sigma network for excellence in mathematics and statistics support

NEWSLETTER

Issue 32: Spring 2026

INTRODUCTION

Editor's Introduction

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Hello and welcome to the Spring 2026 **sigma** Network Newsletter. I had hoped to be waxing lyrical about the joys of spring, but I am still wearing my winter coat and woolly hat when walking my dog, with everything crossed for warmer days soon. As I can't inspire happiness with weather, I thought I would ask AI to provide a joke involving spring and mathematics that might cheer us all up. Here are its offerings; I will leave you to decide if it has worked:

> While the calendar suggests spring, observable temperatures indicate that the null hypothesis of "continued winter" has not yet been rejected.
>
> Spring appears to have arrived in much the same way as an asymptotic process: clearly approaching, though not yet fully realised.

Thank you to everyone who has contributed articles to this issue, I really appreciate you taking the time to share your work. Special thanks to Alun Owen who has written an article reflecting on his receipt of the IMA John Blake medal, awarded in recognition of outstanding contributions to teaching and learning in the mathematical sciences in HE. I have had the pleasure of working with Alun for many years through the **sigma** Network and would like to add my congratulations for an honour that is very well deserved.

Highlighting a request from our events secretary Evi, you will see from our list of online events for 25/26 that we are still looking for one more host to run a coffee morning in July. You do not need to have any experience of running online meetings to host a coffee morning (or workshop), Evi will give you all the support you need. In case you need more encouragement to volunteer, leading a coffee morning or workshop is excellent evidence for anyone thinking of writing an Advanced HE fellowship or senior fellowship application, especially if it is centred around some student support or innovation you have been involved in. If you would like to find out more information on what is required to run a session (without any commitment), please contact Evi, she is amazing 😊.

I hope you enjoy reading this issue and look forward to seeing you virtually at an online **sigma** Network event soon, or in person at Heriot-Watt University in Edinburgh for our **sigma** Network workshop day (Wednesday 2nd September) and the CETL-MSOR conference (Thursday 3rd-Friday 4th September).

Best Wishes

Sue

INTRODUCTION

Chair's Note

Dr Mark Hodds, sigma Network Chairman and Assistant Professor (Research and Teaching) in Mathematics and Statistics Support |Coventry University

chair@sigma.network.ac.uk

Dear Colleagues,

Welcome to the Spring 2026 edition of the **sigma** Newsletter. A lot has happened since our last newsletter and I'm delighted to see the network continue to flourish and grow despite the financial challenges we all face in the higher education sector. Our community is what makes us and our recent events show how welcoming and supportive we are.

Since the last newsletter I was fortunate to attend the DELTA conference in Brisbane, Australia, which focuses on Mathematics Education research and teaching in higher education in the Southern Hemisphere. It was a great conference with lots of interesting talks, several of which were in AI which as we all know is becoming more and more prominent – we hope to launch our SIG in AI soon. One of my missions at the conference was to introduce our network to new people from across the globe and I know that several delegates have since signed up to become members of our community so welcome to all those!

The conference reminded me of our own CETL-MSOR conference which, as a reminder, is being held at Heriot-Watt University in Edinburgh on 3rd – 4th September. We are pleased to announce that alongside this we will be running a **sigma** Network workshop day on Wednesday 2nd September on the themes of AI, Maths/Stats Anxiety, and Scholarship in Maths and Stats Support. Keep an eye on emails and our shiny, new website (http://sigma-network.ac.uk) for details on registration and abstract submission.

I hope you all have a productive and not too hectic few months and look forward to seeing you at some of our events soon.

