

# TRANSCRIPTION STEP-BY-STEP GUIDE

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Crowdsource Science:  
Science Education for Elementary Students with Learning Disabilities

# Transcription Step by Step Guide

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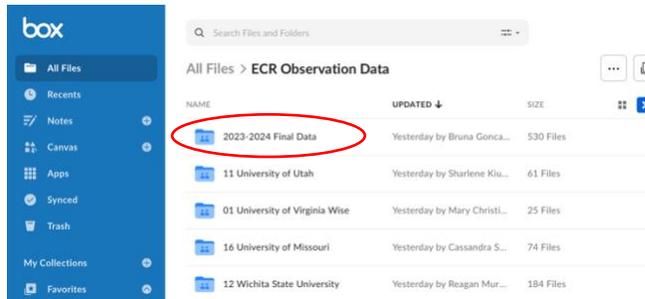
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**\*Research partners start on pg. 4 (Uploading the Audio Recording into Otter.ai)\***

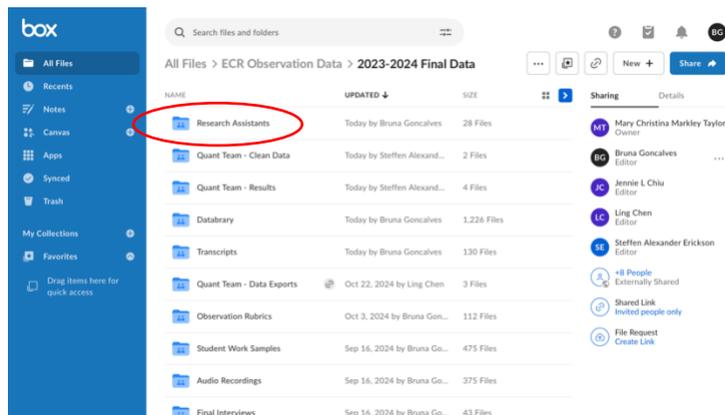
# Finding your Assignment

(video: Finding your Assignment)

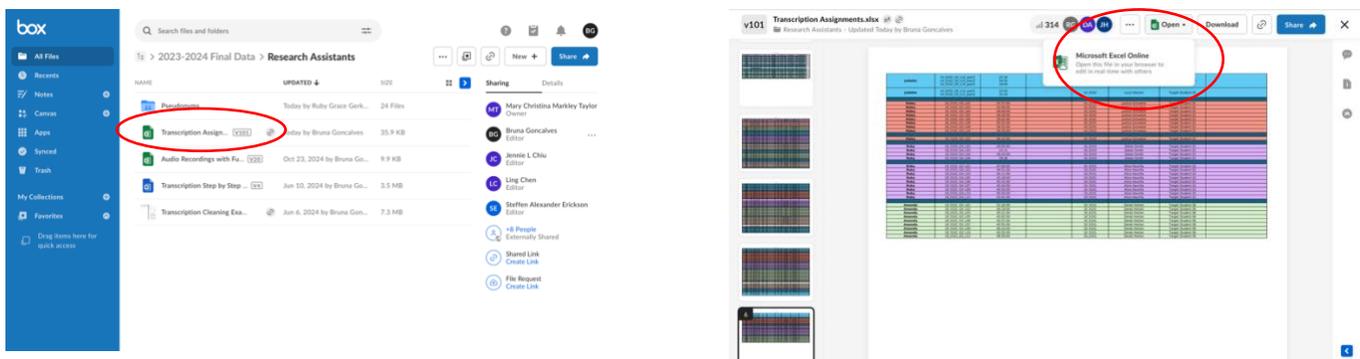
## 1. Open the “2023-2024 Final Data” Folder



## 2. Open the “Research Assistants” folder



## 3. Click on “Transcription Assignments” and “Open Online”



4. Make sure you are on the **“Assignments”** tab and find your assignment for the week. Make note of your **Teacher’s ID** number, and the **Target Student’s name and ID**

Research Assistant	Audio Recording	Time	Due Date	Teacher ID	Target Student	Target Student ID
By 11/4/2024						
Juliette	12_0105_G4_L16	16:51	10/28/2024	12_0105	Ivy Kassman	Target Student 02
Juliette	14_0101_G4_L01	41:24:00	11/4/2024	14_0101	Troy Teodemeier	Target Student 02
Juliette	14_0101_G4_L07	23:21	11/4/2024	14_0101	Troy Teodemeier	Target Student 02
Juliette	14_0101_G4_L10	41:57:00	11/4/2024	14_0101	Troy Teodemeier	Target Student 02
Denise	13_0201_G5_L12	36:52:00	10/20/2024	13_0201	Maddysyn Roat	Target Student 01
Denise	13_0201_G5_L13	32:39:00	10/28/2024	13_0201	Maddysyn Roat	Target Student 01
Denise	18_0101_G4_L04	42:31:00	10/28/2024	18_0101	Alice Haurilla	Target Student 02
Denise	18_0101_G4_L08	45:02:00	10/28/2024	18_0101	Alice Haurilla	Target Student 02
Denise	18_0101_G4_L11	45:48:00	11/4/2024	18_0101	Alice Haurilla	Target Student 02
Ruby	16_0101_G5_L07_part1	57:27:00	11/4/2024	16_0101	Justice Schuetze	Target Student 01
Ruby	16_0102_G5_L01	54:46:00	11/4/2024	16_0102	Justice Schuetze	Target Student 01
Amanda	18_0101_G5_L04	46:16:00	11/4/2024	18_0101	Derek Horton	Target Student 06
Amanda	18_0101_G5_L08	46:32:00	11/4/2024	18_0101	Derek Horton	Target Student 06

