-up like this is not the most efficient at the moment, as TSS is an independent unit inside the department but addresses problems to the head of the department. The TSS Project Manager should report directly to the Vice-Rector

(similarly to Utrecht Summer School where summer school subordinates directly to the Rector) as this line of communication flow helps to set strategic goals and address problems quicker and most probably more effectively. In addition, several problems that were discovered would need the support of management to be solved (for example accommodation, motivation of institutes and professor etc.).

In addition to these problems and issues, customer journey maps have showed several changes that could improve customer experiences without requiring extra effort. Raismann´s (2006) research shows that almost 50% of students in the USA leave the university because of poor service or feeling that the university does not care. Although university studies last longer than summer school, the same problem might stand in the way of achieving the summer school goals for the university (better reputation, an increase in international student numbers etc.). The students interviewed stressed the lack of personality in the emails they received from the summer school team. The emails looked unprofessional and do not reflect the identity of Tallinn Summer School. The author suggests changing the look of the email to become more professional, so that the receiver understands immediately who the email is from and how they can contact the organisation. The email content should be more positive and personal (Dear *student name*) and applicants should be contacted within 2 working days. The shorter the time period for contacting the potential student, the better, as younger applicants even expect answers within 24 hours. In the author´s opinion, the customer service and experience before even arriving at summer school is crucial as this is the period of time when the prospective participant has not yet paid the invoice and can change her mind at any given moment. The prospective participant does not have any confirmative connection with the organisation at this time. The language that is used, the style of communication and the feeling that is created in the prospective student are very important. Participants feel comfortable receiving more emails rather than checking the website for updated information. Interviews showed that students would like to get information about changes by email, or even better, if they could use a mobile app to get all the necessary information during the summer school.

The other group of changes that can be made is on the summer school website. Feedback from students shows clearly that the information on the website is not sufficient for them. In addition, from a marketing perspective the reasons to attend TSS and travel to Tallinn/Estonia are not presented at all. The cultural programme information is presented in an un-attractive way, and scholarship information does not stand out from rest of the webpage. These are changes that could be implemented right away and would have a positive effect on the customer experience as it helps to manage expectations.

Another relevant factor in the TSS service concept improvement is the feedback that is asked from participants and whether and how it is later used. The feedback questionnaire currently used by summer school, is filled out on paper, contains only one question about the course, and has several open questions that make it impossible to perform statistical analysis or comparison with previous years. The feedback questionnaire does not give information on how satisfied the participants were with their overall experience. Some of the questions ("Where did you find out about Tallinn Summer School? And "What is your main motivation to attend summer school?") should be included in the registration form. The author created a sample feedback questionnaire that could be used to collect feedback and later for analysis (Appendix 21). The questionnaire suggested by the author includes more questions about the course and its content. The author´s suggestion is to use only online questionnaires, which make it less time-consuming to process. Online questionnaires allow the flexibility to only publish questions relevant to the respondents (there is no need to ask about the cultural programme if the student did not attend any cultural programme events). To maximise the number of respondents, different prizes could be given out (for example, a discount to the next winter or summer school).

The author created a service blueprint which visualises the processes above and below the line of visibility and gives a better overview of the support services needed to provide the service (Appendix 22). The service blueprint joins the customer, service provider (Tallinn Summer School) and other parties who are involved (other departments in the university, cooperation partners etc.). The blueprint helps to determine the stages where problems arise and which parties are involved in this specific process.

Based on the research done in the previous stages, the author has made multiple suggestions to improve the Tallinn Summer School service concept. Some of the suggestions could be implemented immediately as they can easily be added in to the process. Testing on user personas indicated that these changes could already have a remarkable effect on customer satisfaction. Other suggestions need more thorough planning, and a strategic approach within the university and financial investments are required. The author created an improved service concept which shows changes in the core and supplementary services as well as in the delivery of these services (Table 11).

Table 11. Improved service concept of Tallinn Summer School

Core service	Supplementary services	Delivery
• short courses on various subjects, • 2 types of courses - intensive language courses and academic courses, • special courses on "hot" topics (environment, cyber security, tourism etc.), • courses are given by professors and by practical professionals, • longer courses are built up by modules, • transferrable credit points and a certificate, • tailor-made courses for partners.	• public lectures by key note speakers, • cultural events hand-picked by the participants, • most popular cultural events included in the course fee, • accommodation, • opportunity to take some modules from other universities, • language course teachers are native speakers, • trips to neighboring countries, • unique trips in Estonia (bog, camping, nature trips), • e-residence opportunity for participants, • tailor-made culture programme for groups.	• marketing activities, • online Welcome guide and final information sent before the course starts (2-3 weeks before), • more personal approach and contact with participants before and throughout the summer school, • mobile app as communication tool between the staff and students, • mobile app as a local guide, • professors´ role in the summer school not only to deliver the course but to market the university and the programme, • intense cooperation with international partners, • scholarship opportunities by companies.

Source: compiled by the author

The improved service concept includes suggestions made previously but, in addition, the author has considered changes and trends in international higher education. The Tallinn Summer School team has considered focusing every year on one specific topic and

providing courses only on these subjects. In the author´s opinion, this would limit the market of potential participants and would also limit the topics on which the courses could be held. It is obvious at the moment, that Estonia´s branding is also helping universities on international markets and features used to describe Estonia (e-country, nature and safe environment etc.) are also positively applied to universities. Thus, a situation where the summer school only organises courses on one specific topic unrelated to the Estonia brand, would mean an increase in marketing costs and in the author´s opinion have only a limited positive impact. However, including additional courses on current "hot" topics would add extra value to the summer school and expand the potential audience. Nielsen (2011) points out that courses that are out of the ordinary are also one of the motivations for enrolling in summer school, so offering unique or currently relevant courses gives a competitive advantage for the summer school.

Participants have given feedback that courses should be more intense and academic, whilst at the same time the most popular courses are language courses meaning that most of the income comes from these. The author proposes focusing on two types of courses: language courses (that should be more intense as the time period is very short) and academic courses. This way it is possible to attract an audience who is more interested in languages and at the same time, the summer school does not lose the other part, which is more interested in an academic approach, especially as one of the target groups is Master´s/PhD students.

In the service concept, cooperation with partner universities and companies should have a bigger role. At the moment, these channels are almost not used at all according to information gathered in the Discovery phase. Longer courses could be divided into modules, so that students can study one week in Tallinn and one week somewhere else. This option would make the participation for the student more expensive but could be an option, not an obligation. This kind of collaboration between university partners could foster cooperation in other areas as well (such as student and staff mobility, research, joint study programmes) and further benefit both universities.

Students reflected several instances that the cultural programme should be more flexible and contain events that are both interesting and unique. Some suggestions were "*camping*

in the nature", "*swimming in the bog*", "*hiking in the forests*" etc. The author suggests each year to change some of the events and add something different and unique that students would not find so easily if they were tourists. It would need more time and human resources, but these are the services that participants are willing to pay more.

The delivery process of the service needs to become more personal and friendlier to motivate students to participate. Although during the summer school, when people meet face-to-face, the feedback is very positive, the first contacts with summer school are not as positive as would be expected. Organisation is one of the elements that affects students´ satisfaction with the summer school (Marzo-Navarro *et al*, 2005). Also, students´ loyalty is positively related to student satisfaction and the performance of an education institutions (Helgesen & Nesset, 2007). The author also suggests expanding the role of professors, so they would become the real marketers of the university for the full-time programmes. Once again, this depends on the motivation of the teaching staff and how clearly, they see their role and responsibility. Personal contact with professors and recommendations are quite often the crucial factors in deciding the destination of future studies.

During the 10 years that Tallinn Summer School has been offering courses, the market of summer schools and competition situation has changed a lot. The role of summer schools has changed from being extra revenue source for the universities to being a student recruitment tool, collaboration tool with partners etc. These types of changes require changes within the summer schools to respond to the market´s and university´s needs. Suggestions and improved service concept made by the author consider the trends in the international higher education and the theory on customer motivation and expectations for summer schools. Design research results show that improvements can be done in almost all aspects and features of the summer school, starting from the strategy and vision of the summer school and ending up with smaller changes like visual design of the emails.

Current Master thesis is the first this type of work done on Tallinn Summer School, therefore it is difficult to predict the impact the suggestions would have on the summer school and its participants. In the thesis, author used secondary data and combined it with semi-structured interviews although in the future direct feedback from all participants

could be collected responding exactly to the goal of the research. Opportunity to use service safari and shadowing during the full summer school cycle that could not been done for this thesis, starting from preparing the next summer school until the end of the summer school year, would give deeper and more direct overview of the touchpoints and the whole service received by the participants. This would lower the effect of time that might have influenced the results of this thesis (the interviews with participants were done after 1-3 years). After implementing the suggestions made by the author, analyse on the changes should be done and repetition of the design process to modify the service provided according to the feedback. Also, similar design research could be used in the future for each course separately to balance the level of the courses and to offer the high-quality courses participants are looking for.

SUMMARY

In the very competitive higher education market, universities compete for students, professors, research grants etc. This competition is one of the reasons for opening new programmes, courses and introducing new teaching methods. Public universities, in particular, face pressure to have income sources of their own and this has led to opening summer schools. Nowadays summer schools are also tools for recruiting international degree students and improving the reputation of the university. Summer schools are a combination of short courses and a cultural programme offered by one or several universities in cooperation. For international participants, a summer school might include touristic elements as well.

The number of summer schools have increased enormously and it has had an impact on Tallinn Summer School, the first official summer school in Estonia. Although there has been nearly 3000 participants in 2006-2016, the number of participants has started to decrease in the recent years as well as the participants´ willingness to recommend summer school to their peers. Smaller number of participants directly influences the revenue for the university but also lowers the chance of achieving other goals that university has set for the summer school.

The aim of the Master thesis was to redesign the service concept of Tallinn Summer School and make suggestions to Tallinn University based on the design research. The first chapter focused on educational theory on short academic courses and summer schools. These included also the features of the customer motivation and expectations on enrolling to the summer school, as well as on the service design in educational context. The second part of the thesis focused on design research on Tallinn Summer School and redesigning of its service concept.

Summer schools have to meet the goals set by the university but also to correspond to the expectations of its participants. Summer school participants have various motivations to enrol to summer school which can be categorised into three groups: quality of courses, interesting culture programme and supportive organisation. Participants expect to attend academic and intensive course, enrol to summer school to work specifically with some professor and like to experience different teaching methods. Culture programme should include interactions with locals to experience the local culture and customs. It is important to offer flexibility to participants to choose the activities they would like to take part in but also to leave time so they could explore the destination country or city themselves. The organisational side of the summer school is also important to participants – how the problems they encounter are dealt with, whether they could use the other facilities in the university and what support was given.

On the other hand, summer school must also consider the reasons why it was established in the first place. University's expectations for the summer school are to have an extra income source, to improve its reputation and to recruit international students. The importance of the latter has started to increase in recent years as competition for students is becoming more intense and summer school provides an excellent opportunity to introduce the university, its courses and professors without extra cost for the university. Through summer school, the university could foster its cooperation with partners and networks but also to provide cooperation platform for the professors.

