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MASTERING THE MASTER'S DISSERTATION
IN THE AGE OF GENERATIVE AI

Mansi Sharma | 18.12.2025

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THE MASTER'S DISSERTATION

"The master's dissertation is a paper with which a master's degree is completed. In this way, a student demonstrates <u>abilities to analyse, synthesize or independently problem-solve</u> at an academic level or the ability for artistic creation. The paper reflects the student's general critical-reflective attitude or research attitude." (Codex Hoger Onderwijs, Article I.3. 41° - tentative translation)

"Expressed in ECTS credits, the study load of a Master's dissertation counts towards at least one-fifth of the total number of ECTS credits in the curriculum, with a minimum of 15 ECTS credits and a maximum of 30 ECTS credits." EEC, 24-25

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# COMPETENCIES THAT ARE FRONT AND CENTRE...

- Research skills
  - Defining a problem statement/research question,
  - Analyzing a problem based on sources,
  - Choosing and designing an appropriate research method,
  - Evaluating your own results,
  - Identifying gaps in your research and suggesting further research,
  - Conducting statistical analyses,
  - Examining a situation/your own findings from different perspectives,
  - Adopting and arguing for your own position,
  - Conducting a critical literature review,
  - Processing literature into your own synthesis,
  - Integrating relevant course content, sources, etc.,
  - Drawing conclusions based on the results found,
  - Formulating advice based on critical analysis,
  - ...

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OTHER COMPETENCIES THAT ARE IMPORTANT

- Research Skills
- Generic competenties
    - Critical thinking, acting ethically...
    - AI-competenties
    - Language competenties: writing, reading ...

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CONSTRUCTIVE ALIGNMENT, ALSO IN THE MASTER DISSERTATION

Learning outcomes of the course unit and the programme

What do students need to know/be able to do?

Teaching and learning activities

How can students learn this?

Assessing the dissertation

How can students demonstrate that they have mastered this?

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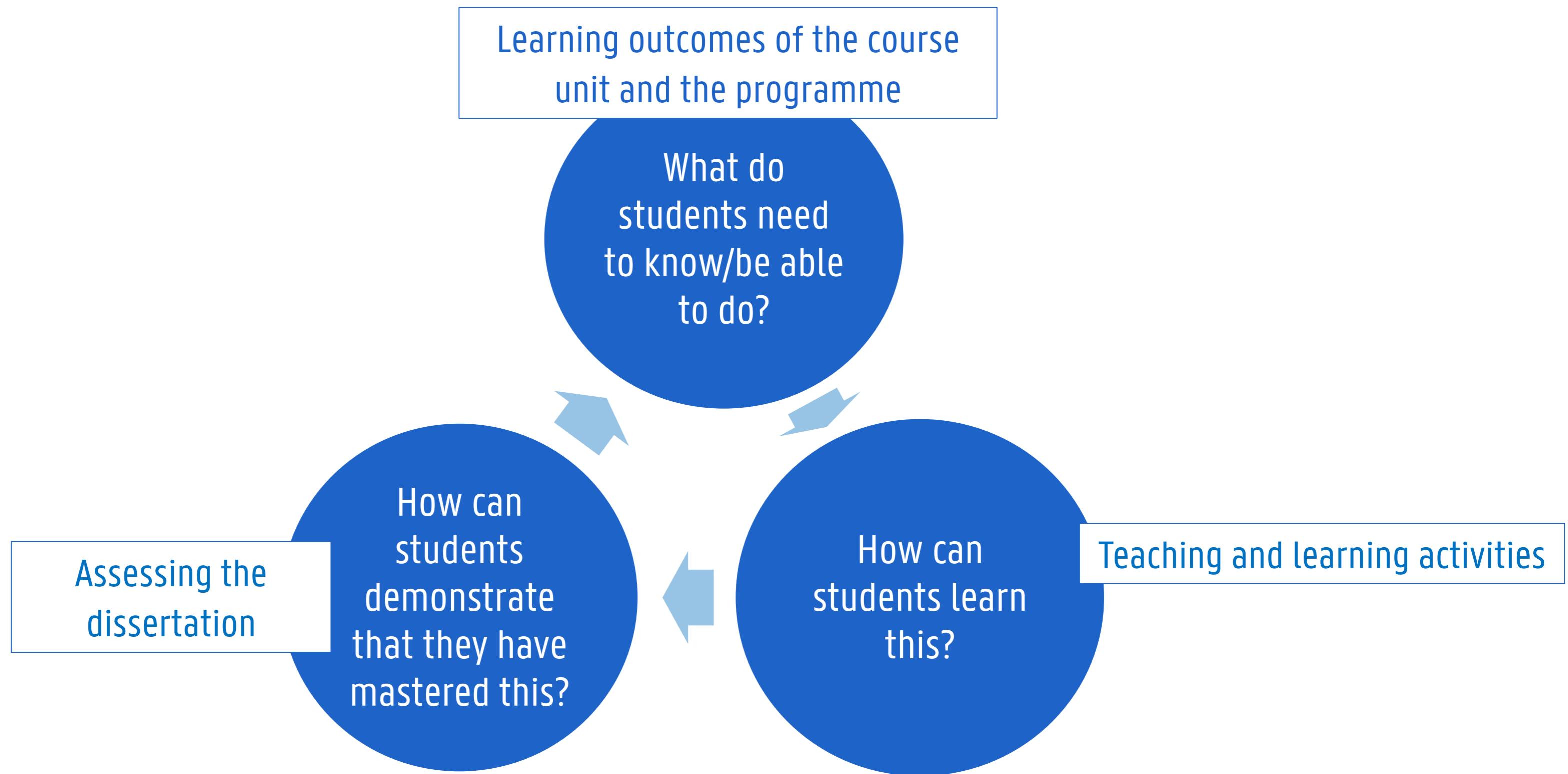
AND WHAT ABOUT RESPONSIBLE USE OF AI?

→Responsibility and independent action

→Honesty and critical attitude

→Respectful use

→Careful and sustainable use

→Safe and confidential handling of information

→Leading by example

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GENERATIVE AI IN EDUCATION

Ghent University policy

✔ AI use allowed in the master's dissertation

✔ AI use encouraged in other writing tasks

✘ AI use prohibited for specific tasks (if the teacher so decides)

Useful links:

[Overall Information over AI in education](#)

[Extra information over AI in education in a Ufora course](#)

[Overall information AI in education for students](#)

