



**RE-designing access to Cultural Heritage for
a wider participation in preservation, (re)use
and management of European culture**



RESILIENCE FOR EUROPEAN CULTURAL HERITAGE

Prague, 5th – 6th March 2020; CU, Faculty of Arts

UNIVERSITY MUSEUM

as a source for creative interactions in arts, science and technology

The paper will focus on the concept of university museum institution and its goals on example of Iowa State University Museums in Ames, Iowa, USA. Iowa State provides a model for how public art can play an important role in improving the overall quality of design work in public spaces and building interiors, as well as an example of how a university can gain local and national recognition for its public art collection.

The Iowa State example will be compared with the campus of VSB – Technical University of Ostrava and the idea of developing university museum in the Czech university.

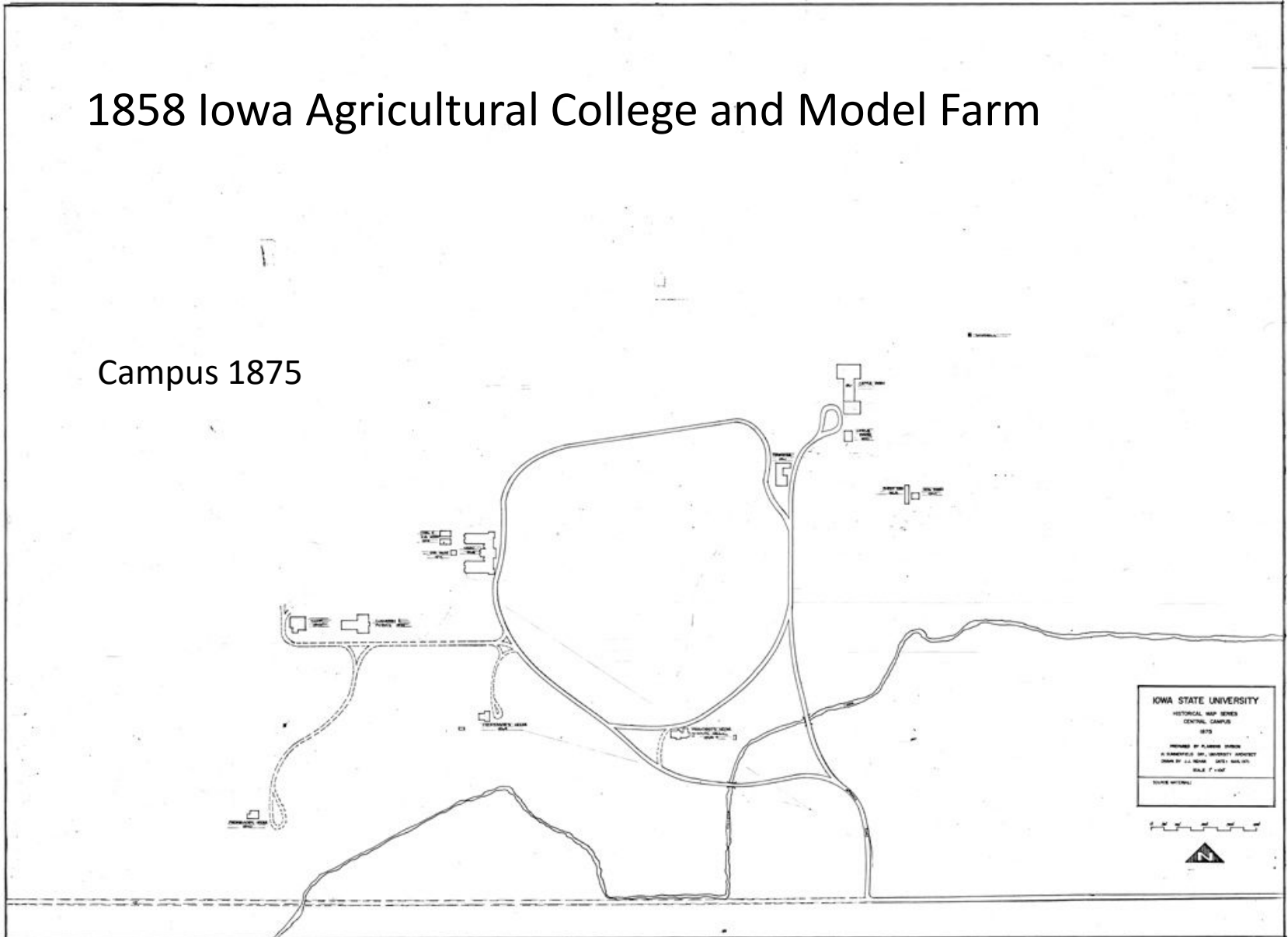
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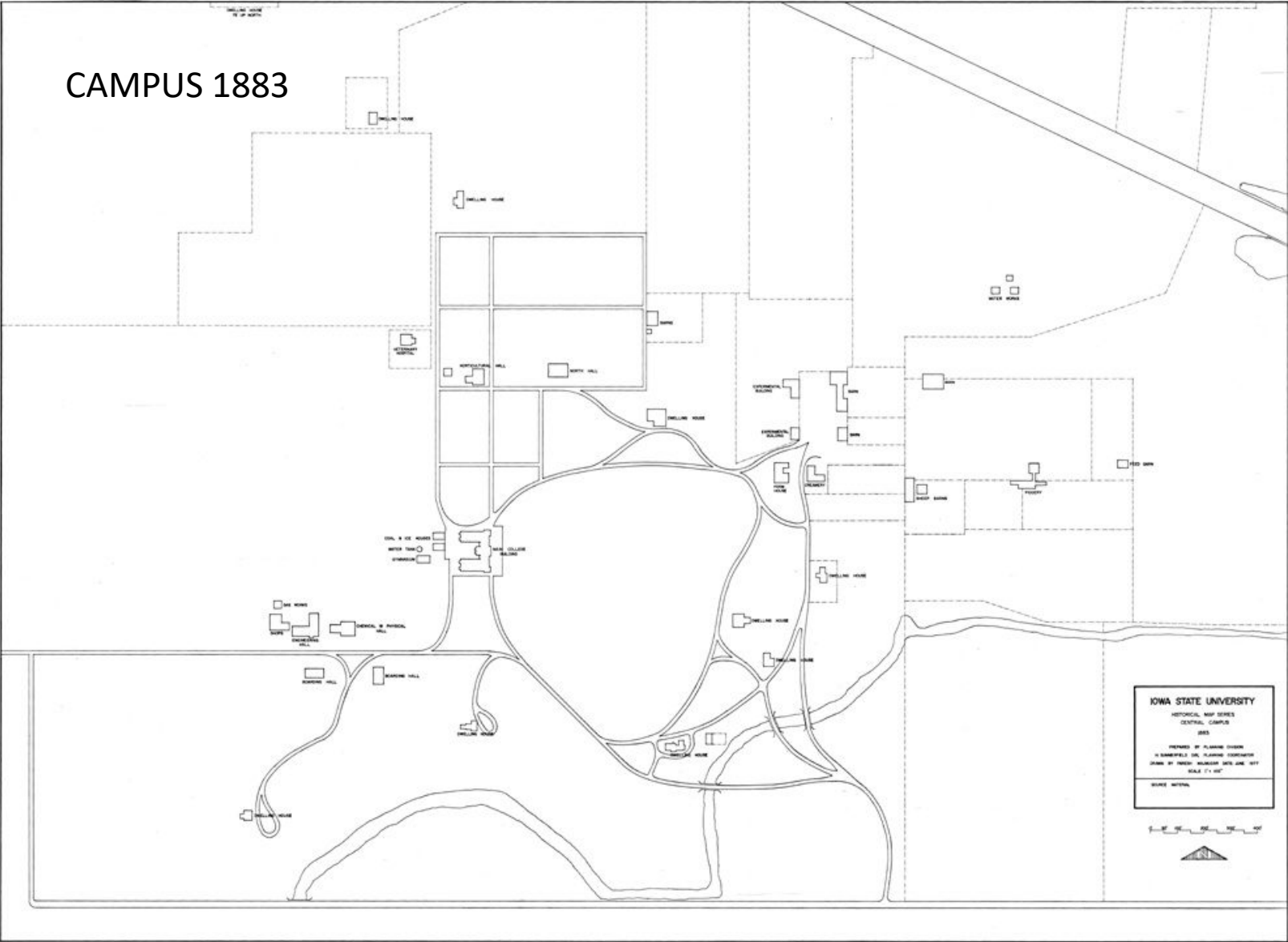
IOWA STATE UNIVERSITY