For design research, author used the Double Diamond method and various service design methods suitable for educational purposes. Tallinn Summer School reports and participants´ feedback in combination with semi-interviews were used for initial phase. As a result, author grouped the emerged problems into 7 distinct groups: management issues, staff issues, courses, cultural programme, accommodation, financial issues and marketing and cooperation. All these seven groups had numerous issues that participants or the organising team had pointed out. In their nature, some of the problems could be quite easily fixed, others on the contrary need strategic and long term approach and additional investments. Based on the risen problems, and considering the university goals

for the summer school, several suggestions for improvement of the service concept were made.

One of the biggest obstacles in the development of the Tallinn Summer School is the lack of strategy and vision from the university. This on the other hand, results also in the vague budget planning and absent of marketing plan. But also, might be the reason why professors at the moment do not see themselves as the way to introduce the university, have more international students for their study programmes and a chance to expand the international awareness about Tallinn University. Based on the business model canvas, summer school could have also more revenue streams, diverse target groups and value propositions but these decisions should derive from the strategy.

Research done indicated quite many issues with the courses in the summer school. Courses were not seen as academic and intensive enough, although this cannot be generalised to all courses. Participants are expecting different teaching methods and an untraditional approach to classes but these aspects were missing from the courses. Remote connection between the summer school courses and international degree programmes hinder achieving the goal to recruit more international students to full-time studies. But also, the lack of dedication by the professors is definitely one of the reasons why participants are not satisfied with their courses. The average participant of the Tallinn Summer School is around 28-30 years which indicates that they might be studying on Master or PhD level in the university. This target group expects to have the possibility to use the university facilities (library, computer rooms etc.) but this has not always been possible.

The cultural programme has become less attractive for the participants although it is a unique feature of the summer schools. It is expected to introduce the local traditions, provide more interaction with locals and let the students to explore the surrounding also by themselves. Tallinn Summer School′s cultural programme however is seen as too expensive and not flexible, for returned participants, it does not offer anything new. One of the most critical issues is the popularity of the International Evening but participants who are arriving on the second or third week miss out the event.

Interviews with participants of the summer school stressed the lack of supervision on the touchpoints during the customer journey. Touchpoints were negatively valued especially in the beginning, before coming to the summer school although these touchpoints should be positively seen by the participants. This is also connected to the marketing and communication issues as there is no concrete identity of the summer school used when communicated with the prospective student. The language and style used are not representing summer school atmosphere and were perceived as laconic, unclear and not friendly. A comparative case study analysis with Utrecht Summer School, pointed out the importance of the university brand and strategic decisions on the summer school. The university brand in Tallinn Summer School´s case do not bring automatically students to summer school but help along as public university increases the trust in the farer markets.

Based on the findings, redesigned service concept of Tallinn Summer School focuses more on the development of courses as this is one of the main motivations for participants to enrol in the summer school. Tallinn Summer School could have more academic courses and intensive language courses (which are more popular at the moment), complemented by special courses on currently actual topics. These changes would expand the target groups and allow to offer courses for different customer segments. This would also support the one of the main goals of the summer schools – recruiting of international degree students. Having well-known key note speakers in the summer school adds an extra value and could help to market the summer school to a broader audience, also this could have positive impact on the number of locals participating in the school.

The cultural programme could include more free events and be more flexible for the participants. The customers would be interested in hand-picking suitable events but of course it requires more preparations from the summer school team. The cultural programme should be more connected with Estonia and its branding – for example showing Estonian nature, providing unique experiences in Estonia and to even help the students to become e-residents of Estonia. It should include events that would also attract local people as it increases the interaction between locals and international participants.

Supportive organisation is the third key motivation among the participants to enrol. Although during the summer school the organising team offers positively valued service,

improvements could be done in different touchpoints with the participants. The communication style and language used should be welcoming, more personal and very clear. As the target group involves very different age groups, backgrounds etc., it is important that every prospective candidate feels welcomed and is well informed about the process. Volunteers and professors, who are the faces of the summer school, should be better informed on the goals of the school. Training and motivation system for volunteers should be developed to provide better service for the participants and to build up network of volunteers. Supportive organisation is in author´s opinion strongly connected to the strategy of the summer school which should be set in place and which could give the direction and guidance not only to the summer school team but to other stakeholders (marketing and communication team, professors etc.). Having clear strategy and vision helps to plan courses and other supportive activities well ahead and also to pay more attention to the aspects that are critical in achieving the goals.

Current topic could be further researched using primary data and design tools that could not been used this time. The negative effects of secondary data were decreased by the interviews but due to limited time author could not shadow the actual summer school period for this thesis. In the future, courses and culture programme of the Tallinn Summer School could be taken into focus and more research on specific features should be done.

Although the summer schools have a very long history, there is not very much academic research done, especially on European market. In the USA, the situation is far better due to the North American Association of Summer Sessions which unites organisers of the university summer programmes in the USA, Canada and Mexico. At the moment, there is no association for summer schools in Europe which collects statistics and works on the development of the area. In the future, more research could be also done on the European summer schools especially in the light of rising popularity of Asian universities and much better funding opportunities.

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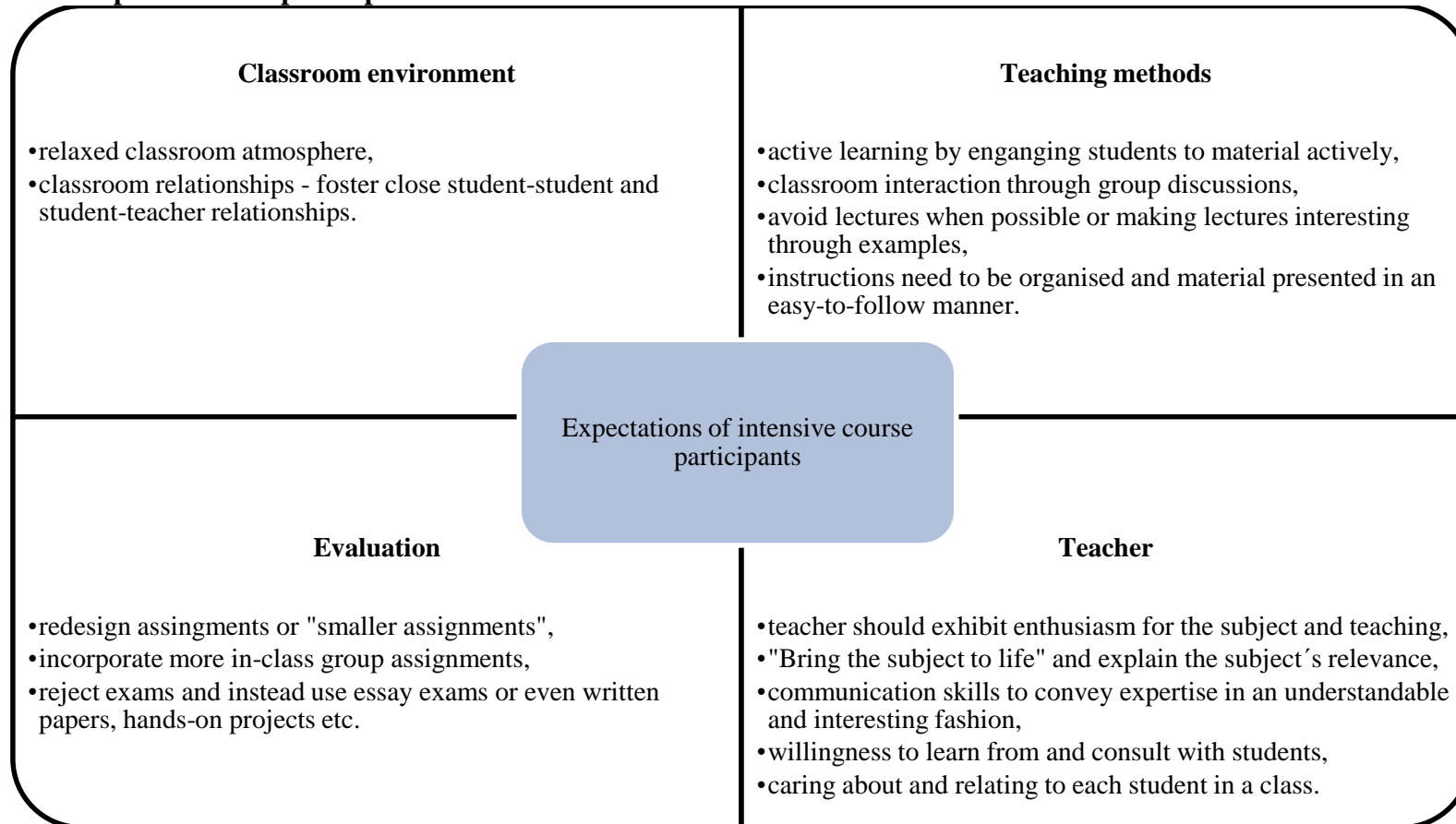
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Appendix 1. Expectations of participants of intensive courses

Classroom environment

- relaxed classroom atmosphere,
- classroom relationships - foster close student-student and student-teacher relationships.

Teaching methods

- active learning by enganging students to material actively,
- classroom interaction through group discussions,
- avoid lectures when possible or making lectures interesting through examples,
- instructions need to be organised and material presented in an easy-to-follow manner.

Expectations of intensive course participants

Evaluation

- redesign assingments or "smaller assignments",
- incorporate more in-class group assignments,
- reject exams and instead use essay exams or even written papers, hands-on projects etc.

Teacher

- teacher should exhibit enthusiasm for the subject and teaching,
- "Bring the subject to life" and explain the subject´s relevance,
- communication skills to convey expertise in an understandable and interesting fashion,
- willingness to learn from and consult with students,
- caring about and relating to each student in a class.

Source: Scott, 2003, compiled by the author

Appendix 2. Service design processes

Stickdorn & Schneider, 2011	Design Thinkers Academy, 2009	Stanford Design School, 2017	Moritz, 2005	Design Council, 2015
Exploration – gaining a clear understanding of the situation from the perspective of current and potential customers of a certain service.	Discovering – research into customer journey, experiences from end-user and social space.	Empathise - Understand the experience, situation and emotion of the person who you are working for.	Understanding – finding out and learning about clients, contexts and service provider.	Discover - covers the start of the project. Designers try to look at the world in a fresh way, notice new things and gather insights.
Creation – all about testing and retesting ideas and concepts.	Concepting-developing ideas with end-users and clients.	Define – Process and synthesis the findings to form a user point of view that you will address.	Thinking – giving strategic direction by strategic and analytical tasks that help to plan, review, analyse and give a project direction.	Define - designers try to make sense of all the possibilities identified in the Discover phase. The goal is to develop a clear creative brief that frames the fundamental design challenge.
Reflection – prototyping service concepts in reality or circumstances close to reality. It is important to consider the emotional aspects of a service.	Designing – designing touchpoints and service systems.	Ideate – focus on idea generation and translate problems into solutions. Explore a wide variety and large quantity of ideas to go beyond the obvious solutions to a problem.	Generating – developing concepts, creating solutions.	Develop - solutions or concepts are created, prototyped, tested and iterated. This process of trial and error helps designers to improve and refine their ideas.
Implementation – implementing a new service concept which demands a process of change.	Building – building all touchpoints, developing marketing and communication strategy.	Prototype – build to think. A simple, cheap and fast way to shape ideas o you can experience and interact with them.	Filtering – selecting ideas and combining concepts, evaluating results and solutions.	Deliver - the resulting project (a product, service or environment, for example) is finalised, produced and launched.

