

叙事作文教研活动怎么组织：从定主题到出结论的完整流程

活动开始前，教研组长要定三件事：研讨主题、上课例的教师、记录人。主题必须具体，不写怎样教叙事作文，而写怎样让《难忘的一天》写出真情。课例教师提前一周备好一份40分钟的教案，发给全组预览。记录人用统一模板：时间地点、出席人员、主题、课例展示、问题研讨、改进建议、结论分工。

课例展示环节约40分钟。假设张老师执教《难忘的一天》，她先让学生闭眼回忆那一天：看到了什么，听到了什么，第一个想到谁的脸。再让学生当场写下三个细节：一个动作、一句话、一个画面。观察的教师此时不评课，只记两件事：教师做了哪些引导动作，学生的习作里出现了什么变化。这些现场事实是后面研讨的材料。

问题研讨环节约30分钟，围绕三个问题发言：课例里哪一步可以借鉴？学生写不出真情的卡点在哪里？回到自己班上准备怎么改？每人限时两分钟，记录人按发言人加观点逐条记。重复的观点合并，冲突的观点原样保留，不做和稀泥式的抹平。

改进建议环节约15分钟，全组形成可执行的结论。假设本次定了两条：一，凡布置《难忘的一天》，各班先做一张细节采集表，收齐至少三个真实细节再动笔；二，讲评课用概括句与特写句对照，讨论特写为什么打动人。每条结论写明谁试行、哪次教研会反馈结果。

记录在活动结束当天整理，24小时内发出。记录人最后补一段全组共识，用祈使句写结论，分歧点标注待验证。只罗列流程、不写结论和分工的记录，下次活动没人会翻它。

还有一条容易被忽略的准备工作：给观察教师发一张简易观察单，上面只印三个空栏——教师引导动作、学生当堂反应、可借鉴的一个片段。没有这张单子，六位听课教师回到办公室各说各的感受，研讨环节会空转十分钟。有了单子，发言直接指着记录说，研讨效率立刻不同。这张单子活动后连同教研记录一起归档，学期末复盘时能看出哪类引导动作在平行班都有效。

How to Organize a Teaching Research Session on Narrative Writing: From Theme to Conclusion

Before the session starts, the research group leader settles three things: the discussion theme, the teacher who will present the lesson case, and the recorder. The theme must be specific. Instead of writing about how to teach narrative composition, write about how to make *An Unforgettable Day* feel genuine. The lesson teacher prepares a 40-minute lesson plan one week ahead and sends it to the group for preview. The recorder uses one template: time and place, attendees, theme, lesson demonstration, problem discussion, improvement suggestions, and conclusions with assigned duties.

The lesson demonstration takes about 40 minutes. Suppose Teacher Zhang teaches *An*

Unforgettable Day. She first asks students to close their eyes and recall that day: what they saw, what they heard, whose face came to mind first. Then students write down three details on the spot: one action, one line of speech, one image. Observing teachers do not evaluate at this point. They record two things only: what guiding moves the teacher made, and what changes appeared in the students' writing. These on-the-spot facts become the material for the discussion.

The problem discussion lasts about 30 minutes, built on three questions: which step in the lesson can be borrowed, where exactly do students get stuck when writing genuine feelings, and what will you change when you return to your own class. Each speaker gets two minutes. The recorder lists every point as speaker plus view. Repeated views are merged; conflicting views are kept as they are, without smoothing them over.

The improvement stage takes about 15 minutes, and the group turns talk into executable conclusions. Suppose two are adopted: first, whenever An Unforgettable Day is assigned, each class first fills a detail collection sheet and gathers at least three real details before writing; second, the review lesson places a summary sentence next to a close-up sentence, and the class discusses why the close-up moves readers. Each conclusion names who will try it and which meeting reports the result.

The record is written up the same day and sent out within 24 hours. The recorder closes with a consensus paragraph, writing conclusions as imperative sentences and marking disagreements as pending verification. A record that only lists the agenda, with no conclusions or assignments, will not be opened again at the next meeting.

One more preparation step is often overlooked: hand observing teachers a simple observation sheet with only three blank columns, the teacher's guiding moves, the students' in-class reactions, and one borrowable fragment. Without the sheet, six visiting teachers return to the office with six different impressions and the discussion stalls for ten minutes. With it, speakers point at their notes, and the discussion efficiency changes at once. File this sheet together with the activity record after the session; at the end-of-term review it shows which guiding moves worked across parallel classes.

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.

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，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.