

Michael's essay discussed the increasingly rapid skills-biased technology transformation of the labour market, as well as the ever-widening global supply-demand gap for higher education. Given that the provision of higher education around the globe -- all but required to secure higher wage premiums in the information economy -- is heavily stratified along racial and socioeconomic lines, these trends threaten to exacerbate already historic levels of inequality. MOOCs, heralded as a potential antidote to this problem, are exacerbating it as a result of what he calls "hegemonic design bias." This bias stems from three sources: 1) most MOOCs are developed by prestigious universities that derive their prestige based on whom they exclude, rather than include, and this pattern seems to be replicated in the course content and teaching style of their MOOCs; 2) stale and retrograde pedagogy predicated on the behaviorist paradigm of knowledge transfer rather than knowledge co-creation; and 3) an iteration inequity loop, whereby data from existing courses, at present taken primarily by college educated users (~80% of users), is mined and used to optimize future design, tailoring MOOCs to fit the behavior patterns of those less likely to need them.

Meghna's essay focused on the notion of value in mathematics education, and explored this notion by comparing the National Curriculum Framework of India (NCF 2005) and a successful mainstream Hindi film - Nil Batte Sannata. By using Julian Williams' (2011) notion of 'exchange' and 'use' value of school mathematics, it explored the meaningfulness of mathematics in the lives of millions of marginalised students entering mainstream formal education in India. The expectation of mathematics as being the solution to social immobility is probably highly exaggerated (such as the film), yet its potential use value is barely understood.

The recent policy documents have attempted to reimagine aims of mathematics to locate the 'use' value in disciplinary mathematics. It is yet to seen, if this can be of any use to the many marginalised students who will most likely not either pursue mathematics or mathematics related professions. The one notion related to the use value which comes out strongly both in the film and the policy document is – connecting mathematics to daily life. This theme which seems to be explored superficially in the film, can become the starting point of research on what mathematics can mean for the majority. Unless these are explicitly researched, mathematics' exchange value will continue to dominate the large majority who will continue to live in uncertain circumstances with the hope that mathematics will set them free.