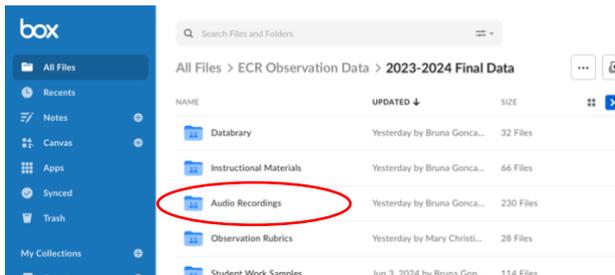
5. Go back into the **“Research Assistants”** folder and click on the **“Pseudonyms”** folder. Click on **“Name”** so the files are in order. Check to see if there is already a list for your Teacher ID. If there is, you will use that list when labeling and creating pseudonyms. If there isn’t one, you can create your own. (see **“Things to look for when cleaning”**)

The left screenshot shows the Box interface with the 'Research Assistants' folder selected. The 'Pseudonyms' folder is highlighted with a red circle. The right screenshot shows the 'Pseudonyms' folder with the 'NAME' column header highlighted by a red circle and a red arrow. Below the header, a list of files is shown, including '01\_0101 Pseudonyms.docx', '02\_0101 Pseudonyms.docx', '02\_0201 Pseudonyms.docx', '04\_0101 Pseudonyms.docx', '05\_0101 Pseudonyms.docx', '06\_0201 Pseudonyms.docx', '06\_0202 Pseudonyms.docx', '07\_0101 Pseudonyms.docx', '08\_0101\_G4 Pseudonym...', and '09\_0102 Pseudonyms.docx'.

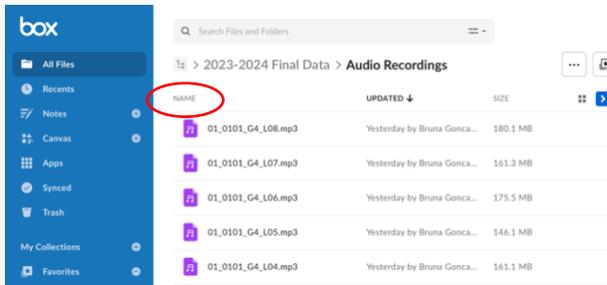
# Uploading the Audio Recording into Otter.ai

(video: Uploading the Audio Recording into Otter.ai)

- Go back to the “**2023-2024 Final Data**” folder and open the “**Audio Recordings**” folder



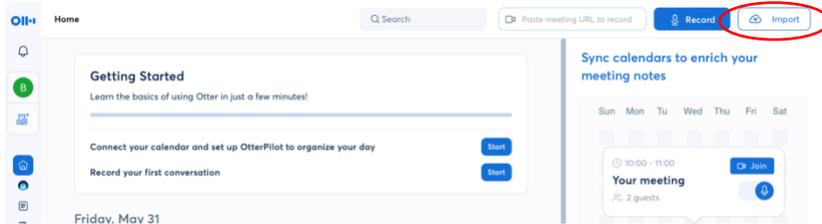
- Click on “**Name**” so the audio recordings are listed in order, then click on your audio recording



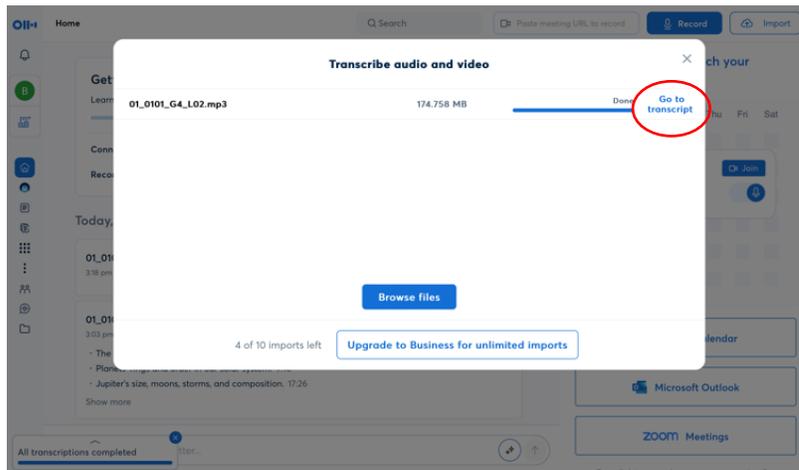
- Download the recording to your computer



9. Go into your Otter.ai account and click **“Import”**. Once it’s been uploaded, it does take a few minutes to transcribe. You will receive an email/notification when it is finished.



