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Educational Model of Architecture Based on the Professor's Position (Case Study: Students of Selected Universities of Iran)[1]

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ABSTRACT

Among the elements of the education system, the teacher element is the most important one, so professors and teachers are the underlying agents for the renewal of pedagogy. It is hoped that the lack of effective position of man in traditional education of architecture is removed in contemporary architecture education by investigating the human component, profound vision, and principles that architect masters acquired when they were solving the problems ruling the implementation of the building, creating a relationship between new building and environment' texture, illustrating accurate human relationships and teaching these principles in details and accurately to their students.

This study aims to improve the quality of higher education through an introduction to a model of a competent professor in Iran's higher education. To do this, a qualitative study with a content analysis approach was done. Semi-structured interviews and participant observation were used to collect data.

The main question of this study is asked students of Selected universities of Iran about the characteristics of a competent professor. The information indicates that the average of the total dimensions of human existence, cognitive dimension, wisdom dimension and skill dimension were reported as 3.605, 3.701, 4.097 and 3.017, respectively. It can be seen that the average score of the total score as well as the average score of the cognitive dimension was above average, the average score of the wisdom dimension was desirable and excellent, and the average score of the skill dimension was poor.

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[1] The present article is derived from the first author's doctoral dissertation entitled *"Explaining the architectural education model based on human position research case of architectural engineering bachelor's course*", which is being developed under the supervision of second, and the advisor of the third author at the Islamic Azad University, Science and Research Branch, Tehran.

Introduction

Historical evidence shows that architectural education in Iran was once based on a deep relationship between teacher and student, and relied on religious, philosophical, and experience-based teachings; however, today, with the advent of the modern and academic education system, this deep human and epistemological bond has diminished. In such circumstances, the position of the teacher is no longer simply reduced to that of a transmitter of knowledge, and his educational role and role as a role model for students are given less attention.

On the other hand, global developments and the increasing needs of society require that architectural education not only focus on the transfer of design techniques and common software, but also provide a basis for cultivating critical thinking, creativity, and identity formation. However, the current education system, in many cases, lacks a coherent mechanism to achieve these goals.

Architecture education is one substantial and key subject in architecture's future, progress, and development. Emphasizing sustainable values, the traditional architecture of Iran has had a specific position. At the same time, it has faced a kind of ambiguity and confusion in the present era due to the emergence of dual terms of tradition and modernity from the regretful view towards the past to fascination with European models and patterns (Khorramshad, Adami, 2009).

The traditional architecture of Iran is full of spirituality and beauty. In contrast, our contemporary architecture has lost its identity and covert values of traditional architecture. What are the factors leading to such considerable difference, and among them, what is the role of education in forming an architect’s character as the main agent shaping architectural and urban spaces? (Taghi, 1995).

Global changes have made individuals learn knowledge and special skills to cope with coming challenges, so it requires paying attention to individuals’ learning because most modern progress is born from knowledge and skill. Therefore, learning is required to acquire knowledge and skills. Hence, education and training systems must make education more effective and lead to higher learning levels among individuals (Zarafshani et al., 2021).

The presence of capable professors providing appropriate academic and ethical competencies is undoubtedly one of the fundamental efficient factors in the quality of higher education systems. Professors contribute to students’ learning by using their knowledge, teaching texts and skills, and creating a suitable atmosphere. Characteristics of a professor would facilitate the teaching-learning process, and even cover the defects of books and lack of amenities; on the contrary, it may convert the best teaching situation or topic to an inactive and unattractive environment due to the inability to create a desirable communication (Ghadami et al., 2007) (Bonakdari et al., 2013: 118).

Professors are social classes that receive the highest social dignity. A professor not only is an expert in educational fields but also a role model and advisor for learners that gives consultation with students and solves problems they face in the research process. The professor is the underlying agent for creating optimal conditions for achieving educational goals (Gillespie, 2005). It is not just the experience and academic viewpoints of professors that are efficient but it is their personalities that influence the learning conditions and develop learners (Benett et al., 2002).

