

RESPONSIBLE USE OF GENERATIVE AI: GUIDELINES FOR STUDENTS

STUDENT GUIDE

Academic year 2025-26

Faculty-wide guide, compiled by the Faculty Working Group on Generative AI and Education
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1 GENERATIVE AI: RESPONSIBLE USE

Generative Artificial Intelligence (GAI) permeates many professional domains, including higher education.

In the spring of 2024, Ghent University allowed the '**responsible use**' of GAI tools in teaching and learning activities as part of its educational policy. This policy takes into consideration the impact on student learning, the validity of the evaluation, the ethical implications and the preparation of students for their future professional roles and in society, where GAI is bound to become more ubiquitous.

Ghent University has therefore created a general UFORA-site for all students: "***Generative AI for Students: From Concepts to Creation***"¹. This site succinctly explains how GAI tools work and it provides an overview of a number of tools and it explains the general principles of 'responsible use'.

This document builds on these general principles, but specifically for the **social sciences**. Here, we will mainly discuss its use in (longer) academic writing assignments. However, this document does not apply to those writing tasks in the context of assignments or modules which explicitly aim to teach students on how to work with GAI applications. In addition, while ChatGPT is, of course, one of the best-known applications, there are many other tools available. We will therefore not focus on *one* particular tool and most guidelines in this document apply to **GAI applications** in the wider sense.

In this document we briefly discuss the different phases of the 'empirical cycle'. Every student will go through this -sometimes several times- when developing his/her research paper, master's thesis or other (longer) writing tasks. We will make it clear that making use of GAI tools may be legitimate, and that, when used correctly, GAI tools may be useful throughout your research and writing process. Depending on the phase, this may mean: 'sparring partner', 'search engine' or 'aid' for analysis and writing. But we will also give advice against what is deemed to be '**irresponsible use**'. GAI output is never a 'source' in itself (this implies that you should never 'copy and paste' text generated by GAI, not even paraphrasing) and we do not yet consider GAI tools as data analysts (in other words: you still perform your data analysis by yourself!). Irresponsible use will usually lead to poor quality of your paper, which will have a major impact on your grades...

¹ All students can enroll on this site. For this, go to the home page in UFORA (if necessary, first click on the UGent logo at the top) and then search for '***Generative AI for Students: From Concepts to Creation***' via 'enroll in course' (menu on the right). This site is not a formal 'requirement', but it is certainly recommended to familiarise yourself with its contents.

Finally, the world of generative artificial intelligence is evolving extremely quickly. New tools become available all the time and most tools will, eventually, generate far fewer substantive errors. In this regard, some of the warnings in this document about the quality of GAI output may appear to be a 'snapshot' in time (this document was finalised in December 2025). However, the guidelines in this document remain important and we hope that you follow them carefully when working on your writing assignments. This will only improve the **quality of your work**.

2 GENERATING IDEAS, FINDING DIRECTIONS

First of all: reading books and journal articles by yourself and consultation with your supervisor will always remain crucial, even in GAI times. GAI tools are never a 'quick fix'! However, the tools are sometimes *useful* as an assistant, to help develop (creative) **ideas**.

If you are looking for an original, challenging but feasible topic for a longer writing assignment, GAI may be of some use. If you already have a general idea or topic in mind, you can ask GAI applications questions ('prompts') about all kinds of topics.

However, it is advisable not to simply start a 'brainstorm by GAI' without **prior exploratory reading of academic articles and/or books** on the initial topic. Here too, the best inspiration for theory (and methods) comes from reviewing relevant academic literature.

In addition to your orientation/reflection round on your research paper or master's thesis, you can obtain further information with the assistance of GAI applications. You may find **additional** ideas or inspiration about the following:

- Developing the research question and focusing your 'gaze'
- Assessing the academic relevance of the subject
- Assessing the social relevance of a subject
- Suggestions for (alternative) theoretical frameworks
- Literature suggestions
- Suggestions for selecting the research population or specific case studies
- Feasibility
- Methodology
- ...

