Soundtoscript
TRANSCRIPTION

SAMPLE DELIVERABLE
STS-SAMPLE-ACADEMIC-FULL

ACADEMIC & RESEARCH TRANSCRIPTION SAMPLE · FOCUS GROUP

Remote Study Habits

Study SRG-114 · Focus group 2 of 4 · five participants and a moderator

PREPARED FOR
Study team SRG-114
Education research unit · fictional

RECORD
Scripted illustration
Approx. five minutes of the session

SESSION DATE
12 OCT 2026
Online · session code FG-02

WHO ORDERS THIS

Researchers, graduate students and evaluation teams who need interviews and focus groups transcribed for coding, with participants kept anonymous.

FILES DELIVERED

PDF DOCX TXT

FORMATTING APPLIED

- Study details, consent note and participant key
- Discussion guide mapped to the transcript
- Participants identified by code only
- Theme index and participation summary

NOTATION KEY

MODERATOR	The researcher facilitating the session
P1 – P5	Participant codes; no names recorded
[laughter]	Audible laughter
[crosstalk]	Overlapping speech
[inaudible]	Cannot be heard; time given
[phonetic]	Spelling not confirmed

Fictional sample

This is a fictional sample created to show the Soundtoscript research transcript format. The study, participants and quotations are invented. No real participants are depicted.

STUDY DETAILS

STUDY	SRG-114 · Remote study habits of first-degree students
SESSION	Focus group 2 of 4 · code FG-02
DATE AND MODE	12 October 2026 · online video call
MODERATOR	Research assistant, study team SRG-114
CONSENT	Written consent on file; recording permitted
ANONYMISATION	Names, institutions and places are removed or coded
RECORD	Verbatim, with false starts retained only where they carry meaning

PARTICIPANT KEY

CODE	PROFILE	TURNS	WORDS
MODERATOR	Facilitates	8	133
P1	Undergraduate, year 2	5	113
P2	Undergraduate, year 1	6	109
P3	Undergraduate, year 3	5	101
P4	Postgraduate	5	134
P5	Undergraduate, year 2	5	91

Profiles are broad on purpose, to keep participants unidentifiable.

DISCUSSION GUIDE

Q	QUESTION
1	Where do you actually study?
2	What pulls your attention away?
3	What tools or routines help?
4	What one change would help most?

QUESTION 1 · WHERE DO YOU STUDY?

MODERATOR: Thank you all for joining. As we agreed in the consent form, this session is recorded and everyone is identified only by a code. I want to start with where you actually study, not where you intend to study.

P1: The library, but only because my room has my flatmates in it. `[laughter]`

P3: I'm at the kitchen table most days. It's not ideal, but the Wi-Fi is strongest there.

P2: Same, honestly. I did try the campus library, but by the time I arrive and find a seat, half my study time has gone.

MODERATOR: P4, P5, what about you?

P5: I study in bed. I know, I know. `[laughter]` I fall asleep after twenty minutes, and then I feel guilty.

P4: I rotate. Library in the morning, a cafe in the afternoon, and then home. If I stay in one place too long, I stop concentrating.

QUESTION 2 · WHAT PULLS YOUR ATTENTION AWAY?

MODERATOR: Thanks. Now, what pulls your attention away while you are studying?

P3: My phone, obviously. I put it face down, and I still check it. It is `[inaudible 00:01:11]` muscle memory at this point.

P1: Group chats. Someone sends a message about a deadline, I open it, and forty minutes later I'm watching a video about something completely unrelated.

P5: `[crosstalk]` For me it's...

P2: `[crosstalk]` Sorry, go ahead.

P5: For me it's tabs. I open one tab to look up a word and I end up with fifteen. Then my laptop slows down and I give up.

P4: I think noise is the big one for me. Not music, but people talking. I can't study when I can hear a conversation.

MODERATOR: Does the time of day change that? Is the distraction worse at certain times?

P2: Evenings are the worst. By eight o'clock my willpower is basically gone, and everything on my phone looks more interesting than my notes.

P1: Mine is the opposite. Mornings are bad because I haven't woken up properly, and I tell myself I'll start after breakfast. Then it is lunchtime.

P3: I think it depends on the deadline. If it's due tomorrow, there are no distractions at all. [laughter] It's a terrible system, but it works.

QUESTION 3 · WHAT TOOLS OR ROUTINES HELP?

MODERATOR: That's very helpful. So what has actually helped you? Any tools, routines, anything.

P2: A timer. I use the twenty-five minute method, the Pomodoro [phonetic] one. Twenty-five on, five off. It's the only thing that works for me.

P4: I use a study partner. We video call, camera on, and we don't talk. Just being watched, in a good way, keeps me going. There is an app for it called Focusmate [phonetic] , I think.

P1: I tried that. I was too shy to be on camera. What worked for me was writing the three things I must finish before I begin. If it isn't on that list, it doesn't count.

P3: I have a rule that I only study with headphones in. It signals to my flatmates that I'm busy, and it signals to me that I'm busy. [laughter]

MODERATOR: And do any of those routines survive a bad week? When you are tired or behind?

P2: The timer does. Even when I'm exhausted, I can say, just one round. Usually one round becomes three.

P4: The study partner does too, because I do not want to cancel on somebody. The list, I am not so sure. When I fall behind, I stop looking at it.

P5: I'd like to try the list thing. I never plan, I just start, and then I don't know what I achieved.

QUESTION 4 · WHAT WOULD HELP MOST?

MODERATOR: Last question. If the university could change one thing to help you study better from home, what would it be?

P2: Quiet booking slots at the library. Reserve a desk for two hours, and just know it is yours.

P1: Cheaper data bundles. Some of us study from the kitchen because that is where the signal reaches.

P4: A shared timetable that shows when lectures are recorded, so I can plan around them instead of attending every live one.

P3: Honestly, shorter online lectures. Ninety minutes on a screen is too much for anyone.

P5: Just someone to check in. Even a text. I think I would study more if I knew somebody would ask.

MODERATOR: Thank you, everyone. That is the end of the discussion. I'll stop the recording now.

END OF FICTIONAL SAMPLE TRANSCRIPT

The recording ended at the close of the discussion. The theme index, participation summary and notable quotations follow on the next page.

THEME INDEX & QUOTATIONS

THEME INDEX

THEME	QUESTION	RAISED BY
Shared or noisy space at home	Q1, Q2	P1, P3, P4, P5
Phone, chats and tabs	Q2	P1, P3, P5
Timers and structured routines	Q3	P2, P3
Planning with a written list	Q3	P1, P5
Accountability and peer presence	Q3, Q4	P4, P5
Access: data cost, library desks, lecture length	Q4	P1, P2, P3, P4

NOTABLE QUOTATIONS

- “The library, but only because my room has my flatmates in it.” (P1, Q1)
- “If it isn’t on that list, it doesn’t count.” (P1, Q3)
- “I think I would study more if I knew somebody would ask.” (P5, Q4)

TRANSCRIBER NOTES

- Two terms could not be confirmed and are marked [phonetic] for the research team to check.
- One word is marked [inaudible] with its elapsed time. Overlapping speech is marked [crosstalk].
- Themes are a navigation aid for coders, not an analysis.

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