Appendix 2 continued

Stickdorn & Schneider, 2011	Design Thinkers Academy, 2009	Stanford Design School, 2017	Moritz, 2005	Design Council, 2015
	Implementing – delivering the service to the user.	Test – ask for feedback on the prototypes. Learn about the user, reframe your view and refine your prototype.	Explaining – enabling understanding by sensualisation and mapping. Making concepts tangible, showing future possibilities.	
			Realising – implementation and delivery.	

Sources: compiled by the author

Appendix 3. Service design tools

Discover	Define	Develop	Deliver
• brainstorming, • market research, • user studies, • stakeholder map, • service safaris, • shadowing, • customer journey maps, • The Five Whys, • A Day in the Life, • expectation maps, • personas, • interviews, • focus groups, • insight matrix, • mystery shopping, • benchmarking.	• brainstorming, • co-creation workshops, • What If, • storyboards, • design scenarios, • service prototypes, • affinity diagram, • user personas, • design brief, • Fishbone diagram, • LEGO Serious Play, • touchpoints, • visual thinking, • sticker vote.	• co-creation workshops, • concept design, • project presentations, • Business Model Canvas, • storytelling, • experience prototyping, • think tank, • open space technology, • feature tree, • randomiser, • concept-linking map, • foresight scenario.	• protoyping, • service blueprints, • scenarios, • business plan, • service protoype, • simulation, • Wizard of Oz, • use cases, • specifications, • strategy roadmap, • vision statement.

Source: Stickdorn & Schneider, 2011; Design Methods for ….,n.d.; Sangiorgi, *et al.,*

2015; Moritz, 2015; Kumar, 2013 (compiled by the author)

Appendix 4. Service design methods used and timeline

Phase	Method	Time	Sample	Source	Result
Discover	Analysis of secondary data and documents	January-February 2017	Tallinn Summer School website and social media channels	http://summerschool.tlu.ee/ https://www.facebook.com/tallinnsummerschool/ https://www.instagram.com/tallinnsummerschool/	Mapping the European summer school market and getting the overview of the current situation of Tallinn Summer School
			Registration and feedback questionnaires of TSS	Registration data and paper form questionnaires from Tallinn Summer School (in 2011 – 164 feedback given students, 2012 -193; 2013 -239; 2014-217; 2015 – 199 and in 2016 -102 students)	
			Development plan of Tallinn University 2015-2020	http://www.tlu.ee/public/TLUarengukava/	
			Estonian higher education internationalisation strategy 2016-2020	http://archimedes.ee/wp-content/uploads/2016/05/KH-rahvusvahelise-tutvustamise-strateegia.pdf	
			Market of summer schools in Europe	http://www.shortcoursesportal.com/ http://www.summerschoolsineurope.eu/	
	Stakeholders map		Interview with the project manager of TSS	Author´s contribution	Better understanding who are the stakeholders of TSS and their importance

Appendix 4 continued

	Method	Time	Sample	Source	Result
Discover	Semi-structured interviews	January-March 2017	Project Manager of Tallinn Summer School Birgit Kirsimägi Vice-Rector for Development and Cooperation of Tallinn University prof. Andres Jõesaar	Interview questions are shown in Appendix 5 and Appendix 6.	Current situation of Tallinn Summer school and how it is organised, the problems and feedback from the participants. The potential outlook for TSS, suggestions from the students, comparison with Utrecht Summer School (especially on the organisational matters)
			Participant of TSS 2014 Pin-yu Chen (Taiwan) Participant of TSS 2015 Franca Santia (Argentina) Participant of TSS 2015 Lonni Besançon (France) Participant of TSS 2016 Sergio Mendoza (Spain) Participant of TSS 2016 Anna Rogulina (USA)		
			Director of Utrecht Summer School Mr. Drs. Jeroen L. Torenbeek		
	Customer journey map		Based on the semi-interviews and data analysis	Author´s contribution	Current view on customer journey and touchpoints with TSS
Define	Affinity diagram	February-March 2017	Analysis of the data gathered in previous phase	Author´s contribution	Structuring the topics into groups and narrowing the problems
	Creation of user personas		Registration information of the participants and interviews with the TSS team, participants	Author´s contribution	Creating main target personas for TSS and focusing on their needs to limit the scope of problems
	Analysis of direct competitors		Summer schools offered by other Estonian universities (TTÜ and UT)	http://www.ut.ee/en/admissions/international-summer-university-2017 https://ttu.ee/studying/summerschools/	Mapping the direct competitors in Estonian market to evaluate the list of courses offered

Appendix 4 continued

	Method	Time	Sample	Source	Result
Develop	Co-creation with stakeholders	February- March 2017	Brainstorming to find the solutions to the problems defined in previous stage	Altogether 6 participants (organising team of TSS, volunteers, participants from previous TSS, teachers, international marketing specialist from marketing and communication department)	New angle for the problems and viable solutions involving mostly core target group and direct stakeholders.
	What if… method				
	Business Model Canvas		Author together with the team of TSS	Author´s contribution	Testing improved touchpoints with selected personas.
	Customer journey map		Author together with the participants		
Deliver	Service Blueprint	March-April 2017	Analysis and summarization of the results from previous stages. Suggestions and author´s vision on possible service concept.	Author´s contribution	Improved service concept is created and suggestions to the management of Tallinn University are presented. Changes are implemented.
	Improved service concept				
	Suggestions to Tallinn University				

Source: compiled by the author

Appendix 5. Semi-structured interview questions to the management and organisers of summer schools

A) Topic: Management of the summer school
    A1. What are the goals of the summer school for the university?
    A2. How is the summer school placed in the university´s structure? Is it the most suitable place in your opinion?
    A3. How satisfied are you, personally from your position, with the results of the summer school?
    A4. What are the main problems in your opinion?
    A5. Is the summer school self-funding?
    A6. How successful is it in applying for extra funding through projects, EU funds etc.?
    A7. How big is the summer school team and how are the tasks divided? How many volunteers are involved?
    A8. How is the summer school set up – when do you have the list of courses, do the marketing etc.?
    A9. Financial part – how are finances divided between the summer school, the university and institutes/faculties?
    A10. Accommodation of the summer school participants – how it is organised and by whom? What are the main problems?

B) Topic: Marketing plan of the summer school
    B1. Who do you see as the target group of your summer school?
    B2. How big is the yearly marketing budget and how it is distributed between different channels?
    B3. How do you evaluate the effectiveness of the marketing done?
    B4. Who are the main competitors and potential cooperation partners?
    B5. Is the summer school a valuable tool for international student recruitment?
    B6. As word-of-mouth is an important marketing tool, do you (and how) keep contact with the alumni?
    B7. Have you determined certain target markets/regions and why (not)?
    B8. Who are direct competitors of the summer school?

C) Topic: Courses and cultural programme
    C1. How is the selection of courses done?
    C2. What are the key factors for successful course?
    C3. What would you change in the course management?
    C4. Is it important to focus on specific topics or keep the list of courses as wide as possible?
    C5. How are the participants´ feedback with the cultural programme? What are the most popular social programme events?
    C6. (TSS) As the number of participants taking part in the cultural programme is decreasing, what would be your recommendation for the future?
    C7. The importance of the key note speakers

D) Topic: Long-term strategy of the summer school

      D1. What would be the lookout for international higher education market in the next 3-5 years?

      D2. What would be the vision of the summer school for 2020? How would you describe the summer school in 2020?

      D3. What are the expectations for the summer school from the management?

      D4. How could the management of the university help to achieve these goals?

      D5. Who should be the long-term partners for the summer school?

Appendix 6. Semi-structured interview questions to the Tallinn Summer School participants

A) Topic: Motivation for enrolling to TSS
   A1. What were the reasons for attending the summer school?
   A2. What were the summer schools you considered and why?
   A3. Why did you choose TSS?
   A4. What were your expectations regarding the course and the cultural programme?
   A5. What were the key factors that you considered?

B) Topic: Course, teacher and cultural programme
   B1. How satisfied in general you were with the course/with the teacher/facilities?
   B2. How would you evaluate the teaching methods?
   B3. What did you like the most?
   B4. Did the course fulfil your expectations?
   B5. What would you change in the course? And in the cultural program?
   B6. How actively did you participate in the cultural program?

C) Topic: Overall management
   C1. How would you evaluate your user experience from start to the end?
   C2. How easy was to register to the course? How quickly you received replies to your questions?
   C3. Was it easy to find all the facilities? Did you have access everywhere you needed/wanted to go?
   C4. Did you have problems with accommodation?
   C5. Would you recommend participating in TSS to your friends? Why?

Appendix 7. The pros and cons of service design methods used

Method	Pros	Cons	Solutions
Analysis of the secondary data	Data easily accessible from various sources, less time consuming than gathering the information yourself	Outdated data, data was gathered with different purpose	Combining with interviews and information from experts
Semi-structured interviews	Qualitative, possibility to ask additional questions and focus directly on some topic that comes out during the interview, gives thorough insight from experts	Time consuming, limited access to interviewee	Combining with theoretical part, focusing on most critical aspects
Affinity diagram	Helps to structure big quantity of information into separate groups	Could be time waste if the information load is small or all information related to one issue	Combining with theory to be sure there are several factors involved which might be the problem
Brainstorming	Brings innovative ideas on the table, everybody is equal and ideas are not evaluated	Requires competent moderator, ideas might be unworkable	Use the help of experienced moderator, choose the participants carefully
Creation of user personas	Helps to visualise and characterise the main customer(s)	Are not easily tested and are still summarisation of data	Combine with the data and interviews, use several personas
Co-creation with stakeholders	Cost-effective, combines several viewpoints together, feedback from the source	People might not be honest when other parties involved, one participant might have strong influence on the others	Include a competent moderator, choose the participants carefully, combine with theory
What if… method	Helps to expand the number of ideas, helps to let go of clichés	It is hard to let go of some ideas and clichés	Combine with examples and real benefits of the method
Customer journey map	Visualisation which is easily understandable and gives a good overview, includes various aspects and parties involved	Requires a lot of quite detailed information to have a useful tool	Include the customers to assess and give their feedback, also the organising team. Combine with theory.
Business model canvas			
Service blueprint			

Source: Stickdorn & Schneider, 2011; Kumar, 2013;