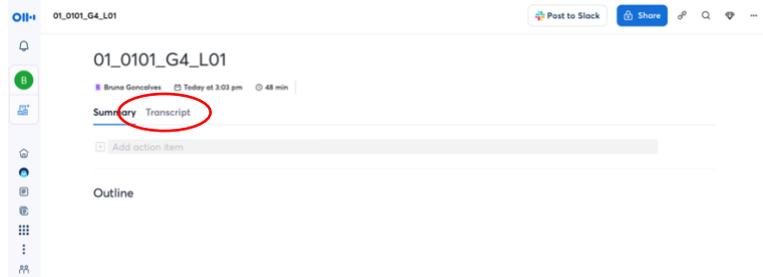
10. Once it is done creating the transcription, click **“Go to Transcript”**



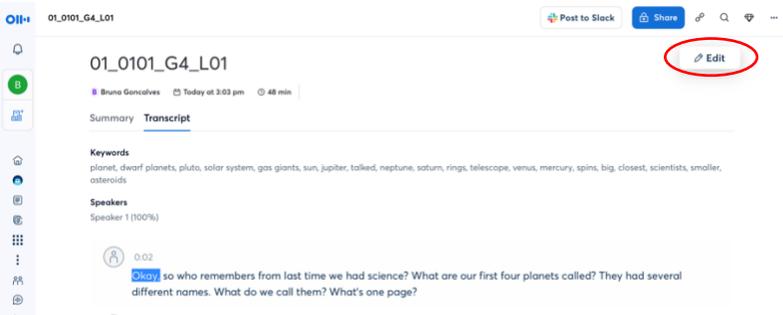
# Cleaning the Transcript

(video: [Cleaning\\_Teacher Label](#))

## 11. Click on “Transcript”

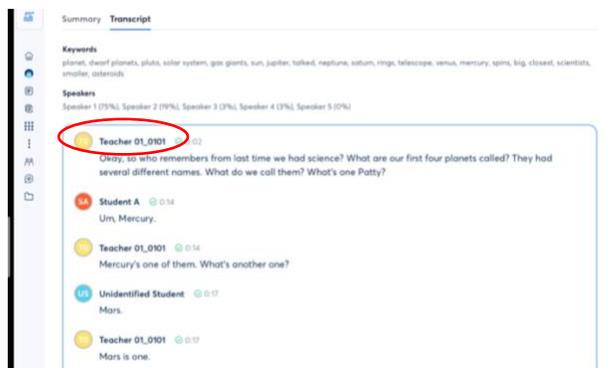


## 12. Click on “Edit”



Things to look for when cleaning:

1. Label the teacher with their ID (example: **Teacher 01\_0101**)



2. Fix punctuation and incorrect words

3. Rename Students (give them a pseudonym)

(video: [Cleaning\\_Renaming Students](#))

- a. Each teacher was asked to have the target student say the date at the beginning of the recording. If this was done and a student says the date at the beginning, label them with their target student ID, which can be found on the assignment spreadsheet (for example, **Target Student 03**). If the teacher says their name, give them a pseudonym

Research Assistant	Audio Recording	Time	Due Date	Teacher ID	Target Student
By 11/4/24					
Juliette	12_0105_G4_L16	16:51	10/28/2024	12_0105	Ivy Kasaman
Juliette	14_0101_G4_L01	41:24:00	11/4/2024	14_0101	Troy Teohtemeier
Juliette	14_0101_G4_L07	23:21	11/4/2024	14_0101	Troy Teohtemeier
Juliette	14_0101_G4_L19	41:57:00	11/4/2024	14_0101	Troy Teohtemeier
Denise	13_0201_G5_L12	36:52:00	10/28/2024	13_0201	Maddyson Roat
Denise	13_0201_G5_L13	32:39:00	10/28/2024	13_0201	Maddyson Roat
Denise	18_0101_G4_L04	42:31:00	10/28/2024	18_0101	Alice Haurlita
Denise	18_0101_G4_L08	45:02:00	10/28/2024	18_0101	Alice Haurlita
Denise	18_0101_G4_L11	45:48:00	11/4/2024	18_0101	Alice Haurlita
Ruby	16_0101_G5_L07_part1	57:27:00	11/4/2024	16_0101	Justice Schuetze
Ruby	16_0102_G5_L01	54:46:00	11/4/2024	16_0102	Justice Schuetze
Amanda	18_0101_G5_L04	46:16:00	11/4/2024	18_0101	Derek Horton
Amanda	18_0101_G5_L08	46:32:00	11/4/2024	18_0101	Derek Horton

