

Survey Plan

Goal:

Design Question: How can we alter the built environment and social norms to increase student's comfort levels while they wait for a bus at a designated bus stop on a college campus?

To begin studying this topic I conducted a field study which resulted in three key findings that was used to drive forward an interview study, see Appendix 3 for the full field study report. The first key finding that will be used is that students tended to shift where there were standing and or sitting to accommodate others. When a large number of people were present at a bus stop they tended to stand in front of instead of sit on the bus stop benches. When another person moves to sit on a bench that is already occupied the current occupant shifts to provide more room. The second key finding that will be used is that students spend a majority of the time of spent at a bus stop actively engaging with their phone. Many students would occasionally glance at their surroundings before re-engaging with their phone. The third, and final, key finding that will be used is that students would check the route sign or occasionally look up from their current activity and glance around. Some students would spend time looking in the direction of oncoming traffic.

Next I spent time interview three participant which resulted in three key findings that were used to drive forward the survey portion of this study, see Appendix 2 for the full top line interview report. The first key finding that will be used is that external factors such as weather and daylight affect student's behavior and feelings of safety. Student's behavior will be affected by the weather and because we are in an urban area students do not feel safe walking alone in the dark regardless of race or gender. The second key finding that will be used is students various motivations and purposes when choosing to wait for and to ride the bus. Students generally have a set of predetermined factors that influence if they will wait on the bus to arrive. There are also a small range of factors that go into their decision to ride the bus over other means of transportation. The third and final key finding that will be used going forward is how technology and prior knowledge play a role in students comfort levels and affect their actions. Students will rely on their prior knowledge when getting to a bus stop. When at the bus stop they will rely on technology to check the bus schedule as well as to pass the time.

Based off of these findings I am interested in confirming the findings found in the previous parts of the study. Particularly if my findings regarding technology usage, personal interactions, and safety can be extended to more populations. Also if there are any areas of concern around buses and bus stops that I had not yet explore in the field observations or interviews.

Research Questions:

The research questions that I am focusing on are as follows:

- How long are people waiting at the bus stop?
- How are people interacting with their phones and the environment around them?
- How important is knowing an updated bus schedule to students waiting on a bus?
- Are students concerned with their safety or security when waiting at a bus stop?
- Do students have a concern for their physical space and others personal space when at a bus stop?

Participants:

My ideal participant is a student at the University of Washington Seattle Campus. They would be between the ages of 18 and 25 and ideally a mix of genders, races, and backgrounds. The general user, people who wait for buses at bus stops, is a very diverse population and therefore I will hope that the participants will be as diverse as possible. The ideal participant rides the bus at least 5 times a week and spends at least 5 minutes waiting at a bus stop at least once a week. The amount that the participant rides the bus is important because it will provide them with a wide variety of experiences to draw on when answering the survey.

To be included in the study participants must fit the following criteria:

- Be a student actively enrolled in classes
- Ride the bus 5 times a week
- Spend at least 5 minutes waiting at the bus stop at least once a week
- Ride the bus from campus to another location at least 3 times a week

Study participants will be excluded from the study if they all in the following criteria:

- Is not currently a student enrolled in classes
- Has gone a week without riding the bus in the last two months
- Does not spend at least 5 minutes at a bus stop at least once a week

I will start recruiting participants by reaching out to the people that I interviewed for the previous part of this study. I know that they already fit my exclusion and inclusion criteria so i will have at least 3 survey responses from them. I will also be posting my

survey in the canvas discussion page for HCDE 313 to increase the likelihood that people will fit the exclusion and inclusion criteria and be able to fill out the survey. If more responses are still needed after a few days then I will post the survey on a UW Facebook group. I will do this last because it is less likely that the participants filling out the survey will meet the exclusion and inclusion criteria.

Method:

I will be implementing the survey by asking participants the following questions through a Google Form.

1. Question: How many times do you ride the bus during the school week, Monday through Friday, during the quarter?

a. Question Type:

i. Multiple Choice

b. Answer Choices:

i. 1-4 times a week

ii. 5-9 times a week

iii. 10+ times a week

c. Rational:

i. This is going to be included as a screening question to be able to know the frequency in which the participant rides the bus and therefore wait at a bus stop. This will help me know if their responses are based off of a single experience or are a common experience for them.

d. Plan for analysis:

i. This question will be analyzed through a visualization of the data in a bar or pie chart. It will be used along with other screener and demographic questions to form a "typical" user that responded to the survey.

