

EDITORIAL

Editorial

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This latest issue of *Connections* continues to reflect the broad range of mathematics education activity taking place across Higher Education in the UK.

We start with a workshop report from Mehballi and Roberts on a **sigma** Network event at London South Bank University. The report summarises the key points raised and discussed in relation to embedded provision of mathematics support (as opposed to extra-curricular drop-in support). The following case study by Cornock highlights the various ways in which the Mathematics department at Sheffield Hallam University have been trying to develop their learning community. With questions relating to community now included in the National Student Survey, this is a topic that is likely to get increasing attention across the sector.

The next paper provides a rationale and review of an innovative approach to student personal and mathematical development. Burrell et al. outline their *Activity Guide* which aims to support students making the transition to university level mathematics.

The next three case studies each discuss alternative approaches to develop student understanding in their respective topics; Khan outlines how a simple card game can be used to explore strategy in game theory; Deshpande describes the “10 steps” to developing financial computing literacy; while Xu and Lenton highlight some of the difficulties students face in understanding fractions along with ways in which this might be addressed.

In the final paper of this issue, Rowlett describes a resource produced in partnership with students to support game play in the popular Maths Arcade; a range of games and puzzles aimed at developing mathematical thinking.