Servicedesigntools.com,2017; Design Methods … (n.d.) (compiled by the

author)

Appendix 8. Summer school courses in three biggest Estonian universities

Tallinn Summer School (Tallinn University)			
Course name	Time	Cost (EUR)	Comments
Estonian language	10-28.07	490 /440*	Social programme fees are 210-450 EUR and accommodation 85-165 EUR.
Russian Language	10-28.07	490 /440*	
English Language	10-28.07	400/350*	
ImprovEnglish	17-28.07	320/270*	
Chinese Language for Beginners	10-21.07	150	
Creative Psychotheraphy	17-28.07	450 (2 weeks)/250 (1 week)	
Creative Writing in English	23-28.07	350/300*	
Storytelling, Comics and Illustrations	10-14.07	300	
Shortfilm	10-28.07	615	
Gamification Workshop	17-21.07	250/200*	
Information and Knowledge Management in Digital Environment	10-14.07	300/250*	
The Formation of Global Norms in a Changing World Order	10-21.07	350	
Social Entreprises: Using Your Creativity and Sensitivity	10-14.07	250/200*	
Design of Serious Games	10-14.07	250/200*	
Experimental Interaction Design	24.07 – 4.08	450/350*	
Estonian Language Online Course	Jan-March	100	

International Summer University (University of Tartu)			
Course name	Time	Cost (EUR)	Comments
After the Empire: the Collapse of Communism and Beyond	2-22.07	1985 (3 weeks)/1590 (2 weeks)	In cooperation with the University of Latvia; price incl. social programme, accomm., travel within Riga and Tartu
European Encounters: Diversity and Integration from West to East	2-29.07	2050	In cooperation with Utrecht Summer School; price incl. accomm., social programme and transportation between Netherlands and Estonia.
Integrating Educational Technology with 21st Century Learning	3-14.07	950/650	Incl. accomm.

Appendix 8 continued

International Summer University (University of Tartu)			
Social Dimension: Estonian Business Environment, EU-Russian Relations and Baltic Regional Security	9-29.07	1985	Fee incl. accomm., social programme and local transport
Social Dimension: Estonian Business Environment and EU-Russian Relations	9-22.07	1395	Fee incl. accomm., social programme and local transport
Social Dimension: EU- Russian Relations and Baltic Regional Security	16-29.07	1395	Fee incl. accomm., social programme and local transport
6th Martens Summer School on International Law	24-28.07	50	
Juri Lotman and the Semiotics of Culture	3-14.07	850/550	Higher fee incl. accommodation
Craft Camp	9-15.07	950	Fee incl. accomm., social programme and local transport
Viron kielen kurssit suomalaisille	20-29.07	563	
Estonian Language with Instruction in English	24.07 – 4.08	430	

TTÜ Summer Schools (Tallinn University of Technology)

Course name	Time	Cost	Comments
Secure E-Governance	26.06-9.07		
English Language and Nordic Culture	24.07-6.08	1400	
Practical Robotics with 3D Printing	24.07 - 6.08	1400	
Logistics Summer School	23-25.08		Only in Estonian
Valuable Cutlural Landscapes of Europe	August	1700	Fee incl. accomm. and social programme.
Cyber Security	10-14.07	200	Organised by Information Technology Foundation for Education (Estonia), Tallinn University of Technology (Estonia), Ravensburg-Weingarten University of Applied Sciences (Germany), the University of Adelaide (Australia), the University of Tartu (Estonia), and supported by Estonian Ministry of Education and Research; target group PhD students and junior researchers.

 *price for students

Source: Tallinn Summer School, 2017; Tallinn University of Technology,
2017; University of Tartu, 2017 (compiled by the author)

Appendix 9. Statistics of Tallinn Summer School 2011-2016

Year	Courses	Total nr of participants	Participants from abroad	Participants from Estonia	Number of countries	Female vs male participants	Average age (years)	Main information source	Registered in cultural program	Willingness to recommend to a friend	Top 3 countries
2011	18	273	192	81	42	52% vs 48%	28,6	Internet 42%; university 27%	27,5%		Estonia (29,7%); France, Germany and Latvia (all 4,4%)
2012	19	300	251	49	50	55% vs 45%	29,6	Internet 57%; university 25%	25%		Estonia (16,3%); Germany (7,3%); Russia (7,6%)
2013	18	320	271	49	49	58% vs 42%	28,4	Internet 44%, university 28%, friend 16%	24%	98,4%	Russia (16,9%); Estonia (15,3%); Germany and Finland (4,7%)
2014	20	363	301	52	54	56% vs 44%	29,6	Internet 36%, university 33%, friend 16%	23,1%	98,3%	Estonia (14,3%); USA (11,6%); Russia (10,5%)
2015	18	352	313	39	57	58% vs 42%	29,6	Internet 44%, university 32%, friend 13%	19,8%	98%	Estonia (11,1%); Russia (9,7%); Germany (6,8%)
2016	13	267	237	30	53	49% vs 51%	28,5	Internet 41%, university 25%, friend 18%	21,7%	96%	Russia (12%); Estonia (11,2%); German (6,7%)

Source: Tallinn Summer School reports (compiled by the author)

Appendix 10. Tallinn Summer School feedback questionnaire

Dear Student,

Your opinions and constructive criticism are highly important for us! Please mark the answer most suitable and give us as much feedback as you think is necessary to improve and develop Tallinn Summer School.

Thank you very much!

I participated:
- □ Estonian Language
- □ Russian Language
- □ English Language
- □ Chinese Language for Beginners II
- □ Creating Your Own Photo Story
- □ Creative Psychotherapy
- □ Creative Writing in English
- □ Crossmedia Production. Spreading a Story the Multimedia Way!
- □ Design of Serious Games
- □ Digital Filmmaking: Make a Short in Three Weeks
- □ Doctoral Summer School in Curriculum Studies
- □ Experimental Interaction Design
- □ Information and Knowledge Management in Digital Environment
- □ International Financial Law, Regulations, and the Global Financial Crisis
- □ Research methods in HCI
- □ Social Work and Social Policy Issues at the International Level
- □ Urban Youth and Social Acceleration
- □ Международный территориальный брендинг

Did you attend?

All the classes

Most of the classes

Half of the classes

Less than half   of the classes

Where did you find out about Tallinn Summer School courses, for the very first time? This answer is very important, so please take a minute to remember.

Internet (Google, search word Tallinn/Estonia)	□
Internet (Google, search word summer school)	□
Internet (Google, search word ....(please specify))	□
Internet (Facebook)	□
Internet (Facebook ad, competition)	□
Internet (Other, please specify..)	□
Home university	□
Educational fair (please specify the country....................................)	□
From a friend	□
Other (please specify...)	□

What would you consider useful in order to get information concerning your course?

Appendix 10 continued

Internet   □
Brochure   □
Other   …………………………………………………...............□

**Would you recommend Tallinn Summer School to a friend? Please comment
your answer.**
Yes   □   No   □
....
How do you evaluate your **language teacher/course leader**?
……………………………………………………………………………………
 How do you evaluate **culture programme generally**?
……………………………………………………………………………………
How do you evaluate **Dance Workshop**?
……………………………………………………………………………………
How do you evaluate **IMPACT Workshop**?
……………………………………………………………………………………
How do you evaluate **Trampoline Workshop**?
……………………………………………………………………………………
How do you evaluate **administration**?
……………………………………………………………………………………
How do you evaluate the **information guide?**
……………………………………………………………………………………

COMMENTS
What suggestions do you have for improving the Summer School (what did you like,
what did you not like)? **What was a major disappointment?**
....

Tell us the most interesting story that happened to you during summer school
(information can be used to advertise Tallinn Summer School) **What was the
highlight of the summer school**?
....

Your name: ....
(You don't have to write your name, but we would appreciate it if you did)

Thank you! **If you attended culture programme, please see last page**

<u>**Culture programme (if applicable)**</u> **Please evaluate on the scale of 1-10 – 1 being
the lowest and 10 the highest grade**

July 14,
Guided tour in Old Town   _____
Welcoming Reception   ____
July 15,
Lecture on Estonian art by Heie Treier   ____

Appendix 10 continued

July 16,
Afternoon with an Estonian movie – „A Lady in Paris"   ____
July 17,
Tour around Kadriorg and a visit to KUMU Art Museum   ____
July 18,
International evening   ____
July 19–20,
Trip to Pärnu and Haapsalu:
Guided Tour in Haapsalu   ____
Salevere Salumäe matkarada   ____
Keemu Bird-watching Tower   ____
Jõekääru Camping   ____
Guided tour in Pärnu____
July 21,
The Youthful Absurdity of the Fast and the Furious. Keynote Lecture by Prof. Patrick
Laviolette ____
July 22,
Bicycle trip at seaside Tallinn   ____
July 23,
Afternoon with an Estonian movie – „Mushrooming"   ____
July 24,
Round Table: Eastern/Western European Youth Patterns? ____
1980s Dance Party ____
July 25,
Risks and Pleasures in Youth Activist Scenes in Russia. Keynote Lecture by Prof.
Elena Omelchenko   ____
Estonian Open Air Museum   ____
TSS Treasure Hunt ____
July 26–27,
Trip to Tartu and Peipsimaa:
Guided Tour in Tartu   ____
Tour in Peipsimaa   ____
Alatskivi Manor House   ____
July 28,
Lecture of Estonian economy by Meelis Kitsing   ____
Afternoon with an Estonian movie – „Tangerines"   ____
July 29,
Information session on studying at TU   ____
Movie evening with Tsitsi Dangarembga   ____
July 30,
Visit to Lennusadam (Seaplane Harbour)   ____
Kehrwieder Coffee place ____
Oaas   ____
Lost Continent   ____

Appendix 11. Customer journey map of Tallinn Summer School

	Searching information on summer schools	Registering	Confirmation of participation	Start of the summer school	Summer school	After summer school
Customer process	• Landing at TSS website • Browsing through the social media channels • Navigate for course information and cultural programme information	• Filling out the online registration form	• Receiving the registration email and invoice • Paying for the course and accommodation • Checking flight tickets	• Arriving to Tallinn • Finding a way to the dormitory and to the University • Registering on site	• Attending the course and cultural programme	• Leaving back to home • Sending personal feedback to organisers
Internal process	• Keeping the website and social media channels up to date	• Saving and checking registration information • Requesting for additional information	• Issuing invoice • Sending information to the dormitory • Checking payment • Issuing visa invitation if needed	• Welcoming packages for the participants • Registration table setting-up • Training volunteers	• Organising events • Coordinating the courses and materials for the courses	• Ending summer school project for the year (reports, analyse etc) • Social media channels and website updates

