

教研活动记录怎么写才不像流水账

我记了四年教研活动记录，前两年被组长退回三次，说像流水账。后来总结出四条写法，每条都有正反例。

第一条：按环节组织，不按时间顺序。反面写法：八点半开始，李老师上课，九点评课，九点半讨论，十点结束。正面写法：分成课例展示、问题研讨、改进建议三节，每节里再写人和事。时间只出现在开头一行和散会一行。按环节组织的好处是，两周后想找某个结论，直接翻对应小节。

第二条：发言记观点，不记原话。反面写法：张老师说：我认为我们应该重视观察。正面写法：张老师主张观察先行，理由是学生脑中无形象。记录里给每个人归纳一个主张加一条理由，六个人发言压缩成六行，信息密度立刻上来。原话只在关键分歧处引用，加引号。

第三条：分歧如实保留。反面写法：大家一致认为应统一评价表。正面写法：王老师提议三项可查指标，赵老师保留意见，担心催生假事假话，未表决，列入下次议题。一致通过的记录最可疑，教研记录的价值一半在分歧上，下次开会的议题就从这里来。

第四条：决议写成可检查的句子。反面写法：加强观察训练。正面写法：各年级单元前两周启动每日一观察记录，班主任配合提醒，两周后二次教研时每人带五份对比作文。可检查的标准是：有主语、有时间、有数量、有交付物。开会时对着决议逐条验收，谁没完成一目了然，记录就从档案变成了工具。

记录要素清单，缺一项就补：主题、时间地点、参加人、主持人、记录人、环节内容、分歧与保留意见、决议条目、遗留问题、附件编号。模板固定下来，每次只填内容，二十分钟能整理完一份。记录当天发组内群，两天内无人提异议即生效，这个规则本身也要写在记录末尾。

How to Write a Teaching Research Record That Is Not a Running Account

I have kept teaching research records for four years, and in the first two years my drafts were returned three times as running accounts. I eventually worked out four writing rules, each with a bad and a good example.

Rule one: organize by segment, not by clock order. Bad: 8:30 start, Teacher Li teaches, 9:00 lesson review, 9:30 discussion, 10:00 end. Good: three sections named lesson demonstration, question discussion, improvement suggestions, with people and events inside each. Time appears only in the opening line and the adjournment line. The benefit: two weeks later, to find a conclusion, you open the matching section directly.

Rule two: record positions, not transcripts. Bad: Teacher Zhang said, I believe we should value observation. Good: Zhang argued observation first, because students

hold no image in mind. Summarize each speaker as one position plus one reason; six speeches compress into six lines and the information density rises. Quote original words only at key disputes, in quotation marks.

Rule three: keep disagreements as they are. Bad: everyone unanimously agreed to unify the rubric. Good: Wang proposed three checkable indicators; Zhao kept his objection, fearing invented events and false quotes; no vote taken, listed for the next agenda. A record of total unanimity is the most suspicious kind; half the value of a research record lies in its disagreements, which become the next meeting's agenda.

Rule four: write resolutions as checkable sentences. Bad: strengthen observation training. Good: each grade starts a daily observation entry two weeks before the unit, homeroom teachers remind students, and at the follow-up session in two weeks each teacher brings five comparison samples. The checkable standard: a subject, a deadline, a quantity, and a deliverable. At the next meeting resolutions are verified one by one, and the record turns from an archive into a tool.

Element checklist, add anything missing: topic, time and place, attendees, host, recorder, segment content, disagreements and kept objections, resolution items, leftover questions, attachment numbers. With a fixed template you only fill content, and a record is finished in twenty minutes. The record goes to the group chat the same day and takes effect if no objection within two days; write this rule at the end of the record itself.