

Interview Template

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Position title	Student	Date	Jan-2026

Hypothesis

Students struggle to navigate large university campuses because current navigation tools are not designed for campus-specific layouts, entrances, and internal paths. As a result, students experience stress, delays, and dependence on others. A dedicated campus interactive map that provides accurate routes, entrances, and contextual information could significantly improve students' mobility, punctuality, and overall campus experience.

Interview questions

GENERAL CURIOSITY – OPEN QUESTIONS

Question 1: Can you tell me about your daily routine on campus?

Response: On a typical day I arrive around 7:00–8:00 a.m. and I'm basically moving all day. I usually have classes in different buildings, sometimes back-to-back with only 10–15 minutes in between. It's not just "class to class", I also go to the library, cafeterias, printing spots, and group meeting rooms. The tricky part is that every semester my schedule changes, so even if I know the campus, I still end up having at least one class in a building I rarely visit. And when you're carrying a laptop, a backpack, maybe it's raining, and you're trying to be on time, it's easy to feel rushed.

Purpose of the question: to understand user context and habits

Question 2: How do you usually find buildings or classrooms you don't know?

Response: I normally start with Google Maps just to locate the building in a general sense, but honestly it feels like it was made for streets, not campuses. It might show the building name, but it doesn't tell me which entrance I should use or how to walk through the campus paths. So, I end up improvising—like, "Okay, I'm close, now what?" If I'm still confused, I ask someone nearby, but that can be hit-or-miss because sometimes people don't know either, or they explain it in a way that assumes you already know landmarks. I also sometimes check the university website map, but it's not very practical on the phone while you're walking.

Purpose of the question: Identify current navigation strategies

GENERAL CURIOSITY – CHECKING QUESTIONS

Question 5: Why do you think navigating the campus is difficult?

Response: I think it's difficult because the campus is like a mini-city, but it works differently than a city. There are shortcuts, internal paths, stairs, gates, and multiple building entrances. Some entrances are not obvious, and some routes depend on whether a door is open or not. Signage exists, but it's not always consistent or easy to notice when you're walking fast. Also, building names and codes can be confusing, especially for new students—sometimes the name people use isn't the same one that appears on a map. And common apps don't really understand "campus logic," like going through courtyards or inside passages.

Purpose of the question: Identify root causes

Question 6: What tools or apps have you used to orient yourself?

Response: I mostly use Google Maps, but I use it more like a reference than a real guide. I've also used the university website map, but it's usually static and not very friendly on mobile. A lot of times the "tool" is just social, asking friends, sending a WhatsApp message like "Where is this classroom?" or getting a screenshot with an arrow drawn on it. I've also used landmarks like "the big cafeteria" or "the main library entrance," which works only if you already know those landmarks. The problem is none of these options feel reliable when you're under time pressure.

Purpose of the question: Detect existing solutions

FOCUSED CURIOSITY – PROBING AND CLOSED QUESTIONS

Question 3: Tell me about a time when you got lost or arrived late because you couldn't find a place.

Response: Last semester I had a class in a building I had never used before. I left on time, so I thought I'd be fine. Google Maps took me near the building, but it dropped me on the wrong side, and the route it suggested was basically "walk around the perimeter." When I got there, I couldn't find the entrance—there were multiple doors, and some looked like staff-only or were closed. I walked around for several minutes, checking signs, asking one person, then another. By the time I finally found the correct entrance and the classroom, the class had started and I had missed the beginning explanation and attendance. It wasn't dramatic, but it was one of those situations where you feel like you did everything "right" and still failed.

Purpose of the question: Elicit a real problem situation

Question 4: How did that situation make you feel?

Response: It made me feel stressed and honestly a bit embarrassed. When you walk in late, you feel like everyone is looking at you, even if they're not. I was also frustrated because it wasn't like I was careless, tried to plan, I left early, I used the tools I had. It also affects you after you sit down, because you're not fully focused; you're thinking, "What did I miss?" or "Am I going to lose participation points?" So it's not just losing time, it's like it messes with your head for a while.

Purpose of the question: Understand emotional impact

Question 7: Can you walk me through what you usually do step by step when you realize you are lost on campus?

Response: Usually, the first thing I do is stop for a moment and check my phone to see where I am. I zoom in on the map and try to figure out if I'm close to the building or if I'm completely off. If that doesn't help, I start looking around for signs or landmarks I recognize. After that, I normally ask someone nearby, like another student or a security guard, to confirm if I'm going in the right direction. The whole process takes a few minutes and makes me feel more rushed, especially if I'm already late.

Purpose of the question: Probing the user's behavior and decision-making process during navigation problems

Question 8: How does getting lost impact day on campus?

Response: It impacts more than people think. First, it makes you late, obviously, but then it creates a chain reaction: you arrive stressed, you miss instructions, you feel behind, and you're playing catch-up. It also affects your confidence, like next time you have to go somewhere unfamiliar, you already feel anxious. Sometimes it even changes decisions: if I know a place is hard to find, I might avoid going unless I really must. And when it happens repeatedly, it just makes campus feel less friendly and more exhausting.

Purpose of the question: Understand broader impact

Question 9: Have you ever avoided going to a place on campus because you thought it would be hard to find?

Response: Yes. For example, I've avoided attending events in buildings I don't know well unless I'm going with someone. I've also postponed going to certain offices for paperwork because I didn't want to waste time searching. Even with study groups, sometimes if they pick a meeting spot that sounds unfamiliar, I'm like, "Can we meet somewhere easier?" It's not that I don't want to go, it's that the uncertainty of finding the place feels like extra mental effort, especially on a busy day.

Purpose of the question: Identify behavioral consequences

LEADING QUESTIONS

Question 10: What would an ideal campus navigation app look like for you?

Response: An ideal app would feel like it was designed specifically for the campus, not adapted from a city map. I'd want it to show the best walking routes inside campus, including shortcuts, stairs, ramps, and the correct entrances to buildings. It would be amazing if I could type something like "ML-507" or a classroom code and it takes me directly there, not just to the building. Also, practical info matters: estimated walking time, accessibility-friendly routes, and maybe "you are here" inside campus paths. If it could integrate with my schedule—like "your next class is here, start walking now"—that would be super helpful. Even small details like pointing out landmarks ("turn right after the

Purpose of the question: Identify unmet needs

Conclusion

The interview reveals that navigating a large university campus is a recurrent and emotionally impactful challenge for students. Participants rely on improvised solutions such as generic navigation apps, asking others for help, or memorizing landmarks, which are often inefficient and unreliable. These difficulties lead to stress, time loss, and in some cases avoidance of academic or extracurricular activities. Overall, the findings suggest a clear opportunity to improve the campus experience through a dedicated, student-centered navigation solution that addresses real campus layouts, entrances, and everyday mobility needs.