Editor's introduction

David M. Palfreyman

Zayed University, UAE

This issue of *LTHE* presents a range of papers from across the Gulf region, which examine both teaching and learning across subject areas.

The first paper in this issue, by Al-Amri, presents a study of students using one of two teaching approaches: student-led seminars, or assignment-centred work. The author found that the student-led seminars benefited particularly those students previously identified as procrastinators. Wali and Huijser's paper focuses on university students' writing in English (their second language) and how they responded to the use of an automatic online feedback tool, *Write to Improve*. Their findings suggest that such a tool can provide helpful feedback for both students and tutors, although students are likely to still feel the need for feedback from a tutor.

The focus of Nolan-Bock's paper is on faculty, and specifically temporary adjunct faculty in UAE branch campuses of Western higher education institutions – a sizeable group, occupying a marginal and sometimes precarious position in higher education. The paper presents data from interviews with these faculty, showing how they experience their interstitial status as both empowering and (more often) disempowering in various aspects of their work. Nash's paper examines the issue of plagiarism in cross-national perspective, using survey data to elicit Saudi students' perceptions and experiences with plagiarism, as well as a comparative analysis of institutional documents related to plagiarism in a Saudi and an American university. Her results, while preliminary, suggest that although plagiarism is an issue in both Gulf and Western contexts, it is represented in varying ways by students and by different institutions, with implications for how they approach the issue. Finally, the study presented in Deveci's paper explores students' academic self-concept (including variables such as motivation and effort) and how this relates to students' apparent capacity for lifelong learning. The results suggest a relationship between these two aspects of students' learning, mediated by variables including gender.

We would like to thank *LTHE* peer reviewers for their valuable insights and contributions to the papers in every issue. Reviewers for this issue include Aubree Evans, Brigitte Howarth, James Scully, Jobila Sy, JR Ratliff, Katherine Hall, Sarah Mercer, Sunita Lama and Zeina Hojeij.

To conclude this issue, Zoe Hurley reviews *Introducing Multimodality*. The book explores how spoken or written language is integrated with images, gesture, objects and other means of communication in many aspects of life; and Zoe comments on how this perspective can illuminate teaching and research in Gulf universities and colleges.

We look forward to receiving submissions to *LTHE* presenting original work with data and experience from Gulf higher education contexts. Before submitting a paper, please review the information in the ABOUT section of our website http://lthe.zu.ac.ae to understand the scope and policies of the journal; then register as an Author, log in and select *New submission*. *LTHE* also 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 (or raise any other matter), please contact us using the contact links in our website or via Twitter (@LTHEgulf). Following our Twitter feed will enable you to receive up to date information about the journal and relevant events.