INTERNET IN THE CONTEXT OF FINE ARTS EDUCATION

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Abstract

The paper deals with the issue of the Internet application in the context of Fine Arts education. It brings closer its possibilities of utilization within the university preparation of Fine Arts teachers, including lectures and seminars with the impact put on web pages focused on presentation of culture-historical, architectonical and artistic works and educational programmes of galleries and museums.

Key words: Fine Arts teacher education, Internet, Fine Arts history, educational programmes of galleries and museums.

1 Introduction

The Internet application has in the recent years become an inevitable part of pedagogical activity of university teachers, also including studies of inclusively humanitarian focus. The Internet has currently experienced more than forty yeas of existence and during its existing development has several times changed and is constantly changing and improving. The original function of the Internet, which was called in the time of its origin differently (its forerunner was ARPANET and NSFNET), was totally different as today. To offer the complete overview we briefly introduce the introduction and development of the Internet. During the Cold War an effort has originated in the US army to connect computers without the central point. The Ministry of the US Defence thanks to ARPA (Advanced Research Project Agency) organization financing created the first net by computer intertie, which was given a name ARPANET. This net, which originally intertied 4 computers, is considered to be the Internet forerunner. The main knot of this net, which is chronologically considered to be the first knot in the Internet history, was in the University of California in Los Angeles and originated in September 1969. The second knot originated in October the same year in Stanford Research Institute (SRI). Three years later ARPANET net had 37 knots, the following year crossed USA borders and other knots were interconnected to it in Norway and Great Britain. The knots were increasing, but due to security of data transfer the scientists divided data to smaller parts, called packets, sent by server via independent link. By this the project lost its importance and therefore was its original part (ARPANET) disconnected and ceased. In fact it did not cease but was renamed to current Internet. Non-military organizations also showed interest for the Internet, one of them was NSF (National Science Foundation), organization to support the science and research. NSF in 1986 created a net, so called spine – NSFNET to transfer the information by interconnection of five super computer centres in the USA, and which was connected to ARPANET. Because NSFNET did not have so many restricting rules as ARPANET it developed faster. The era of wide spectral Internet utilization for other than military and scientific uses has started. Gradually similar European nets joined this net like EUNET and EARN, Japan net JUNET and British net JANET. The decisive period in the Internet development were the years 1989-1998 when i.e. legal conditions were adjusted by legislation to commercialise the Internet. The biggest Internet growth began when the British computer expert Timothi Berners-Lee in 1991 created the

WWW Internet service with the purpose to improve communication among scientific workplaces in different parts of world. Possibilities in data, video, and sound transfer, provided by this service, have become a big attraction for common people and become the basis of mass worldwide Internet spread.

2 Internet in the context of Fine Arts education

Internet in the context of Fine Arts education can be examined from different aspects. On one side it can be viewed as a transfer medium of different information and services (e.g. electronic mail, chat) and system of inter connected web pages and documents of World Wide Web (WWW), by help of which the user has access to enormous number of information, also about the Fine Arts. On the other side the theory and history of art from the last years of the 20th century record the phrase "Internet art", defined as "mainly democratic" art, which "basic feature is interactivity" (Dempsey, A., 2002, p. 286). Soon after the World Wide Web net introduction in 1989 the Internet became "the free tribune of artistic creation" (Dempsey, A., 2002, p. 286). The primacy in the area of Internet space creation for artists with educational efforts is attributed to the Medial Centre Ljudmila in Slovenia, which was funded by Soros Open Society Institute (see: www.ljudmila.com). The terminology defines artistic activities of such type with terms like "multimedia, hypermedia", eventually "intermedia". "The term multimedia has stabilised as a term for text, static picture integration; computer animation, video sequence, and sound in the form of interactive programme recorded on information carrier, as well as computer nets" (Geržová, J., 1999, p.175). The way of multimedia documents publishing by the means of HTML language (HyperText Markup Language) and HTTP protocol (HyperText Transfer Protocol) are utilised by many institutions like museum, galleries, artistic associations, schools, magazines, as well as artists – individuals for collection presentation, own activities and their work. The current tendencies related to this topic of information society in the context of European Commission programs of science and technology development, within which was the 5th framework program defined in the Commission proposal as "creation of information society friendly to user" and in next represented by "Program for technologies of information society" (program IST, approved by Ministerial Board for science and research on 22nd December 1998), reflect also the issue of cultural heritage (key action III. – Multimedial content and tools, for further info see: Prokop, I., 2001). The component of the 21st century first years projects focused on cultural heritage were also the thematic groups Visualisation and Heritage for all, for the year 2001 the supportive measures were held for the field of interactive publishing, digital content and cultural heritage, namely: 1. Digital content publishing, 2. Heritage for all, 3. Digital collections of future generation. The goals of these projects focused on creation of dynamic infrastructure for digital recording of cultural values and mapping of current cultural scene in European, or wider world context, at the same time online access of documents for wide public on basis of easy accessible digital archive applications, searching technologies and tools, services and sources, all these are approaching also the area of university education (included lifelong education of university teachers), particularly in connection to its quality improvement. The Internet offers to professionals, as well as wide cultural public access to cultural heritage in international context on many www pages. It is possible to reach virtual galleries and museums expositions at ICOM page (International Museum Board): www.icom.org, and at page CHIN (Canadian Heritage Information Network): www.chin.gc.ca. Today all famous