- b. Keep a document tab open on the side so you can keep track of which names and labels you are using for which students, unless one has already been created, then use that one (check the **“Pseudonyms”** folder in Box)
- c. If you created your own, name the document with the teacher ID and then **“Pseudonyms”**
  - i. For example **02\_0101 Pseudonyms**

**Teacher\_02\_0101 Pseudonyms**

- Danielle - Ella (Target Student03)
- Clyde - Connor (Student A)
- Lillian - Lacy (Student B)
- Prescott - Parker (Student C)
- Renny - Ray (Student D)
- Ivan \_ Isaac (Student E)
- Davis - Donny (Student F)
- Jordan - Janae (Student N)
- Chloe - Cate (Student Q)
- Emma - Eliza
- Alexandria - Annie (Student K)
- Luke - Lionel (Student H)
- Erin - Edie (Student O)
- Caleb - Kanan (Student P)
- Huntley - Hannah (Student I)
- Charlie - Corey (Student G)
- Leila - Laura
- Brooke - Brielle (Student J)
- Izzy - Iliana (Student L)
- Leah - Lucy (Student M)
- Ms. Jacobs - Ms. Jinn

- If a non-target student speaks, and the teacher identifies who is speaking, change their name to a pseudonym, and then label them **“Student A”**, **“Student B”**, etc. Keep track of this on your pseudonyms document as well.
- If the teacher does not identify which student is speaking, label them as **“Unidentified Student”**

**01\_0101\_L01 Pseudonyms:**

- Paige – Patty (Student A)

**Summary Transcript**

**Keywords**  
planet, dwarf planets, pluto, solar system, gas giants, sun, jupiter, talked, neptune, saturn, rings, telescope, venus, mercury, spins, big, closest, scientists, smaller, asteroids

**Speakers**  
Speaker 1 (75%), Speaker 2 (19%), Speaker 3 (3%), Speaker 4 (3%), Speaker 5 (0%)

**Transcript:**

- T1 Teacher 01\_0101** 0:02  
Okay, so who remembers from last time we had science? What are our first four planets called? They had several different names. What do we call them? What's one? Patty?
- SA Student A** 0:05  
Um, Mercury.
- T1 Teacher 01\_0101** 0:14  
Mercury's one of them. What's another one?
- U Unidentified Student** 0:17  
Mars.
- T1 Teacher 01\_0101** 0:17  
Mars is one.

#### 4. Add student responses that Otter.ai didn't pick up

**T1 Teacher 10\_0201** 14:35  
So boys and girls, we like I said, are going to read this book. We're only going to read half of this book, okay, if you already read the other half. But it's about how dolphins communicate. It's called the scientist who cracked the code. What does crack the code mean? What does it mean? Oh, we have three hands that know what cracks the code meant. That's it. No one else. Victor, what do you think crack the code meant? It means for like, it could mean I where you like, crack the code of like, like the dolphin, like sounds. What does that mean? Like.

**SM Student M** 15:10  
I'm, like, finding the sounds. You

**T1 Teacher 10\_0201** 15:12  
figured it out, right? So when we're saying we're crack the code, this scientist figured out information about wh What dolphins? What have we been talking about this entire time though, Dolphin what communication? So d think it has something to do with dolphin communication? More than likely. Okay, so boys and girls, when you book books, I want you to turn to page nine. Page nine of your book books, okay.

**T1 Teacher 10\_0201** 14:35  
So boys and girls, we like I said, are going to read this book. We're only going to read half of this book, okay, if you already read the other half. But it's about how dolphins communicate. It's called the scientist who cracked the dolphin code. What does crack the code mean? What does it mean? Oh, we have three hands that know what cracks the code meant. That's it. No one else. Victor, what do you think crack the code meant?

**SG Student G** 15:01  
It means for like, it could mean like, where you like, crack the code of like, like the dolphin, like sounds.

**T1 Teacher 10\_0201** 15:07  
What does that mean? Like,

**SM Student M** 15:10  
I'm, like, finding the sounds. You

## 5. Label Student Responses and Activities

### a. Whole Class

(video: [Cleaning\\_Whole Class Responses](#))

- i. When the whole group responds (choral response), label as **“Whole Class”**

**T0** Teacher 07\_0101 1:42  
I know we learned lots of stuff, guys, but I'm gonna ask you, put your hands down. So today we're gonna kinda keep talking about ecosystems, and we're gonna specifically zoom in on something called food webs. But before we do, I wanna remind ourselves what the goal is. So if you can see this over here, we're going to read it together, 1 2 3,

**WC** Whole Class 2:02  
I can describe the movement of energy among living things.

**T0** Teacher 07\_0101 2:10  
So when we're talking about ecosystems, we're specifically talking about the living things in that ecosystem and how energy is passed. So turn to your elbow partner say, what's an ecosystem?

