

A Study on the Architectural Education System in Iranian Universities in Order to Solve the Identity Crisis of Contemporary Iranian Architecture

Abstract

Education methods are one of the most significant topics today, the main purpose of which is to find new solutions to improve the quality of learning. Iran's educational structures have not changed much in recent decades and one of the main reasons is the unfamiliarity of professors with new teaching methods. Iranian architecture education, similar to other sciences, is associated with its own problems and complexities. To conduct this research, via an inductive analysis of theoretical content, primary, various methods of teaching, review and theoretical and practical classification have been done, then each in two categories, including methods and practical solutions, is modeled and the content framework of their constituents is specified. In the method section, our goal is to determine the general framework for the formation of its thematic content in terms of the intended educational method. In the process option, the application and the procedure of using the mentioned method and possible tools in that educational process are specified. In the next step, the selected cases have been comparatively evaluated based on the effective criteria in Iranian architectural education, with the aim of finding possible potentials for future research. Finally, after the theoretical analysis of educational methods with effective structural criteria many potentials have been identified, among which the problem-based method is one of the valid solutions; however, an accurate evaluation of each category requires further research.

Research aims:

1. Examining the types and methods of education and the conditions of their use.
2. Analysis of theoretical and practical teaching methods and understanding of methodological frameworks in architecture.

Research questions:

1. What are the types and methods of education in the structure of Iran's educational system?
2. What methods and structures are applied in teaching architecture in Iran?

Keywords: architectural education, structural methods and criteria, practical and theoretical education.

Introduction

In the past, given that all societies had their own cultural space, the issue of identity was often not critical; excluding in cases where the issue of proximity in culture and intercultural relations became the issue of cultural domination and authority. In the contemporary period, after the expansion of global relations, and specifically after the formation and development of hegemonic relations between the colonial and capitalist countries and the cultural confrontation between different lands and ethnicities and races and subsequently the expansion of the global network; the issue of identity has been raised at various levels, layers and aspects and in almost all lands. The issue of identity in Iranian architecture has been raised many times since the beginning of the present century and answers have been given to it in theoretical fields and in the realm of design. In modern times, the situation is such that the speed of change has increased so much that environmental builders are not allowed to dominate the situation, so they do not have the opportunity to gain experience and convert raw materials to human needs. During this period, skepticism regarding previous findings has also been created and commitment to them has been diminished. The consequence of this situation is the formation of a confused identity that can be seen even in architecture. Thus, in the present age, the tendency towards identity has found an imitative aspect. Obviously, imitation of traditional architecture cannot shape an architecture with identity. The crisis in our architecture began when the closed doors of traditional architecture were opened to another world and the existing balance in society was lost. The culture and attitude of the West entered the living and architectural space of the people of our land rapidly and incompletely; hence, there was no opportunity to study and refine the issue based on our own culture and identity.

The study records related to this research and based on the issue of identity and architecture education have been discussed in various sources. In recent years, several works with the focus on

identity in contemporary Iranian architecture have been written, but only a few of them have studied this important issue. During their research, Lalbakhsh et al. (2019) examined the model of teaching architectural design based on identity and interactive thinking in Iran. This study aims to provide a model for teaching identity architecture design in order to reduce the gap between academic and professional education. This research is qualitative and based on causal and post-positivist theory, which has been done inductively and with regular and categorized collection of first-rate data, and seeks to explore the issues surrounding architectural design training in a participatory manner. The results of this study show that this model, while enhancing education, makes design education more efficient among students and can reduce the gap between academic education and the labor market to a large extent. Hassan (2018) in his article entitled "Investigating the use of visual tools in architecture education", believes that the purpose of his research was to investigate the impact of photo tools and past identity in architecture education. The research method was an educational experiment in which a photography exhibition was held as a tool for learning and evaluation in the curriculum "Human Factors in Landscape Architecture". The study concluded that the experiences gained from seeing the exhibition photographs promoted creativity; In addition, the evolution of knowledge occurs through the viewing of images and themes and the reciprocal and contrasting relationships between them.

Therefore, according to the above, in the present study, in addition to acquiring available resources, it has been attempted to review how architecture is taught in Iran and it is believed that as the first step, the reliance on a single curriculum should be neglected and a flexible system should be designed. At the macro level, based on the necessary necessities and by defining accurate and useful goals derived from global and local challenges (Iran) and based on the components of identity-building education, the relationship between identity and Iranian architecture education is focused upon. The research tool was reviewed by academic researchers accomplished by questionnaire and interview based on the hypotheses, it was suggested that architectural design training based on attention to the original Iranian identity would be given more attention and at the end suggestions for more attention to the component of identity training of the university system were presented.

In this paper, the research method is descriptive-analytical and applied in terms of purpose. The method of collecting information is survey (field) which has been done through a questionnaire.

The statistical population of this research is 100 people from the total number of expert professors of the country's schools of architecture. The sampling volume in this research using Cochran's formula is 79 people. Due to the facilitation of this sampling, five prestigious universities in the country are the University of Tehran, Beheshti, Elm va Sanat, Razi, Kermanshah and Kurdistan. Data analysis of this study using correlation methods and exploratory factor analysis with SPSS software.

Conclusion

The sources of extracting architectural patterns on the one hand lie in the cultural capital of Iranian society and on the other hand, in the natural context of this land. Thus, perhaps moving from lower levels of culture (productions and patterns) and moving toward eliminating its inefficiencies will help rebuild the paradigm and reorganize culture. The ability of architects and designers to retrieve and create patterns from the heart of the cultural capital of any society, will establish an interactive and two-way relationship of cultural components and will support the collective identity of a society. In a simple language, although the roots of today's Iranian architectural crisis are not limited to architecture itself and include a set of factors in the cultural paradigm of society, we can hope to improve the crisis by creating efficient models. To get rid of this crisis, work must be done to revive the Iranian identity. The important issue here is that the same architectural principles of the past cannot be applied to the present in the present, but what matters here is the category of time. A successful designer must be able to create works worthy of the original culture and civilization of this land in each period according to the needs of his time; therefore, the designer must identify the needs of the present age and tactfully design a work appropriate to the time but with a perspective of originality that will be considered and emphasized by the majority. Therefore, such researches aid the recognition of identity; elevate its significance and establish its place in contemporary Iranian architecture. Without doubt, proper training in this regard can assist in this regard. Considering the problems of architectural education in Iran, which include the lack of accurate and useful goals, planning and evaluation; one-level training at the level; the dominance of the detailed view in those areas and the lack of attention to the content required for the education of identity-oriented architecture make the necessity of providing a suitable container for the education of identity and identity-building architecture even more urgent. In other words, for teaching architecture in Iran, one should first refrain from relying on a single curriculum, and then

design a flexible system at the macro level based on the mentioned needs and by defining precise and useful goals derived from global challenges and local features. Finally, it is suggested that architecture education for identity-oriented architecture education undergo the following changes:

- 1- Utilizing the knowledge of Iranian indigenous architecture, which itself has many achievements in terms of national identity (preservation and continuation of indigenous, traditional and identity architecture patterns).
- 2- Presenting units related to "Iranian past and original identity" in interaction with architectural design workshops.
3. Emphasis on interdisciplinary courses and topics related to sustainability and socio-cultural and economic identity along with the ecological and traditional identity of Iranian architecture.
- 4- Presenting and implementing various models of teaching traditional architecture and identity building.
- 5- Emphasizing the relationships between ideas, designing and finally evaluating projects based on architectural components and identity-building training.
- 6- Holding workshops to evaluate the work of architects who try to provide examples in the professional community.

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