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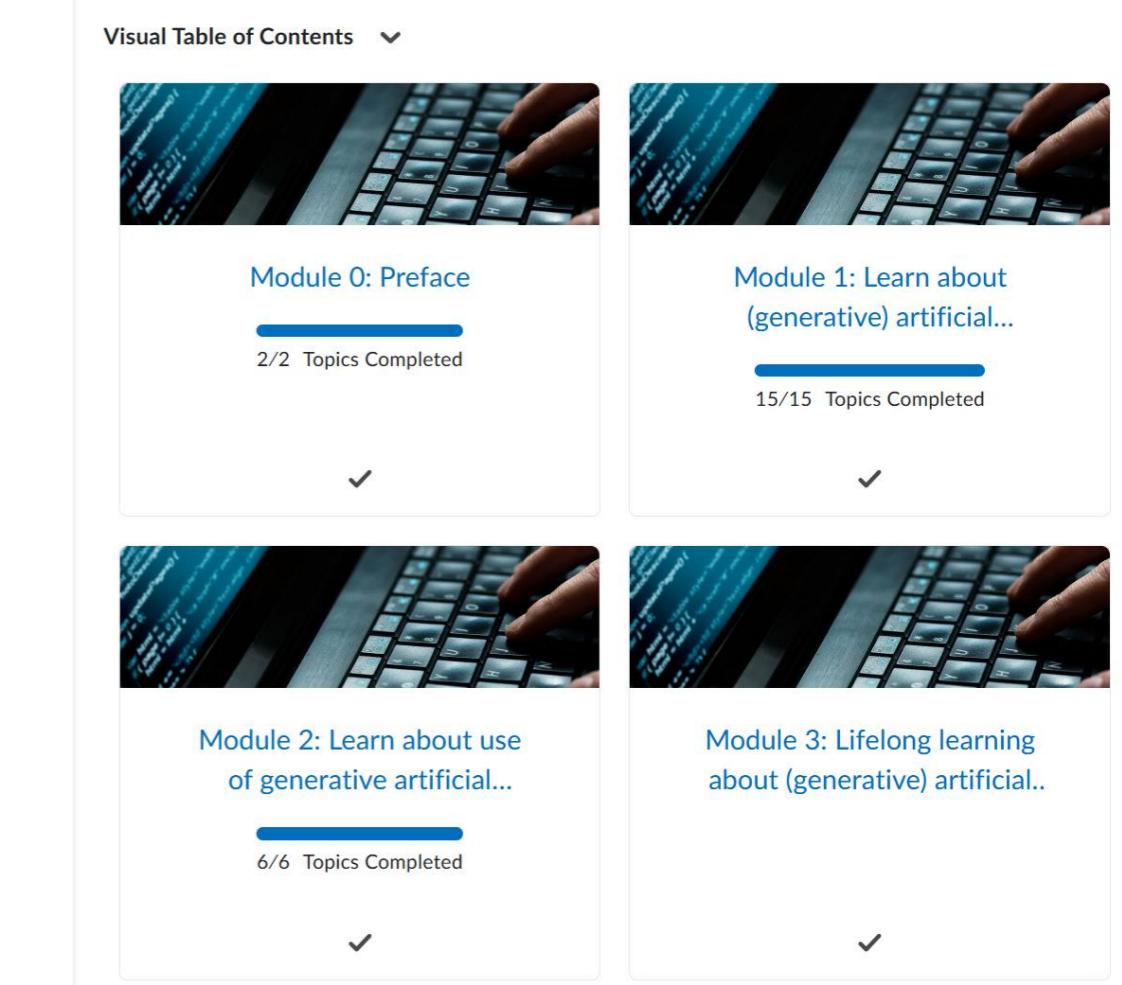
Visual Table of Contents ⌄

Module 0: Preface
2/2 Topics Completed
✔

Module 1: Learn about
(generative) artificial…
15/15 Topics Completed
✔

Module 2: Learn about use
of generative artificial…
6/6 Topics Completed
✔

Module 3: Lifelong learning
about (generative) artificial..
✔

SPECIAL CONSIDERATIONS (USE OF GEN AI):

1. **No tools are used to detect** the use of genAI in the master's dissertation

2. During the **defense**, it is checked whether the student has achieved **the final competencies**.

3. Programs that require students to be **transparent about their use of GenAI** in the master's dissertation follow **clear rules regarding the impact on scores**

4. Students who have used **GenAI irresponsibly** and therefore do not achieve the final competencies of the master's dissertation **cannot pass**.

5. Supervisors of **master's dissertations check during feedback moments** whether the student has personally completed all necessary steps to achieve the final competencies and has not replaced them with GenAI use.

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AI TOOLS:

GENERAL

RESEARCH

LANGUAGE (FORM)

→ Log in met Ghent University -address

12

MASTER'S DISSERTATION (FINAL COMPETENCIES)

1. Advanced comprehension of and insight into the scientific knowledge related to the research discipline in general, and to the main subject of research in particular;
2. Ability to translate and annotate a primary source (target language);
3. Ability to analyze scientific texts related to the discipline studied;
4. Ability to synthesize scientific texts from within the discipline and/or integrate insights from those texts;
5. Ability to describe a relevant issue relating to an Oriental language or culture in a scientific way;
6. Ability to formulate adequate research questions relating to an Oriental language or culture;
7. Ability to independently apply research methods and techniques on an advanced level;
8. Ability to, be it under guidance of a promotor, independently contribute to the present scientific state of the field;
9. Ability to report scientifically about one's own research to the profession.
10. …

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= Master of Arts in Oriental Languages and Cultures

SHIFTING COMPETENCIES

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Copying	Annotating	Acting out	Calculating	Arguing	Blogging
Defining	Tweeting	Articulate	Categorizing	Validating	Building
Finding	Associating	Reenact	Breaking Down	Testing	Animating
Locating	Tagging	Loading	Correlating	Scoring	Adapting
Quoting	Summarizing	Choosing	Deconstructing	Assessing	Collaborating
Listening	Relating	Determining	Linking	Criticizing	Composing
Googling	Categorizing	Displaying	Mashing	Commenting	Directing
Repeating	Paraphrasing	Judging	Mind-Mapping	Debating	Devising
Retrieving	Predicting	Executing	Organizing	Defending	Podcasting
Outlining	Comparing	Examining	Appraising	Detecting	Wiki Building
Highlighting	Contrasting	Implementing	Advertising	Experimenting	Writing
Memorizing	Commenting	Sketching	Dividing	Grading	Filming
Networking	Journaling	Experimenting	Deducing	Hypothesizing	Programming
Searching	Interpreting	Hacking	Distinguishing	Measuring	Simulating
Identifying	Grouping	Interviewing	Illustrating	Moderating	Role Playing
Selecting	Inferring	Painting	Questioning	Posting	Solving
Tabulating	Estimating	Preparing	Structuring	Predicting	Mixing
Duplicating	Extending	Playing	Integrating	Rating	Facilitating
Matching	Gathering	Integrating	Attributing	Reflecting	Managing
Bookmarking	Exemplifying	Presenting	Estimating	Reviewing	Negotiating
Bullet-pointing	Expressing	Charting	Explaining	Editorializing	Leading

https://www.teachthought.com/learning/what-is-blooms-taxonomy/

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DO COMPETENCIES SHIFT ACCORDING TO PROFICIENCY LEVEL?

