

教研活动记录里的五个常见毛病：对照自查一遍

毛病一：只记流程，不记观点。记录写成几点几分上完课、几点几分散会，全组讨论了什么一个字没有。改正：每个环节至少记两条带发言人的观点，宁多勿少。流程半小时就能回忆起来，观点当晚不记就永远丢了。

毛病二：发言记成口号。把李老师的话记成要多引导学生观察生活。这句话任何一次教研都成立，等于没记。改正：追问一句具体怎么引导，记成李老师在《难忘的一天》课上让学生闭眼回忆三个细节，现场习作出现了具体画面。做法和效果都在，别人才用得上。

毛病三：课例环节写成表扬稿。满篇准备充分、环节清晰、气氛活跃。改正：换成观察事实，记学生前后习作的对照，比如同一名学生修改前写我很紧张，修改后写我把准考证捏出了褶。事实比形容词有说服力。

毛病四：结论没有执行人和时间。记录写加强作文面批，然后没有然后了。改正：每条结论补三要素，谁做、什么时候做完、哪次会上检查。假设改成每位教师12月前完成对全班学生每人一次面批，期末教研会抽查十本作业本。

毛病五：记录拖到两周后补写。补写时凭印象加工，把没讨论过的共识写了进去，下次活动有人拿记录对质，全组尴尬。改正：当场用模板填骨架，散会两小时内补全，当天发出。宁可记录粗糙但真实，也不要漂亮但失实。

五个毛病里，毛病二和毛病四最伤教研活动本身：前者让发言失去复用价值，后者让结论失去约束力。教研组可以约定，记录发出后由组长用这五条逐项打分，不合格的当天退回记录人重写。坚持一个学期，记录质量会明显变化。

Five Common Flaws in Teaching Research Records: A Self-Check List

Flaw one: the record lists the agenda but no viewpoints. It says the lesson ended at such time and the meeting adjourned at such time, with not one word about what the group discussed. Fix: record at least two attributed viewpoints per section, more rather than fewer. The agenda can be recalled in half an hour; viewpoints not written that evening are lost forever.

Flaw two: remarks are recorded as slogans. Teacher Li's comment becomes encourage students to observe life. That sentence fits any meeting ever, which is the same as recording nothing. Fix: press one step further on how exactly she guides, and record that in her lesson on An Unforgettable Day she asked students to close their eyes and recall three details, after which their essays contained concrete images. Method and effect both stay on paper, so others can actually use it.

Flaw three: the lesson section reads like a commendation letter, full of well

prepared, clear stages, lively atmosphere. Fix: replace adjectives with observed facts, such as comparing one student's draft before and after revision: before, I was very nervous; after, I crumpled my exam ticket into wrinkles. Facts persuade where adjectives cannot.

Flaw four: conclusions have no owner and no deadline. The record says we should strengthen face-to-face marking of essays, and nothing follows. Fix: attach three elements to every conclusion: who does it, when it is done, and which meeting checks it. Rewritten: every teacher completes one face-to-face marking per student before December, and the end-of-term meeting spot-checks ten exercise books.

Flaw five: the record is written up two weeks later from memory, inventing consensus nobody discussed, until someone confronts the group with the paper at the next meeting. Fix: fill the template skeleton on the spot, complete it within two hours after adjournment, and send it the same day. A rough but true record beats a polished but false one.

Among the five, flaws two and four hurt the research activity itself: the first strips remarks of reuse value, the second strips conclusions of binding force. The group can agree that after the record is sent, the leader scores it against these five items and returns it to the recorder the same day if it fails. Keep this up for one term and record quality will visibly change.