

I really appreciate that I have met kg in my college life. kg is one of the few teachers I have met that make a connection with their students. I have learned a lot from kg, both in class and outside class. In class, I do appreciate kg's efforts on teaching and interacting with students and I do agree that kg can elaborate key points without loss of simplicity. Questions raised in class always make me thinking. Outside class, being guided by kg in an SRTP project, I think I know a little more about kg's scientific research and life. According to my observation, I share some characters with kg, maybe.

Back to the issue of future planning, in fact, I think myself still wandering in the world of computer science, though entering the second half of my undergraduate career. I think what I have mastered is basic and is still far from application, so in the future I would like to try to seek a higher academic degree. It is also an escape for me. Because I really hate 996 but I can hardly see hope for avoiding such life. If I pursue a master's degree for the coming years, I could gain more competitiveness and live more freely for another 3 years. That sounds like a quite reasonable tradeoff. There are still some problems for this decision, I may work them out and find answers in the future. My mother told me do not worry too much about what hasn't happened yet.

When writing these lines, I reviewed what kg has written for us and was touched again. I can feel that kg's zeal for teaching hasn't faded away, though there are many times such zeal can vanish little by little in class, especially when kg tries to interact but no one responds. There are majorly 3 reasons in my eyes: some students' English is not that good and thus are unable to catch up; some students just tend to be silent, like me; the setting of courses, that is, the contents of 3 hardware courses overlap seriously, in my opinion. However, there still exists some guys that respond to kg! So hope that kg's zeal will never fade and wish kg good health.