

Introduction

David Palfreyman

Zayed University, Dubai

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With this issue of *LTHE* we continue to provide insights into research and practice in tertiary education across disciplines in the Arabian Gulf Region. The journal caters to a growing readership in the region and elsewhere in the world, with significant numbers of readers in Europe, Asia, Oceania and the Americas. This issue presents papers on key topics including collaborative project work, conceptions of teaching, teacher and student language and the use of information technology, with valuable input from theoretical work, research and practice.

Raven's paper offers a model of collaborative work which can help educators to understand the range of factors which interact when students work together on projects, and he shows how this model can be applied to a specific interdisciplinary student project. Smith's paper focuses on teachers' understandings of their own work and how these influence professional development in an international teaching context. Ashcraft's paper provides a very clear and practical summary of concepts from the field of Second Language Acquisition which will help teachers in all disciplines to understand their students' language development, and will aid teachers in anticipating and minimizing communication difficulties in their subject area, and in supporting the ongoing development of students' language skills in their specialization.

Rahman's paper describes one example of online teaching, focusing on technology choice and use in teaching a business course and offering practical pointers for teachers in any discipline who are considering making greater use of online media. Finally, Fatema Al-Thawadi continues our series of contributions from the student's perspective, providing much food for thought for university educators who wish to make their courses a positive learning experience for students.

On behalf of the editorial group (currently including Kenneth Carr, Fiona Hunt, James Piecowye, Gregory Skulmoski, and Keith Van Tassel) I hope that you will find this issue of *LTHE* interesting and informative; we look forward to receiving your comments and questions about the journal, and also to receiving contributions for future issues (see the [call for contributions](#)).