

Editorial

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Welcome to this issue of MSOR connections, the first of two issues featuring papers arising from presentations and workshops delivered at the CETL-MSOR Conference held at the University of Liverpool in September 2025. The conference brought together practitioners from the learning, teaching and support communities across Mathematics, Statistics and Operational Research, alongside those working in related disciplines such as Mathematics Education and Staff Development. The programme explored a wide range of topics including supporting students with statistics and data analysis, building student confidence with mathematics or statistics, transition of mathematics students into or out of higher education, initiatives to enhance student engagement or student community in mathematics and mathematics teaching and support in times of generative AI.

The first two papers in this issue focus on involving students as partners, a theme that was also the subject of the conference's first keynote presentation. We are delighted that the keynote speaker, Louise Walker has contributed a paper co-authored with two students Sophie Marshal and Sarah-Sonia Balan. Drawing on the keynote presentation, the paper explores two Students as Partners projects undertaken and reflects on the experience of those involved. In the second paper, Thomas Coleman examines two approaches used at the University of St Andrews to facilitate the co-creation of mathematics and statistics support resources. Comparing and contrasting these methods, he presents examples of the resources produced and discusses the perspectives of both students and supervisor.

The second group of papers focuses on Generative AI and addresses two key themes. The papers by Ben Derrek and Peter James, and by Carol Calvert and Emma Steele both examine how students can use Generative AI to support their studies. Derrek and James focus specifically on a business research module, exploring how students can use Generative AI to assist them with specific tasks, such as survey design and the interpretation of research findings. Calvert and Steele consider how educators can support students in making ethical and informed decisions on how and when to use Generative AI. The other two papers examine Generative AI, from an academic perspective. By examining AI literacy, pedagogical integration, perceived trust and acceptance Maryam Alarfaj explores whether academics in Saudi Arabia have accepted Generative AI. Ria Symonds discusses how Generative Ai can streamline the assessment cycle, including the designing discipline specific assessment, the creation of detailed rubrics and the enhancement of feedback.

The final group of papers explores mathematics support and the development of mathematics education within higher education. Shazia Ahmed, Jenny August, Emma Coutts, John McDermott and Morgiane Richard provide insight into the changing landscape of mathematics and statistics support in Scotland, documenting developments since the last report in 2016 and recommendations for the future. Clare Wallace, Dan Evans, Sam Fearn, Stephen Harrap, Jamie Mason, Maciej Matuszewski, and Daniele Turchetti outline their collaborative approach to conducting scholarship and pedagogic research at Durham University discussing its benefits and challenges. In the final paper of the issue Jason Yip, Ciarán Mac an Bhaird and Peter Rowlett report on a workshop delivered at the conference exploring the how the use of historical narratives foster inclusivity, enhance student engagement and support a stronger sense of belonging particularly for under-represented groups.

It was a pleasure to attend the CETL-MSOR Conference 2025 and engage with the vibrant mathematics and statistics education community. The articles in this issue reflect many of the

themes and conversations that emerged during the conference. My thanks go to all the authors who contributed papers and to the reviewers whose careful and constructive feedback made this issue possible. Their collective efforts are greatly appreciated.

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.