

Editor's Introduction

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This issue of [Learning and Teaching in Higher Education: Gulf Perspectives](#) offers a variety of contributions from faculty at different institutions in the Gulf Region.

The issue begins with three papers based on research and/or experience of teachers in universities in the UAE. Saafin's paper reports the author's quantitative research on what students in Sharjah see as the qualities of an effective teacher. Drawing on international research, the author shows how the students in question value the 'human element' in their teachers. Randeree looks at what motivates his students, and how this motivation can be harnessed to engage students with course content. He brings together concepts from the management literature on motivation with classroom experiences at UAE University to suggest a model for making courses more engaging for students. Brown's paper presents the case for students in the Gulf to study the Humanities. The author links this issue to international debates on the development of tertiary education; and considers how the Humanities can be integrated into curricula in the Gulf.

This issue's reflection piece is written by Richard Meech of UAE University. He focuses on a particular sequence of lessons which he taught, and the way both he and the students responded to issues which came up. This paper illustrates the scope for reflection and development which exists in observing and thinking carefully about even a single cycle of lessons.

Jerry Spring's book review (in pre-publication versions titled *Beyond Bloom's taxonomy*) looks at a recent book which offers a wealth of insights into how different academic disciplines expect their students to think. The book highlights the fact that academic disciplines are not just bodies of knowledge, but each requires researchers, teachers and students to engage in a particular kind of thinking. This review explains how useful it can be for university and college teachers to understand and apply this perspective in understanding their students' learning.

Thank you as always to the LTHE Editorial Group and the peer reviewers for their help in preparing this issue of the journal. We look forward to receiving submissions for the next issue of the journal by **15 September 2008**: see <http://www.zu.ac.ae/lthe/call.html> for details.