world galleries and museums its own web page, on which we can get to complex online information on collections or authors, as well as different educational activities, event. gallery animation of individual institutions. Galleries and museums of current art in world, e.g. Museum of Contemporary Art v Sydney in Australia - http://www.mca.com.au, offers practical and theoretical schools programs for primary, secondary and tertiary students. Museum of Contemporary Art in San Diego in USA - http://www.mcasd.org/ or in Chicago http://www.mcachicago.org/ inform on wide spectral educational programme specialised on teacher development, school programs, family programs, podcasts, talks and discussions, workshops and demos, community engagement. It is notable that all teacher programs of MCA Chicago are free for Illinois educators. Education as an important part of its program present also other galleries of current art, e.g. Smith College Museum of Art in Massachusetts - http://www.smith.edu/artmuseum/collections/contemporary/, or Whitney Museum of American Art in New York - http://www.whitney.org/index.php, present also Performance, Film and Video, as well as Whitney Live. Informal conversation, interactive learning and community programs are also offered by The Walker Art Center Minneapolis - http://collections.walkerart.org/ and as The Worlds Interactive Art Gallery are presented The Saatchi Gallery in London. Next - http://www.saatchi-gallery.co.uk/ offers virtual tour of all its expositions. Other museum in London, Victoria and Albert Museum-http://www.vam.ac.uk/ has also in its program education and promises dynamic programmes and resources to school students and teachers also in the form of workshops. Museum of Fine Arts Boston-http://www.mfa.org/ with quality grafics and design offers tour of museum collection in the form of Interactive Tour with detailed description and characteristics of presented artefacts. The Museum of Modern art in New York-http://moma.org/ has from all the examined galleries and museums the most coherent and at web page published program addressed towards the visitors – laics, as well as teachers. Except for the outstanding Online Activities and International Program we have been interested by the chosen issue mainly the program Modern Teachers with categories Guides, Themes, Activities, Artists, Media a Collection Areas with subcategories Cities, Environment, Everyday Life, Identity, Landscape, Materials and Process, People, Places, Portraiture, Social Commentary. Detailed information with particular Lessons in the form of A Guide for Educators were created by Department of Education at the Museum of Modern Art. This Internet guide includes interesting examples of verbal and nonverbal creative interpretation of fine arts works from the period of 19th and 20th century being systemized in the above mentioned thematic parts. WWW pages of galleries and museums in Slovakia could be found at the web page of Ministry of Culture of the Slovak Republic: www.culture.gov.sk. The Slovak National Gallery seated in Bratislava informs at its web page www.sng.sk about rich offer of educational programs among which do not absent: lecturer support, creative workshops for children, animations, art therapy, and other activating programs. In the Czech Republic with the complex services and self-contained program addresses the interested the National Gallery in Prague offering also virtual tour - http://www.ngprague.cz. I National Gallery in Prague was during 1. 9. 2006 - 31. 8. 2008 conducted a project: ArtCrossing – multimedia educational project for pupils, students and teachers, which was focused on quality improvement of information literacy and student, pupil, and teacher competence development at fine art and musical education implementation, more at: www.artcrossing.cz. Except for the presentations of individual cultural institutions the interested person can reach the textual information on

artists and their works directly through searching engines, e.g. Google-www.google.sk, which represents the most coherent engine on the Internet. The important source of information on Fine Arts is represented also at the web pages of Auction Houses, magazines, schools and particular events (e.g. biennial). The possibilities of simple and instant online information access thanks to searching system with the help of key words are compared to classical encyclopaedias and traditional libraries incomparable.

4 Conclusion

The new information technologies application and the Internet possibilities utilization for the quality improvement of the educational process at universities is currently inevitable part of university teacher not only in the relation to students, but also in the context of own preparation and lifelong education.

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Lecture opinion:

The paper deals with the issue of the Internet application within the university preparation of future Fine Arts teachers. Focus is put on its utilization in education, it mainly reflects the conception and content of web pages of international and domestic professional institutions, which except for the presentation of culture-historical, architectonic, and artistic works recently devote its attention to different educational programs for pupils, students, and teachers, as well as for laic public.

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