

Editorial

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This issue opens with an article from Grove, Mac an Bhaird and O'Sullivan sharing a wealth of experience of delivering professional development for tutors of mathematics learning support through case studies from the UK and Ireland, which hints towards a future where such professional development may be accredited. Sticking with mathematics support, Guerin and Walsh report an analysis of strategies for advertising mathematics support to students.

Next, Huntley, Middleton and Waldock provide interesting insights into active development of mathematical learning communities both physical (on-site) and virtual (distance).

Moving to consider undergraduate curricula, a research article from Ford, Gillard and Pugh attempts a classification of errors in undergraduate mathematics, noting that this is distinct from work which attempts to classify errors in school-level mathematics. Brignell, Wicks, Tomas and Halls are interested in marking criteria and student self-regulation, aiming for students who can attempt similar and unseen problems in the absence of expert help or model answers, and investigate the use of peer assessment.

Finally, Bortot and Coles present a case study using a modified version of the game Rock-Paper-Scissors (or Paper-Scissors-Stone) to teach concepts in statistics.

I would like to take this opportunity to express thanks on behalf of the editors to our outgoing editorial board members Tony Croft, Neville Davies and Paul Hewson for their years of service to the journal.

I believe *MSOR Connections* performs a valuable function for our community by providing a forum for sharing and discussion of ideas around teaching, learning, assessment and support. It can only act in this way if the community it serves continues to provide content, so I strongly encourage you to consider writing case studies about your practice, accounts of your research and detailing 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 a peer reviewer. Many of the articles in this issue were reviewed by one experienced reviewer and a second who was reviewing an article for the first time with my support as needed. If you are interested to gain experience of being a reviewer, please get in touch.

To submit an article or register as a reviewer, just go to <https://journals.gre.ac.uk/index.php/msor>. When you register as a reviewer, it is very helpful if you write something 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.

I hope you enjoy reading this issue as much as I have putting it together.