When doing this, it is important is to ask increasingly targeted questions ('prompts') about the output that GAI generates. When the tool has provided you with ideas, you can continue chatting with the tool to refine, expand on, ... the generated output

Please note that it is extremely important to remain **critical**, even in this orientation phase. After all, all tools can generate (serious) errors:

- Conceptual or theoretical errors
- Selective representation of what authors actually claim
- Outdated information
- Geographic bias (e.g. bias towards the 'Global North' , ...)
- Biases in terms of gender, ethnicity, language, culture, etc.
- Factual errors (e.g. mentioning non-existent cases or non-existent literature)
- ...

In addition, suggestions for research generated by GAI applications may not be feasible or ethically desirable. A particular research idea may *seem* academically relevant, but not necessarily feasible, for example due to certain latent but real sensitivities in a population. Suggestions for research originating from GAI applications are sometimes rather '**naive**'. By applying GAI output uncritically, you may sometimes be misled and even lose time as a result. Therefore, please read all output through your 'critical lens'. And be aware that your 'critical sense' is not an inborn trait, but it can only be cultivated by immersing yourself in the academic literature of your subject.

Therefore, do discuss your ideas with the '**real**' **experts**, namely your **supervisor(s)** or lecturers. After all, experienced academics will have a much better understanding of 'the subject' or 'field' and 'methods' than a GAI tool. They will be able to give you advice on whether your research idea is academically sound and feasible. By this, we do not mean that you should ask your supervisor '*whether the output of ChatGPT is good enough!*' After all, whether something is theoretically relevant and feasible or not, remains something that you must first try to assess and motivate yourself *before* asking your supervisor for advice.

	<i>Building your first brainstorm entirely or exclusively on GAI-output is a form of 'irresponsible' use!</i>
	<i>As a faculty, we allow you to use GAI as a virtual 'sparring partner' as an <u>additional</u> source of inspiration for finding conceptual frameworks, ideas, etc. or in preparation for a research proposal.</i>
	<i>Always try to remain critical and discuss your ideas in a timely manner with your supervisor(s)</i>

3 SELECT LITERATURE, BUT PROCESS IT YOURSELF

There are many advanced academic search engines among GAI tools. They will help you in the search process for academic literature for, for example, your master's thesis. Some will already give you an overview of the most current or cited papers. In addition, there are also GAI applications that can produce initial summaries of texts.

GAI can certainly be used as a search engine for suitable literature. After that, it remains up to you, as a student, to **go through this literature thoroughly and to read books, articles, ... on your own, process them on your own** and gradually develop a more synthetic understanding of the field. There are a number of valid reasons for this. These reasons are both 'technical' (concerning the functioning of the tools) and 'intellectual' (how to develop yourself as a social scientist). We briefly discuss these:

- GAI output may contain certain **serious conceptual errors**. The linguistic models that support GAI tools look at linguistic similarities and not necessarily at conceptual relevance. Thus, certain connections in GAI-generated summaries of the literature are not always accurate. Therefore, always be particularly critical when "uploading" questions, literature or sources through GAI applications. Generated content can sometimes be lacking in terms of nuance, it may be beside the point or even evidently incorrect.
- Summaries from literature or other forms of output generated by GAI applications are occasionally (literally) based on existing, real-world sources (e.g. books or articles). Thus, GAI sometimes commits "unconscious" plagiarism. Thus, if you copy and paste the output of a GAI application literally into your essay, research paper or master's thesis, you may be committing **unintentional plagiarism** yourself, which normally leads to disciplinary measures (as described in Art. 78 of the general Education and Examination Code at Ghent University).
- Always check all references for their 'authenticity'. Some GAI applications still 'hallucinate' and may often fabricate erroneous information or even non-existent references.
- Moreover, a major risk is not only the lack of reliability but also its strong **persuasiveness**. In general, GAI tools are programmed to write very 'nicely'. Therefore, do not let the writing style of GAI-output persuade you. Just because output comes across as 'well written' does not mean that '*it must be true!*' This is very often not the case... The sources used by GAI-tools are sometimes made up. In addition, the insights are not verified, even if the output seems written in a clear style. We continue to emphasise: it is crucial to use GAI only for those fields where you can *verify* its output. Finally, an analogy: if you are considering buying a used car, it is not advisable to let your decision depend on the seller's smooth sales talk, but rather on a very thorough inspection of the actual vehicle....
- Learning to select, process, and integrate insights from the academic literature is a crucial skill for any social scientist. Without this intellectual effort, you cannot actually "master" your own chosen field. If you have a **personal commitment to knowledge**, you should make this intellectual effort!

