

GAUDI: Growth and Achievement Under Dedicated Instruction

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Abstract

This paper presents an appreciation-oriented empirical study of the GAUDI framework, a human-centered support system led by Prof. Ipoom Jeong. Through weekly research meetings, thoughtful guidance, lunch-based motivation acceleration, and coffee-aware productivity enhancement, the framework improves student motivation, research persistence, and overall laboratory morale. Experimental observations suggest that the GAUDI framework provides not only academic guidance but also long-term inspiration for future researchers.

1. Introduction

Graduate school is widely recognized as a highly demanding environment involving continuous deadlines, unstable sleep schedules, and repetitive cycles of debugging and self-doubt. In architecture research laboratories, these challenges become even more significant due to long research hours, rapidly evolving technologies, and the pressure to produce meaningful research outcomes.

Despite these difficulties, students in the GAUDI Laboratory have consistently demonstrated stable academic growth, sustained motivation, and unexpectedly high lunch satisfaction. Through long-term observation, we identify one key factor contributing to this phenomenon: Prof. Ipoom Jeong.

Unlike conventional advising methodologies that rely solely on periodic supervision, Prof. Jeong introduces a student-centered guidance framework consisting of weekly Tuesday meetings, low-latency feedback, continuous encouragement, and resource-aware student support. Experimental observations further reveal that the proposed framework includes additional optimization techniques such as coffee provisioning, lunch-based motivation acceleration, and adaptive consideration for individual student circumstances.

Furthermore, Prof. Jeong demonstrates exceptional understanding of student perspectives and research-related dif-

ficulties, enabling highly effective communication and approachable discussions within the laboratory. This characteristic significantly improves communication efficiency between advisor and students, reducing unnecessary hesitation while maximizing research confidence and laboratory stability.

Furthermore, Prof. Jeong’s academic trajectory — from Yonsei University to Samsung Electronics, the University of Illinois Urbana-Champaign, and back to Yonsei University as a faculty member — provides students with both inspiration and a realistic model of future growth. Rather than simply teaching research topics, he consistently encourages students to think about long-term direction, personal development, and sustainable academic progress.

In this paper, we present an empirical appreciation study of the GAUDI advising framework and analyze its impact on student motivation, research persistence, and overall laboratory morale.

2. The GAUDI Framework

2.1. Weekly Research Meetings

The weekly Tuesday meeting serves as the core synchronization mechanism of the GAUDI framework. During each meeting, students report their research progress, discuss current obstacles, and receive timely feedback from Prof. Jeong. This process reduces uncertainty in research direction and increases the probability of meaningful progress before the next meeting cycle.

Unlike traditional high-pressure meetings, the GAUDI meeting structure provides an approachable environment where students can openly share both technical issues and research-related concerns. As a result, students benefit from low-latency feedback, direction correction, and periodic motivation recovery.

2.2. Motivation-Aware Resource Provisioning

In addition to academic guidance, the GAUDI framework includes resource-aware support mechanisms. Lunch support, snack provisioning, coffee access, and even ice

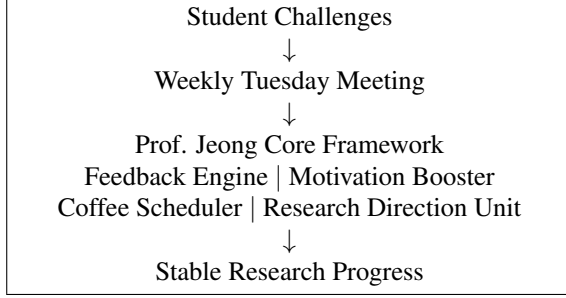


Figure 1. Overview of the proposed GAUDI framework.

Resource	Observed Effect
Weekly lunch	Motivation increase
Coffee machine	Improved debugging endurance
Unlimited snacks	Temporary happiness recovery
Ice availability	Summer research stabilization
Tuesday meetings	Reduced uncertainty

Table 1. Observed effects of the GAUDI support framework.

availability are not merely auxiliary features, but essential components for maintaining graduate student morale and debugging endurance.

The laboratory environment is further optimized through a coffee machine-based productivity enhancement system and continuously available snacks, both of which contribute significantly to stable research operation during long experimental and debugging sessions.

