

Editor's Introduction

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Learning and Teaching in Higher Education: Gulf Perspectives (LTHE) continues to grow as an international journal in the field of higher learning and teaching, with a focus on the particular issues and opportunities of the Gulf Region. We are pleased as of this issue to be able to draw on the knowledge and expertise of a growing [Advisory Board](#), composed of selected leading international scholars of teaching and learning.

This issue of LTHE includes three papers based on quantitative data from learners in the United Arab Emirates. [Rahal & Palfreyman](#) discuss the topic of learning styles, and present data from a survey of students at Zayed University (Dubai and Abu Dhabi). The research project in question surveyed a wide range of learning preferences among over 700 students; in this paper the data concerning perceptual (visual, auditory, verbal, tactual and kinesthetic) and psychological (reflective/impulsive and analytic/global) learning styles are analyzed, with reference to student variables such as high school attended and place of residence in the UAE. Methodological and curricular implications for other institutions of higher education are also discussed.

[McLellan](#)'s paper focuses on the deductive reasoning abilities of students at UAE University (Al Ain). He uses a standardized test of reasoning skills, the Cornell Conditional Reasoning Test, and is able to provide a comparison with data on the same test from students in the USA and Jamaica. [Litz](#), also working with students at UAE University, considers how capable students are of assessing the quality of their own writing. He presents statistical tests comparing students' self-assessments with teachers' assessments, and draws conclusions about the feasibility of students learning from such self-assessment.

In previous issues we included examples of students' reflections on courses, in order to give our readers an insight into how a range of learners experience university/college courses in the Gulf Region. In this issue Barbara [Harold](#) of Zayed University College of Education offers an analysis of the ten reflections we have published over the last four years, and considers what message they might contain for faculty.

As always, I would like to express my appreciation of the work of the LTHE Editorial Group and of 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 **12 September 2009**: if you have recently been involved in research or innovative practice in teaching and learning with university or college students in any subject area in the Gulf Region, please see <http://www.zu.ac.ae/lthe/call.html> for details of how to submit to the journal.