- As a student, you will probably have to apply the theories and concepts from the literature to a specific case, in the empirical part of your research paper or master's thesis... If you outsource all your 'reading and thinking' to tools, then the meaningfulness and quality of the elaborations, operationalisations, ... in the empirical section of your work will undoubtedly suffer, as will your conclusions.
- In addition, all longer writing tasks in our faculty are assessed not only on the basis of the submitted text, but also on the basis of a discussion, presentation or formal oral defence. If you can barely clarify your theoretical basis in a discussion or you just cannot explain *why* and *how* you arrived at an apparent "state of the art" synthesis of the literature, then the academic reader (i.e. your supervisor) will probably rightly assume that you have not (fully) mastered certain academic competencies after all. This may have serious consequences for your grades... Therefore, we stress again: by writing yourself, you **stimulate yourself to think** about the meaning of concepts and findings from the literature. This will also enable you to defend your choices better and more critically during the oral defence and you will not be 'caught out'.

In short, we consider it unacceptable to include summaries (e.g. literature reviews) that come from a GAI tool directly in your essay, research paper or master's thesis. This goes against the principles of academic integrity and transparency. After all, an (academic) reader has the right to know which ideas come from the author of the paper, and which are not the product of the intellectual labour of the person who submitted the piece of work. Presenting GAI output as one's own work can therefore be considered as 'ghostwriting'! This is such an irresponsible practice that it will have a significant impact on your marks or even lead to a 'fail'.

	<p><i>It is decidedly a 'bad practice' to present GAI output as the result of one's own (reading) work. Thus, pasting text generated by GAI applications into one's own literature review and literature study is certainly considered 'irresponsible use'.</i></p>
	<p><i>GAI-applications can certainly be used in identifying current literature and as an aid to initial processing. Critical sense, however, remains crucial.</i></p>

4 EMPIRICAL RESEARCH, DATA AND PRIVACY

At all stages of social science research, GAI may be of use. In empirical research, we allow GAI applications to be used as an **assistant**.

4.1 Assisting with data collection:

Here are some examples where you can use GAI applications in a very 'hands-on' manner, particularly in relation to practical aspects of your research:

- preparing questions for an interview guide for semi-structured interviews
- drafting items/questions for surveys
- drafting 'vignettes' (e.g. as a drop-off question at the beginning of an interview)
- preparation of visual stimuli or images (e.g. as part of experimental conditions)
- drafting of contact letters, consent-forms, ...
- simple translation of existing scales, interview questions, or documents to/from languages you are less familiar with (within certain limits: you do need to have notions of the language to assess whether the translation is correct. And it is advisable to use more than one translation programme).

Be mindful, however:

- it is strongly recommended to use existing and validated instruments (e.g. scales). Nevertheless, by asking targeted questions to GAI applications, you can quickly get an overview of a range of existing instruments (validated or not).