2. Question: Do you spent at least 5 minutes waiting at the bus stop at least once during the school week, Monday through Friday, during the quarter?

a. Question Type:

i. Multiple Choice

b. Answer Choices:

- i. Yes
- ii. No
- iii. Unsure

c. Rational:

- i. This will allow me to know if the user is regularly using facilities provided at the bus stop. If they are not frequent users of the bus stop facilities then their data may be skewed against my research questions.

d. Plan for analysis:

- i. I plan to use the analysis from this question in conjunction with question 1 to form a "typical" user and allow me to have multiple populations to compare against each other. I will be using a bar or pie chart to visualize the results from this question.

3. Question: Do you ride the bus from campus to another location at least three times during the school week, Monday through Friday, during the quarter?

a. Question Type:

- i. Multiple Choice

b. Answer Choices:

- i. Yes
- ii. No
- iii. Unsure

c. Rational:

- i. This question helps me get to know where the user is waiting at a bus stop. I am focusing my research on students on a large urban campus, UW Seattle, and would need to know if the focus is on bus stops near campus, on campus, or both.

d. Plan for analysis:

- i. This question ensures that users are using the bus stops on campus. Due to the nature of the observations and interview the scope of this research is limited to on campus.

4. Question: If you answered yes to the above question, where were taking the bus to? (Ex. Taking the bus home)

a. Question Type:

- i. Open Ended
 - b. Rational:
 - i. This question allows me to understand more of the rationale behind why students are riding the bus. This will better increase my understanding of student's willingness to spend time waiting at a bus stop.
 - c. Plan for analysis:
 - i. I will analyze this by plotting where students are going to on a generic map. If a student says there are going home then I will have a generic "home" location to plot to. This will allow me to explore how far students are traveling on the bus to compare to the same journey walking.
- 5. Question: How important is it for you to know the updated exact time that the bus you are waiting on arrives.
 - a. Question Type:
 - i. Rating
 - b. Answer Choices:
 - i. 1 (Not important)
 - ii. 2
 - iii. 3
 - iv. 4
 - v. 5 (Very important)
 - c. Rational:
 - i. This question is important because it will validate or disprove behaviors found during the interviews and field observations. It directly relates to the research questions relating to students desire to know updated bus schedules.
 - d. Plan for analysis:
 - i. I plan to analysis this by showing it on a bar chart and using the data to inform decisions on if people care about updated schedules. This analysis will tie into question 6 and together will give me a better sense of a "typical" users.

6. Question: Please rank the following platforms that you check the bus schedule on from 1 (most often) to 5 (least often) with only one answer per number.

a. Question Type:

i. Ranking

b. Answer Choices:

i. One Bus Away App

ii. King County Metro Online

iii. Printed bus schedule at bus stop

iv. Google maps

v. I don't check bus schedule

c. Rational:

i. During field observations students were observed on their phones and then during interviews it was revealed that students were spending this time on their phone on One Bus Away. I am going to use this question to see if this finding is universal.

ii. how the survey question helps answer your research questions above and how the question embodies good question design

d. Plan for analysis:

i. Along with question 5 these questions will allow me to analysis if bus schedules matter and how users are keeping up with the bus schedule. I will be using a bar chart to analyze this data and compare the prevalence of the different platforms.

7. Question: What do you spend the majority of your time at the bus stop doing?

a. Question Type:

i. Multiple Choice

b. Answer Choices:

i. Checking the bus schedule

ii. Doing things on your phone

iii. Listening to music

iv. Looking around

v. Other

- c. Rational:
 - i. This question will help elaborate and evaluate the research question of how are people interacting with their phones and the environment around them. There was a variety of data involving this during interviews.
 - d. Plan for analysis:
 - i. I plan to analyze this with bar or pie charts comparing the various activities. I am expecting a correlation between the answers to this question and questions 5 and 6.
8. Question: Please respond to each statement with how strongly you agree or disagree with what the statement is saying.
- a. Question Type:
 - i. Rating
 - b. Answer Choices:
 - i. I will wait at a bus stop longer when I feel that taking a bus is the safer than walking.
 - ii. I will only wait at a bus stop if the stop is in a convenient location.
 - iii. I often chose to stand instead of sit while waiting at a bus stop.
 - iv. I try to keep to myself when at a bus stop so that others feel more comfortable.
 - c. Rational:
 - i. These questions together will help me gage the degree in which students are willing to wait at a bus stop and how they will interact with the environment around them. This will help answer multiple of my research questions.
 - d. Plan for analysis:
 - i. I will compare the answers of the questions to each other to better understand what factors go into student behavior when choosing to go to or while waiting at a bus stop. This will allow me to further explore student behavior.
9. Question: How important is it for you to leave a buffer of personal space between you and other people at the bus stop even if that means moving when other people arrive.
- a. Question Type:

- i. Rating
- b. Answer Choices:
 - i. 1 (Not important)
 - ii. 2
 - iii. 3
 - iv. 4
 - v. 5 (Very important)
- c. Rational:
 - i. This will help answer the research question of if student have concern in regard to their personal space and the personal space of others. It will also give me a sense of how the students interact with the people around them while at a bus stop.
- d. Plan for analysis:
 - i. I look at these results in a bar chart and use the data collected to inform my research on whether or not physical space at a bus stop is a factor that needs consideration.

10. Question: What is your biggest concern when thinking about your personal safety while at a bus stop or the surrounding area? (Ex. No concern, being in a well-lit area, being aware of my surroundings.....)

- a. Question Type:
 - i. Open Ended
- b. Rational:
 - i. Safety was often brought up as an area of concern during interviews on this topic. In order to better understand the breadth and scope of this concern I am asking this question.
- c. Plan for analysis:
 - i. I will code the answers looking for common themes and outliers. These themes will better inform the design space.

Work Back Schedule:

See Appendix 1

Appendices

Appendix 1: Workback Schedule

	Mon	Tue	Wed	Thu	Fri	Sat/Sun
May	14	15	16	17	18	19/20
		Create google form survey	Send survey to interview participants and classmates	Post survey on facebook		
	21	22	23	24	25	26/27
	Remind participants of survey	Ensure that there are enough responses			Close survey to responses	Analyse survey responses
	28	29	30	31		
	Create presentation slides	Record presentation	Survey Presentation Due			

Appendix 2: Interview Top Line Report

Goal and Context:

The purpose of this study is to understand why students behave as they do while waiting on a bus and how the built environment affects their action. This was studied to gain a better understanding of how we can increase student's comfort levels while they wait for a bus at a bus stop.

The data collected during interviews builds off of the field research done by validating, or discrediting, the observations that were made. During field observations there were many students hyper focused on their phones and the interviews allowed me to understand what users were doing while interacting with their phones. The interviews focused on where and why students chose to focus their attention while at a bus stop and student's reasoning behind not only where they are positioning themselves at the bus stop but how they will change this behavior based off of the presence of others.

I interviewed 3 of my classmates for around 30 minutes each. The interviews were conducted on the UW Seattle campus in both libraries and outdoors to accommodate the interview participant's schedules. The main limitation of this study was time. I was only able to interview three participants for a short period of time. Another limitation of this study was the interview questions themselves having a slight bias. I was unaware of the interview questions bias until after two of the three interviews had taken place and chose to keep the same questions for the third interview in order to keep the data consistent.

Results and Recommendations:

The key findings were focused on trends noticed and support by data collected during interview. Based on the three interview session the main key findings are as follows.

Key Finding 1

Label: External factors such as weather and daylight that affect student's behavior and safety

Result: Based on the interview data found in the following proof section, one key finding is that student's behavior will be affected by the weather. Because we are in an urban area students do not feel safe walking alone in the dark regardless of race or gender.

Proof:

- Because we are in Seattle it is often raining. When it is raining she prefers to ride the bus as to minimize how much she gets rained on.

- If it was raining and dark she would take a bus regardless of wait time and she commented that she would hope that there were not many people under the structure so that she could wait under it comfortably.
- She has had many negative experiences with strangers at bus stops. Because of this she hates walking around in the dark, whether or not it is raining, and feels significantly safer when she has her phone and the ability to call someone.

Key Finding 2

Label: Students motivation and purpose when choosing to wait for and to ride the bus

Result: Based on the interview data found in the following proof section, one key finding is that students generally have a set of predetermined factors that influence if they will wait on the bus to arrive. There are also a small range of factors that go into their decision to ride the bus over other means of transportation.

