Teaching and mentoring have been one of the most rewarding aspects of my Ph.D. journey, allowing me to grow alongside students from diverse backgrounds. Over the years, I have served as a teaching assistant for **three** courses, delivered more than **twelve** invited talks in both academic and industry settings, advised **eight** students from varied backgrounds, and conducted **one** tutorial on top conference. Additionally, as a co-founder and organizer of the NLP Academic Exchange Platform (NICE) [1], I have developed a vibrant research community that bridges the needs of both senior researchers and newcomers to the field. This platform not only enables senior students and researchers to share cutting-edge work but also provides an accessible entry point for those just beginning their journey in NLP/AI. By offering foundational resources, mentorship, and opportunities to connect with them, NICE fosters a supportive environment where students at all levels can build knowledge, network, and grow together.

Teaching & Mentoring. During my Ph.D., I took on several responsibilities related to teaching and mentoring, including curriculum designing, giving lectures, slides preparation, mentoring projects and students, leading tutorials at top conference. Specifically,

- **Course lectures and tutorials.** I was teaching assistant in three courses, including the technical courses such as information system management and more soft skill training course such as engineering innovation and entrepreneurship. This multifaceted experience has shaped my own advantages to fostering curiosity, inclusivity, and skills for students. In technical courses, I engage students through hands-on examples, allowing them to learn by doing and inspiring curiosity through real-world applications. For analytical and discussion-based courses, I encourage active participation and diverse perspectives, guiding students to think critically and explore multiple viewpoints. Additionally, I have led tutorials and workshops for broad audiences, including the first tool-learning tutorial co-hosted with SIGIR 2024, which attracted 100–200 onsite attendees.

- **Project leadership.** I led two research projects and several sub-projects, and also led the team to participate several competitions, which involved writing proposals/report, coding and human/time management. Through effective project management and oversight, I was able to guide these initiatives to successful completion, delivering the intended outcomes. For examples, I lead three undergraduate students and one research assistant to build the first Cantonese task-oriented dialogue system (KddRES). Moreover, I also lead team to won fourth place at the SMP-ECDT 2020 and first place (Champion) in the Online Safety Prize Challenge organized by AI Singapore.

- **Student mentorship.** As I deeply care about junior students in our community who often do not have enough resources or mentorship, I actively provide mentoring discussion once a week not only for student in same group with me, but also also students from all over the world (via scheduled meeting at my personal homepage). There are more than **three** students seeking for Ph.D. application suggestions via this way, and **six** students published their first top conference paper with my assistance.

- **Invited talks.** I have also given technical lectures to large audiences, listed below (with select links to recordings):

[1] https://nice-nlp.github.io/

  - Three conference talks: ICASSP 2024, EMNLP 2023, IJCNLP-AACL 2023
  - Twelve invited talks at various places, including EdinburghNLP, AI TIME, OpenMMLab (1500+ views), TechBeat (5000+ views), MLNLP, Huawei Noah Ark's Lab (HK), Internal Doctoral Forum (best paper award).

Teaching Philosophy. Aligned with my research on balancing safety, personalization, and autonomy in language agents, my teaching philosophy embodies these same principles. My research provides the knowledge, while my teaching translates this knowledge into action and inspire the research, creating a mutually beneficial feedback loop.

- **Safety.** Research can be challenging, with many factors – such as course assignments, peer pressure, and time constraints – adding stress to students' lives. In such an environment, I strive to be more than just an academic advisor; I aim to be a supportive friend, sharing in both the highs and lows that students experience during critical moments of their academic and personal journeys. Above all, I prioritize their psychological and emotional safety and personal healthy, creating a positive, inclusive, diverse and energetic space where students feel supported and can thrive both intellectually and personally.
- **Personalisation.** Each student comes with their own strengths, personalities, experiences, interests and aspirations. I believe that effective teaching should not be one-size-fits-all; instead, it should consider students' individual characteristics which requires a tailored style to teaching. For newer students, I pair simple, hands-on tasks, such as open-source projects, with broader discussions to encourage both practical skills and big-picture thinking. For senior students, I encourage them to tackle meaningful, high-impact research problems that challenge them to reach their full potential.
- **Autonomy.** Granting students the autonomy to explore and solve problems independently empowers students to take ownership of their learning. This autonomy not only allows them to cultivate their individual research taste but also empowers them to approach challenges with creativity and independence, ultimately preparing them for the complexities of academic and professional environments.

Teaching Plans. I am interested in teaching a variety of classes, including natural language processing (NLP), large language models (LLMs), artificial intelligence (AI), and dialogue system (DS). And I am open to both undergraduate- and graduate-level courses. My research interests can align to new cross-topic classes such as connecting natural language to cognitive science, or application of NLP such as commercial chatbots. In addition to my current teaching interests, I am also eager to teach or co-teach courses on AI safety, focusing on the ethical and responsible deployment of AI, as well as tool learning to apply the AI into practical environments.

- **Dialogue System.** It is worth noting dialogue system is a comprehensive and challenging research topic, almost covering all research directions in NLP, such as natural language understanding (fundamental NLP tasks), reinforcement learning (i.e., dialogue policy learning) and natural language generation (i.e., retrieval-augmented generation). As researcher in this field, I am confident to teach most of course in NLP.