Again, beware: do not employ any GAI output in an uncritical manner. The 'quality' of the questionnaires, letters, ... that GAI generates will depend very much on the input (prompts) which you entered. And even if the output is conceptually correct or meaningful, in many cases it will still require manual adjustments on your part (e.g. finding the right linguistic registers in relation to the survey population and/or drafting interview questions that meet the quality criteria as discussed in class).

We would like to emphasise once more what is never acceptable:

- Basing your research on data that has been searched for or summarised for you by ChatGPT or another AI system. After all, there is a high probability that the data will contain errors. Of course, it can be useful to ask a chatbot *where* you can find certain reliable public data about a phenomenon (e.g. GDP, Gini index, etc.). You can therefore use AI systems to find certain

sources more quickly and, if necessary, to gather additional information about the status of those sources, but you should *never* consider the output of AI systems to be a “reliable source”.¹

- Deliberately generating “new” datasets or interview transcripts using ChatGPT or similar systems in order to present them as “real” data. This is obviously a serious form of academic fraud and this will lead to disciplinary measures.

	<p><i>Using GenAI to fabricate data and present the data as “real” constitutes fraud and is punishable by disciplinary sanctions.</i></p>
	<p><i>GenAI applications can be used as practical, hands-on support for data collection activities</i></p>

4.2 Data processing

It is crucial to distinguish between locally installed software and web-based AI applications. By ‘locally installed software’ we mean:

- Software installed on your personal computer. This software can work without an internet connection (e.g. an installation of a package such as Whisper AI on your laptop)
- Software fully installed on a secure, password-protected environment (e.g. the High Performance Computing infrastructure environment at Ghent University).

In both of the above options, all ‘intelligent computing or processing’ (e.g. converting audio files to text) is done ‘locally’, i.e. on your laptop or on local servers.

Web-based software, on the other hand, is software that uses ‘cloud computing’. This software is accessible from anywhere via the internet (e.g. Otter.ai, Trint, most chatbots...). The ‘computing’ therefore does not take place on your laptop or on a UGent server, but on an external server (usually foreign-based).

We briefly discuss the risks of web-based AI applications, especially when they involve sensitive data or personal data. These risks are:

¹ A concrete example: if you are looking for statistics on poverty among the elderly in Europe, you can safely ask Chat GPT **where** you can find reliable (official or unofficial) data and accessible statistics on this subject. However, never ask an AI system to generate statistical data files for you. In many cases, an AI application will summarise real sources in a way that is sometimes very inaccurate...

1. Privacy risks and GDPR compliance

Web-based applications may send data to servers that are often located outside the EU/EEA. Even if a commercial web application claims to be 'GDPR-compliant', there is no full guarantee that the data are completely secure or processed correctly.

2. Data breach

When using a web-based application, there is a risk of data being stored or analysed by the company in question, which can lead to data leaks or misuse. Web-based tools are also attractive to hackers. Even large platforms with advanced levels security (e.g. Otter.ai) are not immune to data leaks. If identifiable data (interviews, transcripts, ...) are leaked, this may have serious consequences for the participants as well as the researcher.

3. Uncertainty about further use and retention:

In their terms of use, some tools claim permanent rights to all uploaded data (e.g. for 'algorithmic improvement' of their systems). As a rule, this is incompatible with confidentiality requirements in relation to personal data. And please note: the guarantees given by commercial companies that 'data will not be used to train the model' (an option that can sometimes be 'ticked') are impossible for the user to verify and thus not always foolproof...

Web-based AI-applications for processing data thus pose **significant risks** in terms of **privacy** and **data security**. This is particularly problematic in the social sciences, where many researchers work with some forms of personal data.

For these reasons, the use of web-based tools is discouraged. Students are strongly advised to opt for **locally installed software**. This will give you **full control** over the data and it will prevent data files (such as audio recordings, transcripts, etc.) from 'circulating on the internet'... The same applies to GenAI applications for data analysis (Nvivo, MAXQDA, etc.): it is often unclear whether this is done in a secure context.