**WC** Whole Class 2:25  
What's an ecosystem?

**SG** Small Group 2:42  
(small group discussions)

- b. If many students are shouting out different responses, label as “Whole Class” but in the script type **“(varied responses)”**

**T1** Teacher 10\_0201 16:30  
Yep, absolutely. We're not going to do this last part. On Tuesday, you are going to do a reflective writing. I am telling you right now that it looks like one of your tests. It's formatted the exact same. It is not a test. It is something that I am going to read, I am going to look at, I am going to take a lot of time to figure out if you guys know what we've been talking about or not. Okay? It's just to see kind of where you guys are with this information. Does that makes sense? We're not doing that today, though. We're gonna wait until Tuesday, so I know it's a while away, right? Thank goodness for that. So boys and girls, we are gonna go back into our handbook that you have in front of you. We're gonna try to answer the question, how do rocks provide information about what an environment was like in the past. You are going to use your reference books, your book books, to answer questions about the different types of rocks that we talked about. So what you're going to do is you are going to read about conglomerate mudstone and sandstone in your book books. You are going to be filling out a chart in your workbooks. What you're going to do is first tell me what page number each of those is located on. What should we be using to find the page numbers?

**WC** Whole Class 18:05  
(varied responses)

- c. If the students are just talking amongst themselves, but not in regards to the lesson, label as **“Whole Class”** and in the script add **“(chatter)”**

**T1** Teacher 10\_0201 14:04  
Chalk is a type of sediment. Isn't that crazy? Hey, I want everyone to close their book books for just a second. I am not collecting them. You need them. Isn't that crazy? You can go home to your parents and be like mom, dad, grandma, grandpa, big person at home. We need some calcium carbonate, and they're gonna look at you like you're insane, and then you're like, I need some chalk.

**WC** Whole Class 14:37  
(chatter)

**T1** Teacher 10\_0201 14:37  
So boys and girls, Peter, do you have a question before we get started?

#### d. Individual Activity

(video: [Cleaning\\_ Individual Activity and Small Group](#))

- i. If the students start working on an individual activity, label as **“Individual Activity”** and in the script add **“(students working independently)”**

TO Teacher 02\_0102 ✓ 0:46

Exactly, fabulous. Okay, so differentiate. You should be able to, by the end of the lesson, tell the difference between weather and climate. Okay? I need you to record today's date and the I Can statement in your notebook. That's what I'm looking for. Record today's date and the I Can statement. Record today's date and the I Can statement in your notebook.

IA Individual Activity ✓ 1:15

(students working independently)

#### e. Small Group

- i. When students are working in pairs or small groups or engaging in small group discussions, label as **“Small Group”** and type **“(small group discussions)”** or **“(partner discussions)”**

TO Teacher 02\_0101 ✓ 1:16

Okay, I'm going to give you about two minutes to talk with your table group about something that you learned about thermal insulators and conductors. Go.

SG Small Group ✓ 1:23

(small group discussions)

f. *Inaudible*

(video: [Cleaning\\_Inaudible](#))

- i. If you know a student is speaking but you can't understand what they said, label them as described above and then type a blank line

A screenshot of a transcript interface. The transcript shows a conversation between a teacher and a student. The student's message is highlighted with a red circle. The transcript text is as follows:

- T1 Teacher 10\_0201** 3:50  
35, 35. I'm opening up to 35.
- US Unidentified Student** 3:53  
\_\_\_\_\_
- T1 Teacher 10\_0201** 3:56  
No I'm not. 35.
- T1 Teacher 10\_0201** 3:59  
Alright, so I have a type of limestone. Does anyone want to try to tell me what type of limestone it is?

g. *Adult Labeling*

(video: [Cleaning\\_Adult Labels and Videos](#))

- i. If there is another teacher/adult in the room, you can give them a pseudonym, label them as “**Teacher A**”, “**Teacher B**”, etc. If you don't know their name, label them as “**Unidentified Adult**”.

A screenshot of a transcript interface showing a conversation between an adult and a teacher. The adult's and a teacher's messages are highlighted with red circles. The transcript text is as follows:

- UA Unidentified Adult** 0:00  
I can also come back...
- TO Teacher 08\_0101** 0:02  
No, no, you're fine. Miss Porter, I do, you may want to move that stuff to table nine, because there's some kids are gonna end up at that table.
- TA Teacher A** 0:12  
\_\_\_\_\_
- TO Teacher 08\_0101** 0:13  
Oh, yeah, no, you're fine. I was just letting you know.

### h. Video/Audio

- i. If a teacher plays a video or audio, label as **“Video”** or **“Audio”** and then a blank line \_\_\_\_\_. Don't worry about transcribing this.

