

Capturing Memories in Green Spaces: A Qualitative Study of Student Experiences with Plant-Designed Convocation Storyboards at the University of Sri Jayewardenepura

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ABSTRACT

University convocations mark important milestones in students' academic careers, representing years of work and success. More and more, universities are using innovative landscape architecture and eco-friendly design to improve the experience of the emotional and physical spaces of the graduation ceremonies. This study explores students' perceptions and experiences of plant-designed convocation storyboards as curated landscapes during the 50th and 51st convocations at the University of Sri Jayewardenepura. These storyboards were made of ornamental plants and landscape design to create an eco-friendly and visually appealing backdrop for students to take pictures. A qualitative methodology was used in the research to examine students' emotional reactions and feelings to the green installations. Semi-structured interviews were used to capture the experiences of the students participating in the convocation ceremonies and the plant storyboards. A total of 50 students from different faculties who participated in the 50th and 51st convocation ceremonies were interviewed, and the collected qualitative data were analyzed using thematic analysis to identify the main themes of the students' experiences. The students regarded the plant storyboards as visually appealing, ecologically good, and symbolically associated with their academic success. Students noted that the greenery present in their graduation photos, the social places that made the experience memorable, and their emotional ties to the campus were enhanced. The use of real plants was noted to help foster an awareness of the environment. This research elucidates the contribution of green campus initiatives to the United Nations Sustainable Development Goals (SDGs) notably SDG 4 (Quality Education) by fostering experiential learning, SDG 11 (Sustainable Cities and Communities) through sustainable campus architecture, and SDG 15 (Life on Land) by encouraging campus biodiversity and green infrastructure. The findings highlight the importance of integrating landscape design and sustainable green installations into ceremonial university spaces, providing practical insights for university planners, landscape architects, landscape curators and event organizers seeking to enhance meaningful student experiences through environmentally responsible design.

Key words: Convocation ceremonies, Plant-designed storyboards, Student perceptions, Sustainable Universities, Sustainable Development Goals (SDGs), Curated landscapes

INTRODUCTION

University convocations are important milestones in students' academic journeys as they reflect achievements from years of hard work and dedication. More and more universities are beginning to adopt advanced innovations in landscape architecture and eco-friendly design for these ceremonies. Furthermore, designed-stories (landscapes built from planted native and ornamental species) are being implemented as graduation-staging installations that support environmental and eco-sustainable practices while providing great backdrops for graduation photography.

The environmental benefits of green and designed spaces are numerous. In fact, environmental psychologists have reported that natural landscapes have restorative qualities (Ulrich, 1983; Kaplan & Kaplan, 1989; Bratman et al., 2019). In higher education, campus landscapes are an important factor influencing students' sense of belonging at the institution, emotional attachment to the institution, and social engagement. Still, the majority of works in this area focus on campus environments, leaving us the exploration of landscapes in campus events.

Research in this area would help us understand the emotional and symbolic impacts of designed landscapes on students during milestone events at graduation.

Despite the increasing attention given to sustainable university planning and landscape architecture, limited research has examined how temporary ceremonial landscapes such as convocation installations influence students' emotional experiences, symbolic meanings, and institutional attachment. In particular, studies focusing on plant-designed convocation storyboards, convocation based landscape arrangements within university landscape in Sri Lankan universities remain extremely limited. Therefore, this study addresses this gap by exploring students' perceptions and emotional responses to plant-designed convocation storyboards at the University of Sri Jayewardenepura.

Problem Justification

Psychological benefits of aesthetic and green spaces are well documented (Bratman et al., 2019), and green spaces also foster institutional attachment (Lewicka, 2011), thus it is important to examine how plant-based convocation storyboards contribute to students' experiences. These installations may provide a socially constructive, ecologically responsible, and interactive, as well as aesthetically pleasing, backdrop and a site for expressive and symbolic activities. These insights will contribute to campus planners, landscape architects, and university administrators' efforts to create emotionally sustainable and socially purposeful ceremonial landscapes.

