

EDITORIAL

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I'm delighted to be able to edit this issue, which contains six contributions covering a very interesting range of topics with potential direct impact on colleagues' practice in teaching, learning and assessment. The issue begins with three case studies, the first of which provides an interesting investigation from Cornock et al, looking at the impact of eliciting students to make mistakes to encourage a positive attitude to making errors and learning from them. This is followed by another really interesting case study by Sikurajapathi et al, which also focuses on common errors made by students, but this time in the context of e-assessments and utilising that information to enhance the feedback provided to students. The final of the three case studies comes from Bakhshi et al, which examines the success of the development of formal mathematics and statistics support sessions at the University of the West of Scotland over the last few years. This issue then changes focus a little with two research articles. Since I personally identify as I Statistician, I am very pleased to say that the first of these research articles focuses on teaching and learning in the statistics classroom. In this case, Shaker et al evaluate the use of Kahoot, a game-based learning platform, as a tool for improving students' experience of studying statistics. This is followed by an article by Rowlett and Corner, who present a rather interesting perspective on the changing trends in the sorts of topics we have seen published in *MSOR Connections* over the last 20 years. The issue then closes with a fascinating opinion piece by Bradshaw and Mann, which reflects on some of the obstacles which may lead some students, particularly those from non-traditional academic backgrounds, to question whether they "belong" to the mathematics community.

I'm also delighted that the publication date of this edition of *MSOR Connections* coincides with the return of the annual CETL-MSOR conference, being held (both online and in-person) from 2nd to 3rd September 2021 at Coventry University. *MSOR Connections* has a long-standing relationship with the CETL-MSOR conference community and the aims of this journal overlap very much with those of the conference. We are therefore, pleased to announce that there will be a Special Issue of *MSOR Connections* with contributions invited from the 2021 CELT-MSOR conference. Submissions for this special edition, should include a note to that effect in the "Comments for the Editor" field during the submission process. It is anticipated that this will be published in early 2022 with a deadline for submissions of 31st October 2021.

MSOR Connections can only function if the community it serves continues to provide content, so we strongly encourage you to consider writing 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. We welcome submissions to the journal at any time, and in particular we are keen to publish articles reflecting on the issues faced during Covid-19 and the implications for the future, so we would particularly encourage readers to consider sharing their experiences by writing for *MSOR Connections* on such topics.

Another important way readers can help with the functioning of the journal is by volunteering as a peer reviewer. When you register with the journal website, there is an option to tick to 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. To submit an article or register as a reviewer, just go to <http://journals.gre.ac.uk/> and look for *MSOR Connections*.