1858 Iowa Agricultural College and Model Farm

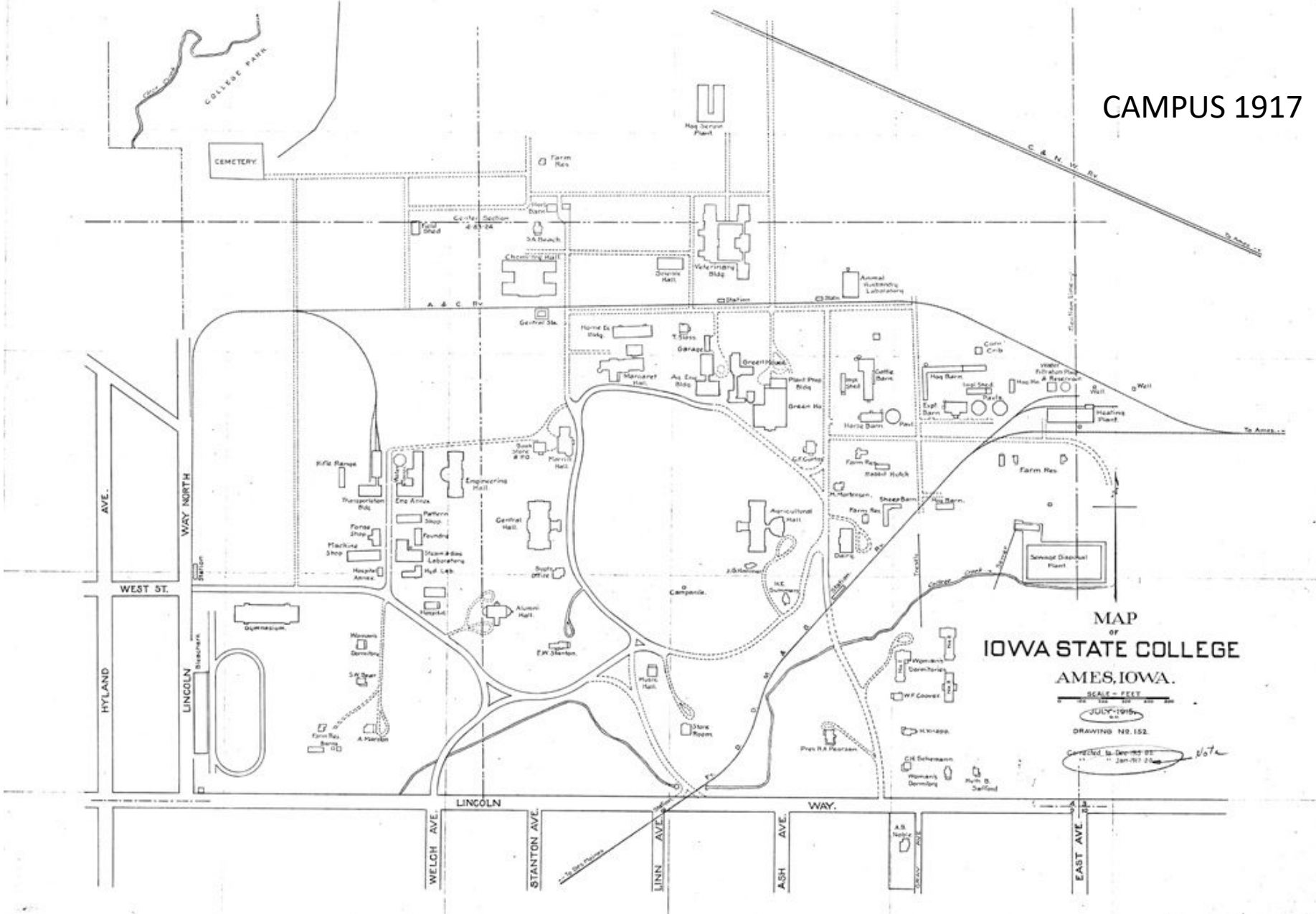
Campus 1875

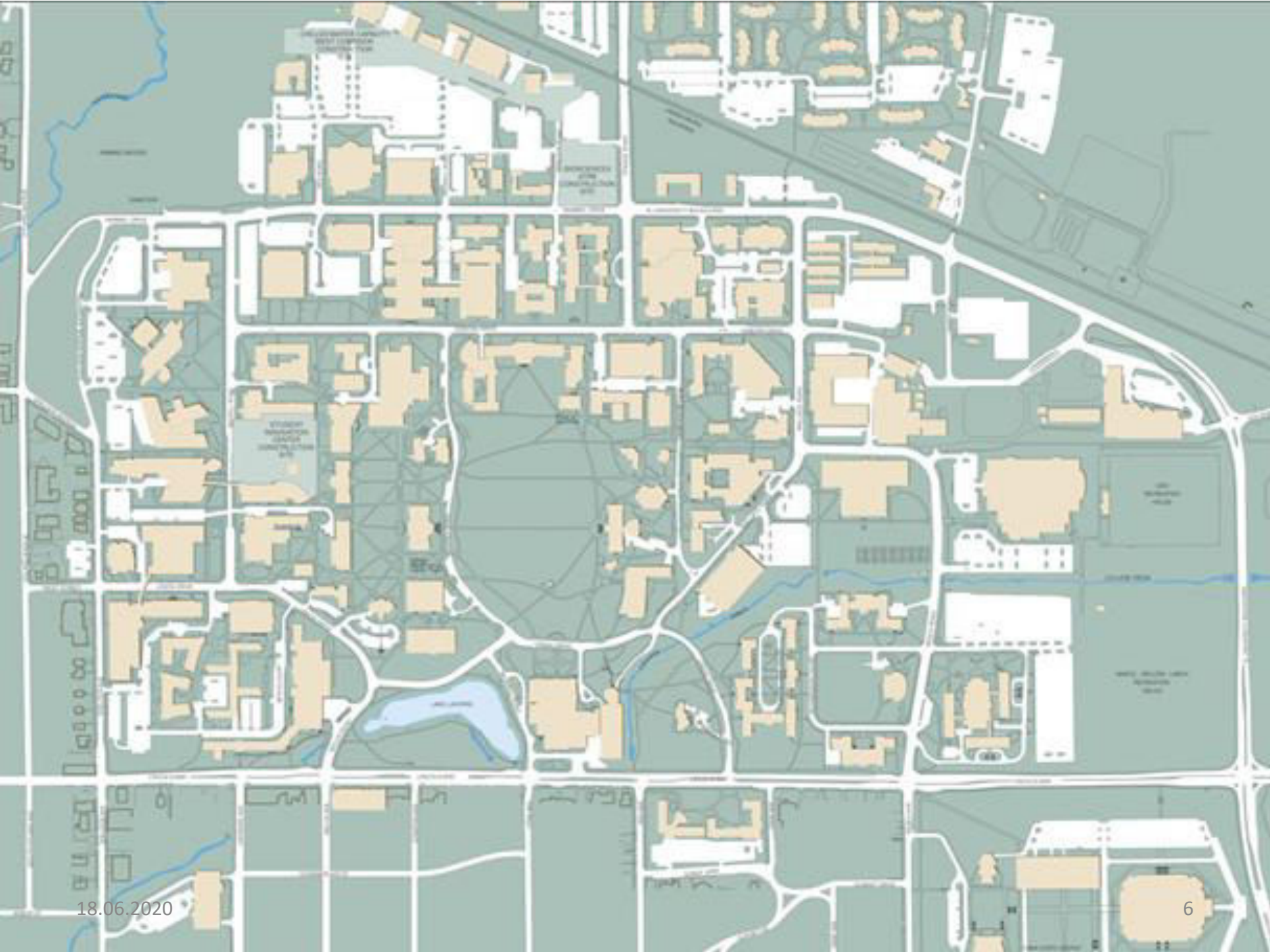


CAMPUS 1883



CAMPUS 1917







IOWA STATE
UNIVERSITY

VISUAL LITERACY: Critical Thinking and Object Learning

- 1. Describe the Art Reminder:** Make a distinction between facts and inferences, but use both. Describe the object so someone who is not looking at it could visualize it. Count, list, categorize, shape, color, texture, etc.
- 2. Interpret the Art Reminder:** Give potential meanings (think about how the artist's design creates meanings/communicates ideas). Consider the object's culture or context. What alternative explanations can you come up with?
- 3. Evaluate the Art Reminder:** How well did the object communicate? Consider your emotional reaction. What is the object's purpose? How could the object have communicated more effectively? Question for Discussion: How might a similar exercise help you in your discipline?







