

3rd Open Access Colloquium, ENS, Friday March 27th 2015

**3rd Open Access Colloquium,
Salle Dussane, ENS, 45 rue d'Ulm
27 Mars 2015, 20h-22h**

If Open Access Is an Intellectual Property of Learning

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Now that open access has reached the tipping point in scholarly publishing, as this talk will argue, it is time to ensure that learning remains the primary beneficiary of this new approach to scholarly communication. One way to do that is to bring to the table the historical principles that have developed in the circulation of knowledge over the last millennium or so. By drawing on the historical instances of Bede, Hildegard, and Locke, the talk will present how learning has long been supported as a distinct economic and legal form of intellectual property, long before this concept was formally encoded in modern law. This history will be shown to cast some light on the current and conflicted state of scholarly publishing today, and to suggest principles for assessing various models of open access so that this knowledge from across the disciplines may be globally shared.

John Willinsky is Khosla Family Professor of Education and Director of the Program in Science, Technology, and Society at Stanford University. He also directs the Public Knowledge Project, which conducts research and develops open source scholarly publishing software in support of greater access to knowledge. His books include *The Empire of Words: The Reign of the OED* (Princeton, 1994); *Learning to Divide the World: Education at Empire's End* (Minnesota, 1998); *Technologies of Knowing* (Beacon 2000); and *The Access Principle: The Case for Open Access to Research and Scholarship* (MIT Press, 2006).

John Willinsky has just finished a book that will be published by the University of Chicago Press. It is a history of what he calls "the intellectual properties of learning". The book goes back to medieval monasticism to demonstrate how learning has had special intellectual properties associated with it, in terms of use rights, the commons, and openness. The book concludes with the beginning of the eighteenth century and the introduction of intellectual property legislation, which owes a great debt to learning, even if we have lost sight of that now.

For more information:

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