

EDITORIAL

Anne Savage, School of Applied Sciences, Abertay University. Email a.savage@abertay.ac.uk
Alun Owen, **sigma** Mathematics and Statistics Support Centre, Coventry University. Email aa5845@coventry.ac.uk

In September 2022, over one hundred delegates from across the globe gathered at Abertay University in Dundee, Scotland for the CETL-MSOR 2022 conference. We were delighted to welcome delegates in person and the conference themes reflected the advent of innovative technologies in teaching and learning, widening access and our recent emergence from the restrictions imposed by the covid 19 pandemic. In March 2020, the Higher Education sector was faced with the task of changing overnight, from traditional in-person teaching to delivering degree level programmes remotely without compromising access or quality. Online delivery of both teaching and assessment became the norm and while this initiated a rich period of innovation and creativity for the sector, issues such as digital poverty and mental health became more apparent. Since the end of the pandemic, we have had the pleasure of seeing our campuses full of students once more but whether our institutions have adopted 'new normals' such as Blended Learning or returned to in-person teaching, it cannot be denied that higher education teaching has changed.

In this edition of MSOR Connections, we present Part 1 of a collection of ideas, issues, solutions and opinions on the teaching, support and assessment of mathematics and statistics, that were presented at CETL-MSOR 2022. Part 2 of this special edition will hopefully be published by the end of March 2023.

Assessment features strongly in this edition. The impact of assessment methods as a barrier to learning is discussed by Mann, whilst issues arising from the use of non-invigilated online examinations are shared by Walker. The use of smartphone quizzes in the classroom is then described by Berrington et al., whilst Fairfax reports on their experiences of authentic assessments to enhance student engagement, and the use of Numbas for automated assessments of coding in R and Python is reviewed by Graham et al. Also reported are the results of research by Sikurajapathi et al. on the need to identify common student errors (CSEs) to improve mathematical e-assessments, and an approach to allocating students' contributions to group work by Shaw. Other articles include an examination by Gratwick and O'Hagan on the use of STACK workbooks to teach complex analysis, whilst Russell shares their experiences of adapting online activities to create an in-person flipped approach in the classroom. Finally, given, the additional problems created during the pandemic for students already facing other barriers to learning, we close this edition with a timely workshop report by Hand et al. on the sigma Accessibility Special Interest Group. These clearly illustrate our sector's flexibility and effectiveness in addressing its greatest challenge in decades.

MSOR Connections can only function if the community it serves continues to provide content, so we strongly encourage you to consider writing case studies about your practice, accounts of your research into teaching, learning, assessment and support, and your opinions on issues you face in your work. We welcome submissions to the journal at any time.

Another important way readers can help with the functioning of the journal is by volunteering as a peer-reviewer. When you register with the journal website, there is an option to tick to register as a reviewer. It is very helpful if you write something in the 'reviewing interests' box, so that when we are selecting reviewers for a paper, we can know what sorts of articles you feel comfortable reviewing. To submit an article or register as a reviewer, just go to <http://journals.gre.ac.uk/> and look for *MSOR Connections*.