教授自我理解與簡易的課堂分析：
如何增長教學力？

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一、前言：怎麼樣才能教得好？怎麼做才能成為優良的大學老師？ 學生填的學習意見問卷，我要相信嗎？

二、自我了解：我是有教學洞見、有同理心的大學老師嗎？ 我是創新求進步正向的大學老師嗎？

三、教學的同理心（SETRCD）、創新進步正向的教學者（DPP）

四、天生麗質的老師：自我紀錄與省思

五、灰姑娘型老師：觀課學習紀錄求進步

五、科學家型老師：簡易的課堂學習分析

　　範例：專題合作討論之衝突與創新

Instructors' self-awareness and easy learning analytics to help busy professors: How to improve your instructional capacity?

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1.   Preface: How to be good at teaching? Could I become a good teacher and a good professor at the same time? Should I believe the what college students respond in teaching evaluation questionnaire?

2.   Self-check:

Do I obtain quality insight(empathy) about college students and their learning?

Do I understand my teaching quality?

Am I a professor with discipline, progressive, and positive mind-set?

3.   What is SETRCD and What is DPP?

4.   Am I a natural beauty regarding teaching? You need self monitoring.

5.   Am I Cinderella in terms of teaching? You need to observe and learn from outstanding teachers using SETRCD and DPP form.

6.   Am I a scientist in teaching? Easy learning analytics

Case : Conflict and innovation in project based cooperative learning