The screenshot shows a transcript with several messages. The second message, from 'Teacher 02\_0102' at 3:28, is highlighted with a red circle around the 'V Video 3:52' label. The message text is: "Yeah, well, you may have to do it without them, you know. And then we'll talk about precipitation. These are just short. We're going to watch this for just a second. I can get it to go. Just so that you understand, precipitation is not necessarily just, is it gonna work? Rain? Here we go."

Below it, a message from 'Unidentified Student' at 3:52 asks: "Can we turn on \_\_\_\_\_?".

Then, a message from 'Teacher 02\_0102' at 3:59 says: "No, I'm not turning on."

Finally, a 'Video 4:01' label is shown at the bottom.

6. Once you are finished cleaning the transcript, click **“Done”**

The screenshot shows a transcript interface for a conversation with '05\_0101\_L01'. The transcript content includes:

- Teacher 0101 (24:52): "Dax, are you joining anything in the bottom?"
- Student L (24:54): "No."
- Teacher 0101 (24:55): "No. Okay, I'll give you about 30 seconds to draw a wave. I'm gonna walk around so your notebook needs to be open to page six. I'm gonna give a little star once you have your wave drawn. When I give you that star, you can go ahead and put your notebook away please."

Below the transcript, there is a "Processing conversation..." message and a "Rate transcript quality" section with five stars. In the top right corner of the transcript area, a "Done" button with a checkmark is circled in red.

# Exporting the Transcript

(video: Saving and Exporting the Transcript)

7. Export as a .txt file. Make sure to **unclick** the “Combine all paragraphs in to one”

The first screenshot shows the meeting interface for '05\_0101\_L01'. The 'More' menu (three dots) in the top right corner is circled in red.

The second screenshot shows the 'More' menu open. The 'Export' option is circled in red.

The third screenshot shows the 'Export' dialog box. The 'Combine all paragraphs in to one' checkbox is circled in red and is unchecked. The 'Export' button at the bottom right is also circled in red.

**Export Dialog Details:**

- Transcript Preview:** Shows a snippet of the transcript starting with 'Teacher 0101 0:03'.
- Transcript:** A toggle switch is turned on.
- File format:** Set to 'txt'.
- More Options:**
  - Show speaker names
  - Show timestamps
  - Combine paragraphs of the same speaker
  - Combine all paragraphs in to one
  - Remove Otter branding
- Takeaways:** A toggle switch is turned off. Below it, it says 'There are no Takeaways in this conversation'.
- Audio:** A toggle switch is turned off.
- Filename:** 05\_0101\_L01\_otter\_ai .txt

## 8. Click on “Summary”

05\_0101\_L01

Post to Slack Share

05\_0101\_L01 Edit

Bruna Goncalves May 22 at 3:16 pm 25 min Copy Summary

**Summary** Transcript

**Keywords**  
waves, sara, grandpa, cell phones, write, page, put, conversation, carson, binary code, talk, notebook, share, learn, lesson, water, kate, call, questions, jason

**Speakers**  
Teacher (84%), Student (3%), Student (2%), Student (2%), Student (2%), Student (2%), Student (2%), Whole (1%), Speaker 1 (1%), Student (1%), Unidentified (1%), Student (0%), Student (0%), Student (0%), Student (0%), Student (0%), Video (0%), Student (0%)

## 9. Click “Copy Summary”

05\_0101\_L01

Post to Slack Share

05\_0101\_L01

Bruna Goncalves May 22 at 3:16 pm 25 min Copy Summary

**Summary** Transcript

In this conversation, John and Sarah discussed the different forms of waves, including sound, light, and binary code. John explained the characteristics of each type of wave, while Sarah added that waves can also travel through Morse code. Both John and Sarah emphasized the importance of understanding the various forms of waves and their potential uses in transmitting information.

## 10. Open the .txt file, type “Summary” at the top and paste in the summary.

Summary

Teacher 0101 0:03  
Okay, so we're going to start a new unit, we're going to be talking about riding the waves of information. Okay, so you might be thinking to yourself, well, what is a wave? Raise your hands. Is anyone thinking that? What is she talking about? What is a wave? Only a couple of us. Okay, so hopefully we have some information that we can share about waves. But our objective for today is we can communicate what I know about waves. So again, Carson and Jason. A lot of us didn't raise our hand for this. So I hope that that discussion that you guys bring to the table today, you know a lot about this already. Okay, maybe you learn this with Mr. Fish in the years past? Maybe it's something that you already know. But for some of us, we might be learning something new today. Okay. So I would like you to take a look in your notebooks that I passed out today. Can you please open to pages three. And the story will continue on four. Give me a thumbs up when you're on page three, so we can learn about Sara and her grandpa.

Unidentified Student 1:23  
I'm already on the page.

Teacher 0101 1:26  
Great, thank you for the silent thumbs. Okay. So as I read the story about Sarah and grandpa, we're not writing on desks. Not writing on desks.