"Ability to report scientifically about one's own research to the profession"

"Ability to formulate adequate research questions relating to an Oriental language or culture"

Apply	→	Analyse
Create	→	Evaluate

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Bron: https://www.povsites.be/ict-media/aanpak/eindtermen/taxonomie-van-bloom/
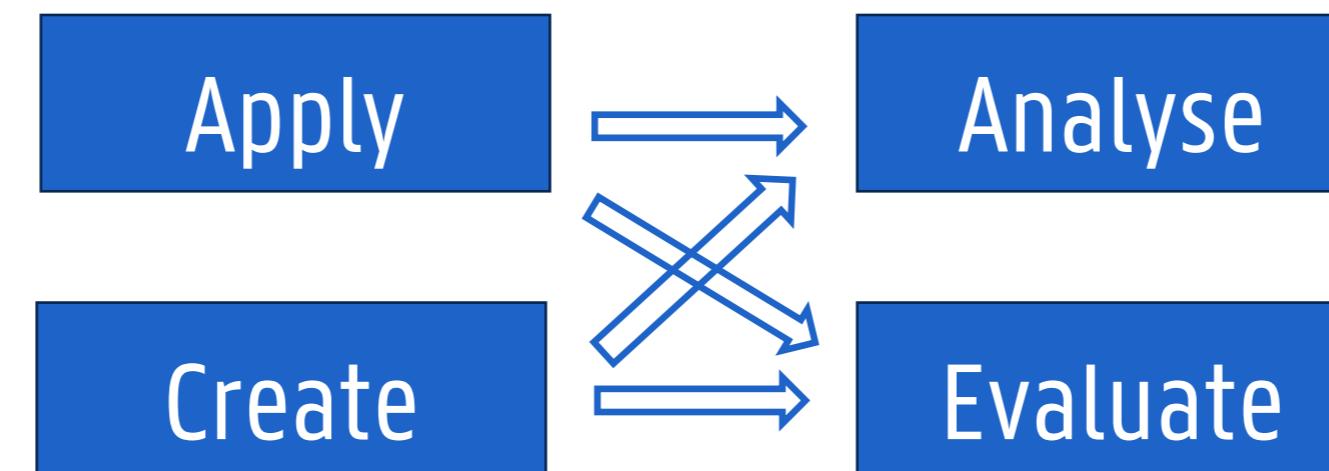
DO SPECIFIC COMPETENCIES INCREASE IN IMPORTANCE?

Follow us for daily updates. @aicouncillor

- Related to AI Usage

- Related to "new" forms of assessment through AI use

NEWS

PROFESSORS TURN TO ORAL EXAMS TO STOP AI-ASSISTED CHEATING WORLDWIDE

READ CAPTION

FRAMEWORK GENERIC COMPETENCIES

- Determine, together with your programme committee, **which generic competencies** are part of the graduation profile.
- Use **the examples under the magnifying glass,** adjust them if needed, to fit the programme level (programme-specific competencies) or subject level (course competencies).

Intrapersonal competencies

- (Academic) Integrity
- Self-managament/ Self leadership
- Reflection Skills

Interpersonal competencies

- Multiperspectivism
- Communication Skills
- Collaboration

Creative and Innovative competencies

- Critical and Problem-Solving Thinking
- Systems Thinking/ Strategic Thinking
- Being Innovative/ Taking Initiative

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https://onderwijstips.ugent.be/en/tips/generieke-competenties/

TODAY

Before
- Guidelines
- Agreements
- Coaching style

During
- Feedback: What and how?
- Individual obstacles

After
- (Process) Assessment
- Plagiarism

Responsible AI Use

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Before → During → After

MASTER DISSERTATION SUPERVISION

GUIDELINES FOR THE RESPONSIBLE USE OF GENAI IN RELATION TO THE MASTER'S DISSERTATION

✔ Faculty

Programme

Individual

GUIDELINES OF THE PROGRAMME

— Assessment criteria

— Formal agreements

— Agreements on AI use

First I, then AI

AI gebruiken voor verfijning of inspiratie

Eigen tekst controleren en verbeteren

Brainstormen en zelf schrijven
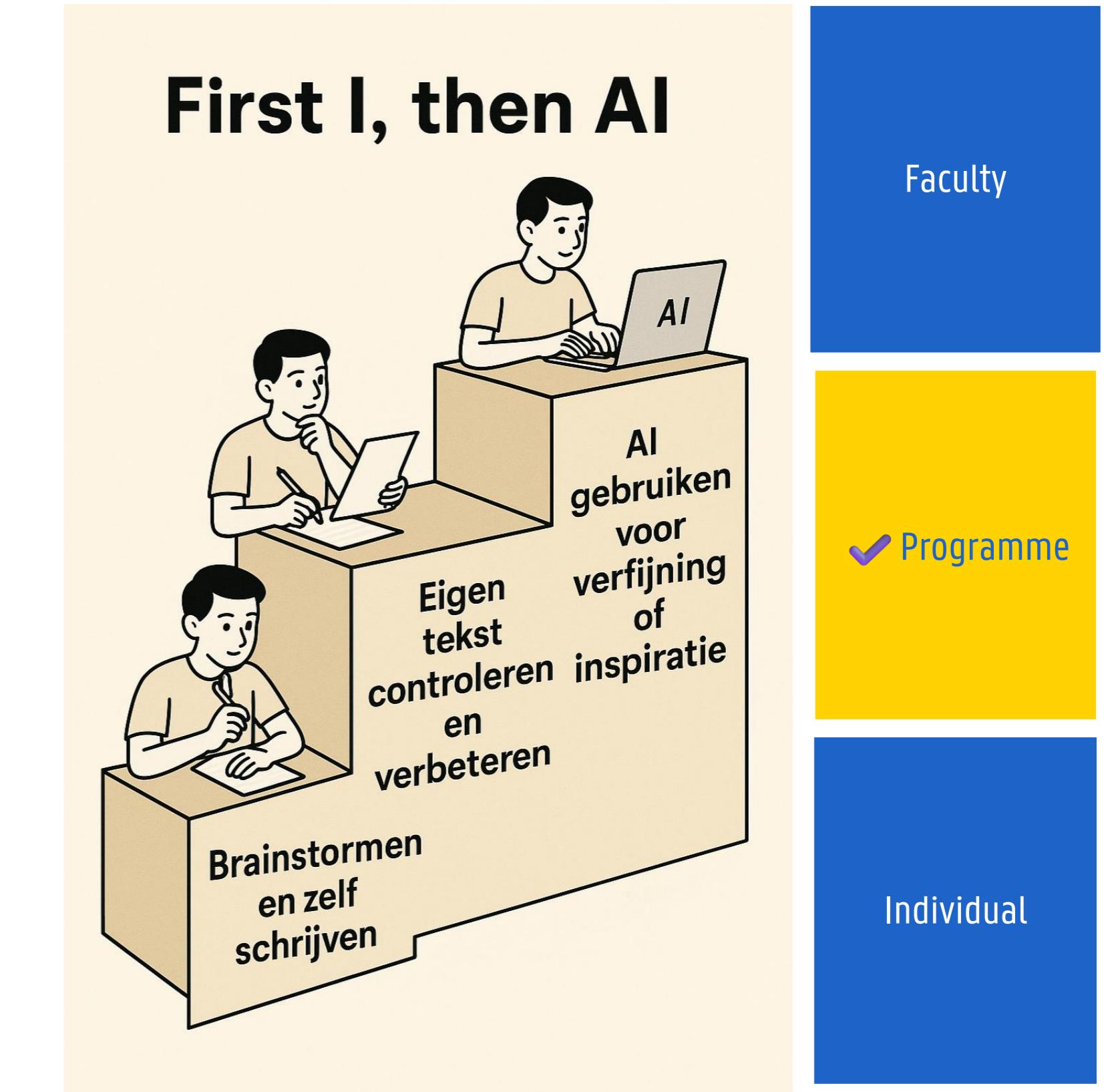
Generating using Gemini, 5 February 2025

Faculty

✔ Programme

Individual

INDIVIDUAL AGREEMENTS

Practical & content-linked

Make learning visible

	Conversation 1	Conversation 2	Conversation 3	Conversation 4
First Conversation: Research Question				
Literature Study				
Methodology				
Results				

Faculty

Programme

✔ Individual

"First I, then AI"?

