

EDITORIAL

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Welcome to this issue of *MSOR Connections*.

We open considering undergraduate teaching practice. How many of our readers would consider 180 students a 'small group tutorial'? When your module has close to 500 enrolled students and room availability is restricted, methods for engaging students in tutorial work are complicated, as discussed by Haddley. Following this is a provocative piece by Partner and Vernitski outlining a methodology for evaluating curriculum structure in relation to research practice. In this case, they identify that matrix multiplication is not always presented to students in a manner that reflects its usefulness in later mathematics.

Next, we focus our attention on early stages of undergraduate study with a pair of self-paced introductory courses. Stefanov and Griffiths consider restructuring the teaching of introductory algebra to use adaptive learning technology in hopes of reducing the attainment gap and withdrawal rate. Parkes et al. report on the development of an online, self-paced mathematics induction course for more than 250 undergraduate programmes in science and engineering.

Following this, an interesting account is given by Mac an Bhaird, O'Neill and Palan of their trial of the assistive technology EquatIO, which provides a toolbar for input of mathematical expressions.

Finally, the issue is closed with a report on what happened at the 13th annual workshop of the Irish Mathematics Learning Support Network (IMLSN).

MSOR Connections continues to be a venue for our community to share its innovative practice, and submissions are always welcome via the journal website: <https://journals.gre.ac.uk/>. The journal is also always keen to attract reviewers and we have some experience of supporting those new to reviewing, so please sign up via the website if you are interested in reviewing articles.