Below are some general guidelines relating to the various phases of social science research. Be sure to respect the following dos and don'ts:

Transcribing recordings from the 'public domain':

Allowed:

- To use AI as a transcription tool. For example, if you want to analyse the content of political talk shows on television, you will most likely have these conversations transcribed first. For this kind of publicly available data, though, you can use web-based transcription tools.

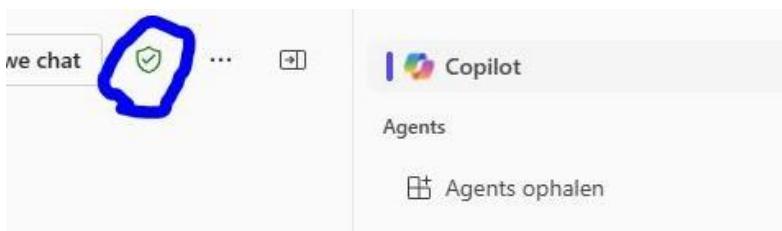
Please note:

- There is a distinction between what is legally permissible and what is ethical. As a rule, you can process data from the public domain, but you must continue to respect the rights of individuals, e.g. by targeted pseudonymisation¹.

Synthesis of data from (self-collected) textual, qualitative data

Allowed:

- To employ AI models with a local installation (e.g. via hard installation of an AI system on your own laptop)
- Thoughtful use of AI-suggested coding within a specific analysis programme (e.g. NVIVO/Atlas.ti), where the researcher himself/herself decides whether or not to accept the suggested codes. It should be made clear to the reader (e.g. in the text of a master's thesis) that a 'built-in AI assistant' was used.
- To use **Copilot** via your UGent-login, e.g. to get an overview or a general orientation. Due to an agreement between UGent and Microsoft, data entered in the Copilot version where you **log in with your UGent account** are basically safe. Surf to copilot.microsoft.com and log in at (the top right with your UGent account). Normally, a small green icon appears:



When you navigate over the icon with your cursor, you will see the message '*commercial data protection applies to this chat*'. Without this green icon, you are still working in an insecure version of Copilot.

Not allowed:

- To upload non-pseudonymised texts, transcripts, ... into (free), web-based AI tools.
- To present analyses from tools (e.g. Chat GPT or even output from Copilot) as your 'full-fledged' data analysis. The risks include:
 - very superficial analyses
 - 'hallucination' of fictitious data
 - unconscious bias, ... (e.g. if the model is trained on non-representative datasets); this will also affect the integrity of the analyses.

¹ For example, if you are doing a content analysis of journalistic framing in TV documentaries about certain vulnerable groups (e.g. drug addicts), it is still appropriate to pseudonymise any quotes or illustrations in the representation of your research. After all, a subject may well have given permission to participate in a TV programme, but not necessarily to be mentioned again by their full name in the text of a master's thesis.

Processing and analysis of quantitative data

First of all: most GAI tools are trained as language models and not as numerical models, which means that quantitative analysis with GAI tools is often less advanced than other forms of analysis based on language. Nevertheless, GAI tools can be used in quantitative research.

Allowed:

- Using AI tools for suggestions on measures/procedures, rules of thumb or conventions, ... ,
- Providing information about the similarities and differences between techniques so that the researcher can choose a suitable technique. View all advice with a critical gaze!
- Have tables or graphs (re)arranged.
- Use AI tools to generate scripts (e.g. in R or Python) and to find relevant functions and techniques within the software interface of statistical programmes such as SPSS.
- Debugging analysis scripts or requesting suggestions for necessary adjustments to the analysis or data. Please note: never blindly trust the output of a chatbot.

Not allowed:

- Using AI tools for complex statistical analyses without human control.

In summary: if you view “processing” as “the automatic production of results”, then GAI tools are (for the time being) less useful and sometimes pose **a threat to scientific quality and integrity**. There are GAI tools available where you can upload your data and have analyses performed automatically. The problem with these is that you usually do not get enough information to thoroughly test and check everything. In other words, the tools are not really transparent about their working method.