To score or not? Decision of the programme

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YOUR COACHING STYLE

Read More

Too much of a good thing

Core quality
What are you really good at?

Pitfall
What can you slip into?

Positive opposite

Positive opposite

Allergy
What do you dislike about others?

Challenge
What would you like to get better at?

Too much of a good thing

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= Ofman's Core Quadrant Model

Before → During → After

MASTER DISSERTATION SUPERVISION

FEED-UP
Where am I going?

⬆️

FOCUS ON

the future

the (learning) objectives

expectations

what is considered an excellent achievement

possible outcomes

FEEDBACK
How am I getting there?

⬅️

FOCUS ON

the past

students' achievements

what went (less) well

past mistakes

FEED-FORWARD
What is the next step?

➡️

FOCUS ON

the future

possible next steps

how to improve

FEED-UP: GENERAL WRITING TIPS
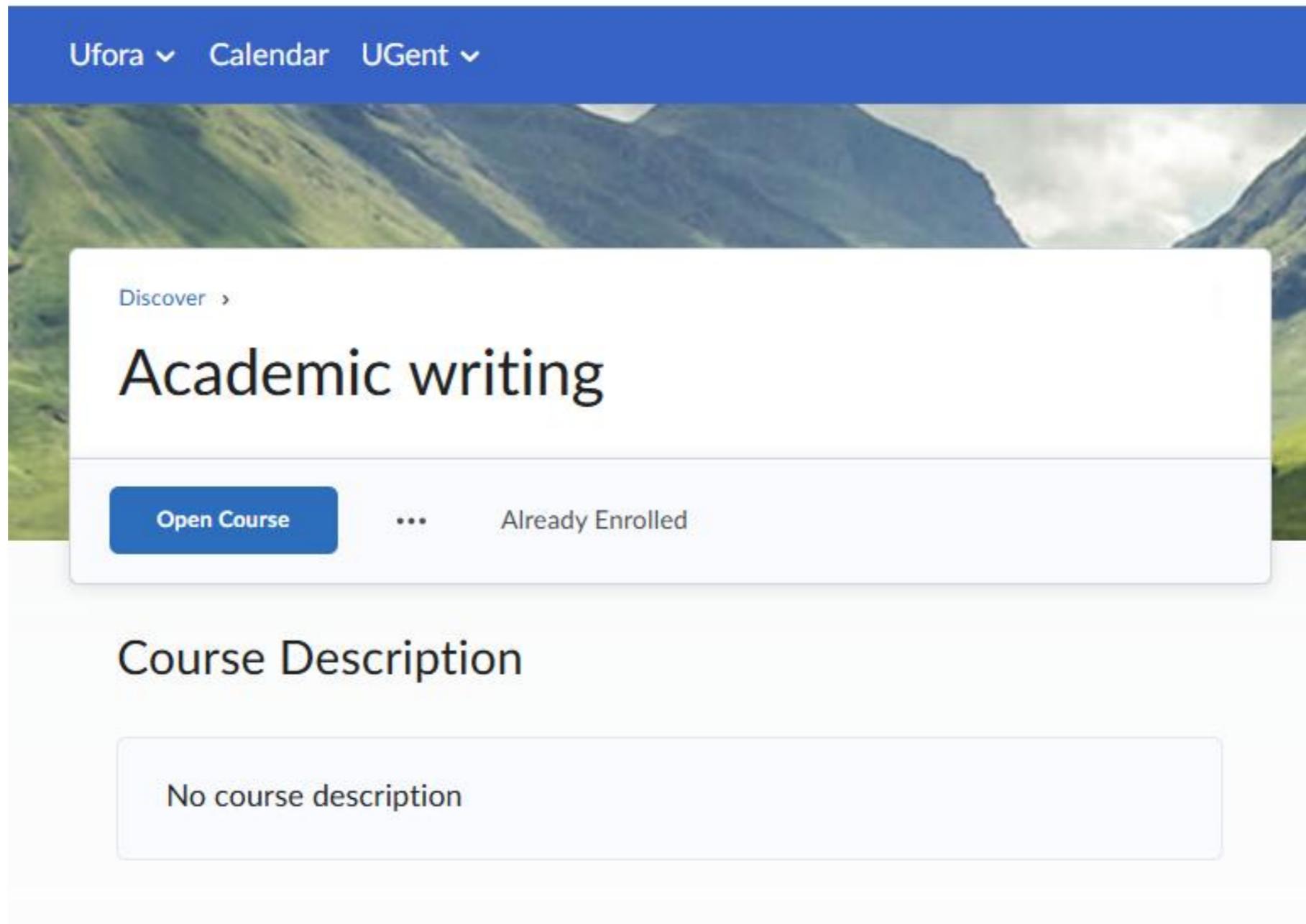
https://ufora.ugent.be/d2l/le/discovery/view/course/582710

FEED-UP

"I supervise many master's dissertation students and feel that I have to give the same feedback to many. So this academic year, I have drawn up a list of common 'mistakes', in an attempt to prevent students from making them again."

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Never rewrite yourself!

WHAT KIND OF FEEDBACK?

— Content

— Form

— UGent- Writing Guide, schrijven.ugent.be (FLW)

(to open the link above you must be registered in the Ufora-learning path Academic Writing)

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Ghent University – Academic writing checklist

Content		Desirable features	
1. Information is complete and accurate	☐	1.1 ☐ Well-focussed subject 1.2 ☐ In-depth and sophisticated/mult-perspective explanation 1.3 ☐ Relevant details only	
2. Clear and credible argumentation	☐	2.1 ☐ All steps in reasoning are included. 2.2 ☐ Sound and sufficient argumentation is included.	

Structure		Desirable features	
3. The paper is complete	☐	☐ The paper contains: foreword, abstract, table of contents, introduction, corpus, conclusions, list of abbreviations, appendices, reference list, etc.	
4. The text has a logical structure	☐	4.1 ☐ The text takes the reader from one clear idea to the next. 4.2 ☐ Repetition is used for emphasis and clarity only.	
5. The introduction is well-structured	☐	☐ Introduction includes: context, scientific motivation, (clear) research question, survey of what will follow	
6. The main body of the text is well-structured	☐	☐ Chapters/sections are of similar length.	
7. The conclusion is well-structured	☐	7.1 ☐ There is no new information in the conclusion. 7.2 ☐ Research question is effectively answered.	
8. Titles are clear and well-chosen	☐	8.1 ☐ Labelling of sections is clear and well-defined. 8.2 ☐ Sufficient/clear section titles 8.3 ☐ Section titles are concise. 8.4 ☐ Consistent wording in section titles (either questions or statements or terms or quotes etc.)	
9. Correct and useful appendices. Relevant and clear visual support (tables, graphs, photos, illustrations…)	☐	9.1 ☐ Reference(s) to the appendix/ces in core text 9.2 ☐ Essential information is in the core text; non-essential (illustrative) material in the appendix/ces. 9.3 ☐ Visual support leads to better understanding of the text and is sufficiently explained in the text.	
10. The structure of chapter sections and paragraphs is sound	☐	10.1 ☐ Information is described in a balanced manner in chapters, sections and paragraphs. 10.2 ☐ Each paragraph has only one core idea. 10.3 ☐ Each paragraph has a topic sentence. 10.4 ☐ Structuring paragraphs are used at the beginning and end of larger units of text (section, chapter).	
11. The internal structure of the text is marked by structure indicators (= signposts, signal words, referring words, linking sentences/paragraphs)	☐	11.1 ☐ Strong cohesion between sentences/paragraphs 11.2 ☐ Good signposting and referring words	

Style		Desirable features	
12. The text strikes a balance between difficult and simplistic language use	☐	12.1 ☐ Language is formal without employing stiff, archaic or officialese phrases. 12.2 ☐ Sentences are of appropriate length with finite verb forms.	

