

一份教研活动记录范例：《难忘的一天》课例研讨实录与批注

下面是一份虚构的教研活动记录，节选三段，每段后附批注，说明它做对了什么。

记录原文：研讨主题：学生写《难忘的一天》普遍写成流水账，本次研讨怎样用细节采集解决。出席：语文组11人。课例：李老师《那天的三个细节》习作讲评片段，12分钟。批注：主题一句话点明问题和方法，读者不用猜这次教研讨什么。写人数比写名单省地方，名单可放附件。

记录原文：王老师发言：她班学生写运动会只写比赛过程，试过让学生采访同桌那天你最难堪的一秒，交上来的习作出现了手心的汗和不敢看记分牌两个细节。她认为真情不靠煽情，靠只有当事人才说得出的细节。批注：发言要点按做法加证据加观点记录，保留了可复制的操作。如果只记学生要写真实细节，这条发言就没有价值。

记录原文：结论：一、11月前各班完成一次细节采集表试点，备课组长收表；二、11月教研会由两位教师各上一节讲评课，验证概括句与特写句对照法；三、采集表模板由陈老师周五前发到组内群。批注：三条结论各自带时间、执行人、检查场合，这就是有观点有结论的标准形态。缺任何一项，结论都会落空。

自查这份范例时注意三处：发言是否记了做法而非口号；课例环节是否记了观察到的学生变化而非教师自我表扬；结论是否可检查。三项都过关，记录才算合格。把这三条抄进本校教研记录模板的页边，下次活动记录人照着补，比培训十次都管用。

补一处细节：范例里课例只用了12分钟片段而非整节课，这是刻意的。整节课40分钟全组坐着看，研讨时间被压缩；截取讲评片段12分钟，把省下的时间全部投进研讨，记录里能沉淀的观点反而更多。本校若沿用，在通知里写明只展示片段和片段目标，课例教师备课压力也小。

A Sample Research Activity Record: Lesson Case Discussion on An Unforgettable Day, with Comments

Below is a fictional research activity record. Three excerpts follow, each with a comment explaining what it did right.

Original record: Theme: students writing An Unforgettable Day mostly produce running accounts, so this session discusses solving it with detail collection. Attendees: 11 Chinese teachers. Lesson case: a 12-minute review fragment by Teacher Li on Three Details of That Day. Comment: the theme names the problem and the method in one sentence, so readers never guess what the session was about. Counting heads saves space over listing names; the roster can go in an appendix.

Original record: Teacher Wang said her students wrote the sports meet as a play-by-play of the race. She tried having them interview a deskmate about the most awkward second of that day. The essays then contained two details: sweaty palms and not daring to look at the scoreboard. Her view: genuine feeling does not come from

stirring language but from details only the person involved could tell. Comment: the point is recorded as method plus evidence plus view, keeping a reproducible procedure. Had it only said students should write real details, the remark would be worthless.

Original record: Conclusions: one, every class completes one trial of the detail collection sheet before November, collected by lesson prep group leaders; two, at the November meeting two teachers each teach a review lesson to test the summary-versus-close-up comparison; three, Teacher Chen posts the sheet template to the group chat before Friday. Comment: each conclusion carries a deadline, an owner, and a check occasion. That is what a conclusion with a viewpoint looks like. Miss any one of the three and the conclusion evaporates.

When auditing this sample, check three things: do the remarks record methods rather than slogans; does the lesson section record observed changes in students rather than the teacher's self-praise; are the conclusions checkable. Pass all three and the record qualifies. Copy these three checks into the margin of your school's record template, and the next recorder will fill it correctly without ten rounds of training.

Add one detail: in the sample the lesson case used only a 12-minute fragment rather than a full period, and this was deliberate. If the whole group sits through 40 minutes of class time, discussion gets squeezed; cutting to a 12-minute review fragment and pouring the saved time into discussion actually yields more viewpoints worth recording. If your school adopts this, state in the notice that only the fragment and its goal will be shown, which also lowers the lesson teacher's preparation pressure.