

Student Reactions to Problem-Based Learning in Photonics Technician Education

Summary:

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In this paper, we present the results of a pilot study conducted to examine student reactions to the PBL Challenges in photonics technician education. Qualitative and quantitative methods were used to assess student motivation, self-efficacy, critical thinking, metacognitive self-regulation, and peer learning using selected scales from the Motivated Strategies for Learning Questionnaire (MSLQ). Follow-up focus group interviews yielded positive themes supporting the effectiveness of PBL in developing the knowledge, skills and attitudes of photonics technicians.