Problem-Based Learning (PBL) is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. PBL can be incorporated into any learning situation. In the strictest definition of PBL, the approach is used over the entire semester as the primary method of teaching. However, broader definitions and uses range from including PBL in lab and design classes, to using it simply to start a single discussion. PBL can also be used to create assessment items. Many books on teaching and learning in higher education tend to the opposite view: there is a prevailing impression that there is every temptation to answer. (A.N. Whitehead) HIGHER EDUCATION: TEACHING IN ITS CONTEXT Today's lecturers work in a climate of expanding government intervention. They are told that higher education has obstinately refused to accept the need to respond to the changing economic and social conditions of the second half of the twentieth century. For higher education, student competencies go beyond content knowledge, to prepare and challenge the student to direct their own learning, solve problems of academic significance and to move beyond controlled information containment. Ideas must be explored, developed, integrated, and resolved within the context of a particular assignment as knowledge construction at advanced levels take on new meaning. Higher-level thinking and an extended thought process is to be expected from the learners to mimic real-world problems and life-skill expertise. That is the option of the student. Students will now work either independently or collaboratively as they begin and will have Voice and Choice as they choose how to address their goals.