This study attempts to fill that gap by investigating students' emotions and aesthetics concerning the convocation 50th and 51st storyboards of the University of Sri Jayewardenepura. It reflects on the Green Campus Initiatives and the relevance of sustainable development goals (SDGs), particularly SDG 4 (Quality Education), SDG 11 (Sustainable Cities and Communities), and SDG 15 (Life on Land).

Research Objectives

1. To explore students' emotional and aesthetic responses to the plant-based convocation storyboards of the 50th and 51st convocations at the University of Sri Jayewardenepura.
2. To examine students' perceptions of landscape staff efforts and the role of curated green spaces in fostering university attachment and institutional pride.
3. To investigate the influence of social media and digital documentation on student experiences, wider engagement, and the visibility of sustainable University initiatives.

LITERATURE REVIEW

1. Psychological Effects of Nature and Aesthetically Designed Areas

Environmental psychologists have found that positive emotional state, cognitive recovery, and stress alleviation have been associated with natural and aesthetically pleasing environments. Ulrich (1983) pioneered research that showed the presence of nature in the environment leads to a reduction in stress (blood pressure, muscle tension, etc.) compared to a setting with urban constructions. His theory is one of the most influential theories for the landscape-stress literature. On the other hand, the Kaplan's (1989) Attention Restoration Theory, states that environments that have "soft fascination" (stimuli that engage the mind, such as a diverse collection of plants) help cognitive fatigue and offer psychological restoration.

These theories have been substantiated with current literature. An example is Bratman et al. (2019) who research practical encounters with nature. They believe that such encounters, especially in combination with nature variety and visual complexity, are a way to promote positive psychological states and reduce negative emotions. Conveniently, these studies align with the psychological benefits of nature in relation to the setting of universities.

2. The Role of Campus Landscapes in Promoting Student Well-Being

A growing number of studies use the theories of environment-experience, and while most campuses have records pertaining to these studies, the records pertaining to experience of convocation landscapes have only scant records, while there is quite an abundance of records pertaining to greenspaces on campuses and student experience.

The most recent studies have corroborated the self-reported increase in student wellbeing with an increase in green spaces on campuses, reflecting the restorative and recreational theories pertaining to campus landscapes. The daily encounter with restorative greenspaces, Hartig et al. (2014) and Korpela et al. (2014) conclude, is crucial to the wellbeing of in particular, students in higher education.

In the same vein, the deliberate incorporation of vegetation and greenspaces is a draw for students and serves to benefit their wellbeing. This study shows that when students report a higher quality of life, there are greater quantities of green infrastructure and they also perceive these spaces to be beautiful (White et al., 2019). Numerous studies confirmed the correlation between students' appreciation of landscapes with diverse vegetation and adequate greenspaces and positive emotions and satisfaction with the campus (Hartig et al., 2014).

All of the above highlights that the campus landscape is more than a backdrop. It also underpins the emotional and experiential well-being of the students, aligning with the findings and themes of your analysis.

3. The Attachment to Places and the Experience of Landscapes

The research on psychological effects of prolonged contact with emotionally significant landscapes helps with the understanding of place attachment. Most of the studies of this area are located in the realm of environmental psychology; however, these findings have also been utilized in the studies of constructed environments which are designed and used by people.

Lewicka (2011) has done a significant review in the field of place attachment, and has shown that people develop emotional attachments to places where they have a history of positive interactions and where there are opportunities to create symbols. Psychological attachment to a place promotes a sense of comfort, self-expression, and emotional ties to a place. Many of these factors resonate with the experience of students in relation to university landscapes. Such insights can be applied to ceremonial settings, like convocations, where some elements of the landscapes are operationalized.

4. Digital Representations of Landscapes and Experience

Social media has transformed the way landscapes are encountered, showcased, and understood. Although the literature is scant regarding the intersection of campus green spaces and digital media, the fields of communication and environmental psychology have examined a few related phenomena.