Unidentified Student 1:38  
Something though.

Teacher 0101 1:39  
Okay. Uh, I want you to think about these questions. What are waves? What is needed to get waves started? How do waves move? How can you change waves? And how do objects move on a wave? Okay, so a lot of questions to think about, but you're really just thinking about waves in general. Okay. As always, you are going to read if you are not normally in here for my scholastic lesson, when we are reading out loud, you are going to read the last word of the sentence. So I know that you guys are paying attention. So everyone should be on page three. You're reading the last word of each sentence with me. "Grandpa, you finally got a cell

Whole Class 2:30  
phone.

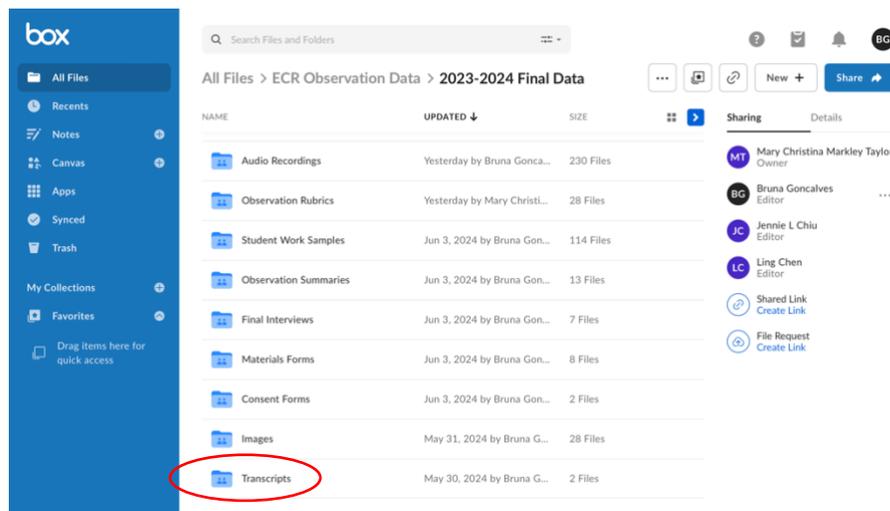
Teacher 0101 2:30  
Sara exclaimed. Sara visited her grandfather on her way home from school each

## 11. Edit the summary as needed to match the speaker names, and for clarity, and save.

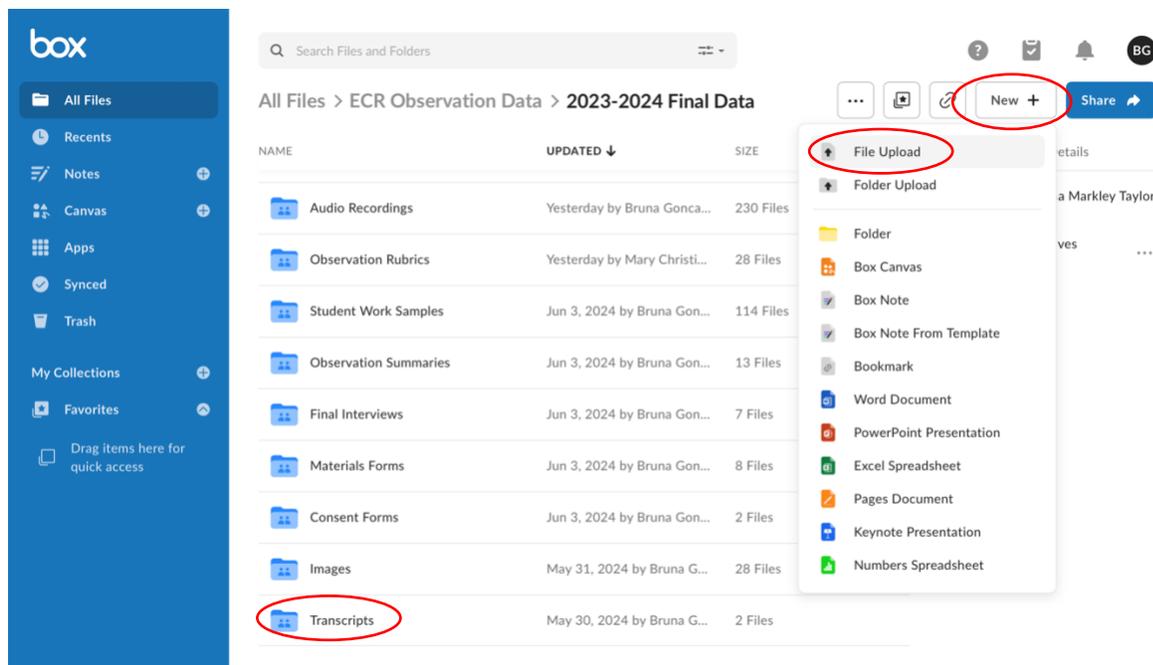
## Uploading the Transcript into Box

(video: [Uploading the Transcript into Box](#))

