The CAPuS E-Learning Platform for the Conservation of Art in Public Spaces
(two online open courses, outcomes of an Erasmus+ project)

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Intended audience: students in conservation and restoration of Cultural Heritage and professionals and operators in the field

ABOUT CAPuS

CAPuS - Conservation of Art in Public Spaces is a three-year project co-funded by the European Commission under the Erasmus+ Knowledge Alliances Programme (www.capusproject.eu). The aim of the project was to contribute to the formalization of possible strategies for the conservation of urban art by involving all possible stakeholders: HEIs, companies, museums, local administrations, heritage protection bodies, professional conservators, artists and local communities.

As part of the project the guidelines and protocols developed within the project work packages (WPs) were processed and transformed into educational and training resources including the CAPuS e-learning platform.

CAPuS E-LEARNING PLATFORM

It is a free moodle-based M.O.O.C. (Massive Open Online Course)

By accessing the platform users find two courses addressed to two different audiences:

➢ students find a self-learning course,

➢ lecturers find guidelines and materials for their lectures.

Both student and lectures can pick up their own selected topics. Each unit is self-consistent and the whole course is organized according to a modular approach.

This poster illustrates the self-learning course for students
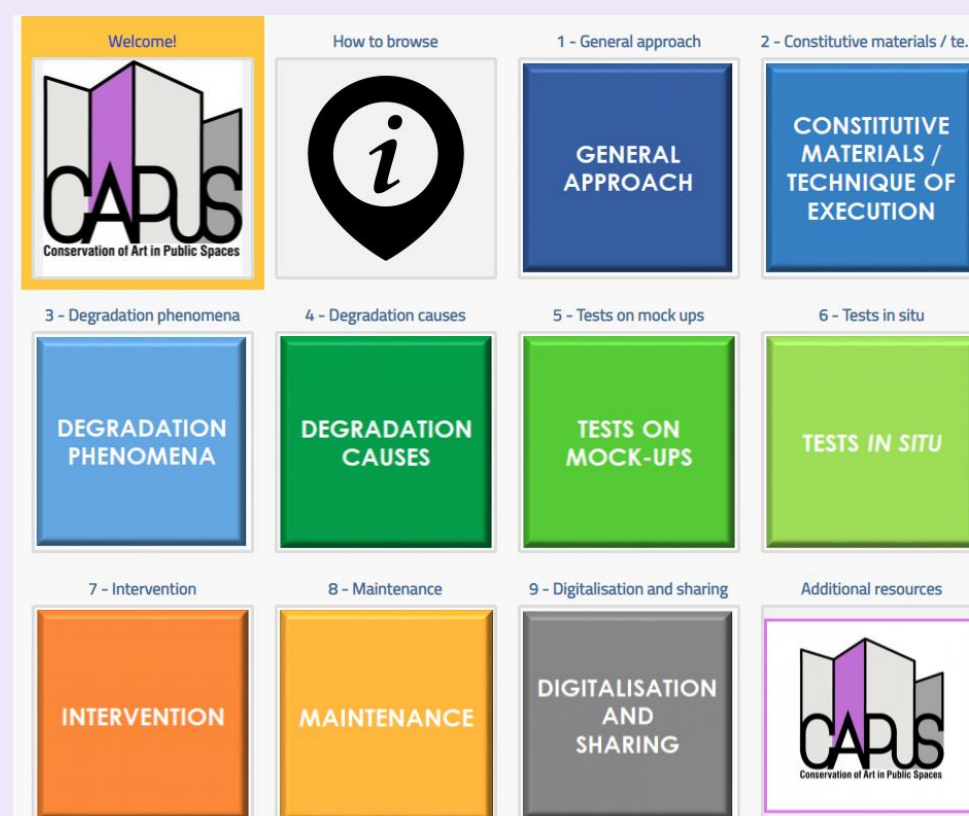
SCAN ME
TO EXPLORE THE CAPuS
E-LEARNING PLATFORM

DESIGN AND IMPLEMENTATION OF THE SELF-LEARNING COURSE

The challenge was to identify strategies and implement tools for:

❑ keep a modular approach in an inherently sequential process;

❑ guide the students along the path even without a reference teacher.