Studies have shown that the sharing of environmental images on social media shapes the users' sense of identity and influences their perception of the place. Their findings indicate that the digital representation of a place can enhance the experience of that place and create a narrative around that place.

Thatcher & Milner (2014) analyzed the intersection of digital visual culture and synthetic landscapes, and how this shapes a collective predisposition and narrative. Their findings indicate that the digital representation of a place can enhance the experience of that place and create a narrative around that place. Seabolt & Luloff (2018) claim that social media channels are a way to look at how environmental photography shapes cultural memory, and how this social media photography shapes audience (including youth and peers) perceptions and aspirations of the environments depicted. Within the scope of campus environments, these findings provide a framework to understand how students' experience of storyboards goes beyond the ceremonial occasion to the social and aspirational layers.

5. Sustainability Education, Green Infrastructure, and Biodiversity

Urban landscape and sustainability scholars have identified the ecological and social value of greening and biodiversity. Although the majority of campus sustainability research has examined energy, waste, and carbon footprint, there is an emerging understanding of landscape design as an expression of the principles of sustainability.

Among the many studies that look into the relationship between landscape and well-being, Abraham, Sommerhalder and Abel (2010) consider the emotional impact of plant inclusive environments but also the positive impacts of these environments on environmental awareness and eco-positive behavioral change.

Research on the participatory design of functional green infrastructure (Tzoulas et al., 2007) emphasizes the role of biodiversity and connectivity as foundational elements of resilient urban and community ecosystems.

Synthesis and Theoretical Positioning

This literature review demonstrates the validity of the hypothesis behind your research venture. The hypothesis outlines the core disciplines that anchor your research, which include: Environmental Psychology (Ulrich, 1983; Kaplan & Kaplan, 1989), as the basis of emotional and cognitive benefits of green spaces. The body of research on campus environments that demonstrates the well-being and satisfaction of students in relation to their environments (BMC Public Health, 2024; Urban Forestry & Urban Greening, 2021, 2025). Place attachment theory (Lewicka, 2011) informs the understanding of the deeply emotional attachment to the environment. Digital landscape studies (Thatcher and Milner, 2014; Seabolt and Luloff, 2018) support the social and cultural extension of the experience of a landscape. Research on sustainability education and green infrastructure (Urban Forestry & Urban Greening, 2024; Abraham et al., 2010; Tzoulas et al., 2007) underscores the potential of campus green infrastructure and plant diversity to advance wider ecological ends.

Overall, these bodies of literature collectively demonstrate that landscapes influence emotional wellbeing, social interaction, and symbolic meanings associated with place. However, relatively few studies have explored how designed ceremonial landscapes within university contexts contribute to student experiences during milestone academic events such as convocations. Therefore, this study extends existing research by examining the experiential, emotional, and symbolic dimensions of plant-designed convocation storyboards in a Sri Lankan university setting.

METHODOLOGY

Research Design

A qualitative research methodology was used to analyze the experiences and perceptions of students in relation to the plant-themed convocation storyboards at the University of Sri Jayewardenepura. To capture the phenomenological thesis of the undergraduate students' experiences, emotional, aesthetic, and social responses were invested in the green installations. The 50th and 51st convocations were the study's focal points as the storyboards served as environmentally friendly and aesthetic photographic backdrops.

The study's sample participants were undergraduate students from multiple faculties who attended the 50th and 51st convocation ceremonies. Purposive sampling was used to capture a wide range of views across the representation of different faculties, genders, and academic courses. 50 students were interviewed regarding their experiences related to the interactions of landscapes and social media, which was a reflection of varying experiences, until the thematic saturation was achieved.

The research ethics guidelines have been thoroughly adhered to in all phases of this study. All study participants were voluntary, and all interviewees provided informed consent before data collection. Participants were told that their answers would be treated confidentially and that their answers would be used only for academic research. Interview transcripts were reviewed multiple times by the researcher in the coding phase, and emerging

themes were continuously compared to research objectives and the relevant literature to increase the reliability and credibility of the qualitative findings.