Appendix 11 continued

	Searching information on summer schools	Registering	Confirmation on participation	Start of the summer school	Summer school	After summer school
Experience	☺ • Website creates positive feeling • Information is easily found • Expenses are shown clearly	• No information on how long does the registration take time • Confusing registration for cultural program 😐 • I do not know yet when I plan to arrive or leave	• Not very warm and welcoming emails • Must make 2 international payments, not possible to pay by credit card • Not a personal approach • Seeing that I am missing the first week events (International evening, reception) • Positive that I can already join social media groups and connect with other participants ☹	• No explanation on how to get to the dormitory • Not very welcoming reception at the dormitory 😐 • Team at the University is friendly and welcoming • Welcome package is good	☺ • New friends and contacts • Interesting events • Sightseeing • New experiences • Missing some cultural program events	☺ • Made new friends • Sad to leave but overall experience was good • More happy with cultural programme than with the course

Appendix 11 continued

	Searching information on summer schools	Registering	Confirmation of participation	Start of the summer school	Summer school	After summer school
Improvements and key learnings	• Scholarship information not easily found • Cultural program information is not well presented • More accommodation options • Feedback from previous participants should be shown • Information on Estonia and Tallinn should be on the website (what is it? How to get here? etc.) • „About us" would increase trust, show experience and give information on organisers, university • Information on the professors should be on the website	• The course list on the registration sheet could be linked to the course information • Presenting cultural programme information more clearly and attractively • General information section should adapt to previously inserted information (asking arrival and departure date from local is not necessary) • After registering the information what happens next should be given	• All emails should have personal touch • Emails should be more professional (more structured, with logos, correct contacts) • Giving information on how to get to Tallinn, to the dormitory and to the University is essential at this point	• Guide given with the welcome package should be sent before and be online as well (contains a lot of information needed beforehand) • Changes needed in accommodation	• Email notifications on changes in the schedules/courses • For marketing purposes, students could take over social media channels for some time (Instagram) • Finding sponsors for the summer school (coffee, snacks etc)	• Should ask feedback online • Ask participants to share their blog/social media posts about summer school • Thank you letter to all participants and information on Tallinn University´s full-time programmes

Source: compiled by the author

Appendix 12. Emails received from Tallinn Summer School team (registration email and email sent with invoice)

Hello Christell,

We have received your application for participating in Tallinn Summer School. We appreciate your interest and are very glad to welcome you in Tallinn.

You have registered for following:
Information and Knowledge Management in Digital Environment
Full Cultural Programme
  Tour around Kadriorg park and visit to KUMU Art Museum
  Bicycle trip
  Seaplane Harbour
  Visit to Kiek in de Kök Museum and Bastion Tunnels
  Trip to Estonian mining museum and Narva
  Trip to Tartu and Setomaa
Trampoline Workshop
  YES
IMPACT workshop
  YES
Trip to St. Petersburg

After a while we will also send you an electronic invoice.

You have applied for an accommodation at Tallinn University's International Student Hostel (July 8 - July 19). I would like to ask you a question, regarding the dates, you put in your registration form: you chose the Cultural Programme which events are scheduled for the whole three weeks of summer school:8-28 July, the second weekend trip is scheduled on 22-23 July. Are you sure, that you period of stay is 8-19 July, or will you stay longer, since you picked the Full cultural programme? Please note that the university doesn't issue an invoice for accommodation, please read more about it here: http://summerschool.tlu.ee/accommodation/ Please note that the hostel requires prepayment!
Should you have any questions, please do not hesitate to get in touch (tss@tlu.ee).

Kind regards,

Meet other participants, ask questions, start a discussion - Join TSS 2017 group https://www.facebook.com/groups/tallinnsummerschool2017/
Also like TSS / TWS Facebook page http://www.facebook.com/tallinnsummerschool

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Dear Laborde Christell,

Please find document attached to the e-mail.

Best Regards,

Olga
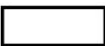
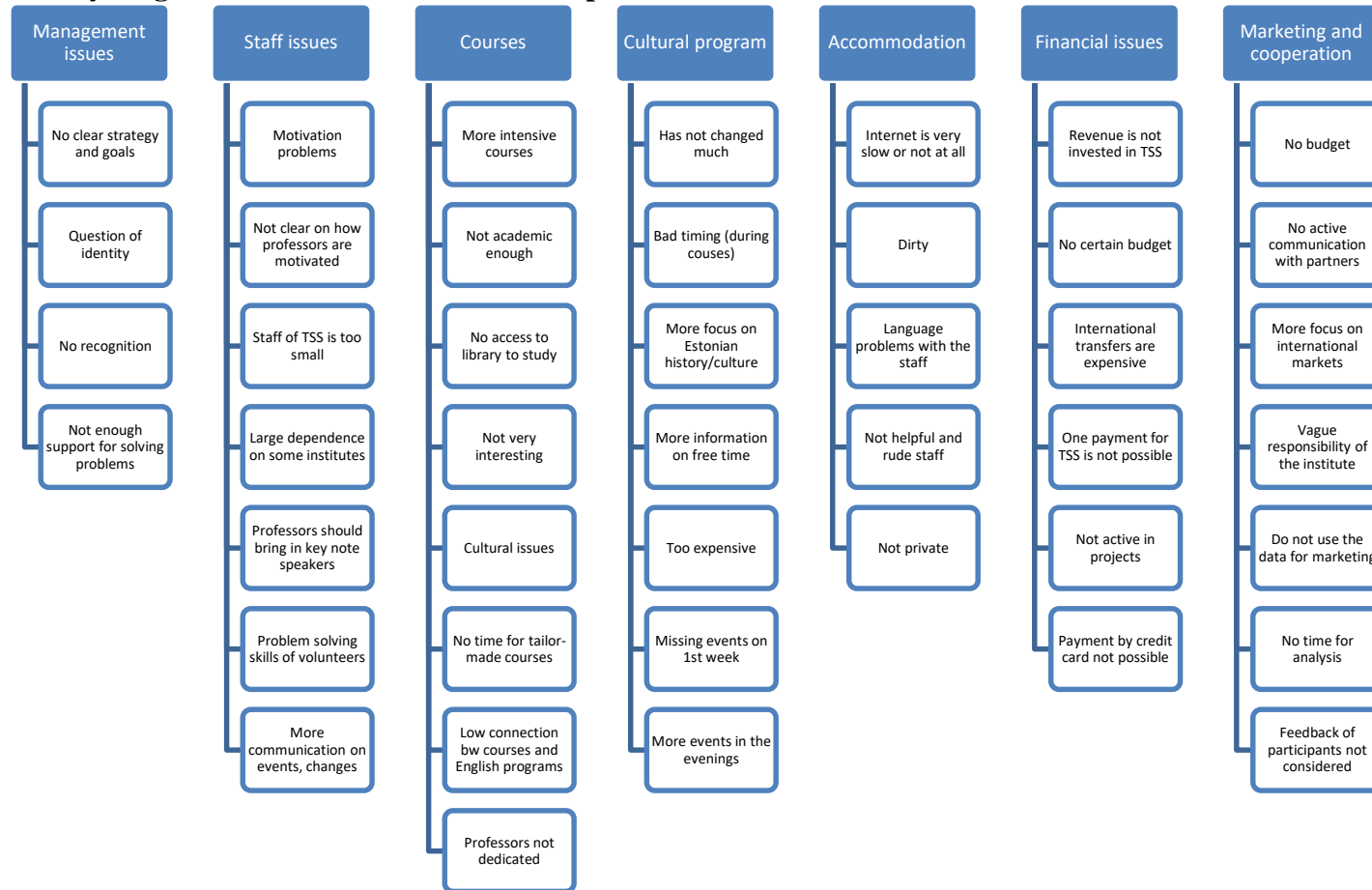International Summer and Winter School Project Manager

Tallinn University

Narva mnt 25, 10120 Tallinn, Estonia

+372 640 9218,

www.tlu.ee | www.tlu.ee/en

Source: author´s emails

Appendix 13. Affinity diagram of Tallinn Summer School problems

Management issues	Staff issues	Courses	Cultural program	Accommodation	Financial issues	Marketing and cooperation
No clear strategy and goals	Motivation problems	More intensive courses	Has not changed much	Internet is very slow or not at all	Revenue is not invested in TSS	No budget
Question of identity	Not clear on how professors are motivated	Not academic enough	Bad timing (during couses)	Dirty	No certain budget	No active communication with partners
No recognition	Staff of TSS is too small	No access to library to study	More focus on Estonian history/culture	Language problems with the staff	International transfers are expensive	More focus on international markets
Not enough support for solving problems	Large dependence on some institutes	Not very interesting	More information on free time	Not helpful and rude staff	One payment for TSS is not possible	Vague responsibility of the institute
	Professors should bring in key note speakers	Cultural issues	Too expensive	Not private	Not active in projects	Do not use the data for marketing
	Problem solving skills of volunteers	No time for tailor-made courses	Missing events on 1st week		Payment by credit card not possible	No time for analysis
	More communication on events, changes	Low connection bw courses and English programs	More events in the evenings			Feedback of participants not considered
		Professors not dedicated				

Source: compiled by the author

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Appendix 14. User persona of Tallinn Summer School (young adolescent)

Name: **Andreas Schmidt**

Quote
„World is limitless. Challenge yourself! "

Profile

Age: 19

Education: studying at Bachelor level in Free University of Berlin

Nationality: Germany

Occupation: part-time barista at campus cafe

Personality: outgoing, makes easily new friends, seldom says „No" to something

Family: 2 younger sisters and father and mother, a dog and a cat. Lives in the dormitory and meets his family 2-3 times a month. Parents support financially.

Story
Andreas is a 19-year-old boy from Germany. He finished high school in Düsseldorf and although he studies engineering, he is more of a free spirit type of person. Andreas wants, as do his friends, to explore the world and challenge himself.
Andreas parents think it is important to know languages, so he wanted to study Russian during summer. He chose Tallinn Summer School because of the possibility to study Russian, proximity to Russia and he has always wanted to visit Eastern-Europe. Also, Tallinn Summer School offers trips to Russia that gives a chance to get a glimpse of this country as well.
He wants to find new friends, have a wonderful experience here and spend time not only in the classroom and sightseeing. He values the local experience.

Technology
- Everything Apple: iPhone, Mac, even iPod
- Anything witty and clever from Japan

Brands and Sites
- Tumblr
- Instagram
- Spotify
- Apple

Needs
- WiFi connection everywhere
- Good company
- Great food and cheap beer
- Excitement

Goals
- Travel the world
- Get a tattoo
- To experience something unique (destination, food)

Frustrations and Pain Points
- Bad WiFi
- No info about the free time arrangements
- Boring classmates during the course

Source: compiled by the author

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Appendix 15. User persona of Tallinn Summer School (Master or PhD)

Name: Sarah Harris

Profile

Age: 30

Education: First year PhD student

Nationality: USA

Occupation: researcher and lecturer

Personality: easily starting new contacts but has few friends, has several hobbies (art, hiking)

Family: Parents live in Europe, older brother with his family lives in another state, sees them couple of times a year

Quote
,, Life is like riding a bicycle. To keep your balance, you must keep moving.''

