

## EDITORIAL

### Editorial

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It is with great honour that I introduce the next chapter in the long and established history of MSOR Connections. I look forward to this exciting new beginning with a keen sense of anticipation, and I would also like to take this opportunity to briefly reflect upon the rich history of Connections, making it an integral part of the MSOR Higher Education community.

Since 2001, under the umbrella of the Maths, Stats and OR Network, Connections established itself as a key resource for those interested in sharing ideas related to mathematics learning, teaching and support. In 2012, the publication was taken over by the Higher Education Academy (HEA) and a further two issues were published. Following the well documented cut in funding, the HEA was unable to continue its support for Connections from November 2013, and it soon became apparent that this left a significant gap in the reporting and dissemination of learning and teaching activities across the sector.

In the subsequent months, a great deal of background work has been undertaken by sigma, and special thanks have to go to all those involved, without whose hard work, it would not have been possible for Connections to continue. Thanks to the continued support of sigma, and in collaboration with the University of Greenwich, the publication will now continue as a peer-reviewed online research journal that will maintain the traditions of Connections past. That is, research articles, case studies and opinion pieces relating to innovative learning, teaching, assessment and support in Mathematics, Statistics and Operational Research from across HE will be welcomed. To assist the 'relaunch' of the journal, additional support has been provided by sigma, to produce and distribute the current issue in hard copy at the CETL-MSOR conference in September.

In keeping with the theme of this introduction, the articles in the current issue capture the changing landscape across the sector of mathematics learning, teaching and support. The article by Lawson and Croft reviews the development of mathematics support over the last 25 years, before providing a glimpse in to the future of maths support and the continued role of the sigma network. This is not unrelated to the item provided by Cronin and Breen, who report on the current activities in mathematics support as presented at the 9th Annual Workshop of the Irish Mathematics Learning Support Network. And Lingham and Baughan describe how a bespoke workshop has been developed to support students in preparation for undertaking increasingly common and important graduate numeracy tests.

Another key theme across the remaining articles is student engagement. The case study by Ní Shúilleabháin provides details on an initiative that involves university students supporting widening participation activities; Cornock outlines how the Maths Arcade programme has been developed to engage and support students at various levels of university study; and Knight reports on learning activities that have been employed in a final year undergraduate mathematics module that aim to engage students, as well as develop their understanding of the mathematics introduced. In relation to these aspects of engagement, Waldock details how a well-designed learning space has positively contributed to student interaction and group working activities.

Finally, I would like to thank my fellow editors and the editorial board for their continued support in preparing this issue. I very much believe that it continues the long-standing traditions of Connections, and I strongly encourage all readers to consider contributing their own articles in order to build on this foundation in future editions. More information on deadlines is available on the inside back cover.

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