Best wishes,

Mark
Chair of the **sigma** Network Steering Group

EVENTS

sigma Events

Evi Papadaki, Lecturer in Mathematics Education & Events Secretary for sigma | UCL

p.papadaki@ucl.ac.uk

Would you like to host a sigma event? We are looking for Volunteers

Without presenters and hosts, we could not be the thriving supportive Network that you make it. Support is provided by the **sigma** Network to organise things. All we ask is for you to be the host for the day and chair the event to ensure it runs to plan. Hosting, of course, means you are facilitating the developing of others' maths and stats support practice so could also be used as evidence to support applications for Fellowship/Senior Fellowship of Advanced HE. If you would like to talk to me about possible ideas for

presenting or hosting (or both 😊) and are not sure, then do get in touch (p.papadaki@ucl.ac.uk) for more information.

I look forward to seeing you at a future event.

Events

This is a list of past and future events organised by members of the **sigma** Network for this academic year. There is still room for more events to be planned and added!

Date	Event Details	Type	Organisers & Host Institution
Wed 3rd Sept 2025	Tutor Training (In-person)	Training	Tony Mann University of Greenwich
Thu 11th Sept 2025, 8:30 – 10:00	Coffee Morning Impact and Evaluation SIG (Online)	Meeting	Allison Loddick and Sue Pawley University of Northampton & Open University
Wed 17th Sept 2025	Enhancing Inclusion for Neurodivergent Students in Mathematics and Statistics (In-person)	Workshop	Yamuna Dass & Emma Cliffe Coventry University &University of Bath (LMS funded)
Thu 23rd Oct 2025, 8:30 – 10:00 am	Introduction to Maths and Stats Support (for people new to the network) (Online)	Meeting/Workshop	Mark Hodds Coventry University
Wed 5th Nov 2025, 10:00 – 12:00 pm	AGM (members only)	Meeting	Emma Cliffe &Ed Southwood University of Bath
Thu 20th Nov 2025, 8:30 – 10:00 am	Coffee Morning – Something that works, something that doesn't (Online)	Meeting	Pete Hart University of Sheffield
Tue 16th Dec 2025 9:00 – 11:00 am	Statistics Learning Resources: What, Where and Why? - Stats SIG Re-Launch Event (Online)	Workshop	Gareth Woods Aston University
Thu, 22nd Jan 2026, 8:30 – 10:00 am	Coffee Morning: Students' Engagement with the Service & Service Marketing (Online)	Meeting	Monica-Cristiana Hess and Noel Parnis Brunel University of London
Thu, 26th Feb 2026, 9:00 – 10:30 am	Doing research in Maths and Stats Support (Online)	Workshop	Mark Hodds Coventry University
Mon, 23rd March 2026, 10:00 – 11:30 am	Reading group (Online)	Meeting	Safa Elsheikh University of Loughborough
Mon, 27th April 2026, 12:00 – 1:30 pm	R Markdown (Online)	Workshop	Safa Elsheikh University of Loughborough
Tue, 19th May 2026, 8:30 – 10:00 am	Coffee Morning: Evolving Tools, Resources, and Trends (Online)	Meeting	Evi Papadaki UCL
Wed, 17th June 2026, 10:30 am-12:00pm	What's new in maths support? A series of short presentations and discussions on what you've tried this year (Online)	Workshop	Sue Pawley (The Open University)
July	**Coffee morning: Open for Volunteers!**		

IMA John Blake University Teaching Medal

Dr Alun Owen, Associate Director sigma Maths and Stats Support Centre | Coventry University

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On Wednesday 25 March, the IMA held its awards evening in London, which included the presentation of the IMA John Blake University Teaching Medal. Introduced in 2020 in honour of the late Professor John Blake, the medal recognises outstanding contributions to teaching and learning in the mathematical sciences in HE. As Director of the MSOR Network during the 1990s and early 2000s, John Blake helped shape many initiatives that improved mathematics education across the sector. He was also an early champion of maths support in higher education, and his legacy certainly lives on in the work carried out across the **sigma**-Network.

Alun receiving the award from Heather Tewkesbury, President of the IMA.

Given this background, you can imagine how humbled I was not only to be nominated for, but ultimately to receive, the IMA John Blake University Teaching Medal last summer. The award was given for my work in developing statistics support in the UK and beyond. At the ceremony, I delivered a talk on the past, present and future of statistics support. This provided a welcome opportunity to highlight — to an audience that included some potentially influential individuals — the importance of maths and stats support within HE.