Story
Sarah is an active PhD student who has almost all her adult life spent in the university. Her goal is to become a professor. During her studies, she has been actively using opportunities for mobility, so she has lived and studied in different countries.
As Sarah´s parents live in Europe, she likes to visit them during summer months and combine it with her research. She found out information about Tallinn Summer School through her professional contacts and found a course that was suitable for her level and matched her interests.
Her goal in summer school is to share her experiences on the field with others and get insights from other professionals. She would like to also work on her research and therefor have access to databases and libraries.
On her free time, she likes to visit art galleries and relax in cafeterias.

Technology
- Apple fan
- Good knowledge in laboratory equipment
- Otherwise not very skilled in use of technology

Brands and Sites
- Tumblr
- Spotify
- Apple
- Research Gate

Needs
- WiFi connection
- Access to library and databases
- Discussions with peers

Goals
- To become a professor
- International living and working experience
- Collaboration possibilities with world-known experts
- Happy family

Frustrations and Pain Points
- Bad WiFi
- No access to library
- No fresh and good coffee
- Weak research teams

Source: compiled by the author

Appendix 16. User persona of Tallinn Summer School (local)

Name: **Olavi Leek**

Quote
„Football without fans is nothing"

Profile

Age: 38

Education: Master´s degree

Nationality: Estonian

Occupation: Head of Planning

Personality: modest and not very outgoing, polite and friendly

Family: Has twin boys and a wife, lives nearby Tallinn

Story
Olavi is an Estonian who works in a local company as head of planning. As the company has started to expand to international markets, the need for English language skills has increased. Summer time is a good time for intensive language course as the workload for Olavi is smaller and the employer supports his studies.
During his free time, he spends most of the time with his family and therefor is not very keen on cultural programme that summer school offers. He does not mind becoming friends with other course mates but is not making an extra effort for being active outside the course.

Technology
- Prefers PC
- Good knowledge in special planning systems
- Fan of robotics

Brands and Sites
- Solidworks
- Washington Post
- Postimees
- Äripäev

Needs
- WiFi connection
- Flexibility in courses
- Free time in the evenings

Goals
- Promotion or better position in another company
- To improve language skills, especially as the company has new international clients

Frustrations and Pain Points
- Bad WiFi
- Too much work
- Not enough time for family

Source: compiled by the author

Appendix 17. Co-creation with stakeholders and testing customer touchpoints
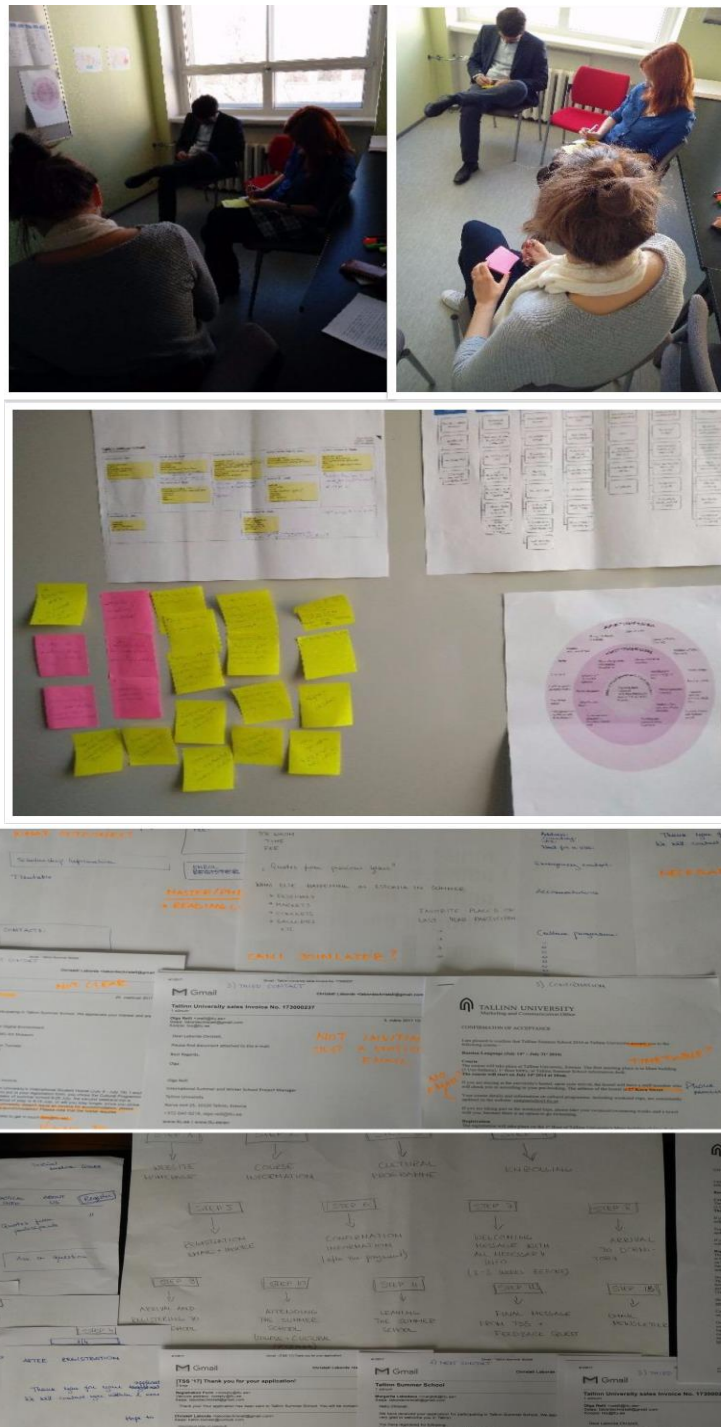
Source: author´s photos

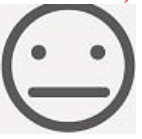**Appendix 18. Business model canvas of Tallinn Summer School**

Key partners	Key activities	Value proposition	Customer relationships	Customer segments
• Other universities • University´s institutes • Scholarship foundations • University offices (IT, canteen etc) • Embassies • Schools • Companies	• Educational training • Academic cooperation • Recreational activities • Administration • Marketing • Creating new networks (social groups)	• Academic courses • Practical language courses • Cultural programme • Tailor-made programmes • Affordable training • Unique location (Nordic and Eastern) • Organised trips to Russia • Clean environment • Summer festivals	• Personal assistance (approach) • Communities (offline and online) • Co-creation	• Young adolescents • Master´s and PhD students • Locals (people living in Estonia) • Tourists • Companies • Partner universities • Unemployed • Retired people
	Key resources • University´s brand • University´s facilities • Networks and connections with other universities and organisations • Volunteers • Organising staff • Professors		**Channels** • Website • Social media • Emails • Partner universities (posters, materials) • Study fairs and info sessions • Embassies • Word of mouth • Tourism info centres	

Cost structure	Revenue streams
• Staff costs • Institutes income (professors´ fee) • Marketing • Cultural programme	• Course fee • Cultural programme fee • Accommodation • Funding from projects (Tallinna Ettevõtlusamet, Archimedes Foundation) • Embassies (cover the costs of international professors) • Companies which support the specific course

Source: compiled by the author

Appendix 19. Customer journey map after testing with personas (text in red indicates modifications after testing)

	Searching information on summer schools	Registering	Confirmation of participation	Start of the summer school	Summer school	After summer school
Customer process	• Landing at TSS website • Browsing through the social media channels • Navigating for course information and cultural programme information • Checking feedback from previous participants • Choosing the right course that corresponds to the level • Scholarship information is clearly shown	• Filling out the online registration form	• Receiving the registration email and invoice • Paying for the course and accommodation • Checking flight tickets	• Arriving to Tallinn • Finding a way to the dormitory and to the University • Registering on site	• Attending the course and cultural programme • Doing homework • Going to summer festivals and other events taking place around the city	• Leaving back to home • Sending personal feedback to organisers • Receiving "Thank you" message from TSS with feedback questionnaire link • Receiving information on study opportunities at Tallinn University
Internal process	• Keeping the website and social media channels up to date • SEO of the website so it would be on top in search engines • Scholarship opportunities are up-do-date and requirements are clearly presented	• Saving and checking registration information • Requesting for additional information if needed	• Issuing invoice • Sending information to the dormitory • Checking payment • Issuing visa invitation if needed	• Welcoming packages for the participants • Registration table setting-up • Training volunteers	• Organising events • Coordinating the courses and materials for the courses	• Ending summer school project for the year (reports, analyse etc) • Social media channels and website updates

Appendix 19 continued

	Searching information on summer schools	Registering	Confirmation of participation	Start of the summer school	Summer school	After summer school
Experience	• Website creates positive feeling • Information is easily found • Expenses are shown clearly • Having more thorough information on the course and the professors • Cultural programme is presented attractively • Several options for the accommodation • Comments from participants is publicly shown next to each course	• Clear information on how long is the registration process • Clear message after submitting the form • Hand-picking the culture programme events	• Received emails have personal touch and these are welcoming and positive • Payment by bank link/credit card and Paypal is possible • Invoice includes all costs (course fee, cultural programme, accommodation) • Seeing that I am missing the first week free events (International evening, reception) • Positive that I can already join social media groups and connect with other participants	• Clear instructions how to get to the dormitory • Mobile phone number in case of emergency • TSS guide has been already received before and student is well prepared • Team at the University is friendly and welcoming • Welcome package is good and contains Estonian survival kit	• New friends and contacts • Interesting events • Sightseeing • New experiences • Missing some cultural program events • Course materials are online and additional materials suggested by the professors are easily accessible	• Made new friends • Sad to leave but overall experience was good • Course matched expectations • Attended only these cultural events that matched the interest

Appendix 19 continued

	Searching information on summer schools	Registering	Confirmation of participation	Start of the summer school	Summer school	After summer school
Improvements and key learnings	• Information on Estonia and Tallinn should be on the website (what is it? How to get here? etc.) • Ask about student motivation to enrol in the registration form	• The course list on the registration sheet could be linked to the course information • General information section should adapt to previously inserted information (asking arrival and departure date from local is not necessary)	• Emails should be more professional (more structured, with logos, correct contacts) • Welcome information is sent 2-3 weeks before start of the summer school. Information sent includes how to get to Tallinn, to the dormitory and to the University. Also, phone number of the TSS contact and TSS Guide is sent by email and uploaded on the website • Information about changes are sent also by email, not only published on the website	• Volunteers to welcome arriving participants in the dormitory	• Email notifications on changes in the schedules/courses • For marketing purposes, students could take over social media channels for some time (Instagram) • Finding sponsors for the summer school (coffee, snacks etc)	• Ask participants to share their blog/social media posts about summer school

