

## Editorial

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Welcome to the second issue of *MSOR Connections* for the academic year 2024/25. As usual the contents reflect current issues for the mathematics education and mathematics support communities. Dass and Price explore the differing quantitative training needs of research staff and postgraduate students. Three papers follow which relate to Artificial Intelligence (AI). Derrick and Weir explore how AI can be used to enhance statistics support for students; Chongchitnan, Parker, Mahal, and Petrie discuss the implications of generative AI for assessment in mathematics; and Falconer presents analysis of students' use of AI in history of mathematics assignments.

Finally we include a report by Bradshaw and myself of a workshop held in July 2024 which examined how to design assessments which support students' wellbeing. I am grateful to Alun Owen who oversaw the editorial process for this workshop report so that it could appear in a timely fashion.

As always, we are grateful to the authors for their contributions which we are sure readers will find useful, insightful, and sometimes provocative.

The next issue of *MSOR Connections* (Volume 23 No 3) will be a special issue comprising papers presented at the 2024 CETL-MSOR Conference, held at the University of Limerick in August 2024.

We are delighted to welcome three new editors for *MSOR Connections*. Anthony Cronin, Claire Ketnor, and Susan Pawley are very welcome additions to the editorial team and will be working on future issues of the journal. We are very grateful to the journal's Editorial Board and its Chair Ciarán Mac an Bhaird for overseeing the appointment of these new editors. We would also like to thank Peter Rowlett, who has stepped down as editor, for his invaluable contribution to the journal over many years.

Over the last few months the journal has been moved to an updated online platform, which will provide a much better experience for readers, authors, and reviewers. The update was overseen and implemented by Dave Puplett and Liam Clancy of the University of Greenwich, for whose assistance we are very grateful.

*MSOR Connections* can only function if the community it serves continues to provide content, so we strongly encourage you to consider writing research articles or 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.

Another important way readers can help with the functioning of the journal is by volunteering as peer reviewers. When you register with the journal website, there is an option to tick to register as a reviewer. It is very helpful if you provide appropriate information 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*.