In preparing the talk, I carried out some quick 'back of the envelope' calculations. Based on the 60 current QAA Subject Benchmark Statements, I estimated that over a third of all undergraduate and postgraduate programmes in the UK require, or strongly recommend, statistics, data analysis or quantitative methods. A further third suggest that these topics be included in the curriculum. Almost all programmes require or recommend research methods. When scaled across the 150 largest HE institutions, this equates to around 1.5 million students engaging with these topics at any one time. Several attendees remarked on the significance of these figures, and I hope to undertake a more robust analysis to share with you in future.

This level of national recognition for maths and stats support is a testament not just to my work, but to the collective commitment, expertise and generosity within our community. I look forward to continuing our work in the future.

All the best,

Alun

Successful Second Four Continents Diagnostic Testing in Mathematics Conference

Don Shearman, Lecturer| UNSW **Anita Campbell, Assoc Prof | UCT**
Alison Reddy | UIUC **Anthony Cronin, Assoc Prof | UCD**
d.shearman@unsw.edu.au

The second Four Continents Diagnostic Testing in Mathematics Conference, themed "Diagnostic Testing and Support in Tertiary Mathematics: Perspectives from Four Continents – Community Building Towards Best Practice," was a resounding success. Held in Cape Town on 10 February 2026, the conference brought together a vibrant international community of educators and researchers.

The event attracted over 60 participants representing 14 South African and 17 international universities, with attendees joining both in person and online. This strong global presence underscored the conference's role in fostering collaboration and advancing best practices in tertiary mathematics education.

Throughout the day, 15 presenters from 13 universities in 6 countries shared their expertise. Highlights included keynote addresses from:

- Marc Harper (USA): A developer of the ALEKS PPL system, his talk "Adaptive assessments: What are they and how does a good one work?" explored the concepts behind adaptive testing.

- Assoc Prof Sue Johnston-Wilder (UK): She presented the provocative talk "How does maths anxiety affect the validity of diagnostic tests: are you not just measuring level of maths anxiety?", which sparked significant discussion both at the venue and online.

Participants of the second Four Continents Diagnostic Testing in Mathematics Conference

Other presentations covered case studies of diagnostic testing from various global universities, methods for measuring school leavers' mathematical ability in South Africa, and research based on analysing data from diagnostic tests. All talk recordings and abstracts are available for viewing at https://www.youtube.com/playlist?list=PL4vQdr6E_vHanojMAZE2Kkoy5H-ypeBYm. The book of abstracts is available at: https://doi.org/10.5281/zenodo.18622191.

Looking ahead, planning has begun for a third conference, scheduled for February 8 and 9, 2027, also at the University of Cape Town. Please mark these dates in your diary. Additionally, we are launching a survey to gather information on the global use of diagnostic testing, including test formats, target audiences, and other relevant details. To complete the survey, please visit https://forms.gle/oEDo3o4powm6DUJ27.

REPORT

Summary of the 22nd January 2026 Sigma Network Coffee Morning Event

Dr Monica-Cristiana Hess, Statistics Academic Skills Adviser | Brunel University of London

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Dr Noel Parnis, Statistics Academic Skills Adviser | Brunel University of London

Noel.Parnis@brunel.ac.uk

On 22nd January 2026, Dr Monica-Cristiana Hess and Dr Noel Parnis, both Statistics Advisers, within the Library & Academic Skills (ASK) Directorate, at Brunel University of London, hosted, for the second time, an online Sigma Network Coffee Morning event.

The event hosted on 22nd January focused mainly on students' engagement with Mathematics and Statistics support services and marketing strategies used to promote such services.

In terms of students' engagement, various factors were brought into discussion such as demographics, circumstances and the ever-increasing use of AI tools.

