

教研活动记录怎么写：六栏填法与要点提炼

教研活动记录最常见的毛病是记成会议流水账：某人发言几分钟，某人补充几句，读完不知道这次教研解决了什么问题。一份能用的记录应该按六栏来填，每栏有固定任务。

第一栏基本信息：时间、地点、参加人、主持人、记录人，一行填完，不展开。第二栏研讨主题：一句话写清本次要解决的具体问题。诚信主题教研不要写成加强诚信教育，太虚；应写成叙事作文如何写出真情——学生写诚信故事普遍喊口号，这次教研要找出可操作的教法。主题越具体，后面的发言记录越有着落。

第三栏课例展示：记录授课教师的课堂骨架，不记全程台词。填三样：环节顺序、每个环节学生做了什么、课堂暴露的真实问题。例如某教师执教把诚信故事写具体一课，先出示两段下水文对比，再让学生圈出犹豫心理写得慢的句子，最后当堂改写还钱前的心理。学生暴露的问题是改出来的句子仍停留在我心里很挣扎六个字。把这些写进记录，课例才有研讨价值。

第四栏问题研讨：按观点归类，不按发言顺序罗列。三位老师都提到学生选材假大空，就合并成一条观点，注明各自论据：甲老师举了班里三成学生写拾金不昧但无人能说出细节；乙老师认为素材库应该从班级日志里找；丙老师提出选材要先过能不能说出天气人物这一关。观点合并后，记录读起来是讨论的推进，不是点名册。

第五栏改进建议：每条建议必须带动作和检查方式。空话如丰富学生素材是建议的反面教材；合格的写法是：下周起每班建诚信小事记录本，学生每周记一件身边小事，周五同桌互评能否复述细节，教师抽查两本。有动作、有频率、有检查，建议才能落地。

第六栏教研结论：三到五句，写共识和下一步。共识要回应第二栏的主题，例如本次确定犹豫心理放慢写为诚信作文教学重点，各班两周内交一份同题讲评课教案。结论不写努力探索之类的话，只写谁、在什么时间、交什么。

记录完成后自查两处：删掉所有发言人的形容词，只留观点和论据；对照主题栏逐条检查结论是否回应。两处都过，这份记录半年后翻出来还能用。

How to Write a Teaching Research Record: Six Columns and Key Points

The most common flaw in teaching research records is a running-account style — who spoke for how many minutes, who added a remark — leaving readers unsure what problem the session solved. A usable record fills six columns, each with a fixed job.

Column one, basic information: date, place, attendees, chair, note-taker, one line, no elaboration. Column two, the topic: one sentence naming the concrete problem. For an integrity-themed session, do not write strengthening integrity education — too vague; write how narrative essays can carry real feeling — students writing integrity stories mostly shout slogans, and this session must find workable

teaching methods. The more specific the topic, the more grounded the later notes.

Column three, the lesson demonstration: record the skeleton of the lesson, not the full script. Fill three things: the sequence of stages, what students did at each stage, and the real problems the class exposed. For example, a teacher taught Write the Integrity Story Concretely by first showing two model paragraphs for comparison, then having students circle sentences where hesitant psychology was written slowly, and finally rewriting the moment before returning money in class. The exposed problem: revised sentences still stopped at six characters meaning deep inner struggle. Record this and the lesson has discussion value.

Column four, problem discussion: group by viewpoint, not by speaking order. If three teachers all mention inflated material, merge into one point with each person's evidence: Teacher A found three in ten students wrote about found-money-returning yet none could recall details; Teacher B suggested mining material from class diaries; Teacher C proposed a screening test — can the writer name the weather and the people present. Merged viewpoints read as the discussion advancing, not a roll call.

Column five, improvement suggestions: every suggestion must carry an action and a check. Empty phrases like enrich students' material are the anti-model. A passing form: starting next week each class keeps a small-integrity-events notebook, students log one event weekly, deskmates evaluate Fridays whether details can be retold, teachers spot-check two notebooks. Action, frequency, and check make a suggestion land.

Column six, conclusions: three to five sentences on consensus and next steps. The consensus must answer column two, for example: slowing down hesitant psychology is confirmed as the teaching focus for integrity essays; each class submits a same-topic review lesson plan within two weeks. Conclusions never write phrases like keep exploring — only who, by when, submits what.

After finishing, self-check twice: delete every speaker's adjectives, keep only viewpoints and evidence; then walk through the conclusions against the topic line to confirm they answer it. Pass both and the record is still useful half a year later.