Proof:

- She rides the bus to get to and from campus for class and work
- She chooses to ride the bus for many reasons including if it is dark out, if it is raining, how lazy or tired she is feeling, and how far she is from home
- An unlimited bus pass is part of the tuition as a UW student. Because he is already paying for it in his tuition he wants to use the bus whenever possible.
- He would also check the bus schedule and if there was a bus scheduled to arrive he would wait. If there was not a bus scheduled for any time soon he would not wait.

Key Finding 3

Label: How technology and prior knowledge play a role in students comfort levels and affect their actions

Result: Based on the interview data found in the following proof section, one key finding is that students will rely on their prior knowledge when getting to a bus stop. When at the bus stop they will rely on technology to check the bus schedule as well as to pass the time.

Proof:

- When she is unfamiliar with the route she is taking she will use google maps on her phone to route herself where she is going before switching to one bus away to track the bus schedule
- She will use her phone to check bus schedules on one bus away and then keep it running in the background while she browses the internet and listens to music

- She often will spend the bus rides home after class talking on the phone with either her boyfriend or family
- For bus stops that she is familiar with she knows the options for the busses that she can take and is relaxed about getting to the bus stop at any given time.

The three key findings were prioritized as key finding 1: external factors such as weather and daylight that affect students behavior and safety, key finding 2: students motivation and purpose when choosing to wait for and to ride the bus, and key finding 3: how technology and prior knowledge play a role in students comfort levels and affect their actions. They were ordered in this manner due to the prevalence of data found in the interviews that supported each finding, as well as the importance of the finding to the interview participants. The focus of this study is to improve students experience and comfort, while at a bus stop. The priority of these key findings is supported by the data collected during the interview sessions.

Based off of these key findings i would recommend the following to improve not only student comfort but safety while at a bus stop. First, students feel unsafe when at a bus stop and out in public at night. Because of this i would recommend installing more lighting at bus stops and on the paths that students walk to get to the bus stop. Second, I would recommend increasing the amount of surface area covered by bus stop shelters in order to accommodate more students. Students may choose to wait at the bus stop during inclement weather and need space to not make others uncomfortable while staying dry. Lastly, I would recommend bringing bus stops into the future. Students will rely on their own personal technology and prior knowledge to use the bus system efficiently. Increasing the technology provided at bus stop would decrease the burden on its users. The recommendations above were presented in order of importance. Importance here being determined by ease of implementation, practicality, and direct impact on user's daily life.

Next Steps:

The next step of this field research study is to conduct a survey. During the interview portion I found that external factors affect student's behavior and safety, students have similar motivations to ride the bus, and technology and prior knowledge affect student's actions. I am going to use the survey portion to see if a sampling of my population will validate or disprove these key interview findings. To increase participation of the survey I will keep it limited to quantitative data in which participants will not be required to enter data, only chose responses. This is a limitation because it will not allow me to understand the why behind responses but it will allow me to gain a larger amount of data.

Reflection:

In future field research studies I will schedule my interviews earlier before they are due to allow more time for analysis. The analysis of these interviews were slightly rushed due to lack of time. What surprised me about my field research study was how often follow up questions were answered before I had a chance to ask them.

Appendix 3: Field Report

Goal and Context:

I am choosing to focus on students experience while waiting for a bus on campus because it is an integral part of being a college student and can be a very dreadful experience. Whether it is missing your bus by one minute and being late to class, getting drenched waiting for the bus in the rain, or feeling unsafe waiting alone in the dark; taking the bus is an experience that can be greatly improved upon. There are many buses stops actively being used by students that are unsafe and cause stress [1]. When waiting for the bus our environment affects how we perceive how long we have been waiting. As show by researchers in 2014, riders at a “no-shelter stop, riders perceived a 5-minute wait to feel longer than that” and riders at a stop with shelter perceived “a 5-minute wait felt closer to 3 minutes” [2][3]. The built, natural, and digital environments affect our experiences while waiting on a bus.

The goal of this research is to improve student’s experience of waiting for a bus at a designated bus stop on a college campus. To explore this design question I am looking at the following questions: how long are people waiting at the bus stop, what are people doing to pass the time while at the bus stop, who are people interacting with while waiting for the bus, where at the stop are people waiting, how often are people shifting where they are standing to accommodate others, what is the demographic of people waiting for the bus, what is the general attitude or mood of people waiting on a bus, and how often are people leaving the bus stop without getting on a bus? These questions are important because they help collect data about the physical aspects of waiting at a bus.