		12.3 ☐ No words are missing.	
		12.4 ☐ Sentences strike a balance between too short and too long.	
		12.5 ☐ Sentences strike a balance between difficult and simplistic.	
		12.6 ☐ Passives can be used and so can impersonal constructions.	
		12.7 ☐ The style strikes a balance between too cumbersome and too simplistic.	
13.	Ideas are expressed clearly with precise wording.	☐	13.1 ☐ Technical terms are explained and used appropriately. 13.2 ☐ Vocabulary is appropriate, avoiding vague words. 13.3 ☐ Language is academic, avoiding inappropriate tentativeness.
14.	The information density is distributed evenly over the text.	☐	14.1 ☐ Complex ideas are expressed clearly. 14.2 ☐ The text strikes a balance between unwieldy and too concise.
15.	The style is elegant yet academic.	☐	15.1 ☐ The style is varied with a rich vocabulary and a variety of sentence constructions. 15.2 ☐ The style is appropriate, avoiding storytelling and inappropriate imagery/expressions.
16.	The text addresses the reader impersonally and consistently.	☐	16.1 ☐ The text avoids conversational language. 16.2 ☐ The tone is objective and nuanced. 16.3 ☐ The style is consistent.
Mechanics		**Desirable features**	
17.	The text is correct and follows the rules of spelling and grammar.	☐	17.1 ☐ All words are correctly spelled. 17.2 ☐ Appropriate punctuation, correct and consistent capitalization 17.3 ☐ Consistent and correct use of tenses 17.4 ☐ Correct concord, correct reference words, correct word order etc. (grammar) 17.5 ☐ Idiomatic collocations, expressions, prepositions etc.
Reference		**Desirable features**	
18.	The content of the text is well-supported by academic literature.	☐	18.1 ☐ Sufficient sources, recent sources, relevant sources 18.2 ☐ Academic sources 18.3 ☐ Sources appropriately incorporated into the text, adequate and acceptable translations from sources (citations vs paraphrases) 18.4 ☐ Critical attitude towards sources 18.5 ☐ No plagiarism
Layout		**Desirable features**	
19.	The layout is attractive and consistent.	☐	19.1 ☐ Correct and consistent in-text referencing 19.2 ☐ Correct and consistent lay-out of the bibliography 19.3 ☐ Consistent use of (interlinear) spacing, italics, quotation marks, abbreviations etc. 19.4 ☐ Layout conform to the style sheet used by the university programme. 19.5 ☐ Figures have captions and in-text references.

SOCRATIC DIALOGUE

- Supervisor as critical reader: coach who guides the student

through questions – E.g. "I read here … and by that I mean … Is that right?"

- Higher-order skills (structuring, arguing, etc.)

- Responsibility and ownership with the student

Comments:

What about language form?

What about your duty as an expert?

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DID THIS STUDENT USE GENERATIVE AI?

"In the theoretical framework, various key sources have been cited that contribute to the rich collection of insights into academic writing and related domains. Each of these resources provides valuable perspectives and research findings that form the basis for the research conducted in this master's thesis. The integration of this multifaceted literature has laid a foundation for research that focuses not only on improving students' writing skills, but also on cultivating a deeper understanding of the complexity and richness of the academic writing process. This master's thesis aims to contribute to pedagogical practice by shedding light on effective strategies and approaches that can facilitate and support the development of academic writing skills, with the ultimate goal of strengthening the academic competencies and integrity of future generations of students."

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FEEDBACK ON THE USE OF GENAI

- Expressing suspicion

- Falling back on final competencies

- Suppose "use a correct academic register"

- Sample questions:

  - Have you used an AI tool? Which tool? Why?

  - Is this paragraph an example of a correct academic register? Why?

  - What does the phrase "cultivating a deeper understanding of the complexity and richness of the writing process" mean?

Activates–interim – linked to outcomes– strengths and weaknesses – solution-oriented

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RESEARCHING WITH AI

Read More

(Gen)AI applications per research phase

Defining and formulating a research question
+

Conducting a literature review
+

Check and publish
+

Writing and referencing
+

Research design
+

Processing and analysing data
+

Collecting data
+

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36
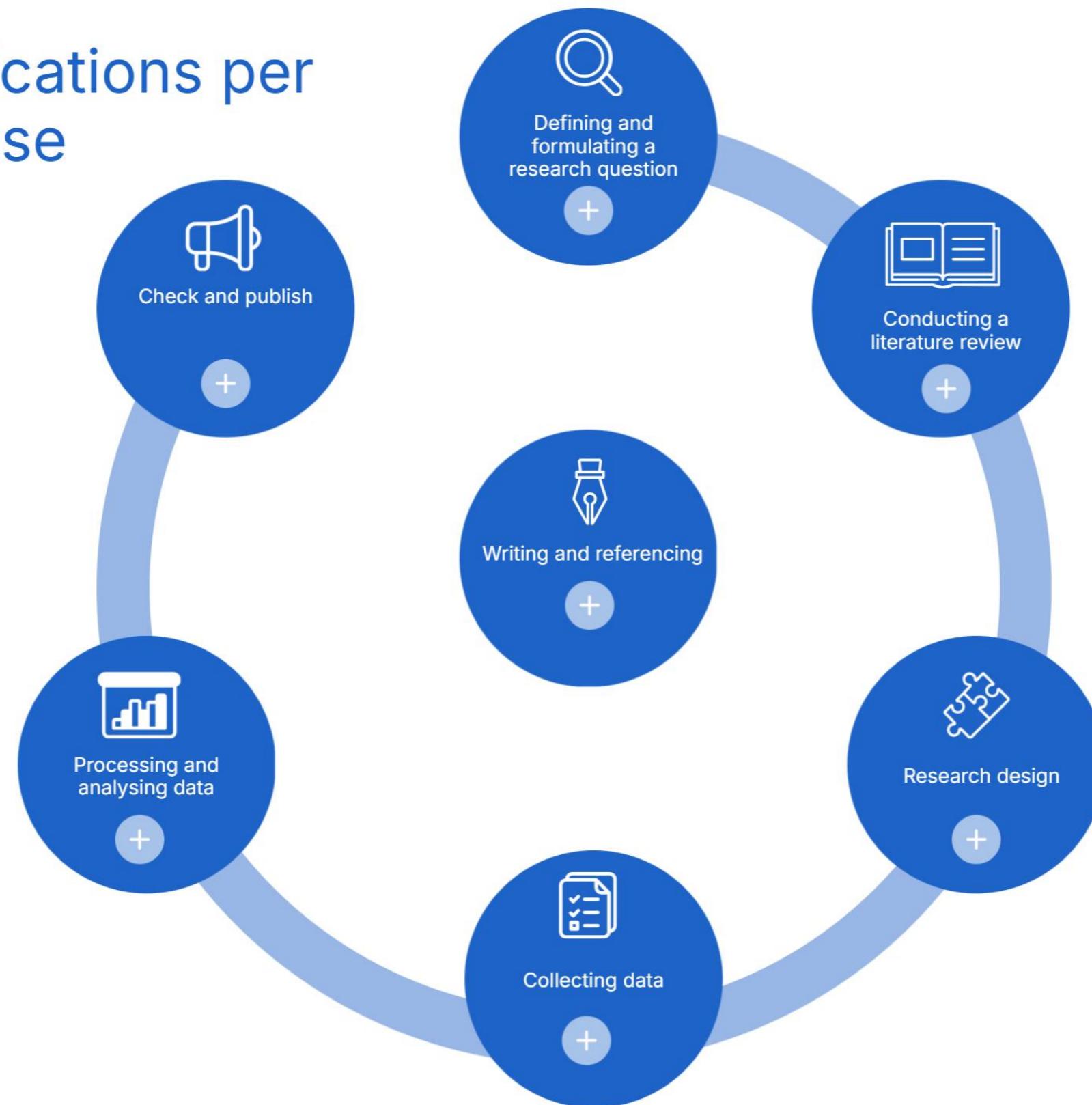
EXAMPLE QUESTIONS AI USE

