

**PBL Editorial Commentaries by H. B. White  
for *Biochemistry and Molecular Biology Education***

<b>BAMBED Citation</b>	<b>Title</b>
<i>Biochem. Educ.</i> 26, 1 (1998)	The Tertiary and Quaternary Structure of Biochemistry - A Pedagogical Analogy
28, 211 (2000)	Experimenting with Problem-based Learning
28, 265-6 (2000)	Case Studies and Problem-based Learning
28, 330-1 (2000)	Why Teach Enzyme Kinetics?
29, 24-25 (2001)	Problem-based Learning Curricula vs. Problem-based Learning Courses
29, 79 (2001)	What makes Problem-based Learning Tutors Different?
29, 115 (2001)	Simple Analogies for Teachers and Students New to Problem-based Learning
29, 152-3 (2001)	The Problem-based Learning Page of <i>Biochemical Education</i> 1993-2000 (with C. Smith)
29, 204-5 (2001)	Problem-based Learning, Faculty Development, and Institutional Change
29, 255-6 (2001)	Problem-based Learning and the Power of Stories
30, 56 (2002)	<a href="#">Problem-based Learning Testing</a>
30, 120 (2002)	<a href="#">Problem-based Learning and Disciplinary Boundaries</a>
30, 196 (2002)	<a href="#">Writing and Individual Accountability in Problem-based Learning</a>
30, 248 (2002)	<a href="#">Looking for Good Problem-based Learning Problems</a>
30, 313-4 (2002)	<a href="#">Classic Articles as Problem-based Learning Problems</a>
30, 419 (2002)	<a href="#">The Promise of Problem-based Learning</a>
31, 131 (2003)	<a href="#">Preparing Group Facilitators for Problem-based Learning</a>
31, 188-9 (2003)	<a href="#">Making Problem-based Medical Education Work</a>
31, 260-1 (2003)	<a href="#">Wrap-up Assignments for Problem-based Learning Problems</a>
31, 337 (2003)	<a href="#">Problem-based Learning and Becoming a Physician</a>
31, 422-3 (2003)	<a href="#">Hiring Researchers Who Teach</a>
32, 49 (2004)	<a href="#">Problem-based Learning and Undergraduate Research</a>
32, 120 (2004)	<a href="#">Constructivist Pedagogy</a>
32, 196-7 (2004)	<a href="#">Biochemistry and Academic Abstinence</a>
32, 263-4 (2004)	<a href="#">Dealing with Doubt</a>
32, 348-9 (2004)	<a href="#">Ethical Conduct in the Laboratory: Looking the Other Way</a>
32, 410-1 (2004)	<a href="#">Math Literacy</a>
33, 54-55 (2005)	<a href="#">What's worth knowing? Learning? Teaching? Understanding?</a>
33, 133-134(2005)	<a href="#">Problem-based Learning and Grade Inflation</a>
33, 227-228(2005)	<a href="#">Changing Minds with "Trick" Questions</a>
33, 361-362(2005)	<a href="#">Generating Discussion during Examinations</a>
33, 431-432(2005)	<a href="#">Problems without Answers</a>
34, 49 (2006)	<a href="#">Litmus Test for Biochemistry Students</a>
34, 129-130 (2006)	<a href="#">Do We Need to Understand How the Brain Works to Teach Well?</a>
34, 227 (2006)	<a href="#">Questioning for Deeper Understanding in Problem-based Learning</a>
34, 305 (2006)	<a href="#">Who Was Linus Pauling?</a>
34, xxx (2006)	Teaching without Bloom or Piaget
34, xxx (2006)	Gender, Educational Reform, Promotion and Tenure