Grant Wood - Breaking the Prairie













Christian Petersen Art Museum

DESIGNED FOR A MODERN LIFE: Decorative Arts & Fashion in the Mid-Century

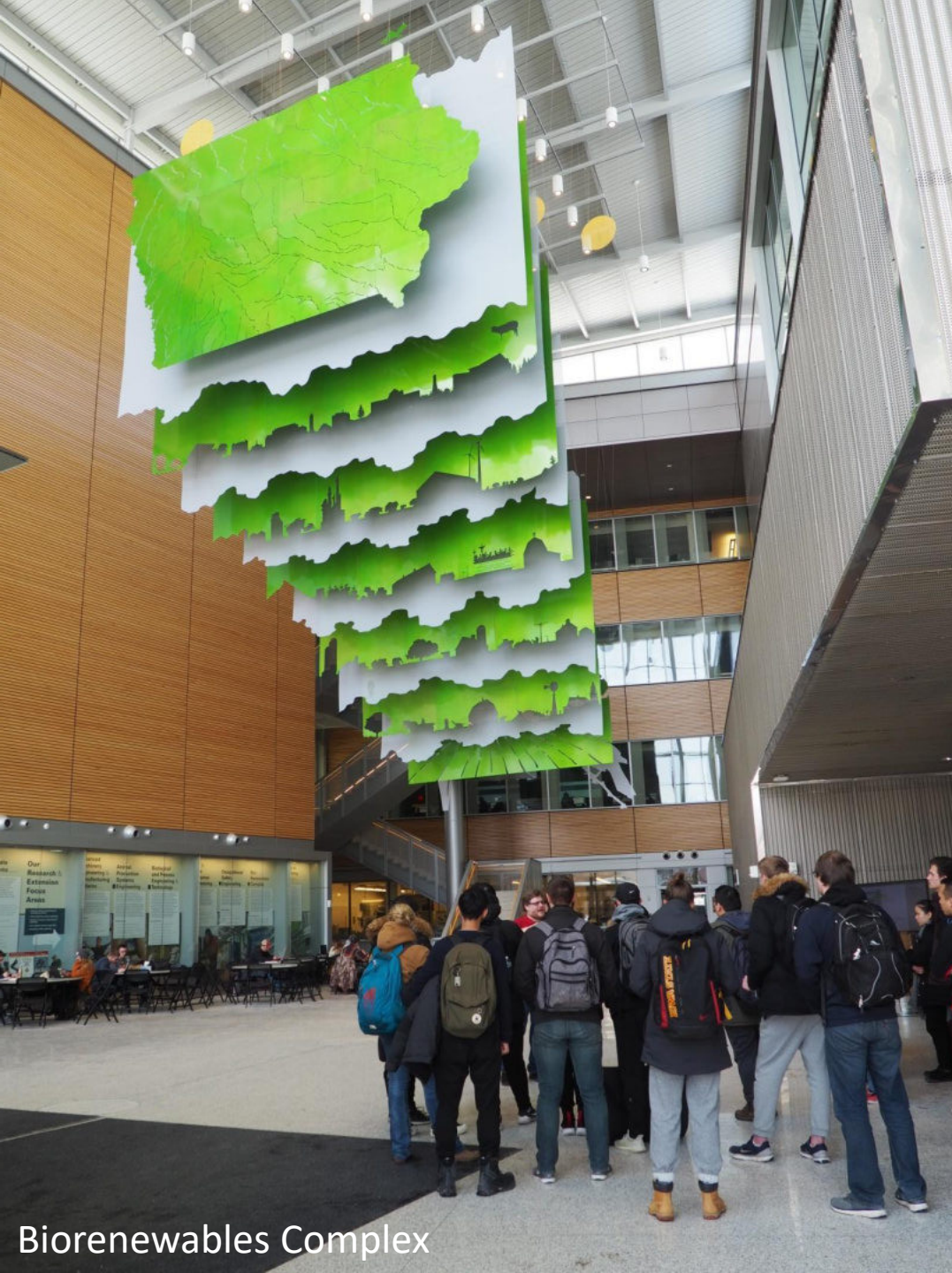
October 25, 2018 - June 28, 2019



VISUAL LITERACY



DESCRIBE INTERPRET EVALUATE



Biorenewables Complex

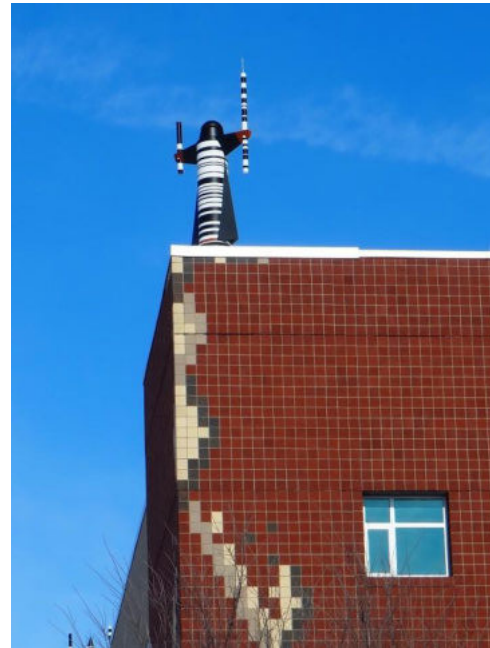
Floating World Ralph Helmick



**LOOK... REACT... THINK ABOUT CULTURAL
CONTEXT... MAKE JUDGMENTS...**



Molecular Biology Building



G-Nome Projekt Andrew Leicester



VISUAL LITERACY: 7 Ways to Read an Object

1. **Manufacture** / What is it made of? How does it feel? How was it made?
2. **Function** / How was/is it used? What other things are needed to make it work, if any? Can you think of other ways to use the object?
3. **Environment** / What are some related objects? What are some possible places it was used?
4. **Development** / What are some differences between this object and similar objects from other time periods? What are some similarities between this object and similar objects from other time periods?
5. **Cross Cultural Comparison** / What are some differences between this object and similar objects from other countries or states? / What are some similarities?
6. **Influences** / Are the design elements or decoration similar to those of other countries or time periods?
7. **Value** / Does the material or decoration affect the object's value? Remember value is not only measured in monetary terms. Does it have societal value? Is the material valuable to the people who use/used it?

LOOK... REACT... THINK ABOUT CULTURAL CONTEXT... MAKE JUDGMENTS...

Visual literacy and learning makes connections with art, history, technology, culture, and integrates these primary educational resources into our everyday lives.

Not all people “see” the same things when looking at a visual or object, but visual literacy can bring everyone to an informed understanding. Just as books are a primary research tool, so too are objects a source of primary information.

Continuing our visual literacy education will teach us to analyze what we see and make educated judgments.





Rudolf Svoboda, *Práce*, 1976-1977



Jindřich Wielgus, *Stéla*, 1969



Vladislav Gajda, *Prométheus / Rozmach vědy, techniky a civilizace* 1968-1973

Eva Špačková – Marie Šťastná – Jakub Ivánek: *Univerzita a umění. Umělecká díla ve veřejném prostoru VŠB-TUO / Art on Campus. The Public Art Collection at VŠB-TUO*. Ostrava: VŠB-TUO, 2017.