Finally, keep in mind that syntheses and analyses of text generated by GAI tools can push you in a certain direction (i.e. leading), and are therefore sometimes better applied after you have thoroughly analysed the data yourself. Since transparency in the research process is a crucial aspect of evaluating the quality of research, it is important that you inform the reader *whether, how and when* you have used GAI in your research process.

	<i>GAI applications can be used as tools for very specific aspects of data processing (e.g. generating scripts for software).</i>
	<i>GAI tools are not yet robust enough to reliably build and perform analyses.</i>

	<i>Uploading data to tools also involves all kinds of ethical and legal risks, which could result in violating the rights of respondents.</i>

5 ACADEMIC WRITING

All kinds of tools can assist you in writing texts on various topics. The use of GAI tools is certainly allowed as a 'writing aid', especially for:

- Checking for spelling errors
- Optimising the sentence structure
- Adapting (in)formal language to more suitable registers
- Finding synonyms
- (Re)arranging self-produced text into different paragraphs
- Finding words or phrases to reinforce argument structure and presentation logic
- General skills: project planning for larger writing tasks, such as the master's dissertation
- ...

Please note: we deliberately talk about GAI applications as writing assistants. GAI tools cannot and should not take over the entire process of academic thinking for your paper, research paper or master's thesis!

We stress that writing academically (i.e. other than the 'cosmetic interventions' mentioned above) is a crucial process for your academic development. By **autonomously organising your thoughts on paper**, you will better understand complex information and learn to look more critically at problems or phenomena.

This requires you to analyse, evaluate and summarise information. You will learn to consider different perspectives, build arguments and draw well-founded conclusions.

You need those skills in everyday life too! **In this respect, the question remains whether using the tools as a writing aid is necessarily a good idea, rather than whether you are 'allowed' to use them...** In short, we advise you to not become too 'dependent' on this and try to critically reflect on the textual improvements recommended to you by GAI applications.

	<i>GAI applications can be used as a writing aid.</i>
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6 SUMMARY TABLE: RESPONSIBLE USE

Activity	Responsible	Not responsible
<i>Using GAI output as an additional source of 'brainstorming'</i>	X	
<i>Developing your initial 'brainstorm' entirely or exclusively on GAI output</i>		X
<i>Copying and pasting GAI output (paraphrasing or not), e.g. in the literature section</i>		X
<i>Using GAI tools as an additional tool when searching for literature, theory, ...</i>	X	
<i>Using GAI as a hands-on tool when drafting instruments, questionnaires, ...</i>	X	
<i>Outsourcing the full analysis of texts, data, ... to GAI tools</i>		X
<i>Using GAI tools as a 'writing aid'</i>	X	
<i>Uploading personal data in GAI tools (apart from Copilot)</i>		X
<i>Transcribing interviews in a</i>	X	

<p><i>secure environment (e.g. a local installation of Whisper)</i></p>		
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7 APPENDIX: TRANSCRIPTION SOFTWARE

What?

'Transcription software' is software that automatically converts audio files (WAV, MP3, ...) or the audio of video files (e.g. MP4) into transcribed text. This type of software has improved considerably in recent years and it can certainly be used in social science research for the primary processing of self-collected qualitative data (e.g. interviews, focus groups, ...) but also as preparation for the analysis of existing data (e.g. talk shows on television, analysis of podcasts, ...). Obviously, this offers **considerable time savings** compared to the manual transcription and it can therefore enable (student) researchers to analyse more qualitative data more thoroughly. The time gain should therefore lead to an **improvement of the quality** of your research!

However, there are a number of **conditions**. After all, using web-based transcription software can undermine the rights of the participants in your research (see earlier sections of this document).

Highly relevant: consider quality and integrity!

