



Plenary Panel 3
**Pandemic times: Challenges, responsibilities and roles for
mathematics and mathematics education communities**

Michèle Artigue (France) and Ingrid Daubechies (USA)

ABSTRACT

Our lives, our educational systems and our societies have been turned upside down by the Covid-19 pandemic. Mathematics is essential to build models that help us understand the course of the pandemic, anticipate and weigh possible consequences of different policy decisions, or manage and analyze the very large volumes of data collected. This has led to an enhanced albeit often vague public awareness of the power of mathematics; mathematicians and mathematics educators can help lead the wider public to a better understanding of the role of mathematics in this context. In a different vein, teachers of mathematics (at all levels) have had to adapt suddenly to completely different modes of teaching, in either a hybrid or a completely remote mode of operation. Unequal access to computers and internet has exacerbated pre-existing educational inequalities. Educators have had to demonstrate remarkable levels of creativity; researchers in mathematical education have likewise stepped up to the new challenges with great determination.

The goal of this panel is to review and reflect on the challenges, responsibilities and roles for mathematicians and mathematics educators in these pandemic times, and to identify possible synergies between the two communities that will assist them in their work in this context. The discussion will start with contributions from two mathematicians and two mathematics educators, living and working in very different environments, with a wide range of different and complementary experiences. It will be followed by a wider discussion in which the panelists interact with each other and with the audience participants.