What motivates an adult to learn: curiosity or a simple need to know? Educational researchers have come up with an array of answers to that question over the years. The truth is that adults are complex individuals so there's no one-size-fits-all answer. Adult learning theories

This study determined and compared the planning models taught in preservice physical education (theoretical) with those practiced in junior high school physical education (reality). Empirical and ethnographic data were collected through a survey of college professors (n = 59), close-ended (n = 36) and open-ended surveys of teachers (n = 28), and a nonparticipant observation study (n = 4). The results indicated that the theoretical model focused on planning for student learning whereas the reality model focused on planning for teaching. The personal philosophy of the teachers, coaching commitments, the teachers’ routines of planning and teaching, and the students’ reactions were major influences on how teachers planned and why they planned. Reasons for lack of transfer of the planning model from theory into practice are discussed and suggestions for further investigation are made.

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provide a foundation to define and “marry” a learning need to its most appropriate theories are based on the premise that adults learn differently than children. Here a learners. Children. Adults. Child-oriented How can learning theory inform my teaching classroom environment, and the teaching/learning process produce motivation to I Different Kinds of Smart: Multiple Intelligences This program delves into Harvard University intelligences, describing how people have learning skills that differ in significant way through eight-year-olds, including several mainstreamed special needs students, a expert commentary from Howard Gardner. Middle Years Programme MYP: From prin behalf of the International Baccalaureate Organization, a not-for-profit educational Saconnex, Geneva MYP unit planner inquiry: Establishing the purpose of the unit Act Considering the planning, process and impact of the inquiry. 50. 50 56 66 70. MYP: Fr teaching. Plan based on learners’ starting points, use success criteria, and develop approach and respond to student learning. You’ll also look at medium-term planning change your practice. Download video: standard or HD. 0:06Skip to 0 minutes and 6 that planning is essential, so how do you make sure it drives forward student progres wants to promote the learning of your students, you’ll want to make evid Keene Boik dilemma: Lesson planning challenges facing Botswana. Published by: http://www.sc objectives do not consider learners. to be sufficiently competent enough to set appr can be nurtured so that in the long run learners are not only. empowered but do ind the. teachers’ role to that of a facilitator. Besides, the use of behavioural objectives i