Method:

The overall approach to this field work that I took was to spend time blending in at a bus stop on campus. The participants that I focused on observing are students at the University of Washington, specifically the UW Seattle Campus. The assumption was made is that a person appearing to be between the ages of 18 and 26 and carrying a backpack or similar is a student. The participants were typically between the ages of 18 and 25 with a mix of genders and races. The general user, people who wait for buses at bus stops is a very diverse population and therefore my participants are as diverse as possible in the scope of a college campus. I observed the participants at three different bus stops. The first observation session took place at a Bus stop located directly behind the HUB and across from LOW hall. This bus stop was comprised of an enclosure, benches, a route sign, waste bins, and a wall enclosing plant matter. The second observation session took place at a bus stop located directly behind Meany hall and near the Moles building. This bus stop was comprised of an enclosure, benches, a route sign, a waste bin, and a wall enclosing plant matter. The third observation session took place at a bus stop located directly in front of padelford hall and near hall health. This

bus stop was comprised of an enclosure, benches, a route sign, and waste bins. These locations were chosen to due to their proximity to central campus, allowing for maximum student traffic.

I was specifically focusing on observing the behaviors of students while they waited at a bus stop. I am interested in how to improve the overall comfort and safety of students in public spaces on campus, such as bus stops. To get information on how to improve the experience of students waiting at a bus stop I focused on how students interacted, or did not interact, with the environment around them. This included noting where students waited within the designated bus stop, what belongings they had with them, and where their attention was focused.

I collected data during these observation sessions on a notes application on my iPhone. The notes will be taken on an iPhone in order to minimize distractions and allow me to blend in to others waiting at the bus stop. I conducted three separate 45-minute sessions of structured observation at bus stops around the UW Seattle campus. During each of these sessions I took notes on an iPhone and then transferred said notes to a laptop to be cleaned up and saved. Once each of the individual sets of notes were transferred to a word document they were combined and cleaned up for analyzation. Once the notes were all cleaned up and combined in a single document I read through them and wrote salient details on post-it notes. I then used these post-it details to form an affinity diagram. I went through multiple rounds of affinity diagramming before coming to results and recommendations.

Results:

Based on the three-observation session, here are the key findings. The following three findings were focused on trends noticed and support by a number specific observation.

Label: External factors acting on user's behaviors in regard to their physical positioning

Priority Standing: First priority

Result: Based on the observations found in the following proof section, one key finding is that students tended to shift where there were standing and or sitting to accommodate others. When a large number of people were present at a bus stop they tended to stand in front of instead of sit on the bus stop benches. When another person moves to sit on a bench that is already occupied the current occupant shifts to provide more room.

Proof:

- Female stood near a group of students in front of the bench closest to the route sign under the shelter. When more people came to stand in the same space during a rush she walked behind the bench she was previously standing in front of.

- Roughly 10 people walked up to the bus stop and stood under the cover near the bus route sign.
- Female stood in the middle of the enclosure in front of the middle benches. When more people arrived at the bus stop she shifted to stand closer to the route sign, while still under the enclosure.
- Three females stood in front of the middle bench closer to the route sign. They stood in a circle facing each other while actively engage in conversation.
- Male stood near the route sign leaning against the bench enclosure. At 12:56 he walked over and on the bench in the middle closer to the route sign next to a woman that was already seated. The women then shifted to make more room for him on the bench.

Label: User's usage and behavior surrounding their belongings

Priority Standing: Second priority

Result: Based on the observations found in the following proof section, one key finding is that students spend a majority of the time of spent at a bus stop actively engaging with their phone. Many students would occasionally glance at their surroundings before re-engaging with their phone.

Proof:

- Female stood in front of the bench farthest from the route sign. She stood actively interacting with her cellphone while holding her husky card and water bottle.
- Female sat on a bench farthest from the route sign. Once sitting she took off her backpack and placed it on the floor between her legs. She then placed her headphones on the bench next to her while she answered a phone call.
- Female sitting on the bench closest to the route sign actively interacting with her cellphone while wearing headphones. She had a purse like bag on her shoulder and did not look up until a bus approached.
- Female sat on the bench in the middle closer to the route sign actively interacting with her phone while wearing her backpack. She occasionally looked up and at 12:56 she started holding her phone without looking at it until 12:58 when she got up and left the bus stop.
- Female stood against a support poll between the bench closest to the route sign and its adjacent bench. She was wearing a backpack and was actively interacting with her phone.

