

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.

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.

教研记录六个常见毛病与改进建议写法

把近几年听评课教研记录里最常见的问题整理成六条，每条给识别方法。教研组长期末抽查记录时，照着这六条过一遍，能筛出大部分不合格的记录。

毛病一：流水账。识别方法：通读记录，如果每段开头都是某老师认为、某老师指出，且删掉任何一段都不影响理解，就是流水账。改法：按观点重组，同一观点下并列各人论据，人名放括号里。

毛病二：主题空泛。识别方法：把研讨主题单独抄出来，如果这句话放到任何学科任何话题都成立，就是空泛。诚信教研的主题若写成提高学生写作水平，即中招。改法：主题句必须包含对象加问题加本次要解决的部分，例如五年级学生写诚信故事只会喊口号，本次研讨用什么讲评

方法能让学生学会写犹豫心理。

毛病三：课例记成台词。识别方法：课例栏超过八百字且出现大量直接引语。改法：每环节一句话加一个学生证据，教师原话超过二十字的引语全部转述。

毛病四：观点不合并。识别方法：数记录里出现相同关键词的次数，日记习惯出现三次却分属三段，就是没合并。改法：现场记录可以按人记，整理时按观点归并，保留每人论据。

毛病五：建议无动作。识别方法：把每条建议单独抄出来，检查有没有动词加频率加检查人。加强、注重、关注这三个词开头的句子全部重写。改法：套三件套模板——做什么、多久一次、谁来查。例如：诚信小事记录本，每周记一件，备课组每月抽查两本。

毛病六：结论不回应主题。识别方法：把主题栏和结论栏并排读，结论里找不到主题句中的关键词，就是脱节。改法：结论第一句必须复现主题中的问题词，并写明本次达成的决定；后两句写下下一步的时间、责任人和交付物。

教研结论推荐三句写法：第一句共识，本次确定什么为教学重点；第二句遗留，什么问题列入下次；第三句安排，下次时间地点与前置任务。三句之外不加感叹不加展望。一页纸的记录、六栏齐全、结论可执行，这样的教研记录归档后才有复用价值——下学期同题教研直接翻出旧记录，改进建议里没做完的那几条就是下学期的起点。

Six Flaws in Research Records and How to Write Suggestions

Here are six problems that recur in lesson-study research records from recent years, each with a detection method. A research group leader can screen most failing records by running this list at term's end.

Flaw one: running account. Detection: if every paragraph opens with teacher X believes, teacher Y pointed out, and deleting any paragraph changes nothing, it is a running account. Fix: reorganize by viewpoint, list each person's evidence under the shared point, names in parentheses.

Flaw two: vague topic. Detection: copy out the topic line alone; if it would fit any subject and any topic, it is vague. An integrity session themed improving writing ability fails. Fix: the topic sentence must contain grade level plus problem plus what this session tackles, for example: fifth graders writing integrity stories only shout slogans; which review method will teach them to write hesitant psychology.

Flaw three: lesson logged as transcript. Detection: the lesson column exceeds eight hundred characters with heavy direct quotes. Fix: one sentence per stage plus one student evidence; paraphrase any teacher quote over twenty characters.

Flaw four: viewpoints not merged. Detection: count repeated keywords; if diary habits appears three times across three paragraphs, nothing was merged. Fix: raw notes may follow speakers, but the cleaned record groups by viewpoint while keeping each person's evidence.

Flaw five: suggestions without action. Detection: copy each suggestion and check for verb plus frequency plus checker. Any sentence starting with strengthen, emphasize, or pay attention gets rewritten. Fix: use the three-part template — what to do, how often, who checks. Example: an integrity small-events notebook, one event weekly, the preparation group spot-checks two notebooks monthly.

Flaw six: conclusions that ignore the topic. Detection: read the topic line and conclusion line side by side; if the topic's keywords appear nowhere in the conclusion, they are disconnected. Fix: the first conclusion sentence must echo the problem word from the topic and state the decision made; the next two sentences give time, owner, and deliverable.

Recommended three-sentence conclusion: first, consensus — what is confirmed as this term's teaching focus; second, leftovers — which problem joins the next agenda; third, arrangements — next session's date, place, and pre-tasks. Nothing beyond three sentences, no exclamation, no vision statements. A one-page record with six complete columns and executable conclusions keeps reuse value: next term's same-topic session pulls out the old record, and the unfinished suggestions become its starting point.