EDITORIAL

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Welcome to this issue of *MSOR Connections*, the first of two to collect papers from presentations at the CETL-MSOR Conference held at Cardiff University on 7th-8th September 2023. The conference continued a long tradition of discussing reflective and evidence-informed innovative practice in all aspects of learning, teaching, assessment and support of mathematics, statistics and operational research within any discipline in higher education. Both the CETL-MSOR Conference series and *MSOR Connections* emerged from the work of the Maths Stats and OR Network, hence the overlap of interests and close collaboration between the two.

We open this issue with a series of fascinating examples of people adopting 'authentic' and 'project-based' approaches to teaching mathematics and statistics. Calvert and Warren take a citizen science approach to data collection, Derrick and Weir use an approach backed by e-assessment technology, and Smith draws inspiration from knowledge exchange study groups. One of the issues raised by Smith is how to develop in undergraduates the skills of communicating with different audiences, and Masterson et al. take up this theme, giving students a choice of communication methods used in employment and thinking about the impact of generative AI. Symonds and Mott consider authentic assessment from the point of view of the emerging area of degree apprenticeships, discussing the pros and cons of different assessment alternatives.

Mathematics and Statistics Learning Support will be a familiar topic to readers of this journal when offered to university students. The final two papers in this issue explore the offer of support to less conventional audiences. Mac an Bhaird, McGlinchey and Mulligan claim a 'win-win-win' by offering drop-in support for secondary school students, a practice that has become widespread in Ireland. And Smith and Papadaki offer a staff-facing service supporting those who deliver mathematical and statistical content, and discuss their work to build this into sustainable communities of practice.

I am grateful as always to the host of authors and peer reviewers whose collaboration resulted in the issue you are reading. As always, it is lovely to see this vibrant community at work, both in attending the conference myself and in seeing the papers that emerged from it. A second collection of papers from the conference will be the next issue of *MSOR Connections*.

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/ – whether associated with a CETL-MSOR Conference presentation or not. 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.