12. Go back to Box in the “**Final Data**” folder and open the “**Transcripts**” folder



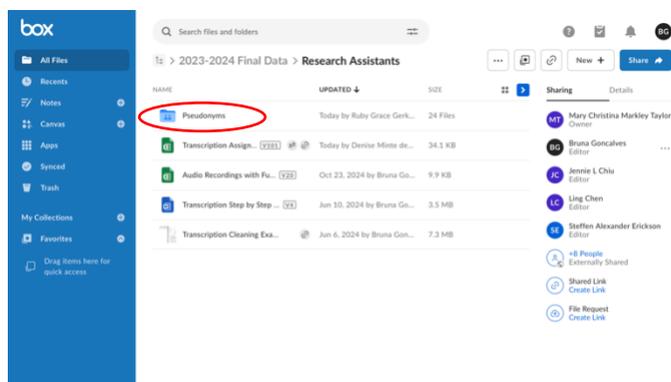
13. Upload the .txt file in the “**Transcripts**” folder



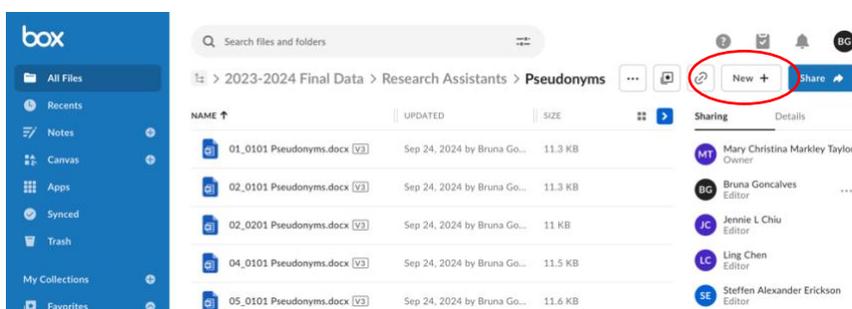
14. Edit the file name by deleting the “otter\_ai” and adding “\_transcript” to the end.

- a. For example, rename from **05\_0101\_L01\_otter\_ai** to **05\_0101\_L01\_transcript**.

15. If you had to create your own list of pseudonym, go back to the “**Research Assistants**” folder and click on “**Pseudonyms**” folder



16. Upload your list of pseudonyms. Label it with the teacher ID and “Pseudonyms”  
a. For example, **01\_0101 Pseudonyms**



17. Go back to the “**Transcript Assignments**” spreadsheet and type in the lesson theme (only type in the lesson theme once you have uploaded the transcript. This signals to me that you have finished it!) Then go on to the next assignment!

	A	B	C	D	E	F	G	H
	Research Assistant	Audio Recording	Time	Due Date	Teacher ID	Target Student	Target Student ID	Lesson Topic
1	By 11/4/24							
2	Juliette	12_0195_G4_L16	16:51	10/28/2024	12_0195	Joy Karsonan	Target Student 01	
3	Juliette	14_0191_G4_L01	41:24:00	11/4/2024	14_0191	Troy Teodtmeiser	Target Student 02	
4	Juliette	14_0191_G4_L07	23:21	11/4/2024	14_0191	Troy Teodtmeiser	Target Student 02	
5	Juliette	14_0191_G4_L10	41:57:00	11/4/2024	14_0191	Troy Teodtmeiser	Target Student 02	
8	Denise	13_0201_G5_L12	36:52:00	10/28/2024	13_0201	Maddysen Roat	Target Student 01	Black boxes as scientific models
9	Denise	13_0201_G5_L13	32:39:00	10/28/2024	13_0201	Maddysen Roat	Target Student 01	
10	Denise	18_0191_G4_L04	42:31:00	10/28/2024	18_0191	Alice Haurilla	Target Student 02	
11	Denise	18_0191_G4_L08	45:02:00	10/28/2024	18_0191	Alice Haurilla	Target Student 02	
12	Denise	18_0191_G4_L11	45:48:00	11/4/2024	18_0191	Alice Haurilla	Target Student 02	
14	Ruby	16_0101_G5_L07_part1	57:27:00	11/4/2024	16_0101	Justice Schuetz	Target Student 01	
15	Ruby	16_0102_G5_L01	54:48:00	11/4/2024	16_0102	Justice Schuetz	Target Student 01	
17	Amanda	18_0191_G5_L04	46:16:00	11/4/2024	18_0191	Derek Horton	Target Student 06	
18	Amanda	18_0191_G5_L08	46:32:00	11/4/2024	18_0191	Derek Horton	Target Student 06	
20	Haley	14_0192_G5_L12	27:33:00	10/28/2024	14_0192	Louis Nielsen	Target Student 02	

