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要目

“双减”进程中“文化摆渡人”实践的三个向度

“双减”政策下教学常规亟需适应性改良

基于问题和需求的靶向精准校本研训

小学生数学抽象素养发展的教学逻辑

指向高阶思维培养的科学探究实验数据处理

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