# Editorial

## Saqib Saeed*

Department of Information Systems and New Media,
University of Siegen,
Hölderlinstr. 3, 57076 Germany
E-mail: Saqib.Saeed@uni-siegen.de
*Corresponding author

## Shakeel A. Khoja

Faculty of Computer Science,
Institute of Business Administration,
University Road, Karachi, Pakistan
E-mail: skhoja@iba.edu.pk

## Sabiha Mansoor

School of Education,
Beaconhouse National University,
Zafar Ali Road Lahore, Pakistan
E-mail: sabiha_mansoor@bnu.edu.pk

**Biographical notes:** Saqib Saeed is a PhD student at the University of Siegen, Germany. He received his Masters in Software Technology from Stuttgart University of Applied Sciences, Germany. He was working as a Lecturer at the Department of Computer Sciences and Engineering at Bahria University, Islamabad, Pakistan before coming to Siegen. His area of interests lie in computer supported cooperative work, ICT4D and empirical software engineering.

Shakeel Khoja is a Professor at the Faculty of Computer Science at Institute of Business Administration (IBA), Karachi, Pakistan. He is a Commonwealth Academic Fellow and did his research at Learning Societies Lab, School of Electronics and Computer Science (ECS), University of Southampton, UK. He has also served as the Head of engineering programmes at Bahria University, Karachi. He has more than 15 years of teaching experience at different prestigious institutions such as IBA, University of Southampton, KIIT-University of Huddersfield UK, and Bahria University. His research interests lie in the area of learning technologies, usage of web technologies into learning, multimedia systems, and internet programming. He has over 30 research publications in peer reviewed journals and conferences.

Sabiha Mansoor is presently the Dean at the Beaconhouse National University, Pakistan. She received her PhD in Education and Masters in TEFL from Reading University, UK, as well as her Masters in English Literature from Punjab University. She has been a Woodrow Wilson Pakistan Scholar as well as a British Council Scholar. She has presented numerous papers at national and international conferences and a Guest Speaker at international universities.

She is a Reviewer of books and has published various articles in reputed journals. She is the author of several books including *Language Planning in Higher Education: A Case Study of Pakistan (OUP: 2005)*, *Language Planning, Policy, and Practice: A South Asian Perspective (OUP: 2004)*, and *Punjabi, Urdu, English in Pakistan (Vanguard: 1993)*.

Higher education is an important enabler for masses living in developing countries to improve their quality of living. Globalisation has brought enormous opportunities to skilled and educated people in developing countries, but at the same time the challenge of being globally competent has disadvantaged individuals with limited educational and technical expertise. This gap highlights the issues of access and equity in higher education and employment underscores the need to focus on improving educational standards in developing countries. So, as to help learners tend to reach global competence level. As higher education is an important aspect for educational system and the institutional infrastructure, educational standards, availability of trained faculty and provision of teaching facilities and resources in developing countries are not on a par with developed countries. Furthermore, lack of sufficient body of knowledge describing teaching and learning experiences in these resource starved environments add another dimension to the multitude of this problem. This encouraged us to carry out a special issue on higher education teaching and learning strategies in developing countries.

The realisation of this special issue would have not been possible without the kind support and help by editor in chief of *International Journal of Teaching and Case Studies* Prof. Miltiadis Lytras. We would also like to thank members of reviewing committee (Rizwan Ahmad, Ayyaz Hussain, Abdul Wahid Hakmi, Irfan Jaffer, M. Ayoub Khan, Muhammad Rashid, Farrukh Masood Khawaja, Muhammad Asim Qureshi, Muhammad Javed, Sheeraz Akram) for helping in review process. Last but not least, we would like to thank the authors for submitting valuable manuscripts in this special issue. The papers published in this special issue were received as a result of open call and accepted after careful review.

The first paper by Preeti Sirohi and her colleagues describe the industrial research-based approach to improve higher education in developing countries. They advocate that the research in industrial environment will benefit the students to investigate real world problems and thus stress that its value in building bridges between industry and academia in the developing world.

In the next contribution, Zaigham Mahmood discusses a project-based approach to teach software engineering to undergraduate computing students. The increasing demand of computing academic programs is also visible in the developing countries. Limited access to state of the art research and limited skills of faculty make the teaching of modern subjects quite difficult and the guidelines in this paper could help young academicians to improve their teaching.

The third paper by Saqib Saeed, Rizwan Aamir and Muhammad Ramzan look at the implications of plagiarism in developing countries. The inability to indulge in active research could motivate the faculty and students in this malpractice. In this contribution, authors have provided guidelines to combat this menace.

Assad Iqbal and Irfan Anjum Manarvi describe the results of an empirical study of teachers' perceptions on alternative assessment techniques in Pakistani Universities in the next chapter. The traditional assessment mechanisms have evident weaknesses so the

results of this study provide insights of innovative assessment practices in Pakistani institutions.

The next contribution by Pradeep Kumar Misra focuses on the use of educational media to promote lifelong learning in India. It is very important to use modern technologies for the education improvement in developing countries where it is difficult to setup educational institutions in every region. The author has highlighted that modern information and communication technologies could play a huge role in this aspect.

In the last contribution, Allah Nawaz and Ghulam Muhammad Kundi discuss perceptions and attitudes of e-learning users in higher education institutes. In order to design appropriate technology it is very important to understand the experiences of end users. This paper discusses issues which make e-learning difficult for users.