Editorial

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Welcome to this second edition of Volume 14 of *MSOR Connections*, the second edition since the re-launch of the publication last autumn. The task of editing this edition has been a joint effort between two of the editors, and we hope very much that you find the mix of research articles, workshop reports and case studies interesting and stimulating.

This edition kicks-off with two articles that consider the use of different technologies to provide remote mathematics support as an alternative to face-to-face provision. The first of these, by Hawkes and Hodds, discusses a case study piloting the use of the *HowCloud* platform, whilst the second article, by Breen, O'Sullivan and Cox, reports on the use of technologies to provide virtual support for a multi-campus institution. Both of these should be of particular interest to those of us engaged in this type of work.

This is followed up by a very interesting example of a classroom activity that teaches the often difficult to grasp concept of hypothesis testing through the use of randomisation tests, and also chocolate! On the topic of enhancing the quality of university teaching, this has moved up the agenda in recent years, with Government policy around the Teaching Excellent Framework and work on recognition from the Higher Education Academy. Paul Glaister has submitted a timely opinion piece which outlines his thoughts on a possible way of achieving better recognition and reward of good teaching. We welcome responses to Paul's proposal, in the form of further opinion articles or letters to the editors, which could be published in future issues of *MSOR Connections*.

The final three articles that complete this edition also share a common theme of stimulating interest in the study and application of mathematics. We are therefore very pleased that two of these are student-authored articles. The first is by Johnson and Mulligan, who provide a nice summary of some of the literature on good practice in mathematics outreach. The second of the student authored articles, by Wolfin, provides a case study description of the experience of taking part in an activity designed to help maths students understand how businesses operate. This edition of *MSOR Connections* is then rounded by one of our editors, Peter Rowlett, who reports on the most recent Maths Jam Conference, which took place last November.

It is especially encouraging to see students continuing to engage with developments in teaching and learning and we would like to encourage all those in the mathematics teaching, learning and support community to support their students to make submissions to *MSOR Connections*. We hope you will also consider making a submission too and share your ideas, opinions and good practice. More information on submission deadlines is available on the inside back cover.

Finally, we would like thank our fellow editors, the editorial board and a growing group of anonymous reviewers for their continued support in preparing this issue. If you would be willing to review articles for *MSOR Connections*, you can register your willingness to do so at the following website.

To register for submissions/notifications, and for further information relating to *MSOR Connections* please visit https://journals.gre.ac.uk/index.php/msor