- Which AI tools did you use during your master's thesis, and for what exactly?
- Why did you choose an AI tool?
- Why did you choose these specific tools and not alternatives?
- How did you verify that the AI's output was correct, complete, and reliable?
- Have you modified or rewritten AI-generated texts or code? Why (not)?
- Can you explain how a certain AI model (e.g. ChatGPT or Midjourney) works and what its limitations are?
- How did you deal with possible biases or ethical risks of the AI tools used?
- How did you avoid plagiarism or inappropriate reliance on AI?
- Have you compared AI output to other sources or human input? What were the differences?
- How would you estimate the reliability of your results if you had left out AI tools?
- What have you learned about using AI tools in academic work, and what would you do differently next time?

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Activate your student

ONDERWIJSTIPS

TIPS   A-Z   UGENT-PRAKTIJKEN   ONDERSTEUNINGSAANBOD   STUDIEMATERIALEN   WIE ZIJN WIJ?

Gebruik onze studiematerialen

Onderwijsondersteuning voorziet een aantal studiematerialen die lesgevers kunnen integreren in hun onderwijs. Wil je als verantwoordelijk lesgever met dit lesmateriaal aan de slag gaan in een opleidingsonderdeel, vergeet dan niet dat je als lesgever uiteraard deel uitmaakt van een opleidingsteam. Implementeer het lesmateriaal daarom doordacht en in functie van de opleidingscompetenties. Het kan zinvol zijn om daarover in overleg te gaan met je opleidingscommissie (OC).
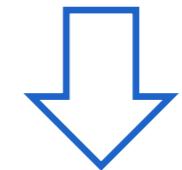
Feedback tijdens je studies

Genially

FEEDBACK MOMENT: LET'S GET STARTED!

BEFORE FEEDBACK
Come to a feedback moment well-prepared.

- Make an honest estimation. Are the results of your assignment or exam as you expected?
- Go over the assignment instructions again. Also go over the assessment criteria, highlight where you have done well and where there is room for improvement. Ask a fellow student for help.
- Have you had feedback before? Go back to that feedback and check what you have handled differently/better. What remaining questions do you have?
- Think about what is your most important feedback question and formulate it in advance. For example: specific feedback on the structure of a writing assignment, on performing a specific skill, …
- If possible, submit your feedback question to the lecturer.
- Do not hesitate/wait too long to ask for interim feedback. Do not be afraid to show unfinished products, e.g. a part of a paper or a video of yourself performing a skill.
- Ask fellow students (or the lecturer, if possible) for advice.

DURING FEEDBACK
Actively participate DURING feedback.
Find out more on how you performed: what went well and what did not.
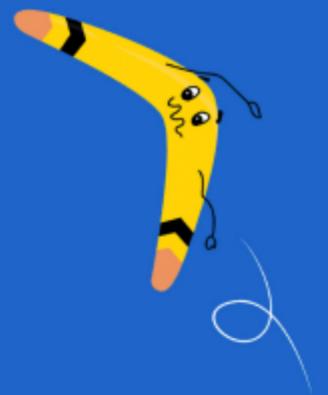
- Ask for examples. Compare your answers to answer keys or model answers.
- Do not be afraid to ask further questions if you do not understand something right away. The following phrase can help you along: "Do you mean to say that…?"
- Show initiative, and enter into a dialogue with the feedback provider.
- Take notes. Write down the lecturer's questions and suggestions.
- During the feedback moment, check whether you have understood the feedback well.
- Summarize the feedback in your own words.

AFTER FEEDBACK
Summarize the feedback AFTER the feedback moment and set to work.

- Reflect: how are you feeling after the feedback moment? Do you feel that it has helped you?
- Take down your strengths, and afterwards, your weaknesses. Consult the assessment criteria to help you along.
- Translate weaknesses into specific improvement actions. Make a priority list. What will you tackle in the short term? What is important in the long term? (e.g. running another self-test, reviewing a chapter again…)
- Find out what you are lacking to enhance your performance. How can you achieve a higher level?
- What is the essence of what you have learnt? What will you remember for a next assignment, exam, …? Use your own words.
- Share your notes with the lecturer when asked (e.g. in a portfolio).
- Use your notes as a starting point for an ensuing feedback moment.

PREPARATION OF ORAL EXPLANATION/DEFENCE

 Have it documented

— a checklist, such as the example on education tips,

— an overview of prompts with answers used,

— different versions of a text (before and after using genAI and before and after its own adjustments),

— a text explaining responsible use throughout the process, including a critical reflection,

— (all) the above in a logbook.

— Check the guidelines of the programme!