Source: compiled by the author

Appendix 20. Suggestions for improvement of Tallinn Summer School

Group of problems	Suggestions
Management	Tallinn Summer School reports directly to the Vice-Rector to have direct communication with the management of the university.
	Creating strategy (3-5 years) for the summer school with clear goals and focuses.
Staff issues	Increase the team of full-time staff to 2 persons – this provides opportunities to start with focused marketing and leaves resources to analyse and activities which require more time and attention. During TSS the team of 1,5 persons has failed to keep the participants updated of the changes and they run out of hands to solve all the problems. Bigger team can have the chance to work on tailor-made courses.
	Motivation and training system for the volunteers – trained and motivated volunteers are crucial help for the team during the summer school. They are also the face of TSS and keeping volunteers motivated, would keep them connected with summer school for more than one year. It is important to train volunteers in problem solving, customer service and international communication.
	Motivation of professors – the change of the remuneration system of the professors has decreased the professors´ motivation and therefor some very popular courses have ended. Demotivation of professors (when they are obliged to give the courses during summer) has been noticed also by the students and it works opposite to the goals that university has set for the summer school.
Courses	Information on courses, levels and professors should be better structured on the website. Prospective participants should get the information on the content of the course, the outcomes and who are expected to attend the course. This helps to manage the expectations and each participant could find the right course.
	Balance between the academic courses and more lighter courses. The focus on the academic or more relaxed courses should come directly from the strategy.
	Bigger connection between the English taught degree programmes and courses offered in summer school.
	Bring at least 1 internationally well-known professor to summer school.
	Avoid having major group of students from one nationality in one course.
	Offer tailor-made courses and communicate it to partner universities and organisations.
	Providing access to library (as well as to databases) and computer rooms for the participants.
Cultural programme	Increase the variety and offer different type of events.
	Use "hand-pick the event" model where possible.
	More information on free time – for example share information about last year´s favourite places, what is happening in Estonia, events etc.
	Stronger focus on Estonian history and culture, more options for seeing local life – possible to apply some parts of YSF model (local guide, contact person etc).
	Avoid courses and culture programme to overlap.
	International evening and city tour (which are two most popular events) should take place for participants arriving on the second week.
	More public events to attract locals and increase knowledge about TSS on local market.

Appendix 20 continued

Group of problems	Suggestions
Accommodation	Better cooperation and communication between the dormitory and TSS – dormitory belongs to the university but acts as a separate non-profit. As the team of TSS has not been successful in solving the problems, intervention of the management is necessary.
	Trainings in customer service and English language.
	Increase the options for single rooms.
	Provide additional information on accommodation on the website.
	Internet (wifi) needs to be fixed and work without problems. It has been a complaint throughout the years.
	Improve the cleaning of the dormitory.
Financial issues	Revenue earned should be invested in TSS for development and certain budget for the project manager given (if the university supports TSS and no profit is earned).
	Paypal, bank link and/or payment by credit card options should be available.
	Students should be able to pay only one amount (at the moment the accommodation fee needs to be transferred separately). Division of the funds should be university´s task.
	Find additional funding options through projects (needs more human resource).
Marketing and cooperation	Certain budget for marketing activities.
	Foster communication and cooperation with university partners.
	Clear division of responsibility between the central TSS team and the institutes.
	Focus on international markets through networks and cooperation events (EAIE, NAFSA etc.)
	Attract Estonian students to attend TSS.
	More thorough analysis of the feedback of participants and marketing data.
	Use the online feedback questionnaire with balanced focus between course and culture programme.
	Scholarship information more attractively presented.

Source: compiled by the author

Appendix 21. Feedback questionnaire sample suggested by the author

Tallinn Summer School

Feedback on Tallinn Summer School 2017 (sample)

Dear summer school participant!

Your opinion and constructive criticism are highly important for us! Thanks to your feedback we can improve and develop Tallinn Summer School.

Please mark the answers most suitable and give us your feedback. Thank you!

1. Overall, how satisfied or dissatisfied are you with Tallinn Summer School?

○ Very satisfied

○ Somewhat satisfied

○ Neither satisfied nor dissatisfied

○ Somewhat dissatisfied

○ Very dissatisfied

2. How likely is it that you would recommend Tallinn Summer School to a friend or colleague?

Not at all likely   Extremely likely

0	1	2	3	4	5	6	7	8	9	10

3. Which course did you attend?

[▲▼]

4. Did you attend...

○ All the classes

○ Most of the classes

○ Half of the classes

○ Less than half of the classes

5. How satisfied are you with the course you attended?
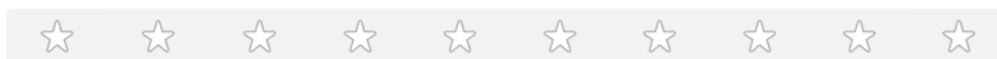
☆   ☆   ☆   ☆   ☆   ☆   ☆   ☆   ☆   ☆

6. How well did the course meet your expectations? Was it...?

◯ A lot better than expected

◯ Better than expected

◯ About what I expected

◯ Worse than expected

◯ A lot worse than expected

7. How would you evaluate the teacher?

☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

Other (please specify)

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8. How well-organized was the course?

◯ Extremely well-organized

◯ Very well-organized

◯ Somewhat well-organized

◯ Not so well-organized

◯ Not at all well-organized

9. Did you take part in cultural programme?

◯ Yes

◯ No

◯ Only free events

10. Overall, how would you rate the cultural programme?

◯ Excellent

◯ Very good

◯ Good

◯ Fair

◯ Poor

11. What did you like about the programme?

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Appendix 21 continued

12. How responsive have we been to your questions or concerns about Tallinn Summer School?

◯ Extremely responsive

◯ Very responsive

◯ Somewhat responsive

◯ Not so responsive

◯ Not at all responsive

◯ Not applicable

13. What is your age?

◯ 18 to 24

◯ 25 to 34

◯ 35 to 44

◯ 45 to 54

◯ 55 to 64

◯ 65 to 74

◯ 75 or older

14. Do you have any other comments, questions, or concerns?

Source: Surveymonkey, 2017 (compiled by the author)

Appendix 22. Service blueprint of Tallinn Summer School

Signalling/Cue	Website and social media Advertisement Emails	University Signs and directions	Attendance sheets Course materials Taking part in events	Certificate Feedback questionnaire
Client actions	Searching for information, choosing the right course, registering and paying the invoice	Arriving at Tallinn Summer School	Attending the course and taking part in culture programme	Leaving Tallinn Summer School
Line of Interaction				
Visible contact employee actions	Replying to emails and phone calls Confirming registrations	Welcoming Registration of the student Giving information according to the registration information Guiding in the university	Solving problems Organising culture programme and events	Receiving attendance certificate Receiving "Thank you" email with feedback questionnaire
Line of Visibility				
Invisible contact employee actions	Replying to emails Updating online channels Marketing activities Confirming registrations Issuing invoices and checking payments Issuing visas Booking accommodation and classrooms Organising events	Setting-up the information desk Preparing the welcome packages Rooms are booked Professors are informed about their classrooms and materials are prepared for classes Training for the volunteers	Checking agreements with cooperation partners for events Students have all necessary materials Checking information about all students Preparing for the farewell Printing certificates Preparing documents needed for students	Checking whether everybody received certificates All students with visas have left Taking care of the payments Reporting Dismantling information desk
Line of Internal Interaction				
Support processes	Registration/reservation system Working website and social media Needed infrastructure Collaboration with partners and with university departments	Cooperation with other university departments Communication with professors	Accounting Communication with professors Printing and copying	Database Sending out newsletters Accounting

Source: compiled by the author

RESÜMEE

TALLINNA SUVEKOOLI TEENUSEKONTSEPTSIOONI ARENDAMINE
Kätlin Keinast

Tänapäeval konkureerivad ülikoolid omavahel nii tudengite, õppejõudude, kui ka teadusrahastuse pärast. Konkurentsi tihenemine on pannud ülikoole pingutama ja pakkuma välja uusi kursuseid ja õppekavasid ning võtma kasutusele uusi õppemeetodeid. Lisaks sellele on eelkõige just riiklikel ülikoolidel üha suurem vajadus leida täiendavaid finantseerimismeetodeid ehk teenida ise raha. Viimane on aga üheks põhjuseks just suvekoolide loomisele. Esimene suvekool avati juba 1871. aastal, kuid oma populaarsuse on nad saavutanud viimase paarikümne aasta jooksul. Plahvatuslik kasv suvekoolide arvus on toimunud 5-10 aasta jooksul ning suvekooli kontseptsioon on pidevas muutumises.

Suvekoolid pakuvad kombinatsiooni lühikursustest ning kultuuriprogrammist, mida pakutakse kas ühe või mitme ülikooli koostöös. Välisriikidest pärit osalejate jaoks sisaldab suvekool ka turismi elemente. Haridusturul on väga suur arv erinevaid suvekoole. Osadel on väga kindlad sihtrühmad (näiteks talendikad koolilapsed, ülikooli esimese kursuse tudengid jne.), osad on suunatud vaid välisosalejatele ning koduturul neid kursusi ei pakuta ning mõned teevad koostööd oma rahvusvaheliste partneritega ning viivad läbi koolitusi kõikidel kontinentidel. Antud magistritöö keskendub suvekoolidele, mis on suunatud kõikidele täiskasvanutele nii koduriigis kui ka välismaal.

Hoolimata suvekoolide suurest ja kiirest arengust viimastel aastatel, ei saa autori hinnangul väita, et Eesti ülikoolid oleksid suvekoolide arendamisele fokusseeritult lähenenud, kuigi kõigil kolmel suuremal Eesti ülikoolil on oma suvekooli bränd. Kõige

esimesed suvekursused korraldati juba 1964. aastal Tartu Ülikooli poolt ning esimese suvekooli lõi Tallinna Ülikool – Tallinna Suvekool – aastal 2006.

Ajavahemikus 2006-2016 on Tallinna Suvekoolis osalenud ligi 3000 osalejat, kuid viimasel paaril aastal on osalejate arv hakanud vähenema. Üheks võimalikuks põhjuseks on suvekooli kontseptsiooni mitte arendamine, samal ajal kui konkurents turul kasvab ning konkurendid aktiivselt oma teenuse pakkumist täiendavad ja turule uusi lahendusi pakuvad. Sellest lähtuvalt olid magistritöö peamised uurimisküsimused:

- Mis on peamised tegurid, mida suvekooli osalejad ootavad ning mis mõjutavad nende rahulolu suvekooliga?
- Mis on ülikooli juhtkonna jaoks tegurid, mis määravad suvekooli edukuse?

Magistritöö eesmärgiks oli luua Tallinna Suvekooli täiustatud teenusekontseptsioon ja teha ettepanekud Tallinna Ülikoolile suvekooli arendamiseks lähtudes teenuse disaini uuringust.

Teoreetilises osas keskendus autor akadeemilistele lühikursustele ja suvekoolidele ning nende tähtsusele kõrgharidusturul. See sisaldas samuti teoreetilist ülevaadet suvekoolis osalejate motivatsiooniteguritest kui ka faktoritest, mis mõjutavad nende rahulolu ning ülevaadet teenusedisaini meetoditest ja nende rakendamisest kõrghariduskontekstis. Töö teine osa sisaldab disainiuuringut Tallinna Suvekooli põhjal ning praeguse teenusekontseptsiooni parendust.