We model student motivation as follows:

$$M(t) = \alpha G + \beta C + \gamma L - \delta D \quad (1)$$

where $M(t)$ denotes student motivation at time t , and G , C , L , and D denote guidance, coffee, lunch, and difficulties encountered during research, respectively. In the GAUDI framework, we empirically observe that $\alpha, \beta, \gamma \gg \delta$, implying that sufficient guidance and support can effectively compensate for research-related stress.

As shown in Equation 1, motivation within the GAUDI framework is strongly influenced by guidance quality, resource provisioning, and periodic encouragement mechanisms.

Furthermore, the GAUDI framework supports adaptive and student-specific motivation recovery mechanisms. In certain cases, personalized resource provisioning is dynamically performed according to individual student requests and situational requirements. Experimental observations indicate that such personalized support significantly improves temporary happiness and laboratory morale.

One representative example involved a request from student Choi, who strongly recommended a particularly well-known pie store. As shown in Fig. 2, Prof. Jeong immedi-



Figure 2. Example of personalized motivation-aware resource provisioning within the GAUDI framework.

ately initiated a pie provisioning process with the statement, “If student Choi wants to eat it, we should get it.” The resulting experiment demonstrated substantial improvements in student satisfaction, laboratory atmosphere, and temporary emotional stability.

2.3. Student-Centered Guidance

A key strength of the GAUDI framework is its student-centered nature. Prof. Jeong provides not only research feedback, but also practical advice on academic direction, long-term growth, and sustainable research habits. This approach helps students develop confidence while gradually forming their identity as researchers.

The long-term growth of a student can be expressed as:

$$G_{student}(t+1) = G_{student}(t) + \eta A_{professor} \quad (2)$$

where $G_{student}(t)$ represents student growth at time t , $A_{professor}$ represents advisor influence, and η denotes the inspiration coefficient.

Equation 2 suggests that continuous guidance accumulates over time and eventually leads to meaningful academic and personal development.

3. Experimental Results

3.1. Motivation Improvement

To evaluate the effectiveness of the GAUDI framework, we qualitatively analyze student motivation before and after weekly Tuesday meetings. As shown in Fig. 3, students exhibit a substantial increase in motivation after receiving feedback, encouragement, and research direction from Prof. Jeong.

3.2. Long-Term Student Growth

Beyond short-term motivation recovery, the GAUDI framework contributes to long-term student growth. Con-

Motivation Level
Before Meeting: 10.21%
After Meeting: 91.0%

Figure 3. Observed improvement in student motivation after weekly meetings.



Figure 4. GAUDI Laboratory members with Prof. Ipoom Jeong, 2026.

tinuous feedback, approachable communication, and consistent support allow students to develop stronger research confidence and clearer academic direction.

Although the journey of graduate research remains challenging, the presence of reliable guidance significantly improves research persistence. The results suggest that Prof. Jeong's guidance has a positive impact not only on research productivity, but also on the overall academic stability of students.

4. Conclusion

This paper presented an appreciation-oriented analysis of the GAUDI framework, focusing on its impact on student motivation, research persistence, and academic growth. Through weekly meetings, thoughtful feedback, lunch support, coffee provisioning, and student-centered guidance, Prof. Ipoom Jeong provides a highly effective and deeply appreciated support system for graduate researchers.

The author sincerely appreciates Prof. Ipoom Jeong for his continuous guidance, encouragement, and support throughout the graduate journey.

Acknowledgment

The author sincerely appreciates Prof. Ipoom Jeong for his continuous guidance, encouragement, and thoughtful support throughout graduate school life. Looking back, the author often feels that insufficient progress has been

shown compared to the amount of trust and support received. Nevertheless, Prof. Jeong consistently encouraged steady growth and continued effort rather than focusing only on shortcomings.

Beyond research itself, the warm laboratory environment, weekly meetings, thoughtful feedback, lunches, coffee, snacks, and countless moments of consideration became a significant source of motivation during difficult periods.

Although the author still has many shortcomings as a researcher, the author will continue working genuinely hard and making every possible effort to grow, succeed, and one day become a student whom Prof. Jeong can truly be proud of.

Happy Teacher's Day.

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