

For myself, I struggle with the idea that we need to manage access or limit access to content.

In thinking about appearances of having "knowledge" and "wisdom" versus truly having these traits, my mind wanders to the practice of getting certifications. In the IT industry (and I suspect many other industries), many people flock to classes and tests to gain certifications. At the end of the day, they get a few new letters to put on their resume - but, do they really know anything? If the only knowledge possessed is textbook knowledge (or certification knowledge) has anything been gained?

Perhaps part of the issue, in general, is that "For an oral culture learning or knowing means achieving close, empathetic, communal identification with the known (Havelock, 1963, pp.145-6), 'getting with it'. Writing separates the knower from the known and thus sets up conditions for 'objectivity', in the sense of personal disengagement or distancing" (Ong, 1991, p. 45). The main point might be that we don't have to limit access. Instead we need to promote and build how we think about knowledge, wisdom and how we measure and exhibit these characteristics? If we change these perspectives, perhaps that will change how we consume, view, and critique content?

One other thought about limiting access is that it is artificial. Life is messy. Life is confusing, heterogeneous, and constantly changing. Is it inconsistent then to expect that knowledge would be managed, resistant to change and homogeneous? "Mass production by the letterpress did eventually make books cheaper and more plentiful, and this change was crucial. However, the fixity and permanence that printing seemed to give to the written word was just as important in changing the nature of literacy. By contrast, our culture regards digital texts as fluid and multiple structures" (Bolter, 1991, p. 9). So perhaps digital production, storage and access will not only give us open access, but also provide us a knowledge experience that is more fluid, dynamic and natural?

Bolter, J. D. (1991). *Writing space: The computer, hypertext, and the history of writing*. Lawrence Erlbaum Associates, Inc.

Ong, W. (1991). *Orality and Literacy*. 1982. Trans.(New York: Routledge, 2005).