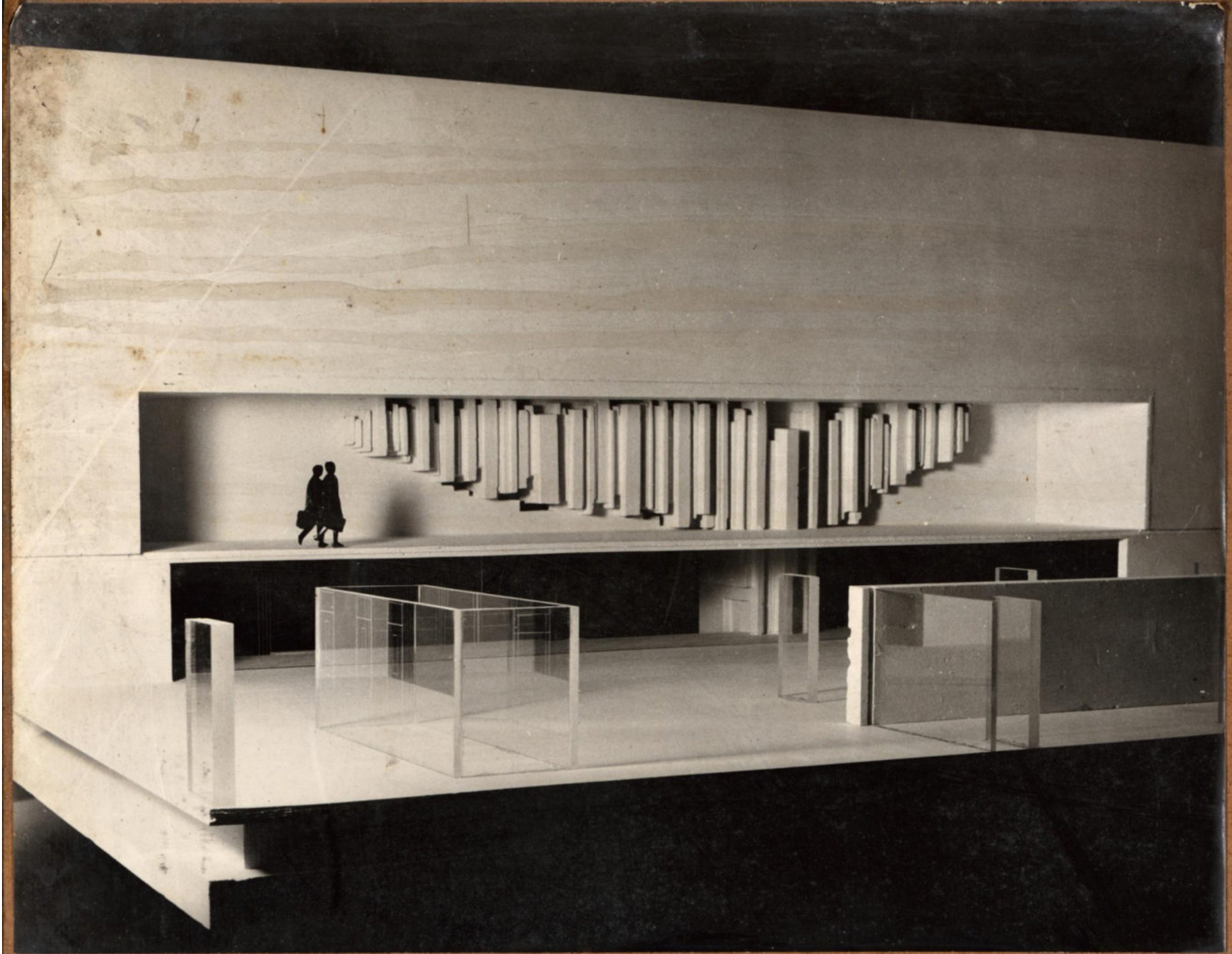


UNIVERZITA
A UMĚNÍ

ART
ON CAMPUS

UMĚLECKÁ DÍLA
V UMĚLECKÉM PROSTORU VŠB – TUO

THE PUBLIC ART COLLECTION
AT VŠB-TUO













OLYMPUS



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POWER



ROTATE



BRIGHT



Architektonické řešení Aleš Student



Restaurátorské práce Pavel Strakoš



Vladislav Gajda *Zrození železa* (1968-1970) původní umístění Nová ocelárna, VŠB od 2019