Data Collection

Data were collected using semi-structured interviews which focus on the following three areas:

- Emotional and aesthetic reactions to the plant-based storyboards.
- Views on the role of landscape staff in developing and sustaining attractive green spaces.
- Experience with social media, and the presence of the storyboards on social media.

Each interview lasted on average 30 to 45 minutes and took place with the interviewee's consent. I made observatory notes in addition to the recording to document how the participants interacted with the storyboards during the convocation ceremonies. Observational notes were made to document how participants interacted with the storyboards during the convocation ceremonies. Thematic analysis was done following Braun and Clarke's (2006) six-step procedure. The first step was performed through transcribing and reading the interviews. Following this, preliminary codes were created to encapsulate the different components and then linked to emerging patterns to establish initial themes. These themes were then compared to the research objectives to ensure relevance before being finally defined and labeled and any relevant sub-themes were identified. The final step involved summarizing the findings into a single report which included a detail-rich narrative description and testimonials from participants. Throughout the analysis, NVivo was used to organize, code and visualize the findings which helped to identify the themes, sub-themes and codes, and the Synthesis of the emotional, aesthetic and social aspects of the student experience.

Conceptual Framework

The study will analyze the impact of the biodegradable and ecological designs of the convocation storyboards with regard to the students' experiences, emotional reactions, social interaction and engagement, and institutional pride, and how they address the sustainable development goals (SDGs) simultaneously.

Key Constructs and SDG Linkages:

Landscape Features of Storyboards (LFS): Components: flower carpets, topiary, ornaments, greens, and aerial outlook.

SDG Link: advocates for the enhancement of campus biodiversity and green infrastructure, thus, addressing SDG 15 (Life on Land).

Emotional Experience (EE) Components: joy, pride, excitement, nostalgia, and gratitude towards the university and the landscaping staff.

SDG Link: positive emotional and mental health is associated with SDG 3 (Good Health and Well-Being).

Social and Communicative Engagement (SCE) Components: other people take photos, social media (TikTok, YouTube, Instagram), peer interaction.

SDG Link: social participation and engagement, as well as the educational attainment and motivation of others through the social media display of accomplishments, are addressed by SDG 4 (Quality Education).

Perceived University Image & Institutional Pride (PUI) Components: a sense of belonging, and appreciation towards campus culture and decorum, and the motivation to perform well academically.

SDG Link: addressing SDG 11 (Sustainable Cities and Communities) and other sustainable campus designs, aesthetically pleasing, and community proud environments.

Hypothesized Relationships

1. (LFS → EE) Aesthetic, storyboards (illustrated narratives) ecologically designed storyboards, affect positive emotion and well-being (SDG 3)
2. (EE → SCE) Emotionally appealing narratives promote social sharing of the storyboards and further energize the audience and advocates of the narratives educational outreach and social learning (SDG 4)
3. (LFS → PUI) Engagement with well-designed storyboards helps increase institutional pride and emotional attachment to the University, promoting more positive and sustainable inclusive perceptions of University (SDG 11)
4. (SCE → PUI) Social sharing sustains and reinforces university identity and encourages prospective students' sustain engagement with the University acquired or cultivated landscapes (SDG 15)

The framework describes the dual purpose of the plant-based convocation storyboards in creating positive experiences for students and in some aspects achieving sustainable development goals (SDGs) of fostering biodiversity, mental health, and social learning.

RESULTS AND DISCUSSION

This study examines the experiences of undergraduate and postgraduate students regarding the plant-designed convocation storyboards at the 50th and 51st convocations of the University of Sri Jayewardenepura. Thematic analysis in NVivo brought out the interplay of aesthetic appreciation, emotional engagement, pride in the campus, social media, and sustainability. Organizing the findings by research objectives, I discuss the three sub-themes, the relevant codes, several sample quotations, and the existing scholarship.