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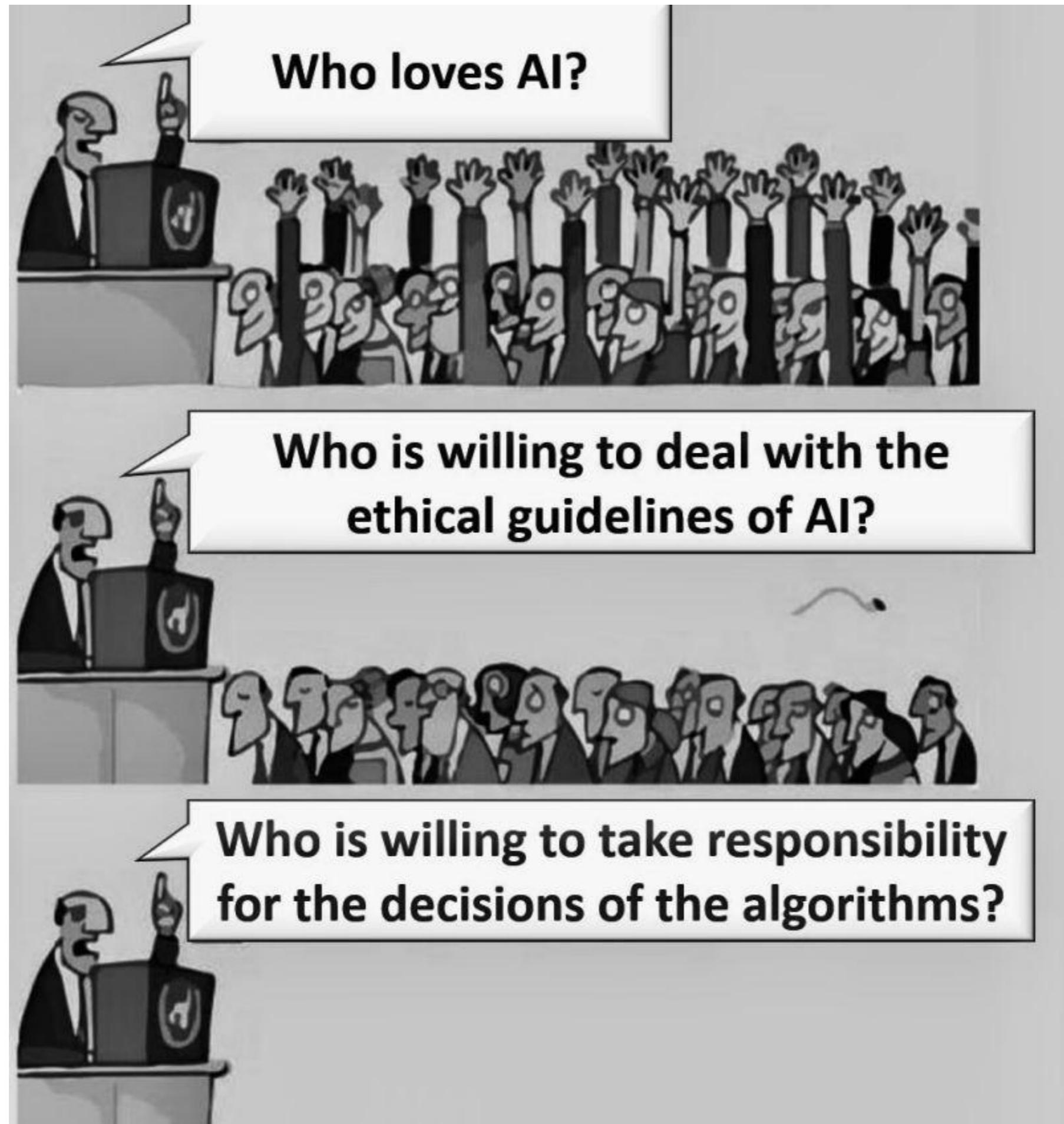
Read More

01 Unreliability

02 Violation of privacy

03 Infringement of copyright

04 Bias

05 Uniformity

06 Large ecological footprint

07 Loss of human connection

08 Impact on learning

09 Social inequality and unfairness

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FEEDBACK USING AI-TOOL

🦺 AI tool supports:

Giving oral feedback > recording > transcribing > summarizing for students. For example Teams, Panopto, Copilot

"human in the loop"

🦺 AI tool supports and takes over: customGPTs, GEM…

→ few-shot prompting = in context learning (usually more accurate)

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How does artificial intelligence compare to human feedback? A meta-analysis of performance, feedback perception, and learning dispositions

Rogers Kaliisa ✉ (ID), Kamila Misiejuk (ID), Sonsoles López-Pernas (ID) & Mohammed Saqr (ID)

→**Performance** No significant difference in feedback from AI +/- feedback from teacher or peer

→**Perception (how students experience feedback)** higher appreciation for human nuance and personal involvement BUT also benefits of AI: speed, detail and consistency

→**Learning dispositions (attitude and motivation towards learning)** Not an unambiguous picture. strengthen and reduce motivation, self-regulation or involvement. Impact depends on context

→**Hybrid approach** the best!

<https://www.linkedin.com/posts/barendlast_word-onderwijs-ai-activity-7377974073345200128-Sfxe?utm_source=share&utm_medium=member_ios&rcm=ACoAAAClgCcBy7EFTm5pzlahcHZ8ykGWm0N8eBU

FEEDBACK USING AI-TOOL

Prerequisite: Add context (rubrics, model answers, assignment description)

Possibilities:

— Writing assistant: keywords → clear, structured feedback

— Summary of strengths & weaknesses

— Reflection questions

— Overview of most common errors

…

For students: quick first scan, superficial errors, addition to human

Feedback – Desirable? additional value?
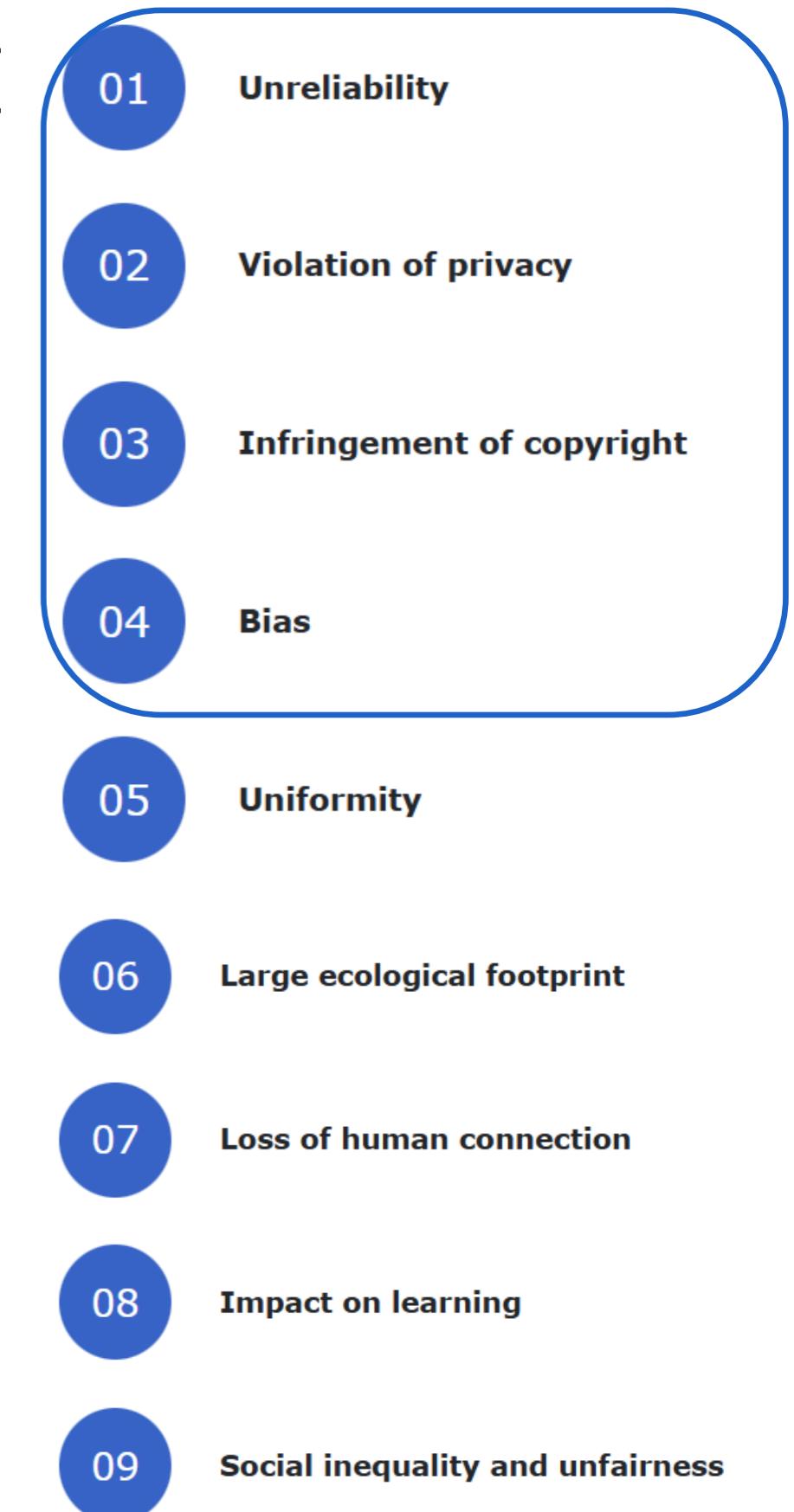
01	**Unreliability**
02	**Violation of privacy**
03	**Infringement of copyright**
04	**Bias**
05	**Uniformity**
06	**Large ecological footprint**
07	**Loss of human connection**
08	**Impact on learning**
09	**Social inequality and unfairness**