The key element to address these objectives was identified in the map of the phases of the conservation project: from the study of the context of the artwork to scheduled maintenance.

For each box associated with the methodological model, a "workflow" of self-learning activities opens up, which proposes "stimulus-questions".

In each unit the "**Activity workflow**" guides the student through the main steps of the learning process.

The **questions** divide the path into units, each focussed on one of the many aspects that are treated within the steps provided by the methodological model.

AN EXAMPLE: SECTION 4 – DEGRADATION CAUSES

Introduction

Section 4 covers the origin of the different degradation phenomena and the relationship between the object and the outdoor environment, as well as the impact of the urban context. The analysis of the causes for degradation is a fundamental step in the definition of effective conservation treatments and interventions.

Activity workflow

① Include your keywords in the word cloud for "degradation causes"
② Select the suggested question and dowload the "tools" inside
③ Read the e-book
④ Interact with the video
⑤ Train your new skills
⑥ Write your own answer and read the conclusion from CAPuS

4 - Degradation causes

DEGRADATION CAUSES

① Start from Keywords - You will use WOOCLAP (external link) to include your words into a word cloud

② Is there a 'protocol' that guides the conservator from the information-gathering phase to a hypothesis about degradation causes?

③ Guide for protocol design and processes agents forms - Focus on murals (e-book)

④ IN SITU description of deterioration forms - Focus on murals (interactive video)

Student Learning Outcomes

a) Knowledge and understanding
Know the forms of deterioration, deterioration processes and deterioration factors
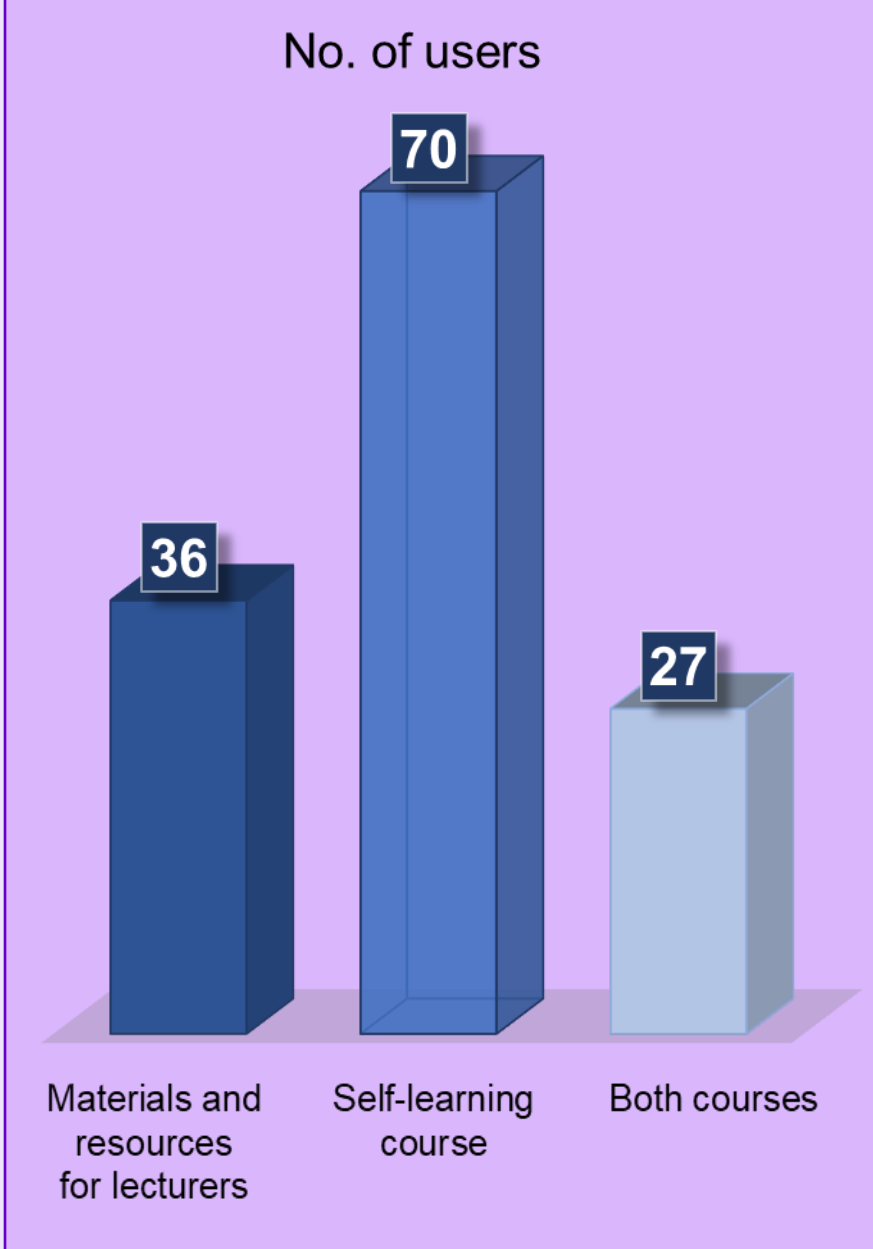
b) Applying knowledge and understanding
Identify the various forms of deterioration
Suggest, by means of on-site observations, which are the possible agents/processes of deterioration
Properly define a sampling plan
Properly suggest the analytical investigation to understand degradation phenomena