Objective 1: Studying students' opinions and emotional-aesthetic reactions to plant-designed storyboards

Theme 1: Visual and Sensory Aesthetic Appreciation (VAE)

Sub-theme 1a: Colours, Biodiversity, and Planting (VAE-CB)

Code: Emotional uplift, aesthetic fascination

Several students remarked on the positive emotional response and engagement caused by the bright colours, and the various types of harmoniously arranged plants.

“The bright goldern yellow, silver grey, vibrant red leaves and flower carpet were the first thing I noticed; it felt like Japura prepared a gift just for us.” (UG-P3)

“I didn't notice the sheer number of flowers planted over our four years — now it feels like a celebration of our journey.” (UG-P7)

“Purple, pink, and red flowers together made the storyboard magical; my friends couldn't stop taking pictures.” (UG-P8)

“Walking into the campus, I immediately felt pride and excitement; it was more stunning than I imagined.” (PG-P1)

“The diversity of plant species impressed me; I kept discovering new colours around every corner.” (UG-P5)

Sub-theme 1b: Topiaries and Curated Paths (VAE-TP)

Code: Landscape professionalism, narrative experience

Students value the design, the shape of the topiaries, and the way the pathways have been cut:

“The animal-shaped topiaries were fun and unique; they reminded me of international campuses I’ve seen online.” (PG-P6) The pathways created a peaceful atmosphere while walking to the faculty.” (UG-P31)

“It was surprising to see how professional the landscapers were; all the shrubs were purposeful.” (PG-P34)

“It was like the storyboard was telling us a story; each path had a different surprise.” (PG-P9)

“I could see how the staff’s work aligned with our graduation theme; it was cohesive and celebratory.” (PG-P20)

The results fit with the established environmental psychology literature, which has shown how aesthetic and sensory interaction with greenery leads to increased emotional well-being and improved cognitive function (Kaplan & Kaplan, 1989; Ulrich, 1983). This not only added to the emotional layers of the ceremony, but also offered a memorable experience, supporting SDG 3 (Good Health & Well-Being).

Objective 2: Exploring Emotional Engagement, Attachment to the Campus, and Pride in the Institution

Theme 2: Emotional Engagement and Pride (EC-P)

Sub-theme 2a: Belonging and Symbolic Continuity (EC-SB)

Code: Campus attachment, personal narrative

Multiple students demonstrated emotional connections while narrating their journeys beginning from the first year until graduation.

“From the moment I walked onto the campus, I felt that I was part of this community; the storyboards made the campus feel alive and personal.” (UG-P13)

“Seeing the beautiful plants and flower carpets, I felt connected to the university in a deeper way.” (PG-P12)

“Looking at the storyboard, I remembered the nostalgic walks on the first day of the university along Sama Amara and the Sal trees; it closed our graduation journey beautifully.” (UG-P33)

“It felt like Japura wanted to celebrate each student personally through these green designs.” (UG-P01)

“I realized the campus cared about our emotional experience; it wasn’t just decoration.” (UG-P05)

Sub-theme 2b: Emotional Engagement, Pride, and Academic Success (EC-PA)

Code: Symbolic representation, university identity

“Proud I was to share our convocation photos on YouTube, the storyboard made the perfect convocation backdrop and I was happy to show it.” (PG-P27)

“It felt like we were being gifted something from the campus to cap off the degree.” (UG-P33)

“The storyboard design brought me back to memory lane, the first plantation we did on campus; the trek from Sama Amara to Sala tree road.” (UG-P06)

“Those flowers and the topiaries together were the culmination of all our work over the years.” (UG-P16)

Theme 3: Social Media Engagement and Wider Impact (SME)

Sub-theme 3a: Content Sharing and Virality (SME-CS)

Code: Peer recognition, digital amplification

“The storyboard photos were a TikTok craze, and people loved the drone videos.” (UG-P12)

“My video on YouTube got a lot of views surprisingly, even from other uni students.” (PG-P25)

“Thanks to the videos, my sister and her friends from her school said they want to study hard and come to Japura.” (UG-P23)