Label: User's behaviors in regard to where their attention lies

Priority Standing: Third priority

Result: Based on the observations found in the following proof section, one key finding is that students would check the route sign or occasionally look up from their current activity and glance around. Some students would spend time looking in the direction of oncoming traffic.

Proof:

- Male stood in the middle of the enclosure in front of the middle benches. He stood with headphones on actively interacting with his cellphone. One minute before the bus arrived he placed his phone in his pocket.
- Female wearing a backpack approached the route sign and looked at it for a few seconds.
- Male stood next to route sign and looked at the route sign before boarding a bus.
- Male leaned against the garden wall while periodically switching between checking his phone and looking around.
- Female wearing a backpack sat on the middle bench with her hands in her pockets, looking towards oncoming traffic.

The three key findings were prioritized respectively as External factors acting on user's behaviors in regard to their physical positioning, User's usage and behavior surrounding their belongings, and User's behaviors in regard to where their attention lies. They were ordered in this manner due to the prevalence of observations that supported each finding and the direct impact of the findings solution. The focus of this study is to improve students experience, comfort, while at a bus stop. The priority of these key findings is supported by the direct impact it has on the widest diversity of students.

Recommendations:

These recommendations have to do with student's comfort, they will therefore be focused on recommendations that could be done to improve bus stops on a college campus specifically. While the recommendations could be implemented for use by the general public in spaces outside of a college campus, the research backing up the recommendations comes from observations of a specific user group, students.

While there are many changes that could be implemented to better improve students comfort while at a bus stop I will be focusing on three that I believe would have the greatest impact. The first of these three recommendations is the installation of power outlets within preexisting enclosures. It was observed that a large majority of student who waited on a bus at a bus stop spent time using their phones. With continual phone use throughout the day students often desire many outlets to charge their devices when they are stationary. the second observation of the three that I will be presenting is the repurposing of space through the installation of a different type of seating. It was observed that student chose to stand over sitting on several occasions. This was

especially prevalent when the bus stop was crowded in an effort to make room for everyone to stand comfortably. If a seating system was installed that would rest in a vertical fashion and could be optionally deployed when desired there would be more room for students during rushes at bus stops. The third and final recommendation that I will be focusing on is the use of digital displays to keep students better informed of bus schedules and delays. Installing digital displays inside of buildings near bus stops would allow students the freedom to wait for a bus in a more productive and comfortable environment. It would free up time in students already busy schedules and allow for them to escape inclement weather when they so choose.

Discussion & Reflection:

It is important to keep in mind when interpreting the results and recommendations presented in this paper that the scope of this field study was limited. The observations are solely focused on students and their niche behaviors. The observations were also limited by external factors. These factors include irregular bus routes, the capacity of buses that stopped at the observation points, and the weather at the time of observation. Due to time constraints of myself, the observer, there was a limited time of day that the observations could be completed which resulted in not ideal weather conditions. The weather conditions that the observations were made in can affect the behaviors that were being observed. Students behave differently in cold, wet weather than they do in sunny, dry weather.

If I were to change the circumstances around which I conducted this field research I would put more planning into the observation sessions. When planning I did not take into account that the observations would be affected by the weather. This led to me being unprepared and low-quality field notes due to my physical discomfort. In future field research studies, I will ensure that I account for my physical comfort along with the other conditions of the observations. A factor that I believe was a strength of this field research study was the clear trends that presented themselves despite the short observation periods. Many of the participants acted in similar manners to one another even when observed on different days and there were clear social norms taking place. It was rather surprising how clear social norms can be observed in the setting of a bus stop. All participants followed norms such as leaving as much personal space as possible for others and not interacting with strangers who are preoccupied.

Next Steps:

Based off of my results and recommendations I am interested in exploring the various factors that go into people's behavior at a bus stop. Particularly if my interview participants have ever chosen to wait somewhere other than the bus stop, such as indoors, for their bus and walk to catch the bus as it is arriving.