Ülikoolid rajavad suvekooli enamjaolt kindlate eesmärkidega, samal ajal on aga suvekooli osalejatel omakorda ootused, millele kool peab vastama. Suvekoolis osalemiseks on väga erinevaid põhjuseid, mida võib üldiselt jagada kolme gruppi: kvaliteetsed kursused, huvitav kultuuriprogramm ja toetav organisatsioon (korralduslik pool). Kirjanduse põhjal võib väita, et osalejad soovivad osaleda akadeemilistel ja intensiivkursustel, kogeda teistmoodi õpetamismeetodeid ja võimalusel kohtuda ning teha koostööd ka mõne kindla professoriga. Kultuuriprogramm peaks pakkuma kokkupuuteid kohalikega, et anda pigem kohalikku kogemust ja tutvustada kultuuri läbi kohalike inimeste silme. Oluline on pakkuda osalejatele paindlikkust, et neil oleks võimalik kultuuriprogrammist valida endid huvitavaid tegevusi aga samas, et programm

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jätaks ka piisavalt vaba aega, et osalejad saaksid soovi korral ise sihtkohta tundma õppida. Organisatoorne pool suvekoolis on üks olulisemaid faktoreid suvekooliga rahulolu puhul. On oluline pöörata tähelepanu, kuidas tullakse toime probleemide lahendamisega, kuidas suhtutakse osalejatesse, ning kui palju saavad osalejad suvekooli jooksul kogeda nö tavalist ülikoolielu (kasutada raamatukogu, külastada kohvikuid ja arvutiruume jne.).

Teisest küljest peab suvekool jällegi suutma täita temale ülikooli poolt pandud ülesandeid ja eesmärke. Ülikoolid loovad suvekoole kindlatel põhjustel ning suvekooli võimekus nendele ootustele vastata, määrab ka selle edukuse ülikooli juhtkonna silmis. Ülikoolide peamised ootused suvekoolidele on: täiendav sissetulek ülikoolile, ülikooli brändi ja reputatsiooni parandamine ning teadlikkuse kasvatamine (eriti just välisturgudel) ning välistudengite värbamine tasemeõppe programmidesse. Just viimase tähtsus on viimastel aastatel kasvanud tänu suurenenud konkurentsile tudengite pärast. Suvekooli abil on võimalik ülikoolidel arendada ka koostööd oma partneritega ja koostöövõrgustikega ja pakkuda koostööplatvormi professoritele.

Empiirilises osas kasutas autor topelt-teemanti mudelit ning erinevaid disainimeetodeid disainiuuringu läbiviimiseks. Autor analüüsis Euroopa ja Eesti suvekoolide turgu, samuti registreerimisinfot ja Tallinna Suvekooli osalejate tagasisideankeete. Lisaks viis autor teema avamiseks läbi pool-struktureeritud intervjuusid nii suvekooli korraldajaga, ülikooli juhtkonnaga kui ka 5 suvekoolis eelnevalt osalenud inimesega. Analüüsi põhjal välja tulnud probleemid grupeeris autor 7 kategooriasse: juhtimisprobleemid, personal, kursustega seonduv, kultuuriprogramm, majutus, finantsilised küsimused ning turundus ja koostöö. Kõik 7 kategooriat sisaldasid mitmeid probleeme. Oma olemuselt olid osad probleemid küllalt hõlpsasti lahendatavad, samal ajal kui teised nõuvad strateegilisemat lähenemist ja täiendavaid investeeringuid. Võttes arvesse mainitud probleeme ning ülikooli poolt suvekoolile seatud ootusi, koostas autor suvekooli teenusekontseptsiooni ning pakkus välja omapoolsed lahendused probleemide lahendamiseks.

Üks suurimaid takistusi Tallinna Suvekooli arengus on strateegia ja visiooni puudumine ülikooli poolt. See omakorda toob kaasa segase eelarvestamise ning konkreetse turundusplaani puudumise. Autori hinnangul võib olla see ka üks põhjuseid, miks kursuseid läbi viivad õppejõud ei näe iseend kui turundajaid, kellel on võimalus

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tutvustada ülikooli, värvata rohkem välistudengeid oma õppekavadele ja suurendada teadlikkust Tallinna Ülikoolist. Samuti aitaks strateegia loomine ja tegevusplaanide kokkuleppimine suurendada suvekooli sissetulekuid, kaasates erinevaid sihtgruppe ja laiendades sissetulekute allikaid.

Disainiuuring tõi tõsise probleemina välja ka suvekooli kursused, mis ei ole osalejate jaoks piisavalt intensiivsed ja akadeemilised. Seda üldistust ei saa kindlasti teha kõikide kursuste kohta. Suvekoolis osalejad soovivad kogeda teistsuguseid ja mitte traditsioonilisi õpetamismeetodeid, seda aga Tallinna Suvekool alati ei paku. Samuti ei ole väga suurt seost suvekooli kursuste ja ülikooli inglise keelsete õppekavade vahel, mistõttu kannatab üks suvekoolide eesmärke – värvata läbi suvekooli tasemeõppesse välistudengeid. Osalejad tõid tagasisides välja ka õppejõudude vähese motivatsiooni, mis omakorda vähendas tudengite rahulolu suvekooliga. Tallinna Suvekooli keskmine osaleja on 28-30 aastane, mis viitab, et tõenäoliselt õpib ta magistri- või doktoriõppes või on õpingud juba ammu lõpetanud. Magistri- või doktoriõppes õppivad osalejad soovivad aga tagasiside põhjal kasutada ka enam raamatukogu, arvutiklasse jms, sest fookus ja põhjus suvekooli tulekuks on enamjaolt akadeemiline.

Tallinna Suvekooli kultuuriprogramm on osalejate jaoks muutunud vähematraktiivseks. Tagasisides toodi välja, et programm on liiga kallis ja mitte väga paindlik (ei saa ükshaaval kursusi valida), samuti mitmendat korda suvekoolis osalejatele ei paku kultuuriprogramm midagi uut. Kriitikana toodi välja, et rahvusvaheline õhtu, mis on osalejate seas väga populaarne, toimub esimesel nädalal ning sellega seoses ei saa sel osaleda inimesed, kes saabuvad teisel või kolmandal nädalal.

Intervjuud suvekooli osalejatega ning tagasiside ankeetide analüüs rõhutas puudujääke ka kommunikatsioonis ja turunduses. Osalejad hindasid negatiivselt kokkupuudet suvekooliga enne siia saabumist – keel ja sõnumid, mida valdavalt emaili suhtluses kasutati ei olnud sõbralikud, kutsuvad ega personaalsed. Saadud emailid olid lakoonilised ja segased, mistõttu oluline info võis jääda märkamata. Võrdlusanalüüs Utrechti Suvekooliga tõi välja aga just ülikooli brändi ja strateegiliste otsuste olulisuse suvekooli jaoks. Tallinna Suvekooli puhul ei too Tallinna Ülikooli brand osalejaid automaatselt, kuid aitab kindlasti kaasa usalduse ja tuntuse loomisele just kaugematel sihtturgudel.

Analüüsi põhjal autori poolt disainitud Tallinna Suvekooli teenusekontseptsioon keskendub peamiselt just kolmele osalejate jaoks olulisele aspektile. Fookus teenusekontseptsioonis peaks olema kursustel, sest see on põhimotivatsioon suvekoolis osalemiseks. Tallinna Suvekool peaks kursuseid, mis oma sisult on rohkem akadeemilisemad ja intensiivseid keelekursuseid (keelekursused on kõige populaarsemad kursused). Täiendavalt näeb teenusekontseptsioon ette kursuste pakkumise aktuaalsetel teemadel. Need muutused aitaks suurendada suvekooli sihtgruppi ning pakkuda kursusi erinevatele sihtrühmadele. Samuti toetab see suvekooli üldist eesmärki – värvata ülikooli rahvusvahelisi tasemeõppe tudengeid. Lisandväärtus lisab ka maineka välislektori kaasamine, millega suurendataks suvekooli tuntust ning võimaldaks kaasata ka enam kohalikke osalejaid.

Kultuuriprogramm peaks olema autori arvates vaheldusrikkam ning paindlikum, võimaldades osalejatel valida just need üritused, millest nad osa soovivad võtta. Kultuuriprogramm soetus Eestiga ning Eesti kultuuriga võiks olla suurem, kuna kohaliku kultuuriga tutvumine ja kohaliku elu kogemine on üks olulisi faktoreid osalejate jaoks. Tihedam seotus Eesti turundussõnumitega välisturgudel täiendaks ka kultuuriprogrammi – näiteks Eesti looduse tutvustamine (metsakõlarid jms), unikaalsete kogemuste pakkumine lõpetades e-residentsuse võimalusega.

Organisatsiooniliselt tõi disainiuuring välja mitmeid puudujääke klienditeekonnas enne suvekooli saabumist. Meilid, mis osalejad suvekoolist saavad on mitteametlikku laadi (ilma visuaalse kuvandita), struktureerimata ning ebasõbraliku tooniga. Samas peaks olema kogu kommunikatsioon ja kõik kokkupuuted osalejatega sõbralikud ja positiivsed ning looma tunde, et just seda osalejat konkreetselt oodatakse suvekooli. Vabatahtlikud ja professorid, kes on suvekooli näoks, võiksid olla rohkem kursis suvekooli eesmärkidest ning kuidas nemad aitavad kaasa nende saavutamisele. Professorid on ju üks olulisemaid turundajaid suvekooli jooksul kui eesmärgiks on tudengite värbamine tasemeõppesse. Vabatahtlike koolitus- ja motivatsioonisüsteem vajab välja arendamist, kuna nende oskus suhelda ja probleeme lahendada mõjutab suvekooli osalejate rahulolu. Motiveeritud vabatahtlike abiga on aga omakorda võimalik suvekooli edasi arendada.

Antud magistritöö on esimene omalaadne töö, mis on Tallina Suvekooli kohta tehtud. Antud töös toetus autor teisestele andmetele ning ajalise piiratuse tõttu ei saanud läbi viia teenusesafarit kogu suvekooli ulatuses, mistõttu edasised uuringud antud teemal võiksid sisaldada esmaseid andmeid ja suuremat kontakti suvekooli protsessiga. Samuti võiks disainiuuringut kasutada ka konkreetselt iga üksiku kursuse välja arendamisel ja parendamisel, samuti kultuuriprogrammi peael.

Kuigi suvekoolidel on juba pikk ajalugu, ei ole väga palju nende kohta akadeemilisi uuringuid tehtud, eriti, mis puudutab Euroopa suvekoole. USA-s on olukord andmete ja üldise turustatistika osas palju parem, kuna eksisteerib Põhja-Ameerika Suvekoolide Assotsiatsioon, mis koondab enda alla USA, Kanada ja Mehhiko suvekoolide korraldajaid. Euroopas koondinfot suvekoolide kohta ei koguta. Tulevikus tasuks pöörata tähelepanu aga rohkem ka Euroopa suvekoolidele eriti just Aasia ülikoolide kasvava populaarsuse valguses.