With regards to demographics, elements such as gender and ethnicity were mentioned, whilst considering other factors such as students' discipline of study and geoeconomic contexts. In terms of circumstances, differences between mature vs not mature, working vs not working and commuting vs not commuting students were also debated. When it came to AI tools, although these were recognised as useful for supporting students' independent learning, it was also noted that students required guidance on how to use these tools appropriately.

However, regardless of the aforementioned factors related to students' engagement, the main element to focus on remained students' ever-changing attitudes towards teaching and learning.

In terms of marketing strategies, some participants mentioned student unions and ambassadors as potential promoters of the Mathematics and Statistics support services. Other participants referred to departmental contact persons and lecturers as the main sources of publicising these services. However, social media was deemed as the least effective method of advertising.

However, regardless of what marketing strategies were being implemented, the debate centred on whether an increase in the awareness of the Mathematics and Statistics support services was enough or whether an increase in the number of students visiting such services was (more) needed.

More than 20 national and international participants from different countries and continents actively debated the topics of discussion. Attendees left the event feeling optimistic about the future of Mathematics and Statistics support services within the Higher Education sector.

Chill Maths: Developing Problem Solving Skills to Build Confidence

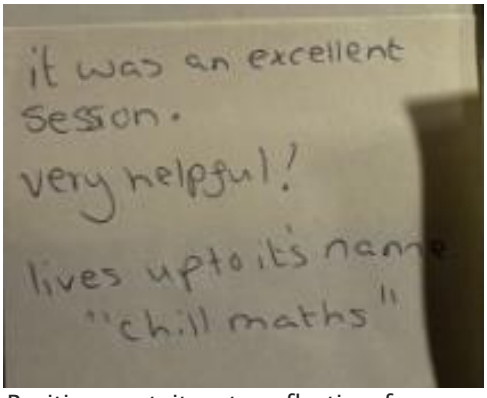
Charlotte Price, Associate Professor | Coventry University ad5778@coventry.ac.uk

Honing number skills using skittles

As we enter spring and look forward to longer days and warmer weather (…I can hope…), spare a thought for young people aged 15-16 in England as they count down to their GCSE[1] Maths exams - and exams in other subjects too, of course, but we won't dwell on those here.

In England, maths qualifications act as critical "gatekeepers" to post-16 study, vocational training and employment. Under the UK Government's 16-19 funding model, if a young person leaves secondary education without a pass in GCSE Maths, they must continue to study for the qualification (or an approved equivalent) until they either pass or turn 18[2]. Not only does this add a substantial extra study burden, but it can also limit access to a young person's preferred pathway and pull them into a cycle of repeated maths resits. Unsurprisingly, this gloomy scenario disproportionately affects young people from lower socioeconomic status (SES) households who, for a whole host of reasons, are more likely to enter post-16 pathways with lower prior attainment.

With all this in mind, I have been trialing a targeted programme called "**Chill Maths**". This in-school intervention supports small groups of 15-16 year olds from low-SES backgrounds over a 6-8 week period before the GCSE exams. Pupils are selected by their teachers as those who are at risk of missing the pass grade but are engaged and motivated to improve. This isn't a maths-teaching intervention. Instead, it's a skills-based programme with a light subject focus on number and algebra, two foundational topics in GCSE Maths.



Positive post-it note reflection from a pupil

The aim is to create a nurturing, low-pressure space where pupils can develop problem-solving strategies, particularly how to present mathematical solutions clearly, logically and neatly. These habits help to maintain cognitive calm, boost confidence and encourage pupils to reflect on their steps, all of which can make a real difference when it comes to maximising marks in an exam.

An important aspect of the current trial is the use of undergraduate student ambassadors to deliver the sessions. I've successfully delivered the programme myself in the past few years, but I'm now testing a scalable and cost-effective model. At the time of writing, we have delivered six sessions, one hour per week, in two schools in Coventry to four groups of pupils (around 60 young people in total), and we will wrap up with a final session at the end of April. I have collected a lot of data, both quantitative and qualitative, to evaluate the sessions, and pupil reactions have been positive. Watch this space for updates and drop me a line if you are interested to learn more!

