TRANSFORMING THE INSTRUCTIONAL LANDSCAPE
TRANSCRIPTION CASE STUDY

Transforming the instructional landscape is an ongoing project that examines how learning environments can be improved for both instructors and students.

The transition to remote teaching and learning during the 2020-21 year highlighted the importance of adapting teaching to an online environment to meet learner needs. Transcripts of recorded content support learners in reviewing content and ensure the accessibility of the content. During the TIL pilot, Instructors experienced significant challenges while making their transcripts. This created access and accuracy issues for students.

To help improve the transcript experience for everyone, instructors were paired with supports to make this experience accessible for all. **The impact of these supports are illustrated in the table below through five areas of focus.**

	BEFORE TIL PILOT	AFTER TIL PILOT
TIME	6 hours editing required per 2 hour lecture	2.5 hours editing required **(reduced by 50%)**
AUDIO	Poor audio quality = inaccurate transcripts	Better microphone = better audio quality & **accurate transcription**
SOFTWARE	Software produces inaccurate transcriptions	Better software = transcripts with **less errors**
ACCESSIBILITY	Students waited to access transcripts	Students **access transcripts faster**
SUPPORT	Instructors spent excessive time editing transcripts	Instructors **focus on teaching, grading and administration**

WHEN INSTRUCTORS ARE SUPPORTED IN CREATING TRANSCRIPTS:

68% of students watch lecture recordings to supplement their synchronous learning.

Students use transcripts:
- For disability-related access needs
- To clarify what was said (i.e. language barriers)
- To clarify class content
- To review class content

INTERESTED IN LEARNING MORE? CONTACT: lsm.classroom@utoronto.ca