Human intelligence is uniquely specialized in learning to use tools, and I have always been fascinated by the interaction between the physical world and human cognition. As a child, I excelled at sports like football, basketball, and volleyball, and enjoyed activities such as skiing and ice skating. I was drawn to the physical principles underlying these sports, particularly how humans learn to interact with the complex physical world. I marveled at how athletes could create innovative moves, like basketball dribbling techniques or football plays, which inspired my curiosity about the connection between physical laws and human creativity.

My academic journey began with physics Olympiads in high school, sparking my interest in problem-solving. At Peking University, I studied physics, building a foundation in computational modeling for physics simulation. In my sophomore year, I was drawn to the fields of AI and graphics technology through online courses, which led me to switch my major to computer science for a more systematic understanding of these areas.

However, change is often difficult when it happens, and I had weak programming skills because I had not taken many computer courses before changing my major. While my physics studies focused on independent problem-solving, computer science required more teamwork, such as building QT applications and collaborating on new projects with peers and advisors. Over time, I developed my collaborative skills, learning from more experienced colleagues and improving my coding and project architecture. After a year or two, I gained enough experience to lead a machine learning project, helping less experienced group members organize tasks and build the project, which was a rewarding way to overcome the difficulties I had faced.

My dedication to sports has driven my research in embodied AI. For example, I am exploring ways to analyze muscle force data using reinforcement learning to help individuals optimize their workouts. This work is closely related to my current focus on physics-based character animation. I am motivated by the belief that meaningful research solves real-world problems, not just abstract ideas, and that's the kind of insight that I think could be done better in research.

And from a diversity perspective, as an individual, I do have the means to help them strive for their own advancement, on at least equal terms, from the wider range of individuals that I can reach around me. Because my earlier education environment has always been science-orientated, I have lived with an imbalance in the sex ratio. As a result, I feel that it is difficult for girls to study and be educated in a gender-imbalanced group, and some of their classmates and teachers judge their abilities and expectations differently because of their gender, sadly this imbalanced environment is the norm in our field of CS in the higher education environment. But as I said, for those I can reach out to, I did encourage a few girls in my high school who were also competing in math and physics competitions when they were confused about whether to continue. I've also given personal technical and psychological help to some junior students in college who were new to programming and needed help because of their gender. Of course, my intention in doing this may be to just voluntarily help those around me who need it, but it does reflect the needs of women and other underrepresented and differentiated groups in higher education, especially in specific fields. In the graduate program, I may take

up the role of TA, which will bring me into contact with more students, so I also have the responsibility and willingness to continue to help and encourage them, and to ensure that those who are considered to be under-represented have equal opportunities. With this in mind, our diversity will certainly be ensured.
Sorry for the rambling, but this is my honest opinion