[1] General Certificate of Secondary Education

[2] https://www.gov.uk/government/publications/16-to-19-funding-english-and-maths-funding/16-to-19-funding-english-and-maths-funding

ARTICLE

Easing the Transition: How a New Induction Model Helps Maths Students Connect

Lindsey Corson, Teaching Fellow | University of Strathclyde

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Jon Devlin, Teaching Fellow and Outreach Officer | University of Strathclyde

jon.devlin@strath.ac.uk

In recent years, a recurring theme in student feedback within the Department of Mathematics & Statistics at the University of Strathclyde has been the difficulty many first-year students face in forming friendships and identifying peers on the same degree programme. With around 150 new students joining each year across ten distinct degree programmes, it became clear that the existing induction structure was not providing enough opportunity for meaningful social or academic connection.

Historically, induction consisted of a single two-hour lecture supplemented by a short meeting with a Personal Development Adviser (PDA). While this model provided the students with the essential information, it did little to foster a sense of community or belonging, key factors known to support student engagement, confidence, and attainment. Recognising this gap, in 2024 we redesigned the induction programme, distributing activities across Induction Week.

The new structure spreads induction content over four days with a deliberate focus on forming relationships and working together collaboratively. The week opens with “getting to know you” activities designed to help students start conversations and begin working together in small groups based on their degree programme. Tasks include a post-it-note name game and a set of five mathematical challenges that students solve collaboratively. These challenges range from completing a sudoku and matching functions to their corresponding curves, to working with affine ciphers, providing opportunities for low-stakes mathematical thinking while encouraging teamwork. A group scavenger hunt around campus later in the week helps support these new-formed relationships as well as help them find key buildings for their semester 1 classes.

Feedback on this revamped approach has been overwhelmingly positive. Many students report forming friendships on the very first day that have lasted throughout the academic year, suggesting that this new model successfully supports the first steps of a feeling of belonging. However, there are always improvements to be made. Looking ahead, one enhancement we hope to introduce next year is the inclusion of an early opportunity for maths-specific support to help students refresh key skills and feel more prepared as they transition into their degree studies.

Groups of students work together on the set of mathematical challenges

ARTICLE

Tips for making stats support videos

Adrian Bromage, Lecturer in statistics support | Sigma, Coventry University

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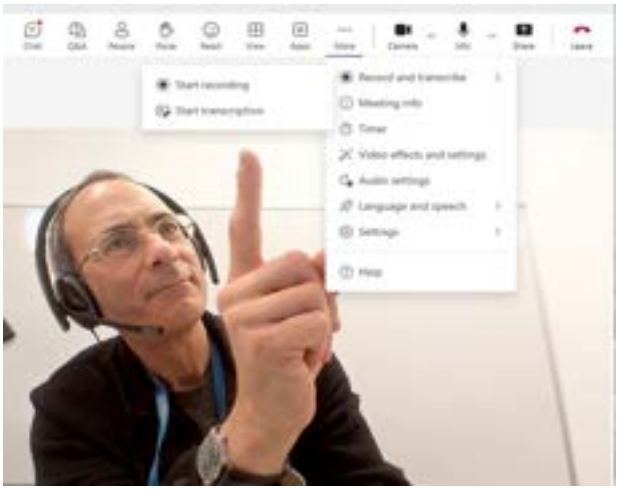
As a stats tutor, I'm frequently asked for help with using statistical software such as SPSS. Typical requests are straightforward e.g. importing Excel data or creating graphs. It seems I'm asked so often, I can almost do it in my sleep! So, creating videos that do the 'showing step-by-step' to augment drop-in services at busy times or 'out of hours' makes sense.