c) Communication skills
Acquire the specific glossary of forms of deterioration
Present concisely the aims of the investigation on a degraded artefact
Describe the conservation issues that have been highlighted on the degraded artwork after naked eye observation and after examination with destructive and non-destructive analytical techniques

NUMBER OF USERS

The CAPuS e-learning platform was launched on June 5, 2021. It now has over one hundred users.
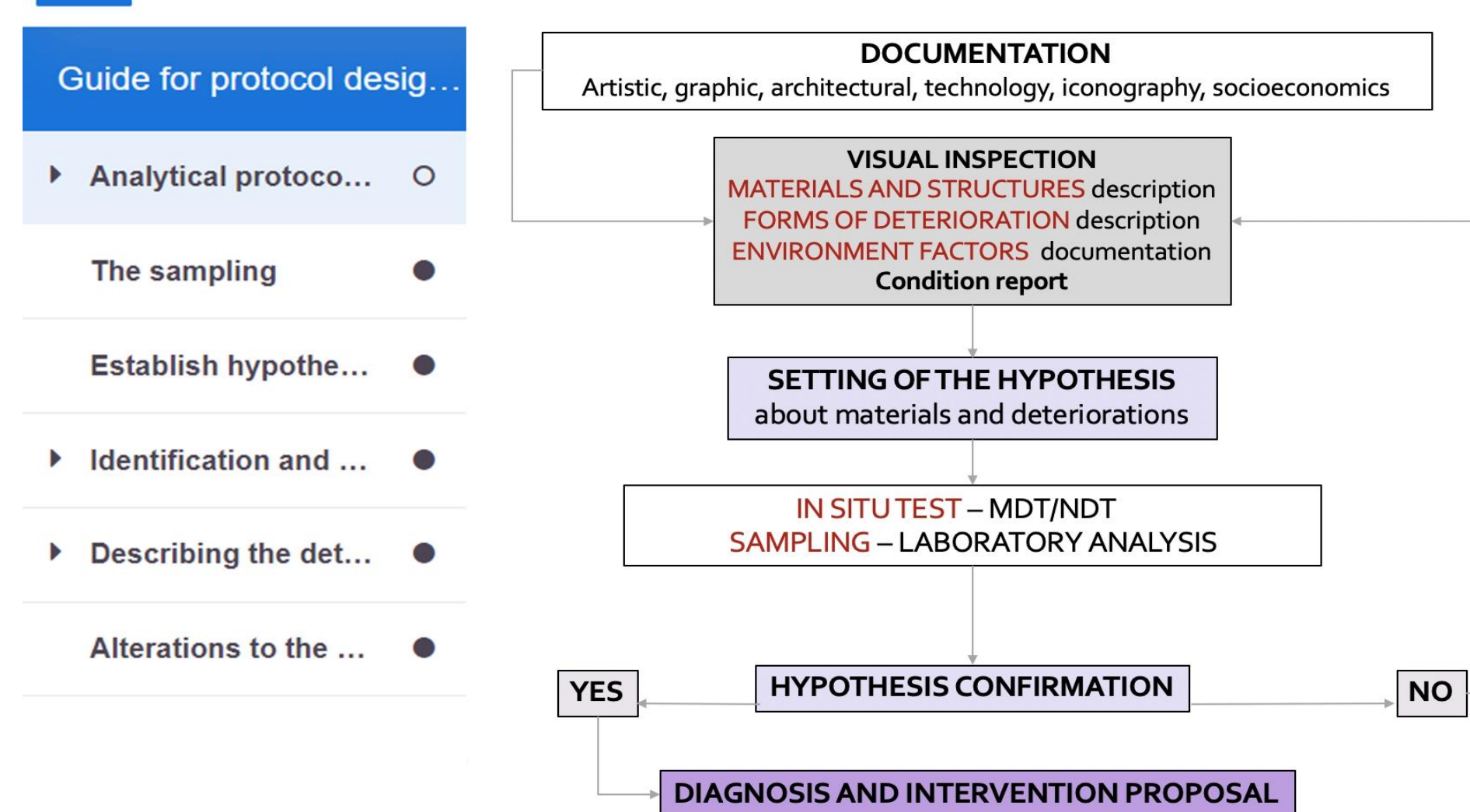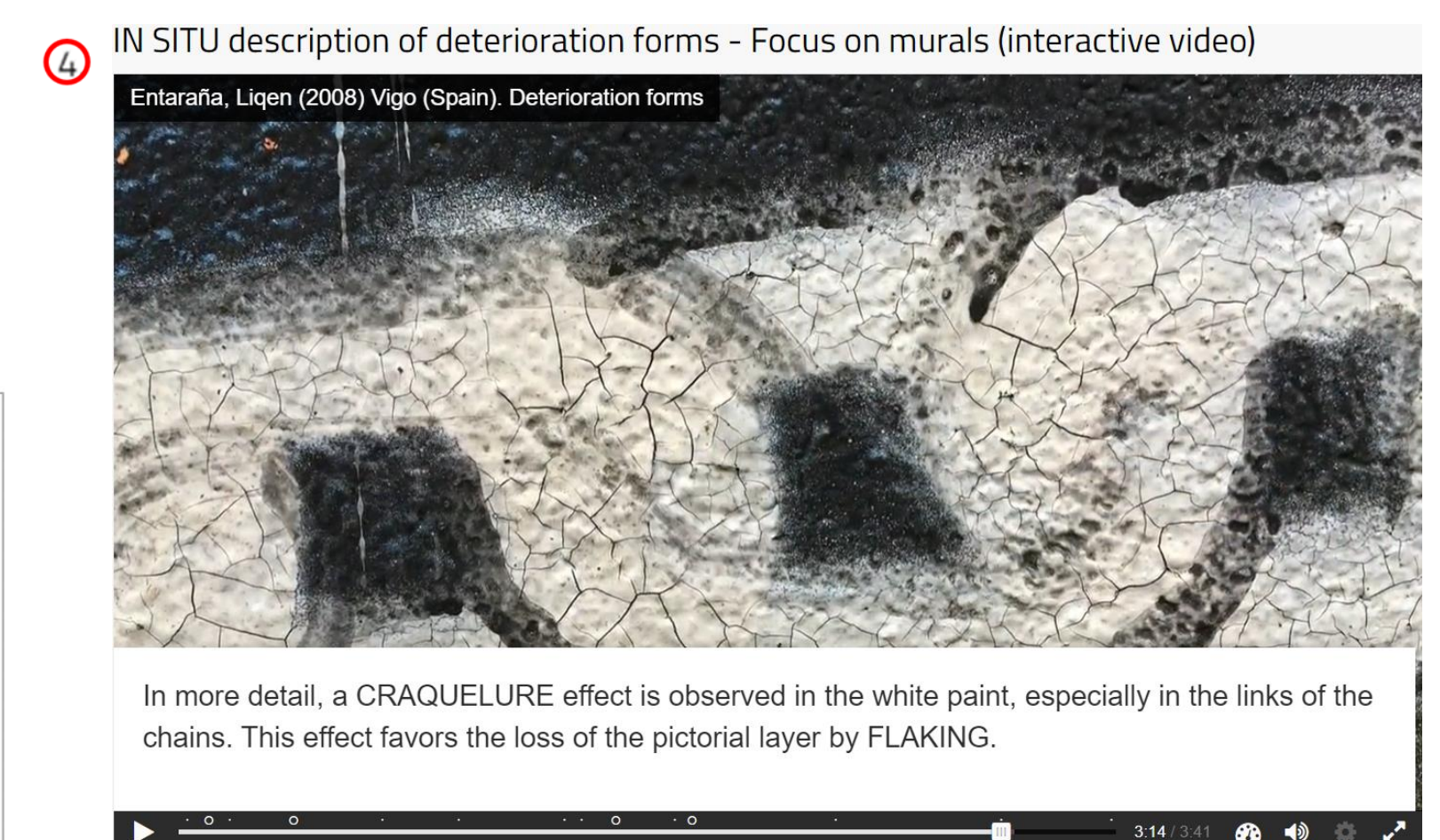
No. of users

