

EDITORIAL

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In this edition of MSOR Connections, we present Part 2 of a collection of ideas, issues, solutions and opinions on the teaching, support and assessment of mathematics and statistics, that were presented at CETL-MSOR 2022. Part 1 of this special edition was published on 7th March 2023.

CETL-MSOR 2022 took place in September 2022, when over one hundred delegates from across the globe gathered at Abertay University in Dundee, Scotland for the CETL-MSOR 2022 conference. We were delighted to welcome delegates in person and the conference themes reflected the advent of innovative technologies in teaching and learning, widening access and our recent emergence from the restrictions imposed by the covid 19 pandemic. In March 2020, the Higher Education sector was faced with the task of changing overnight, from traditional in-person teaching to delivering degree level programmes remotely without compromising access or quality. Online delivery of both teaching and assessment became the norm and while this initiated a rich period of innovation and creativity for the sector, issues such as digital poverty and mental health became more apparent. Since the end of the pandemic, we have had the pleasure of seeing our campuses full of students once more but whether our institutions have adopted 'new normals' such as Blended Learning or returned to in-person teaching, it cannot be denied that higher education teaching has changed.

In this edition we present five papers on the themes of implementing asynchronous learning, including both flipped classroom and online programmes, skills and assessment for employability and game-based learning. Mathias et al. explore the flipped classroom for teaching statistics to Widening Participation students and highlight several important considerations relating to cohort and content. Student reflections on asynchronous material, their preferences and how they interact with online lectures is discussed in Jones et al. and to complement this, Jack et al. present their reflections on the development and delivery of online distance learning postgraduate programmes and how to address the expectations of this rapidly expanding global market for higher education. In addition to online learning, Loddick and Mansfield reflect on how a game-based learning session was designed, delivered, and evaluated for teaching quantitative concepts. Finally, Masterson et al. discuss embedding problem solving and communication skills, in a bid to address the graduate attributes demanded by a rapidly developing employment market and how these skills can be assessed through 'authentic assessment'.

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.

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*.