It is highly important to know the desired characteristics of a teacher and is before knowing other factors, such as learners. Individual characteristics of professors may affect their academic and scientific capabilities because education highly depends on the personality, traits, and abilities of the teacher, which affect all educational factors (Abedini et al., 2010) (Bonakdari et al., 2013: 118). A competent professor must provide many characteristics to enhance the reputation of an educational organization. Improvement in the activities of faculty members not only requires specialty in a certain academic major but also needs strengthening other skills and professions such as learning psychology, the learned assessment techniques, management, and organization of educational and group-based processes. In contrast, most faculty members have not received any systematic or comprehensive education or any training in the field of pedagogy and teaching (Menges, 1991). In many countries, including Iran, graduates are immediately employed as faculty members at universities regardless of such competencies. However, many university professors acquire these skills and competencies through time by observing others and the trial-error process. Although this approach helps to have competent university professors after several years, it is a time-consuming process for such professional development, especially in the current competition arena of globalization in which, time is highly precious and many professors do not have sufficient time (Buller, 2010).

This article attempts to examine the role of the professor in the learning process and the formation of the professional personality of the architecture student, through a comparative look at architectural education in the past and present, and to show how, by reviewing educational methods, existing gaps can be reduced and the groundwork for a return to an identity-based architecture can be laid.

Research Background

This part of the study examines the subject accurately and determines its main area based on the previous research generations to review various databases recorded about one subject within different forms that have conceptual connections with specific research issues in this context. In the vase of some subjects like the topic considered in this study that have been influenced by many theories and is now inevitably facing many opinions, literature review and summarization

based on the available opinions help researchers to outline their attitude toward the topic background then take a step to develop it.

"Like architecture, architecture education also depends on the time, place, social norms and beliefs, and humans' worldview," as Isaa Hojjat explains in the book "Architectural Practice" (Hojjant, 2010). Hojjat examines the foundations of traditional and modern architecture education in his book titled "Tradition and Modernity in Architecture": architecture education in a modern society that has broken its traditional structure but is still loyal to its sustainable values must consist of all three components of skill, knowledge, and wisdom (Hojjat, 2012). "This study relies on a practical experience based on the theoretical foundations of education confirming that such practices in which, students can find solutions for a problem are essential for architecture education," Farzian and Karbasi (2014) emphasize in their paper titled "(handcrafts-personal experience) Learning by doing in architectural design education" providing a sample of practices for handcrafts designed by students. "If we consider professor, student, and education topic as the main bases of education, the emotional attraction between student and professor can be added to the emotional attraction of topic based on the equilibrium theory, which strengthens the learning transfer in Haskell's expression," Nadimi explains in a study titled "Apprenticeship method, a second view." Many researchers have attempted to introduce the role model of a competent professor. Lowman (1995) presents a model for effective academic teaching. He introduces two main dimensions for teaching based on his studies; one dimension is the intellectual and logical aspect of teaching and another one is associated with emotional and interpersonal relationships. In His opinion, an extraordinary master or teacher is a person who is good at both aspects (Bonakdari et al., 2013: 120). Omalley (2000) introduces a transformational professor as a person who develops students' intellectual aspect helping them to be thinkers, searchers, and active. On the other hand, in the interpersonal dimension, the teacher provides the field for the development of students' talents by making emotional relationships, mutual respect, and admitting opposing views (Bonakdari et al., 2013: 120). Bain (2004), introduces the best teachers in a field study. There are professional teachers in their special major intellectually and academically, who use diverse educational techniques, expect their students to be top, win the trust of their students, have flexible personalities, and their assessment technique is fair.

In the study titled "Explaining the effective out-of-university factors of Architectural education on contemporary Iranian Architects from the Perspective of university professors," Gooran et al. aim to identify the effective factors in education and their effects on contemporary architecture from the perspective of architect professors. This study tends to clarify, reveal, and explain the factors and components considered by architecture professors (Gooran et al., 2022). The study under the title of "A study on the architectural education system in Iranian universities to solve the identity crisis of contemporary Iranian architecture aims to provide a model for

architectural education to overcome the crisis and improve the identity of Iranian architecture by determining the relationship between architecture education and identity crisis in contemporary Iranian architecture (Zarafshani et al., 2021).The study "A Reflection on the relationship between master and Disciple in Art Education with an Emphasis on the Traditional System" conducted by

