

Editor's Introduction

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Now in its eighth year of publication, *LTHE* continues to develop and consolidate its status as a refereed forum for research and reflection on learning and teaching in the Arab Gulf region. The journal has now connected with Zayed University's new publishing entity, [Zayed University Press](#); and we have simplified the editorial structure of the journal: click *LTHE*'s [ABOUT](#) link to view this and other information about the journal. We also continue to expand the journal's international Advisory Board (see the INFORMATION sections).

This issue opens with Moody's paper, which discusses a topic often raised by teachers in the Gulf region and elsewhere: students' use and misuse of information from the Internet. This issue is often associated with plagiarism; but Moody tackles the more subtle problem of students using information from the internet without critical awareness of what they are reading. He uses concepts from pragmatics (the study of language use in context) to analyze how students select, interpret and use information from online material written by authors from backgrounds very different from their own, who are writing for audiences other than Gulf students. This issue (which can apply also to students' use of textbooks) impacts on tertiary learning in all disciplines in Gulf universities and colleges. Moody's analysis helps us to identify and understand problems and skills of critical reading and writing, which are often overlooked when the focus is on students' more obvious language difficulties.

Due to the rapid development of the Gulf societies, universities and colleges, like other institutions, are subject to rapid and sometimes disruptive change as new ideas and practices are tested and evaluated. Tibi and McLeod's paper in this issue present findings of a case study of faculty responses to institutional changes in one university with a particularly distinguished history in the local context. After considering various models of institutional change, they discuss how faculty have responded to a range of changes in their university over a period of years, and to the ways in which these changes have been implemented. They draw conclusions about how these faculty have embraced, engaged with or resisted such changes, and how institutional leadership can facilitate an ongoing process of development.

Finally, Weber's paper focuses on a specific aspect of pedagogy: the use of online course management systems (CMS) such as Blackboard, Moodle and ANGEL. Weber draws on a range of data sources including students' written reflections, to assess the impact of different CMS's on one group of students and the variables which may mediate this impact.

As this issue of *LTHE* is published, we begin work on the next issue. We look forward to receiving submissions at any time via our website in the following categories:

- Articles: these may grow out of either theory or practice, and will include substantial empirical data as well as discussion of key concepts;
- Reflections: shorter refereed pieces based on particular teaching/learning experiences, drawing out and discussing points of general relevance;
- Reviews of books or other teaching/learning resources of broad relevance. If you have access to a particular source and are interested in reviewing it in *LTHE*, please email the Review Editor to propose this.