Teaching and mentoring have been one of the most rewarding aspects of my academic journey, allowing me to grow alongside students from diverse backgrounds. Over the years, I have served as a teaching assistant for **3** courses, delivered more than **20** invited talks in both academic and industry settings, advised **15** students from varied backgrounds, and organized **1** tutorial and **1** workshop at top conference.

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

- **Course lectures and tutorials.** I served as a teaching assistant for three courses, including technical courses such as Information Systems Management as well as soft-skill courses such as Engineering Innovation and Entrepreneurship. This multifaceted experience has shaped my approach 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 (ToolsMeetLLM), and the first lifelong agent workshop at ICLR 2026, which attracted more than 150 onsite attendees. I have long believed that the most valuable thing a mentor can share is not just what they know, but how they came to know it. This is why I regularly write blogs that go beyond summarizing my research — documenting the story behind it.

- **Project leadership.** I led more than 5 research projects and several sub-projects, and also led teams to participate in several competitions, which involved proposals/report writing, 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 example, I led three undergraduate students and one research assistant to build the first Cantonese task-oriented dialogue system (KddRES). Moreover, I also led team to win third place at the SMP-ECDT 2020 and first place (Champion) in the Online Safety Prize Challenge organized by AI Singapore out of 135 teams from 34 countries.

- **Student mentorship.** As I deeply care about junior students in our community who often lack sufficient resources or mentorship, I actively provide mentoring discussion once a week not only for students in the same group with me, but also students from all over the world (i.e., UIUC, Fudan University, UoE, SUSTech). There are more than **3** students seeking advice on Ph.D. application via this way, **6** students published their first top conference paper with my assistance (e.g., SafeToolBench and ToolSpectrum), and more than **15** students publish papers under my mentorship, including 5 Ph.D. students, 7 MSc students, 3 undergraduate students. Additionally, as a co-founder and core organizer of the Nexus for IntelligeCE (NICE) (150,000+ followers, 1,000,000+ views), 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, offering foundational resources, mentorship, and opportunities.

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

  – 3 conference talks: ICASSP 2024, EMNLP 2023, IJCNLP-AACL 2023

  - 20+ invited talks at various places, including UIUC, UCL, HKU-NLP, University of Manchester, PolyU, EdinburghNLP, AI TIME, OpenMMLab (1500+ views), TechBeat (5000+ views), MLNLP, Internal Doctoral Forum (best paper award).

Teaching Philosophy. Aligned with my research on emphasizing 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 inspires 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 well-being, creating a positive, inclusive, diverse and energetic space where students feel supported and can thrive both intellectually and personally.

- **Personalization.** 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 teaching approach. 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 courses spanning natural language processing, large language models, language agents, and broader artificial intelligence. I am enthusiastic about teaching at both the undergraduate and graduate levels, and I particularly enjoy connecting research advances to hands-on system building and open-ended problem solving.

- At the foundational level, I am well prepared to teach core courses in natural language processing, machine learning, and conversational AI. My background in dialogue systems and reinforcement learning allows me to teach NLP from both theoretical and systems perspectives, ranging from language understanding and generation to retrieval-augmented generation, interactive learning, and long-horizon decision making.

- At the advanced level, I am particularly excited to develop courses on large language models and language agents. Potential topics include theory of agents, tool learning, interactive agents. I am also interested in interdisciplinary courses connecting language agents with cognitive science, human-AI interaction, and AI safety.

- In the long term, I hope to contribute to new curricula centered around autonomous and trustworthy AI systems, including courses on agent alignment, responsible deployment of AI, and intelligent systems that continuously learn and adapt in real-world environments.