1) The Six Tasks

The student wants to see how the classes are laid out geographically

Description: The student wants to have a map-based representation of the classes he is considering so he can easily see distances between classes. This is relevant for planning class so that he won't be forced to travel extensively between classes. After he has chosen his classes, he wants to see where the classes are located so he can arrive on time.

Difficulty: Easy

Method: The student uses a university published schedule to determine class location. Then, he locates classes on a map to see where they are.

Objects and Communication:

- University published schedule, usually online.
- Map, online or in paper form.
- Oftentimes, without a directory, students rely on other people to point out wanted buildings.

Environment: Anywhere with access to Internet resources.

The student wants to know about prior experiences with the class

Description: The student wants to find out about prior experiences others have had with a class in order to determine whether or not to take it. Often, a student will elect to take a class a semester earlier or later depending on the course load or the difficulty of the professor teaching it during a given semester. Opinions from peers and advisors will determine when the student takes his core classes and whether or not he will take a non-essential class.

Difficulty: Easy

Method: The student decides which classes he wishes to take and then he relies on peers, advisors, and online rating systems to figure out how each course rates in terms of workload, professor's teaching ability, etc.

Objects and Communication:

- The Internet (ratemyprofessor.com, myspace.com, hkn.berkeley.edu, resource.berkeley.edu)
- Word-of-mouth (peers, advisors, etc)
- Published books (Resource: Student Handbook)

Environment: Anywhere with Internet access, peers, or access to resource book.

The student wants to remain on track for graduation

Description: The student wants to ensure that he graduates in a timely manner. He wants to check that he is taking classes to fulfill graduation requirements. He needs to know the number and type of breadth, elective and core classes he has yet to satisfy.

Difficulty: Medium

Method: The student uses DARS, goes to academic advisor to check academic progress, or a personal planned list in order to keep check on his progress.

Objects and Communication:

- DARS, Bearfacts
- Major/minor departmental websites
- Course catalog

Environment: At home, advisor's office, anywhere with Internet access

The student wants to see classes laid out in a schedule format

Description: The student wants to view his schedule in a visually appealing manner that clearly shows class and break times. Other commonly desired attributes would be color differentiation between both classes and their sections in order to prepare materials in advance.

Difficulty: Medium

Method: The student currently uses a schedule to determine which classes he wishes to take. Once he has that figured out, he uses a spreadsheet, pen and paper, or an online scheduler to represent it graphically.
One way he does this is to draw a table with days across the top and half hour intervals down the side describing his weekly class schedule. This is done using either pen and paper or using Microsoft Excel. Lectures are colored in primary colors and corresponding sections in lighter shades

Objects and Communication:

- Writing materials (colors), ruler
- University published schedule
- Computer with Excel (or comparable spreadsheet software) and Internet access for online scheduler (e.g. AmanB, FinalDistance)

Environment: At home, anywhere with proper resources

The student wants to customize timing of classes (e.g. no gaps, no AM classes, etc) or find additional relevant classes to fit his current schedule

Description: The student wants to fill given timeslots with the class that best fulfills his requirements and preferences. This may be either when he wants to find a class to fill a particular time slot or to schedule his classes to without gaps between classes.

Difficulty: Hard

Method: The student currently uses a schedule to search for classes that fit in the time slot. Next, he lists all possibilities for classes for that given time using an online scheduler or pen and paper. Then, he eliminates classes based on constraints and preferences and selects relevant classes that he can and wants to take.

Objects and Communication:

- University published schedule
- Computer with Internet access for online schedulers (e.g. AmanB, FinalDistance)
- Writing materials

Environment: At home, anywhere with proper resources

The student wants to find an optimally accessible route from one class to another

Description: The student wants to find the quickest route to get from one class to another. With the many construction areas, he wants to find the available routes to get around campus. Additionally, he may be disabled or injured, and needs to find an accessible route.

Difficulty: Hard

Method: The student currently uses a university published schedule to determine class location. Then, he locates classes on a map to see where they are. Then, the only way to determine if a possible route is accessible is to traverse it. This is especially difficult for disabled or injured people.

Objects and Communication:

- University published schedule, usually online.
- Map, online or in paper form.
- Oftentimes, without a directory, students rely on other people or news to point out wanted buildings or construction zones.

Environment: Anywhere with access to Internet resources, access to campus