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Before ➡ During ➡ After

MASTER DISSERTATION SUPERVISION

	Conversation 1	Conversation 2	Conversation 3	Conversation 4	**Oral defence**
Intake interview - Research question					Process and product evaluation
Literature study					
Methodology					
Results					

To score during conversations or not? -> decision of the programme

SAMPLE QUESTIONS ORAL DEFENCE

Questions about

— Understanding the text

— Delineation of research question

— Literature used

— Methodology

— Application of the methodology

— Data analysis

— …

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WHAT ABOUT AI FOR EVALUATION?

⚠️ **Ghent University advises against using AI tools for evaluation in the meantime.**
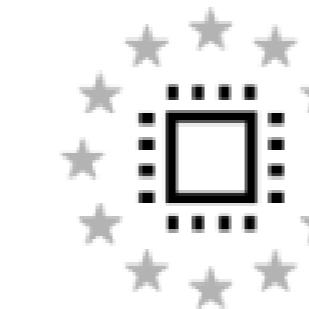
EU Artificial Intelligence Act

The EU AI Act classifies the use of student evaluation tools as *high-risk.*

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FRAUD DUE TO (GEN-)AI USE VERSUS FAIL

Fraud:

— Plagiarism due to lack of sources, wrong sources, non-existent sources

— Pretending fake data as real data

— Leaving the thought process entirely to the tools, without the intervention / capacity to act (own choices, own ideas...) of the student

Fail:

Student uses genAI, according to the guidelines of the study programme, in a "wrong" way as a result of which it has not acquired the final outcome(s)

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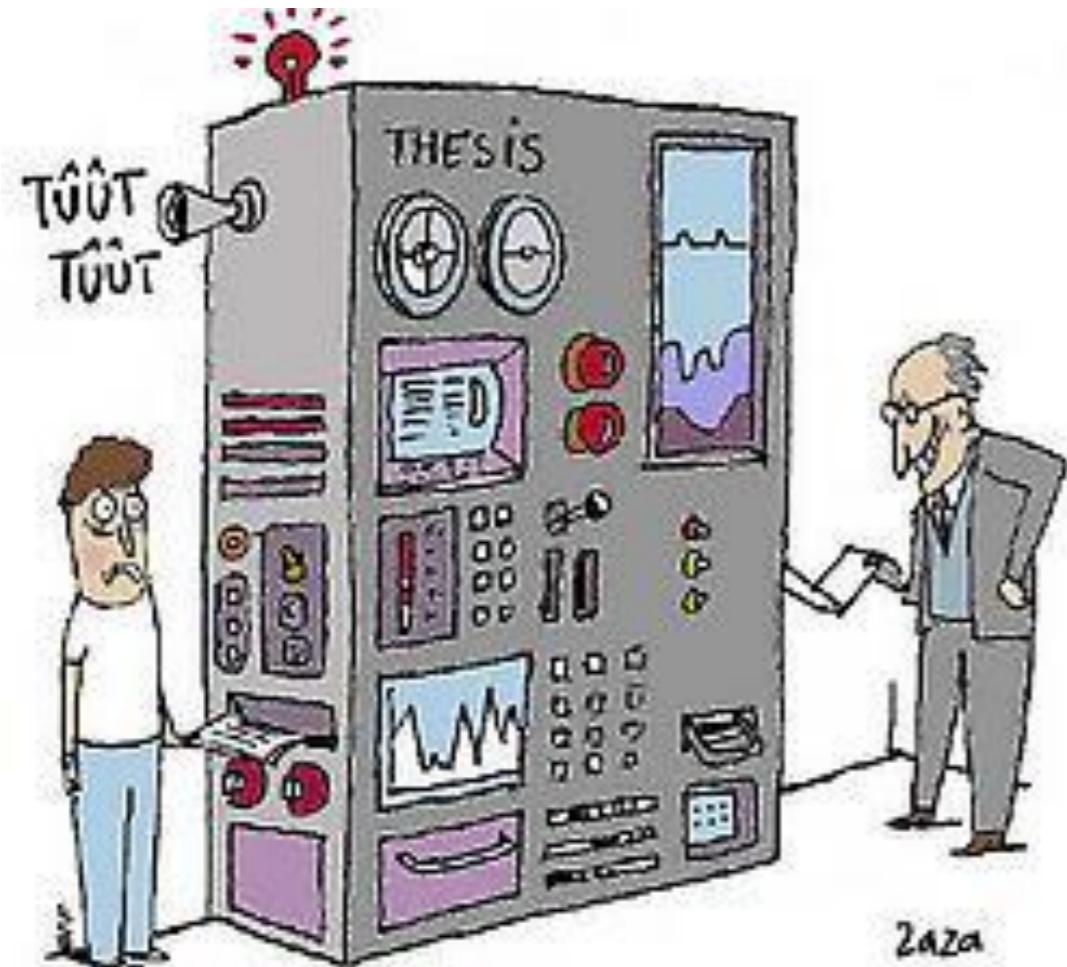
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UFORA COURSE LAUNCHING IN SEMESTER 2, AY 25-26

E-Learning: Mastering the Master's Dissertation (and Other Written Assignments)!

COMING SOON

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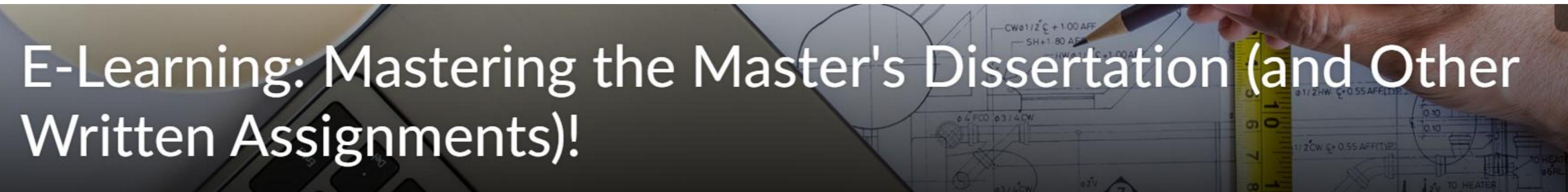
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