Make a 'Storyboad':

You've done it countless times already; a full script is probably unnecessary. However, a storyboard of steps with brief notes (e.g. in PowerPoint) helps keep the video focused. Print a copy to refer to while videoing. Students prefer short, highly focused videos, so use a title page not a verbal introduction (made in PowerPoint, saved as a JPEG), and aim for 3-4 minutes long.



MS-Teams, how to record video

Making a Video: equipment list

- A good headset with microphone
- A quiet, private space
- A laptop or PC (larger screens help when editing)
- Software to directly record what you see on screen
  (I use Microsoft Teams)
- Video-editing software
  (I use ScreenPal, it is free https://screenpal.com/screen-recorder)

ScreenPal: The 'Speed' tool being applied to the yellow highlighted area in the 'Timeline'

Recording Tips:

Practise in Teams to test both narration and software demonstration, and to refine the storyboard. Open SPSS, then Teams, and 'share' your PC screen. Then click 'More'>'Record and transcribe'>'Start recording'. Don't worry about mistakes— pause briefly and repeat the section (pauses help to identify edit points).

Editing the Video:

Editing typically takes longer than recording. Aim to remove pauses and distractions from the instructional goal. ScreenPal has editing tools, e.g. to insert a title page or 'patch clips', cut mistakes, and adjust playback speed— useful for lengthy typing of data. Click 'Tools' > 'Speed'> 'Speed up', then highlight a section of video in the 'timeline' as you would text in a word processor.

'Piloting' draft videos:

Ask colleagues or students to review the video and provide feedback. Do as the great movie-makers; listen carefully, make any necessary edits, and repeat until satisfied.

Distributing finished videos:

YouTube or similar platforms are the easiest solution. You may wish to limit distribution to institutional web pages, so when uploading the video edit viewing permissions to 'unlisted'. Then it won't be findable by search engines; only those with access to the URL can view it.

ARTICLE

From Data to Discovery: Empowering Final Year Undergraduate Students as Emerging Researchers

Elise Hay, Academic & Study Skills Tutor for Mathematics & Statistics | Manchester Metropolitan University

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Beverley Mallam, Academic & Study Skills Tutor for Mathematics & Statistics | Manchester Metropolitan University

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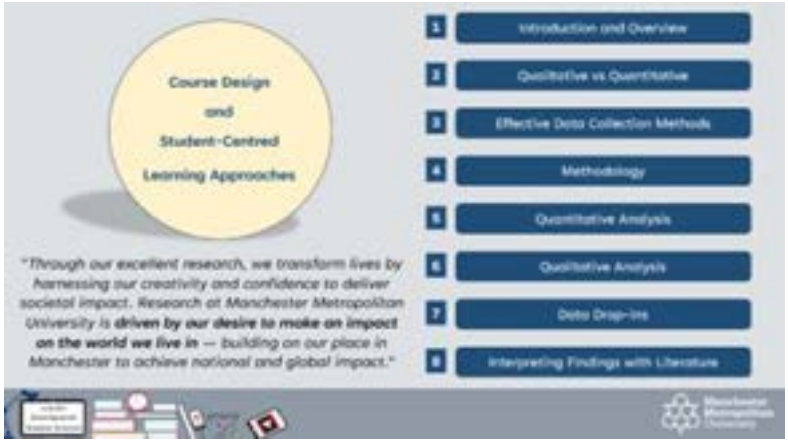
Supporting students through the dissertation journey is central to developing confident, capable graduates. Yet many undergraduates report feeling underprepared when embarking on independent research. Within the Academic and Study Skills team at Manchester Metropolitan University, we identified a particular gap in support around methodological decision-making and data analysis; key challenges that can hinder students' ability to produce rigorous dissertations or approach postgraduate study with confidence.

To address this, we worked collaboratively with academic unit leaders to design and deliver a suite of sessions, piloted with a large cohort of undergraduate Marketing, International Business, and Tourism students. The programme covered data collection planning, writing a robust methodology, undertaking quantitative analysis, conducting qualitative analysis, and interpreting and presenting findings.

