Contents

Editorial – Robert Wilson	3
CASE STUDY: Mathematics support for science: a reflection of a blended and online development project – Shazia Ahmed, Beth Paschke, Sue Milne and Niall Barr.	4-7
CASE STUDY: The Transposition Project: origins, context and early findings – Maryna Lishchynska et al.	8-15
CASE STUDY: Supporting postgraduate taught students through tailored maths workshops and Q&A sessions – Morgiane Richard.	16-24
CASE STUDY: Success in employers' numeracy tests – Shazia Ahmed and Ruth Douglas.	25-28
RESEARCH ARTICLE: Quantifying the impact of mathematics support on the performance of undergraduate engineering and computing students – Calum Macdonald.	29-38
CASE STUDY: Enhancing the student experience with the use of a dedicated subject website - Rachel Hilliam and Gaynor Arrowsmith.	39-45
CASE STUDY Piloting a problem solving module for undergraduate mathematics students – David McConnell.	46-53
CASE STUDY: Thematic problem solving: a case study on an approach to teaching problem solving in undergraduate mathematics – Matthew Jones and Alison Megeney.	54-59
CASE STUDY: Student use of whiteboards in the classroom – Alex Shukie, Wodu Majin, Claire Cornock, and Mike Robinson.	60-67
CASE STUDY: Making the grade: supporting mathematics students in understanding the use of grade-based marking criteria for assessments – Ewan Russell.	68-74
CASE STUDY: Embedding and assessing project based statistics – Ellen Marshall.	75-82
WORKSHOP REPORT: Statistics SIG: identifying and addressing issues within statistics support – Ellen Marshall and Alun Owen.	83-89

Editors

Tony Mann, University of Greenwich Alun Owen, Coventry University Peter Rowlett, Sheffield Hallam University Robert Wilson, Cardiff University

Editorial Board

Tony Croft, Loughborough University Neville Davies, Plymouth University Michael Grove, University of Birmingham Paul Hewson, Plymouth University Duncan Lawson, Newman University Eabhnat Ni Fhloinn, Dublin City University Matina Rassias, University College London

This journal is published with the support of the **sigma**-network and the Greenwich Maths Centre.





To register for submissions, notifications, and further information relating to MSOR Connections please visit https://journals.gre.ac.uk/index.php/msor