As mentioned, transcription software has greatly improved in recent years. In many programmes, the language is even automatically identified by the software. Before getting into the 'technical' aspect, we would like to draw your attention to the following:

- It is a good practice to reflect critically on your own 'performance' as an interviewer, especially at the beginning of your data collection. Did I leave enough pauses, did I let my participants finish their sentences..? **Listen critically to your own audio files, especially for your very first interviews.** We would still recommend that you manually transcribe your first few interviews yourself, right after your interview was conducted. This will only improve the quality of your subsequent interviews.
- Errors: proper names, place names or specific expressions are often rendered incorrectly (e.g. 'Municipality Dereluk' instead of 'Municipality Deerlijk'). It is best to correct these immediately in your text transcript. Remember this when quoting excerpts in your actual paper (e.g. Master's thesis), otherwise it looks very sloppy.
- Not all software is yet capable of speaker diarisation, i.e. assigning a personal identity to a section from an audio recording. For the proper transcription of focus groups, this still forms a hurdle.
- In English, French, Dutch and many other languages, the quality is nowadays usually very good, but transcription certainly does not work equally well in all languages or linguistic registers, and often not in dialects.
- When collecting data (such as interviews), your consent form is your 'contract' with your participant(s). Follow it in spirit and to the letter. Also, please document your data processing in your DMP (Data Management Plan). Do not forget to save the text files you obtain in a secure manner (i.e. password protected) and, if necessary, pseudonymise the transcripts immediately.

Finally, we briefly explain the two paths you can take to use transcription software safely.¹

A) 'Hard' local installation on your laptop

In this case, you install the software on your own laptop or PC. The speed of transcription will then obviously depend heavily on the 'processing power' (CPU/GPU) of your computer.

There are various 'open source' programmes that you can install on your laptop. A good 'open source' programme that you can install yourself is e.g. Whisper AI. This is available via Python and PyTorch. However, because of the many versions of operating systems (Windows 10/11, Mac, ...) and Python, we cannot elaborate a detailed manual or recommend certain scripts in this context.

We recommend using a targeted search to find out which concrete steps you can/should take for your own operating system to install Whisper AI. There are also a number of useful tutorials on YouTube, sometimes with one-click installation scripts.

B) Using the HPC at Ghent University

Whisper AI has recently been installed at the HPC (High Performance Computing infrastructure) at Ghent University. Students and staff can make use of this 'fast computer'. To do so, an account must be requested first. This page explains how to do this: <https://www.ugent.be/hpc/en/access/faq/access>

After this account is approved, you can use the HPC to have audio or video files transcribed. The steps are as follows:

- Log in at: <https://login.hpc.ugent.be>
- First upload the audio or video file via 'files' from the portal
- Configure transcription via the 'Interactive Apps'. Choose 'transcribe'. You can then select the input file (which you uploaded in the previous step).
- Start and wait. Connecting to the transcription in progress is completely optional; you don't have to do anything interactive. You will also receive an e-mail when the transcription has started.

¹ These 'technical tips' aim to put you on the road to using local transcription software, even though the applications listed here may still require some 'technical problem-solving' on your part. Again, please do not think of your supervisor as an 'IT helpline' in this context. In addition: the explanation about the UGent HPC mentioned here is informative (state of affairs: December 2025), after all, employees from the Faculty of Political and Social Sciences are not directly involved in the management of the HPC and therefore, we cannot offer any individual user support.

In addition, there is a rule of thumb that all products covered by the UGent license with Microsoft are, in principle, safe. If logged in with a UGent account, the built-in transcription tool of **MS Teams** may also be used, although the quality of the 'live' transcription is often less good.

- Afterwards, you will receive an e-mail with a link to the results directory. Then you can download the text file (e.g. in a txt format). This information is also shown in the application session under 'My interactive sessions'.

This procedure (with some more advanced options) is documented in more detail at:
<https://docs.hpc.ugent.be/Windows/transcribe/>