

一次教研实录片段：课例展示与问题研讨怎么记

下面节选一份真实感教研记录的两个栏目，展示从现场到记录的压缩过程。现场是四年级下册的叙事作文教研，主题是诚信故事如何写出真情。

课例展示栏的现场素材是执教教师的一百二十分钟课堂，记录只留了三百字。压缩方法：每个环节一句话加一个学生证据。实录片段：环节一，出示两段下水文，一段全是道理，一段写退还多找零钱，学生投票九成选后者，理由集中在第二段有心里害怕这一段。环节二，学生圈出第二段里写犹豫的词句，找到手心出汗、脚步回头两处，找不到第三处。环节三，当堂改写，二十分钟内全班四十一人，写出超过三十字心理描写的十一人。记录到此为止，执教者的说课原话全部不进记录栏，只进备注。

问题研讨栏的原始记录是五位教师共发言两千二百字，整理后合并成三条观点。第一条：下水文对比有效，但第二段本身犹豫写得还不够慢，学生模仿时只学到手心出汗这个表层。论据是环节二学生找不到第三处犹豫描写。第二条：当堂改写暴露训练量不足，十一人达标说明三成学生需要课后支架。论据附达标名单特征：十一人里九人平时有日记习惯。第三条：选材环节本次缺席，课例直接从范文进入，学生写不出自己的事是下次的研讨点。每条观点后面用括号标注发言来源，甲乙丙教师，不写原话。

对照原始记录与整理稿，改动有三类：删时间词，某老师说三分钟这类全部去掉；合并重复观点，两位教师都提日记习惯，合并后保留两人论据；补证据编号，学生达标人数、投票比例这类数字必须原样保留，它们是结论的依据。教研记录里数字比形容词可靠，四十一人里十一人达标，比效果良好四个字信息量大得多。

改进建议栏本次记录了两条，各带检查方式：一，两周内同年级各交一份同题讲评课教案，备课组长汇总比对；二，建立班级诚信小事记录本，周五互评细节复述，月抽查每班两本。结论栏三句：确定犹豫心理放慢写为教学重点；选材问题列入下次教研；下次时间为两周后同一地点，先交教案再开会。整份记录一页半，开会时没人念原稿，散会后每人都知道自己下一步做什么。

A Live Excerpt: Recording the Lesson Demo and the Discussion

Below is an excerpt from a realistic research record covering two columns, showing how a live session gets compressed into notes. The setting: a grade-four narrative writing research session on how integrity stories can carry real feeling.

The lesson demonstration column compressed a hundred and twenty minutes of class into three hundred characters. Method: one sentence per stage plus one piece of student evidence. The record: Stage one, two model paragraphs shown, one all preaching, one about returning extra change; ninety percent of students voted for the second, their reason clustering on the passage about being afraid inside. Stage two, students circled words describing hesitation and found sweaty palms and turning

footsteps, but no third instance. Stage three, in-class rewrite: of forty-one students, eleven produced psychological description over thirty characters within twenty minutes. The record stops there; the teacher's own explanation stays in remarks, not the column.

The discussion column started as twenty-two hundred characters from five teachers and merged into three viewpoints. First: the model comparison worked, but the hesitation in the second paragraph was still not slow enough, so students copied only the surface detail of sweaty palms. Evidence: students found no third hesitation marker in stage two. Second: the in-class rewrite shows insufficient training; eleven passing means thirty percent need after-class scaffolding. Evidence with the pass list's pattern: nine of the eleven keep diaries. Third: material selection was absent this time — the lesson jumped straight into model texts, and students having no events of their own is the next session's topic. Each viewpoint carries speaker tags A, B, C in parentheses, no direct quotes.

Comparing raw notes with the cleaned record, three edits were made: time markers like teacher spoke three minutes were deleted; duplicate viewpoints merged — two teachers raised diary habits, so their evidence was kept under one point; evidence numbers preserved exactly — pass counts and vote ratios are the basis for conclusions. Numbers beat adjectives in research records: eleven of forty-one passing carries far more information than the four characters for fairly effective.

The improvement column logged two suggestions, each with a check: one, each class in the grade submits a same-topic review lesson plan within two weeks, compiled and compared by the lesson-preparation group leader; two, each class starts an integrity small-events notebook, deskmates retell details for peer review on Fridays, two notebooks per class spot-checked monthly. The conclusion column has three sentences: slowing hesitant psychology is confirmed as the teaching focus; material selection joins the next agenda; the next session is in two weeks at the same place, plans submitted before the meeting. The whole record runs a page and a half, nobody read scripts aloud, and everyone left knowing their next step.