

Situation	What?	How?	Why?	Who?
1. First week arriving late to class	The student is walking around campus trying to find his classroom during the first weeks of the semester. He checks building names and floor numbers repeatedly and looks around for help.	He looks confused and stressed. He walks slowly, stops often, and changes direction multiple times. He seems anxious and rushed, worried about being late. His behavior shows insecurity and lack of confidence in where he is going.	Although he had a general idea of the campus layout beforehand, the lack of clear signs and detailed directions made it hard to locate specific classrooms and buildings. As a first-semester student, he feels pressure to arrive on time and stress from being unfamiliar with the environment.	First-year electrical engineering student, around 20 years old, new to the university, motivated but overwhelmed by the new academic environment.
2. Searching for labs in basement floors	The student is trying to locate laboratory classrooms, especially those located in basement levels of academic buildings like Mario Laserna.	He looks frustrated and disoriented. He goes up and down stairs and elevators, rereads room labels, and hesitates before entering spaces. His movements show trial and error rather than certainty.	Laboratories are located in less intuitive areas (basements, non-linear floor numbering), and there is little guidance inside buildings. As a student with many lab classes in his first semester, this causes repeated confusion and delays.	Engineering student with a heavy lab schedule, unfamiliar with building interiors and internal floor organization.
3. Not knowing what facilities buildings offer	The student walks around campus unaware of where services like cafeterias or other facilities are located.	He moves through campus focused only on classes, not exploring buildings. He appears resigned and unaware, not actively searching for facilities because he assumes he doesn't know enough yet.	There is no centralized or visible information explaining what facilities each building has. As a first-semester student, he prioritizes attending classes and does not receive guidance about campus services.	First-year student adapting to university life, with limited knowledge of non-academic campus spaces.
4. Using maps and asking for directions	The student uses an online campus map and asks people (mainly security staff) for directions to	He looks uncertain and hesitant. When asking for directions, he listens carefully but still seems confused afterward.	The online map is not detailed enough and does not differentiate buildings clearly, and verbal directions are vague ("the building with bricks").	New university student with limited spatial familiarity, relying on external help and digital tools to navigate an unfamiliar environment.

	buildings and classrooms.	When using the map, he zooms in and out but struggles to match the satellite image with real buildings.	This makes it difficult for a new student to translate information into action.	
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