

**Experiencing covid-19 pandemic from
the lens of realistic mathematics education (RME)**

COVID -19 Pandemic

**Social/
Physical
Distancing**

Sanitisation

**Covid
Attire**

**Seating
Arrangement**

Lockdown

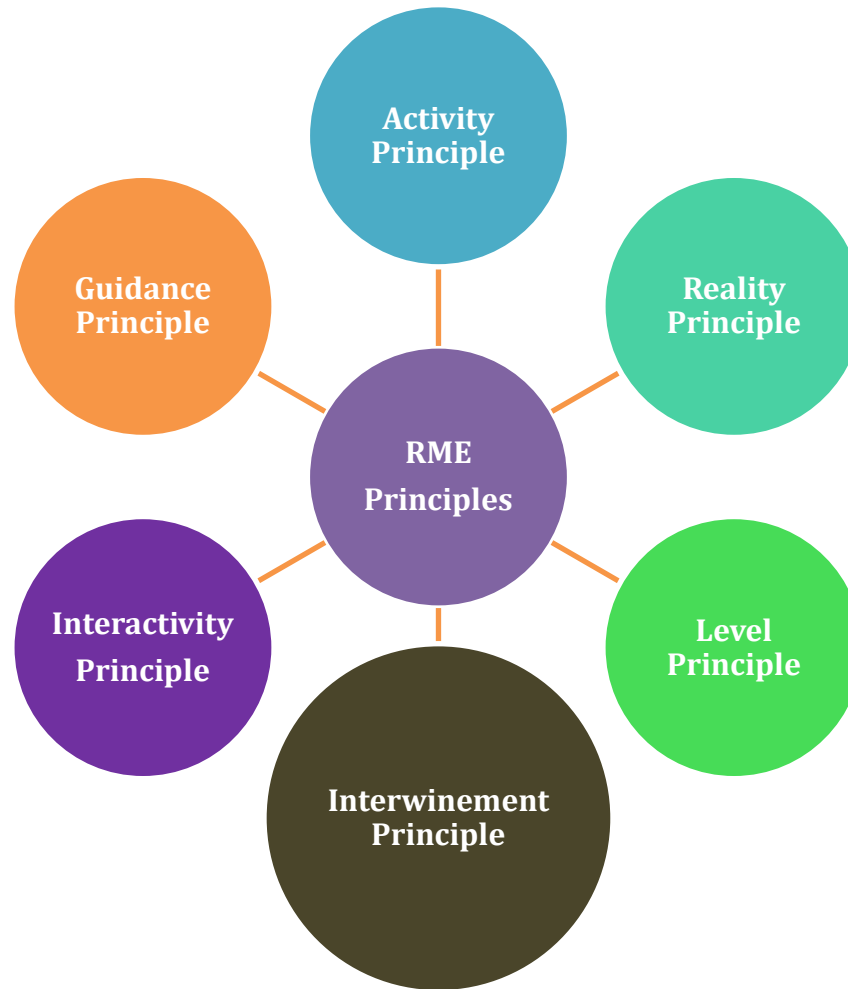
**Number of
Infections**

**Stockpiling
(Purchase
of
essential
goods)**

**Travel
History**

Realistic Mathematics Education (RME)

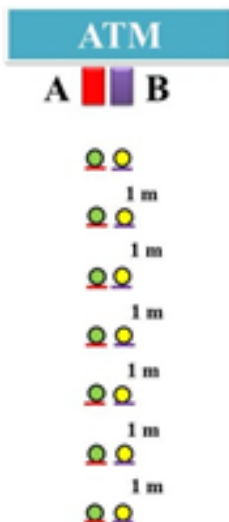
RME: An approach which focuses on learning mathematics through realistic* situations



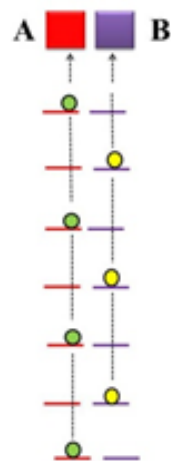
* Realistic:

- Need not be real or concrete
- Should be experiential, imaginable

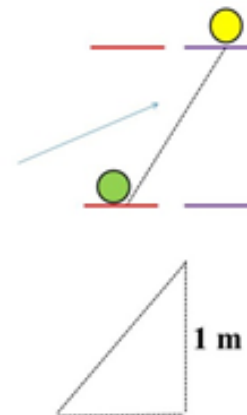
Problem Situation (Covid-19)



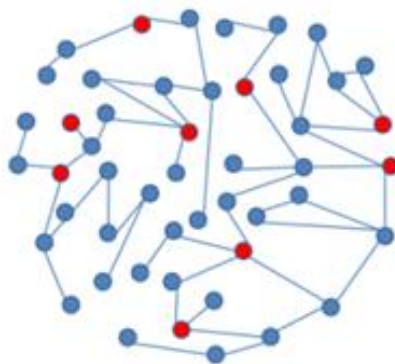
Possible Solution



Distance is greater than 1 m, as this line is hypotenuse of the right triangle with one of sides equal to 1 m



Contact tracing based on travel history



Covid-19 pandemic situation	Related terminology (during Covid-19 pandemic)	Embedded mathematical concepts
Queue, Seating arrangement	Physical distancing	Distance, Measurement, Position
Travel history, Contact with an infected case	Contact tracing	Networks, Graph theory
Number of Covid cases	Covid data, Figures	Different types of graphs (especially logarithmic graphs), importance of axes, Functions
Hand Sanitisation	Touch free/Hands free sanitisation	Sequential thinking
Purchase of necessary items, Rise in prices of essential commodities	Stockpiling/Hoarding	Game theory
Wearing masks, gloves, face covers etc.	Hygiene, Covid Attire, Covid appropriate behaviour	Risk perception due to division of population

References

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- Mishra, K. G. (2020b). Combating epidemics-pandemics mathematically. *Science Reporter*, 57(11), 24-26.
- Mishra, K. G. (2020a). When math meets social distancing. *Science Reporter*, 57(7), 27-28.
- World Health Organization (n.d.). *Covid-19: Physical distancing*. Retrieved from World Health Organization: <https://www.who.int/westernpacific/emergencies/covid-19/information/physical-distancing>