“Even my classmates from school were asking for the snaps.” (UG-P33)

“This celebration was made bigger by social media; it brought together alumni, current students, and future students.” (PG-P35)

Sub-theme 3b: Family Engagement and Aspirational Influence (SME-FE)

Code: Family pride, aspirational impact

“My father came from abroad, and he was surprised by the campus and said it looked better than European campuses.” (UG-P07)

“Parents and families continued photographing; the storyboard created a unified and memorable experience for everyone,” said one participant. (PG-P16)

“My family’s enjoyment of the scenery was emotional for me. It made us feel more connected to the University,” reminisces the participant. (UG-P22)

“My friends’ parents were able to appreciate why the university has such a strong pride in their landscape because of the beautiful arrangement. (UG-P24)

“It was a collective celebration. Even my extended family were taking drone shots,” says the participant. (UG-P36)

Place attachment theories show emotional attachment and collective pride toward curated places (Lewicka, 2011). The combination of students’ narratives and family and social media responses illustrate how the university’s institutional identity and aspirational motivation have been improved by the green campus initiatives, fulfilling SDG 4 (Quality Education) and SDG 11 (Sustainable Cities & Communities).

The physical campus and social media combine to widen the audience for student experiences and promote aspiration among prospective students. (Thatcher & Milner, 2014; Seabolt & Luloff, 2018).

Objective 3: The evaluation of contributions to Landscape Curation and Sustainability

Theme 4: Landscape Curation and Sustainability (LC-S)

Sub-theme 4a: Staff Efforts and Dedication (LC-LSE)

Code: work, stewardship

“The landscape staff always work hard; they planted so many plants, flower carpets and topiaries for our journey.” (UG-P31)

“The gift from staff was a personal touch.” (PG-P32)

“Staff efforts show that landscape curation is about more than just visual.” (UG-P33)

“It was evident that each plant was highly selective for color, height, and a meaning; that showed a lot of dedication.” (UG-P34)

“Every convocation was visually different because of their seasonal topiary maintenance.” (UG-P35)

Sub-theme 4b: Ecological Awareness and SDG Integration (LC-EA)

Code: Biodiversity, sustainable design

“Real plants made students feel more environmentally responsible.” (UG-P36)

“In SDG 15 I saw native and invasive species in the biodiversity WPG-P37.”

“The storyboard demonstrated that the social and educational experience can be improved through sustainable design.” (UG-P38)

“Green initiatives like these connect SDG 4 and SDG 11 — quality education and sustainable campus communities.” (UG-P39)

“I hope this continues every year, it shows that education and sustainability can go hand in hand.” (PG-P40)

Ecological and labour foresight was demonstrated and appreciated by the students towards the landscape staff.

Ecological and labour foresight was demonstrated and appreciated by the students towards the landscape staff. Abraham et al. (2010) point out that maintaining diverse landscapes improves aesthetic and biodiversity experiences. This study has linked the curation of landscapes to SDG 4, SDG 11, and SDG 15 and shows that the educational, social, and environmental goals are achieved in conjunction.

The theoretical stances discussed under the literature review are further supported by findings of this research. Students' emotional reactions, in particular, are consistent with environmental psychology and attention restoration theory, which hold that visually rich and bio-diverse landscapes promote pleasant emotional experiences and psychological healing. Place attachment theory is also consistent with students' displays of institutional pride and belonging, indicating that carefully chosen ceremonial landscapes can strengthen symbolic connections between people and their learning environments

CONCLUSION

In regards to the emotional, aesthetic, and social contributions to the 50th and 51st convocations, the impact of the plant-designed convocation storyboards at the University of Sri Jayewardenepura is emphasized in this study. Using NVivo for qualitative analysis, students' narratives showed a multifaceted connection with the emotional, physical, digital, and landscapes, along with the institutional pride and emotional attachment, indicating the potential of the recently designed landscape features.

From the emotional and aesthetic perspective, students stated the storyboards provided rich visuals and a diverse range of sensory stimulation to the lush environment.