Materials and resources for lecturers	Self-learning course	Both courses
36	70	27

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② Entaraña, Liqen (2008). Vigo (NW Spain)
Is there a 'protocol' that guides the conservator from the information-gathering phase to a hypothesis about degradation causes?

To answer this question students are invited to download the Table of alterations and use it to get inference of the alteration causes. The table lists forms, agents and mechanisms of alteration of supports. The document is accompanied by bibliographical references

③ Analytical protocols for the investigation of degraded artworks

Guide for protocol desig…
▸ Analytical protoco… ○
  The sampling
  Establish hypothe… ●
▸ Identification and … ●
▸ Describing the det… ●
  Alterations to the … ●

DOCUMENTATION
Artistic, graphic, architectural, technology, iconography, socioeconomics

VISUAL INSPECTION
MATERIALS AND STRUCTURES description
FORMS OF DETERIORATION description
ENVIRONMENT FACTORS documentation
Condition report

SETTING OF THE HYPOTHESIS
about materials and deteriorations

IN SITU TEST – MDT/NDT
SAMPLING – LABORATORY ANALYSIS

HYPOTHESIS CONFIRMATION   YES / NO

DIAGNOSIS AND INTERVENTION PROPOSAL

How to design an analytical protocol is summarized with a flow chart. The whole procedure is described in detail in an e-book and is demonstrated by a case study.

④ IN SITU description of deterioration forms - Focus on murals (interactive video)
Entaraña, Liqen (2008) Vigo (Spain). Deterioration forms

In more detail, a CRAQUELURE effect is observed in the white paint, especially in the links of the chains. This effect favors the loss of the pictorial layer by FLAKING.

Watching the H5P interactive video, students are trained to identify the deterioration forms from which the case study suffers, to learn specific terms to describe the deterioration forms and processes and to reflect and formulate hypotheses on the possible causes.

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⑤ Train your new skills on murals!
You will find more examples in the CAPuS digital repository.

about 100 artworks to train on, each has its own data sheet with general information, technical and conservation documentation https://www.capusrepository.unito.it/

⑥ Share your thoughts on the topics addressed in this section and read the conclusion from CAPuS

Each teaching unit always ends with a final part in which the teacher/avatar proposes a reflection on the contents used and stimulates the students to draw their own conclusions, to be compared with those proposed by the CAPuS project.

Additional resources and material available for download

- CAPuS Digital Repository - stores, preserves and provides open access to a wide range of information and documentation on the contemporary public artworks that were studied within the CAPuS project.
- CAPuS Glossary – multilingual and illustrated, it is divided into two sections, Street Art & Graffiti and Conservation. Overall, it counts 141 definitions.
- CAPuS condition report form.
- Suggested readings (from literature and web).