

一篇教研活动记录范文逐段点评：课例展示、问题研讨、改进建议怎么写

下面以一篇围绕叙事作文的教研活动记录为例，逐段点评三个环节各自该怎么落笔。这篇记录约七百字，结构清楚，适合作为参照。

第一段是课例展示。范文这样写：本周三上午第二节课，李老师执教五年级叙事作文起步课，课题是那刻我长大了，课堂以一段学生生活视频导入，随后安排两次独立写作，中间插入一次互评。点评角度看，这段交代了时间、执教人、年级、课题和课堂流程，没有评价性形容词，客观性够。不足是最突出的特点没有点出来，读者不知道这节课特别在哪里，补一句本课把互评放在两次写作之间即可。

第二段是问题研讨。范文记录了三位教师的发言：第一位认为学生第二次写作改进不明显，问题出在互评标准太笼统；第二位补充说互评表上只有写得好与不好两栏，学生只会打勾；第三位把问题归结到教师示范环节，认为讲评时缺少修改前后的对照演示。点评角度看，这段做到了每人一个观点加一条现场证据，并且三个观点层层递进，从现象追到工具再到教法，这就是有观点的写法。记录时把发言顺序保留下来，逻辑链才不会断。

第三段是改进建议与结论。范文写道：经讨论达成共识，互评表改为三个具体维度，下周同题课由李老师先做修改前后对照演示，备课组全员听课并在课后二十分钟内完成二次研讨。点评角度看，这段把共识、动作、责任人、时间四要素写全了，结论因此可检验。整篇记录给我们的启示是：环节齐不等于写得好，每个环节都要有具体信息支撑。照着这个结构对照练习两三次，七百字左右的记录基本能在半小时内完成。

A Sample Teaching Research Record Reviewed Paragraph by Paragraph: Lesson Demo, Problem Discussion, Improvement Advice

Below is a paragraph-by-paragraph review of a teaching research record about narrative writing, showing how the three segments should be written so the record stays objective, carries viewpoints, and ends with a conclusion. The sample is about seven hundred words with a clean structure, suitable as a reference.

The first segment is the lesson demonstration. The sample says: on Wednesday morning period two, Teacher Li taught a fifth-grade narrative writing starter lesson titled The Moment I Grew Up; the class opened with a short life video of a student, then arranged two independent writing rounds with one peer review in between. From a review angle, this paragraph gives time, teacher, grade, topic, and lesson flow, with no evaluative adjectives, so it is objective enough. The gap is that the most striking feature is not pointed out; adding one sentence that this lesson places peer review between the two writing rounds would fix it.

The second segment is the problem discussion. The sample records three teachers: the first thinks the second draft improved little because the peer review criteria were too vague; the second adds that the review form only has good or bad columns, so students just tick boxes; the third traces the problem to the teacher demonstration, noting the feedback session lacked a before-and-after revision comparison. From a review angle, each speaker contributes one claim plus one piece of on-site evidence, and the three claims build from symptom to tool to teaching method. That layered progression is what having viewpoints looks like. Keep the speaking order so the logic chain stays intact.

The third segment is improvement advice and conclusion. The sample states: the group agreed to change the review form to three concrete dimensions; next week the same-topic lesson will open with a before-and-after revision demo by Teacher Li; all group members will observe and finish a second discussion within twenty minutes after class. From a review angle, this paragraph covers consensus, action, owner, and deadline, which makes the conclusion testable. The lesson of the whole record: having all segments is not enough; every segment needs concrete information behind it.