The diverse plantings elicited soft fascination and positive affect (Ulrich, 1983; Kaplan & Kaplan, 1989). The continuity of first-year seedlings with the convocation storyboards strengthened emotional ties to the university (Lewicka, 2011). Many of the students considered the plantings a closure to their academic journey and provided a gift of celebration from the University. The multi-sensory experience of the landscape, including the shade and fragrance from the flowers, provided a restorative experience which contributed to the emotional support of SDG 3 (Good Health and Well-Being).

Regarding emotional connections and attachments to the University, sentiments included strong feelings of belonging, nostalgia, and campus pride. This study illustrates how the curation of university landscapes functions as a narrative device, integrating the personal educational paths of learners with a narrative of the campus. The continuity of first-year seedlings with the convocation storyboards provided spatio-temporal coherence and strengthened emotional ties to the university (Lewicka, 2011). The landscape staff's work—thousands of flowering plants, meticulously kept topiaries, and seasonal color changes—was recognized and appreciated by a wide range of students. This demonstrates the behind-the-scenes efforts in University landscapes, which have real emotional and social value, developing feelings of institutional pride and long-term attachment.

This study showcases social media's ability to enhance the experience on University. In their reports, students mentioned TikTok and Youtube videos they made that went viral. The videos went viral to family, peers, alumni and prospective students. . The digital dimension of landscape appreciation elevated the convocation experience, turning it into a shared, widely visible celebration. Stories of students' families, including international visitors, being amazed by the storyboard, illustrate the cross-generational and cross-cultural impact of well-curated campus landscapes. Well-designed landscapes also highlight the fusion of social design and aspirations and impact SDG 4 (Quality Education) through social recognition, design, and inspiration.

A significant finding of this study is the relationship between the design of landscape and sustainable development. The University landscape with a thoughtful mix of indigenous and exotic species, biodiversity-friendly design and sustainable practices highlights environmental citizenship and SDG 15 (Life on Land) and SDG 11 (Sustainable Cities and Communities). The students' narratives about the storyboards suggest that green installations can stimulate ecological awareness so that, where storyboards are, their social, educational and ecological purposes are served. These results indicate that University landscapes are designed to also support emotional well-being, and social engagement, and to be aesthetically pleasing, and to encourage environmental stewardship.

The research can be useful to university planners, landscape architects, landscape curators and event organizers. The research shows that graduations are not just tasks to complete. They are emotional tokens, and the environment impacts the experience, the memory of the event, and the image of the university. Aesthetic and sustainable landscape design can improve student and family satisfaction, engagement, and social media visibility. The improved landscape can even attract prospective students. The research also suggests that students value designed landscapes more when the design is consistent throughout their academic journey, such as with landscape design in their first year and then in their graduation convocations.

This research also shows the "experience" in higher education and how it meets sustainability, emotional wellbeing, and digital participation. The SDGs 3, 4, 11, and 15 proved that on well-designed landscapes, the experience is educational, social, and environmental, not just beautiful. Future research could focus on the long-term educational effects of a green space on alumni attachment to a university, career motivation, and ecological awareness, and it could also look at the possibilities for cross-institutional benchmarking for sustainable campus innovations.

In conclusion, the plant-designed convocation storyboards represent a convergence of landscape curation, emotional experience, institutional pride, and sustainability education. They demonstrate the ability of the higher education sector to integrate and innovate in the areas of accessibility, environmental sustainability, and digital interaction in order to enhance the student experience and university branding, as well as to respond to the global sustainable development goals. The results confirm that green university initiatives are an important aspect of the complete educational experience, providing enduring benefits to students, their families, and the greater community. Quantitative approaches such as surveys or mixed-method studies could also complement qualitative insights to measure the relationship between university landscape design, student satisfaction, and institutional attachment. Additionally, longitudinal studies may explore how such landscape experiences influence alumni memory, long-term institutional pride, and environmental awareness beyond graduation.

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