

## EDITORIAL

### Editorial

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This special issue of MSOR Connections represents a collection of papers presented at the CETL-MSOR conference in Glasgow University, September 2018. The papers reflect the numerous ideas and stimulating discussions that took place at what was an excellent event, and I am very pleased that this journal is able to support the ongoing dissemination across the mathematics higher education community.

It is therefore fitting that the first paper in this issue originates from Glasgow University, where Ahmed et al. highlight how online and blended approaches to learning have been piloted to support the mathematical development of science based students making the transition to university study.

In the subsequent paper, Lishchynska et al. provide background and initial findings of the Transposition Project. An intervention developed to help better understand the difficulties faced by students when rearranging mathematical equations.

The next two papers present case studies on often under-reported aspects of mathematical support. Firstly, Richard considers provision specifically developed for postgraduate taught students. Then, Ahmed and Douglas discuss the provision of support for students undertaking numeracy tests as part of the employment process.

The following research article by Macdonald analyses five years of data from Glasgow Caledonian University in an attempt to quantify the impact of engagement with the mathematical support available to students.

Increased focus in subsequent papers is given to the learning support and development of mathematics undergraduates. Hilliam and Arrowsmith discuss the creation of a subject specific website that brings together existing resources and supports the development of a community of learners; McConnell provides details of a problem solving module piloted at Cardiff University, along with some initial impact on its inclusion in the curriculum; Jones and Megeney discuss an approach to teaching problem solving – a skill that is fundamental throughout all mathematics undergraduate programmes; Shukie et al. present a case study on the use of whiteboards – both large and small – as part of the overall approach to learning and teaching mathematics at Sheffield Hallam University; and Russell discusses the implementation of grade-based marking criteria for assessments as part of a final year undergraduate mathematics module.

The use of project based learning in Statistics, and its assessment is considered by Marshall in the following paper. An overview of this active approach to learning is presented along with some reflections on its effect on student engagement and understanding.

In the final paper of this issue, Marshall and Owen provide an overview of discussions from the sigma Network's Statistics Support special interest group. Points highlighted include statistical techniques, software, and evidencing the impact of statistics specific support.

It is hoped that MSOR Connections can continue to support this annual conference – and I am personally very much looking forward to the next CETL-MSOR conference taking place in Dublin City University, September 2019. For further details visit <http://www.sigma-network.ac.uk/cetl-msor-conference-2019>.