

Editor's introduction

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This issue of *LTHE* offers a range of papers focusing on diverse aspects of learning and teaching in the Gulf. Deveci describes a study of samples of learners in higher education in the UAE and Turkey, comparing their approaches to learning as a lifelong endeavour, using an instrument measuring a range of attitudinal variables. This paper provides a useful analysis of what is involved in being a 'lifelong learner', and the findings reveal commonalities as well as differences among different sub-groups of the students. Hamdan's paper investigates learners' attitudes and experiences in an area of relevance to learning in many disciplines at university: how students respond to periods of practical experience during their university program, and how they view the preparation and support provided to them for this experience. This study provides insight into gaps between various kinds of theoretical and practical knowledge, and makes some suggestions for how these gaps could be bridged.

This issue also offers a range of reflections on teaching approaches, as well as institutional development. Al Ghazali's paper reports on a trial of peer feedback among students in a writing course. He describes the process involved, and presents students' responses concerning perceived benefits of this approach, but also considers some barriers to be overcome in using such an approach. McLeod reviews recent experiences with using iPads in maths and science courses in an institution in Qatar; using data from observation as well as from students and teachers, she highlights a generally positive perception of these trials. Finally, McHarg's paper takes a look at how the work of one part of an institution (a center providing writing support for students) fits into the broader picture of programs at a university with a specific disciplinary focus. She looks at how the writing center could position itself as a valuable contributor to the disciplinary learning and work of the rest of the university.

I would like to thank the peer reviewers whose critical and constructive feedback on submissions to *LTHE* helped us to ensure the publication of quality papers in this issue: Amir Kaviani, Brad Johnson, David Prescott, David Ramsey, Jane Hislop, JR Ratliff, Lauren Stephenson, Lucia Pappalardo, Marielle Patronis, Marion Engin, Mary Curry, Mary Ellen Toffle, Shuozhao Hou and Tasnim Saleh.

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LTHE informs readers and Twitter followers about events related to the scope of the journal; if you would like to circulate information about such an event, please let us know using the email link on our ABOUT page (see above) or via Twitter. Readers of *LTHE* may well be interested in Zayed University's first annual *Scholarship of Teaching and Learning Conference*, scheduled for Tuesday 21 April 2015. This year's theme, "Student Academic Success", focuses on best practices in advising, collaboration, and student learning. All presentations will be aimed at demonstrating a practice that facilitates learning and cultivates an environment of student success. For more information about this event please contact ceiresearch@zu.ac.ae