



葉宗泰老師： 好奇心、恆毅力與勇於探索

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本次特別邀請到資訊工程學系葉宗泰老師進行人物專訪，分享自身投身研究工作契機、國外求學經驗與對資工系同學們的期許與建議。葉宗泰老師專精於計算機結構、圖形處理器、AI 晶片系統等領域，回想自身的求學歷程，在就讀研究所時便有「深入領域做研究」的想法，而推進自己追夢的持續動力便在於「好奇心」，且不僅限於知識層面，於後續出國求學、接觸生活新事物的過程中亦發揮極大效用。

「在求學與研究的階段，對各個事物要有好奇心。」探尋主動求知探索的本質，葉宗泰老師點出「好奇心」的重要性。最初選擇投身研究工作的契機，便是自身傾向不受教科書限制，自由探索發想，享受解決問題所獲得的成就感，後續亦是因「想接觸不同的文化和人」之探索動力，選擇前往美國攻讀博士學位，拓展自身眼界。求學期間，特別令葉老師印象深刻的是「教學方式」的差異，不單是教學的模式，教學的內容也兼顧深度及廣度，欲融入並適應在地教學方式，最核心的關鍵要素便在於「溝通」，吸收與表達是知識交流、討論研究時必要且重要環節。單純「意會」不足以落實雙向溝通的學習要旨，如何將所學融會貫通吸收後，與同儕、師長闡述自身的見解，是身為一名外國籍研究者所需面臨的不小挑戰。

葉宗泰老師憶起某次課堂上，曾被授課老

師問為何都不發問，對此問題感到疑惑之際，老師便向其闡述提問的重要性。「因為你問『為什麼？』你才會把這個東西做的了解，做的深入。」這是國外教學模式最大的特點，自發問中審視不足之處，察覺學習盲點，透過持續不斷的問與答激發思考，進而越發接近研究領域的知識核心，達到深度、廣度皆具備的學習成效。此外，身處各國菁英匯聚、競爭激烈的學習環境中，葉老師認為能讓自身脫穎而出的關鍵是「動手做」與「解決問題」的能力。「不是你厲害才可以開始，而是你開始才會變厲害。」動手實踐為第一步，過程中遇到問題除了勇於發問，嘗試尋找解方也是非常重要的一環。勇於發問並非單純當伸手牌求解，有時經過多嘗試和思考之後再發問，可以降低溝通成本，也能讓詢問者感受到自身做足功課；再者，反覆嘗試過程中的經驗能加深學習記憶，達到知識與應用層面雙重磨練的效果。

或許求學與求職的路上不乏各種挫折與阻礙，葉宗泰老師以熱情 (passion) 與毅力 (perseverance) 兩字勉勵各位學子，對於各式目標要具備熱情跟毅力，堅持下去才會成功。葉老師舉了自身攻讀博士學位的過程為例，或許過程是艱辛、漫長的，當一旦目標達成，回首望去，踏實的成就感滿溢而出。面對可能遭遇的困難與挑戰，千萬不要畫地自限，要記住「The sky is the limit.」天高沒有界限，勇敢探索、追夢並實踐它吧！

Professor Tsung-Tai Yeh: Curiosity, Perseverance and Courage to Explore

Professor Tsung-Tai Yeh from the department of Computer Science, specially invited for an exclusive interview, shared the opportunity to ignite his research passion, the experience of studying abroad, as well as his expectations and suggestions for the students of the Department of Computer Science. Professor Yeh specializes in computer architecture, graphics processing unit, and AI chip system, etc. Looking back on his past learning experiences, Professor Yeh rooted the idea of "deeply dedicated to research" in his mind as early as he was a graduate student. And "curiosity" became the driving force behind his dream. Furthermore, curiosity plays a significant role not only in pursuing knowledge but also in adapting to the new life of study overseas.

"Keep curious about things in learning and research." Professor Yeh highlighted the importance of "curiosity", the desire for knowledge and the exploration for the unknown. The original momentum for devoting himself to research was Professor Yeh's thought that is not restricted by textbooks. He likes to explore ideas freely and enjoys the sense of achievement in solving problems. Later, because of the exploratory drive of "eager to meet people from different cultures", he decided to study for a PhD program in the United States to expand his horizons. During his days in school abroad, Professor Yeh was particularly impressed by the difference in "teaching styles". In addition to the teaching strategies, the course materials responded to the depth and breadth of learning at the same time. Meanwhile, he recognized that "communication" was the key factor to mingle with fellow classmates and adapt to the local teaching method. The absorptive capacity and expression ability were both necessary and important for knowledge exchange, discussion and research. "Understanding message" alone is not a bidirectional communication. How to integrate and assimilate what he has learned, and then share his own opinions with fellow students and instructors would be a big challenge for a foreign researcher.

Professor Yeh recalled that once in a class, he was asked by an instructor "Why don't you ask any

questions?" He was puzzled by this question, so the instructor explained to him about the importance of asking questions, "Once you ask 'why', you will try to understand the subject better, and conduct an in-depth study." This is the most important feature of foreign teaching styles: perceive the deficiency and identify blind spots in learning using spontaneous questions, stimulate thinking by constantly asking and answering questions, and thus get closer to the core knowledge in the field of research to expand the depth and breadth of learning. In addition, studying in the highly competitive learning environment with strongly motivated students from all over the world, Professor Yeh believes that the key to make him stand out from his peers is his "hands-on" ability and "problem-solving" skills. His motto is "It's not because you're good enough to start research; rather, you may get better after you start research." Hands-on practice is the first stepping stone, and secondly trying to find solutions is as important as asking questions bravely when encountering problems in the research process. Taking the courage to ask questions is not merely "raising issues"; on the contrary, asking questions after a lot of thinking and trying can reduce communication costs and make the inquirer feel well-prepared. Furthermore, repetition of attempts enhances learning and memory to achieve the effects of dual-task training on knowledge and application.

At times, unexpected frustrations and obstacles may get in the way of study and career. Professor Yeh encouraged students to retain passion and perseverance, because passion enables us to focus on the goal for long and perseverance motivates ourselves to continue pursuing success. Professor Yeh took his own experience of pursuing a PhD degree as an example. It might be a long and arduous process; however, we may look back and see what we've accomplished, filled with a solid sense of achievement. Do not limit yourself when you face many of the research challenges. The phrase "the sky is the limit" really tells us that no boundaries exist and everything is possible. Let's explore bravely, pursue our dreams and realize them.