

Transcribing: A University Tool to Evaluate Instruction and Understand Concepts

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Introduction

Transcribing may be used as a tool to analyse discussions within physical mathematics. Transcriptions can improve university courses through reflection providing: Professors a venue to evaluate how effective instruction is within a concept, and students with a structured way to understand the complexity of a concept.

Transcription when used in qualitative research is where an oral conversation is recorded and then processed into a written form. This oral conversation could take place in interviews, focus groups, observations, etc. The purpose of transcription is to pause, look at the words, and give the space to analyze the conversation allowing one to conduct research. Furthermore, transcription is utilized as a methodological tool to understand a research subject or site.

The function of transcription has been identified as more than just a tool to analyse qualitative data. It has been established as an effective process to reflect upon mathematics learning when prospective teachers focus on classroom conversations [1,2]. Transcription may be extended further as a reflective tool within the university classroom creating the venue to evaluate courses and understand concepts.

Reflective practice

Professors have the daunting task of transferring knowledge to students at a level they can understand while achieving depth and complexity of the content. Teaching can cover whatever your subject encompasses including anything from mathematics to physics within different modes of instruction (collaboration, lecture, small groups, assignments, online, face-to-face, etc.). Evaluation of teaching through reflection can improve future learning. Reflective practice explores the implications of complex factors to improve and better understand the teaching process [3]. Reflections are concise, narrow investigations related to thoughts, memories, and self-examination of one's own teaching [4]. The purpose of reflection is to assess teaching to adjust or perform better or differently in the future.

Course reflection through transcription

Transcription may be extended to reflect upon classroom interactions. This is done by recording, transcribing, and examining the actual lesson conversations to evaluate the learning taking place. Using transcription as a tool for reflection slows down what happens in the classroom which is difficult to catch through real-time observations [2]. Transcription allows the professor to reflect beyond what is remembered to what occurred. Treating the transcription as a tool to evaluate what happened during teaching can find themes while

scrutinizing the conversations from professor to students and students to students. It is through these conversations where the actual learning is created. The content taught can be analyzed by observing the what, the how, and the why of the concept. Furthermore, it reveals what students understand. The professor's self-reflection on the course can reveal how the overall learning of the concept happened and if this most effective way to teach this concept.

Concept understanding through transcription

Transcription may be extended to reflect upon concept understanding. Students can create and evaluate class discussions with an intention of analyzing a concept through multiple perspectives and lenses. Students can thoroughly learn a concept when they analyse the transcription comprehending what is being taught beyond just hearing about it in class. This transcription course activity processes classroom conversations to learn the depth and complexity of the concept. The students then transfer the knowledge from the transcription themes into some type of mind map [1]. They can bring these mind maps to class or to study sessions and have further conversations to clarify the ideas creating concept understanding and associations. The students' self-reflection on a specific course concept can uncover multifaceted insight.

Conclusion

Transcriptions brought into the college classroom allow for reflection of professors on the effectiveness of instruction and students on the concept or topic being taught. These uses of transcription can improve learning in the higher education classroom through evaluation of the concept being taught and the understanding of a concept itself.

References

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