Following the pilot, feedback highlighted that students valued the opportunity to deepen concepts introduced in lectures, with one noting: **"The sessions gave me clarity on aspects which had been discussed in lectures."** Another emphasised the personalised nature of the support: **"Having that time to share our work and discuss our specific projects with the tutors was extremely useful."**



Framework of our student-centred and skills-based dissertation support sessions, presented as part of our evaluation at the Manchester Metropolitan University LEED Conference

In June 2025, we presented our evaluation and reflections on this project at the university's Learning Enhancement and Educational Development Conference, where the project was very positively received by colleagues across the institution. This valuable recognition then led to the next stage of our work, an embedded suite of support for a large cohort of postgraduate students. We are now co-teaching this provision alongside academic colleagues, further integrating skills development into the curriculum and strengthening research capability at postgraduate level.

As one academic colleague reflected, **"Our students have increased confidence… this allows them all to have access to expertise, levelling things up when supervisors aren't allocated based on being qualitative or quantitative researchers."**

Looking ahead, we aim to expand this model further, aiming to strengthen research literacy, widening access to methodological expertise, and inspiring students to see themselves as emerging researchers.

ARTICLE

Introducing Digital Education and Leeds Institute of Data Analytics (LIDA)

Jenny Sexton, Lecturer Data Science (LIDA) | University of Leeds j.l.sexton@leeds.ac.uk
Emma Dibb, Learning Designer (Digital Education) | University of Leeds E.L.Dibb@leeds.ac.uk
Beatrice Ivey, Learning Designer (Digital Education) | University of Leeds B.A.Ivey@leeds.ac.uk
Pete Edwards, Learning Designer (Digital Education) | University of Leeds P.Edwards@leeds.ac.uk
George Mbaeyi, Statistics Lecturer (School of Mathematics) | University of Leeds G.C.Mbaeyi@leeds.ac.uk
Hassan Izanloo, Statistics Lecturer (School of Mathematics) | University of Leeds H.Izanloo@leeds.ac.uk

At the University of Leeds, Digital Education have recently launched several fully online MSc programmes with quantitative components from MSc Global Health to MSc Data Science (Statistics). We are especially interested in creating inclusive online spaces in which everyone can develop data literacy and analytical thinking skills.

In collaboration with the school of mathematics, LIDA is working in partnership with current students to co-design and continuously improve the MSc Data Science (Statistics) programme. Through this process students are actively shaping their curriculum, assessment, and learning experiences. We recently hosted a workshop about this work at the Centre for Online and Distance Education, and if you would like a copy of the slides please contact one of the team.

Discussion the RIDE workshop between educators and a remote student

LIDA is based within the Faculty of Medicine and Health with a focus on using data to tackle a wide range of social and environmental problems and widening participation in data-based careers. LIDA is launching the University of Leeds' first credit-bearing micro-credentials in 2026/27 and these will not require any mathematical prerequisites.

As such LIDA and Digital Education are in a unique position to "do things differently" and fundamentally rethink how data science is taught online at Leeds by focusing on building understanding through relationships, community, and dialogue rather than scaled content delivery.

We would like to learn from and collaborate with you. In particular, we would value hearing from you about:

- Approaches to building mathematical confidence in online contexts.
- Session formats that foster genuine community among distributed learners.

Contact the team for more information:

Emma Dibb/Dr Beatrice Ivey/Dr Pete Edwards – Learning Designers (Digital Education)

Dr Jenny Sexton - Lecturer in Data Science (LIDA)

Dr George Mbaeyi/Dr Hassan Izanloo – Lecturers in Statistics (School of Maths)

Leeds Team at RIDE

Helping Students Build Confidence in Statistics, Maths and Statistical Software

Tahani Al-Karkhi, Lecturer in Maths and Statistics | KCL

Tahani.alkarkhi@kcl.ac.uk

1. Who I Support and How I Help

Tahani Al-Karkhi

I provide Maths, Statistics and Statistical Software (MAS) support to undergraduate, postgraduate taught and research students across King's College London. I work with students on a wide range of maths and statistics topics, with a strong focus on applying these skills using digital tools and platforms.

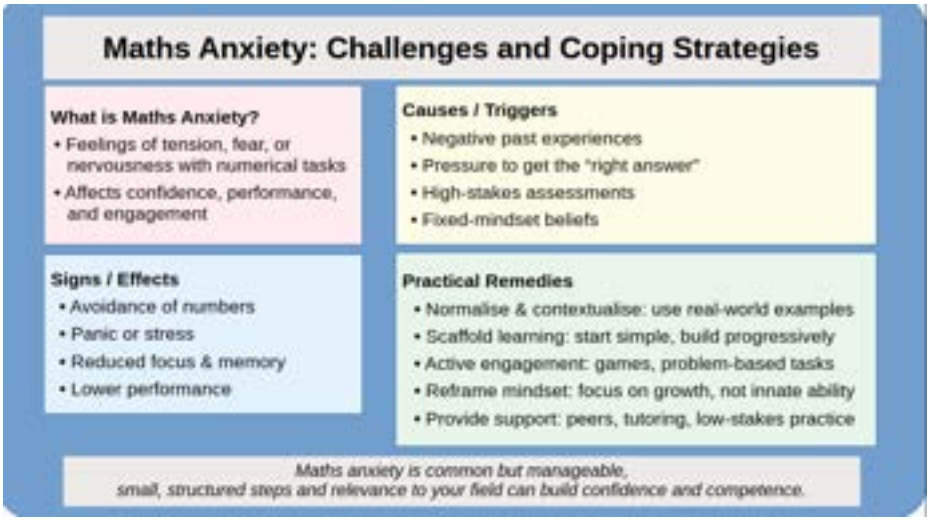
A key aspect of my role is supporting students who experience maths anxiety, helping them build confidence through structured, low-pressure learning and practical, relevant examples.

2. Well-Planned Workshops with Built-In Flexibility

The Academic Skills team's well-organised MAS support schedule allows me to deliver workshops in focused clusters alongside consecutive one-to-one support sessions. These are sometimes followed by optional follow-up workshops, particularly for digital skills sessions, where some students may benefit from extra time and targeted support to overcome specific challenges and stay on track.

3. Keeping Students Engaged and Involved

A key strength of these sessions has been the high level of student engagement. Using Mentimeter for interactive questions has helped increase participation and keep students actively involved throughout the workshops. Encouraging students to use the chat function or unmute themselves during discussions has also created a more open learning environment, allowing me to better understand their experiences and the challenges they face — both during the session and in their wider studies.



Maths Anxiety: Challenges and Coping Strategies

4. Listening to Feedback and Responding to Students

Student feedback plays an important role in shaping and improving MAS support. When common concerns arise from a particular workshop, I respond by adapting content and offering additional learning opportunities. This often includes optional follow-up workshops for students seeking further support in areas such as Python, R programming and SPSS, particularly for those who need additional time to build confidence and overcome anxiety around quantitative work, helping them progress in their studies.

NETWORK UPDATES

Steering Group Membership - Spring 2026

Steering group

· Alison Loddick, University of Northampton

· Ellen Marshall, The Open University

· Emma Cliffe, University of Bath (Vice-chair Technical)

· Gareth Woods, Aston University

· Mark Hodds, Coventry University (Chair)

· Peter Hart, University of Sheffield (Mailing List Co-ordinator)

· Rob Wilson, Cardiff University

· Safa Elsheikh, Loughborough University (Secretary)

· Sue Pawley, The Open University (Vice-chair Operations and Newsletter Editor)

· Tony Mann, University of Greenwich (Treasurer)

Co-opted:

· Ed Southwood, University of Bath (Membership secretary)

· Evi Papadaki, UCL (Events Secretary)

Representatives:

· Tom Coleman (SMSN)

· Duncan Lawson (IMA)

· Deirdre Casey (IMLSN)