Seifi et al. (2017), examines the relationship between master and apprentice, which indicates the artists' worldview in the past (Seifi et al., 2017). In the paper titled "A Look at Architecture Education in the Contemporary Era," Taghi pays attention to the difference between contexts of contemporary and traditional architecture and the difficulties that contemporary architecture faces. This study also points to evolutions in architecture education from traditional to modern education and their considerable consequences (Taghi, 1995). Afsharian and Omidvar have conducted a comparative study of traditional and contemporary architectural education in their research and have emphasized that the lack of proper connection between these two educational systems can lead to a decrease in the quality of architectural education. They suggest that by utilizing the rich teachings of traditional architecture and combining it with modern methods, we can help improve architectural education(Afsharian and Omidvar, 2023). Ghaffari has also studied the possibility of combining traditional and modern architecture in an article and has emphasized that by combining these two approaches, we can create functional spaces that are appropriate to the needs of modern humans while at the same time benefiting from the beauty and structure of traditional architecture (Ghaffari, 2024). Sedaghati and Gholizadeh have studied the interaction between the principles of modern and traditional architecture in the design of contemporary Iranian places. They believe that a balanced integration of traditional ideas with modern technologies and aesthetics can lead to the creation of stunning, useful and sustainable environments that simultaneously consider both innovation and tradition (Sadaghati and Gholizadeh, 2024).

At the international level, Yagitbas et al. (2023) have examined the use of augmented reality (AR) and virtual reality (VR) technologies in architectural education in a systematic review. They emphasize that these technologies can help improve visualization and interaction with building models and play an important role in architectural education (Yagibas et al., 2023).

Theoretical Foundation

Architectural education is one of the key issues in shaping the future of this profession. Traditional Iranian architecture, with its emphasis on sustainable values, has always had a special place. However, in the present era, with the emergence of a duality between tradition and modernity, it has faced challenges. Today's architectural education, which has abandoned its traditional form but remains committed to its traditional beliefs and values, must include all three components of skill, knowledge, and wisdom. In the meantime, the role of professors in the educational system has an unparalleled position, because they are considered the most

fundamental factor in recreating the education process. This research, while reviewing the literature on the subject, reviews categories of architectural education and analyzes educational methods in three theoretical structures (traditional, contemporary, and desirable). Finally, a conceptual model for desirable architectural education is presented.

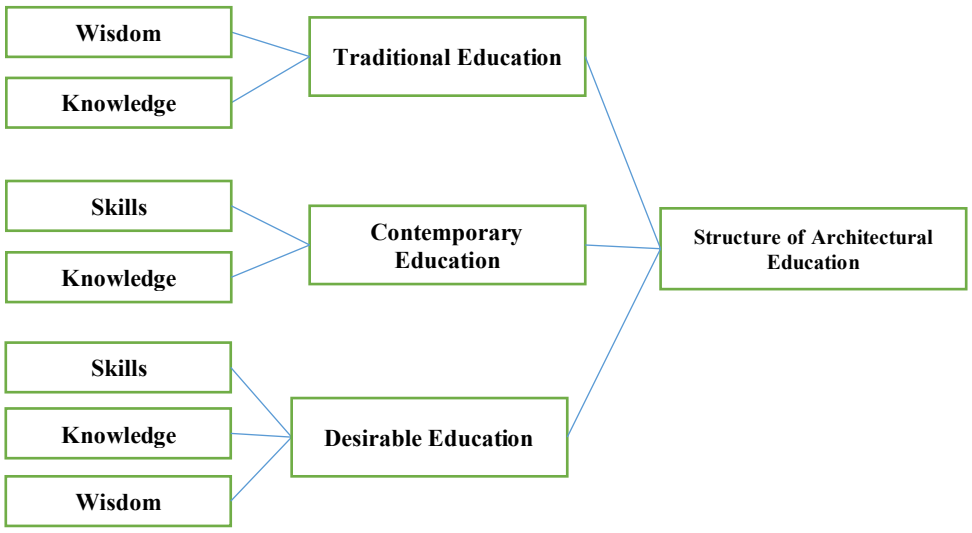

Figure 1. Structure of Architectural Education.

Traditional education: wisdom and Knowledge

Before modernization and the advent of contemporary schools, architecture education in Iran was an education based on tradition and two components skill and wisdom. These skills and wisdom appeared during the construction of the building based on the master's practice from the apprentice's perspective. This technique was related to a closed society with stable norms and values, as well as given techniques and materials with the presence of eligible masters and obedient apprentices. This education technique has lost its effectiveness due to wider information borders and dealing with other cultures, philosophies, and thoughts, development and diversity in construction techniques and materials, variety of living, environmental and livelihood conditions, minor role of the architect in the process, and disobedient apprentices.

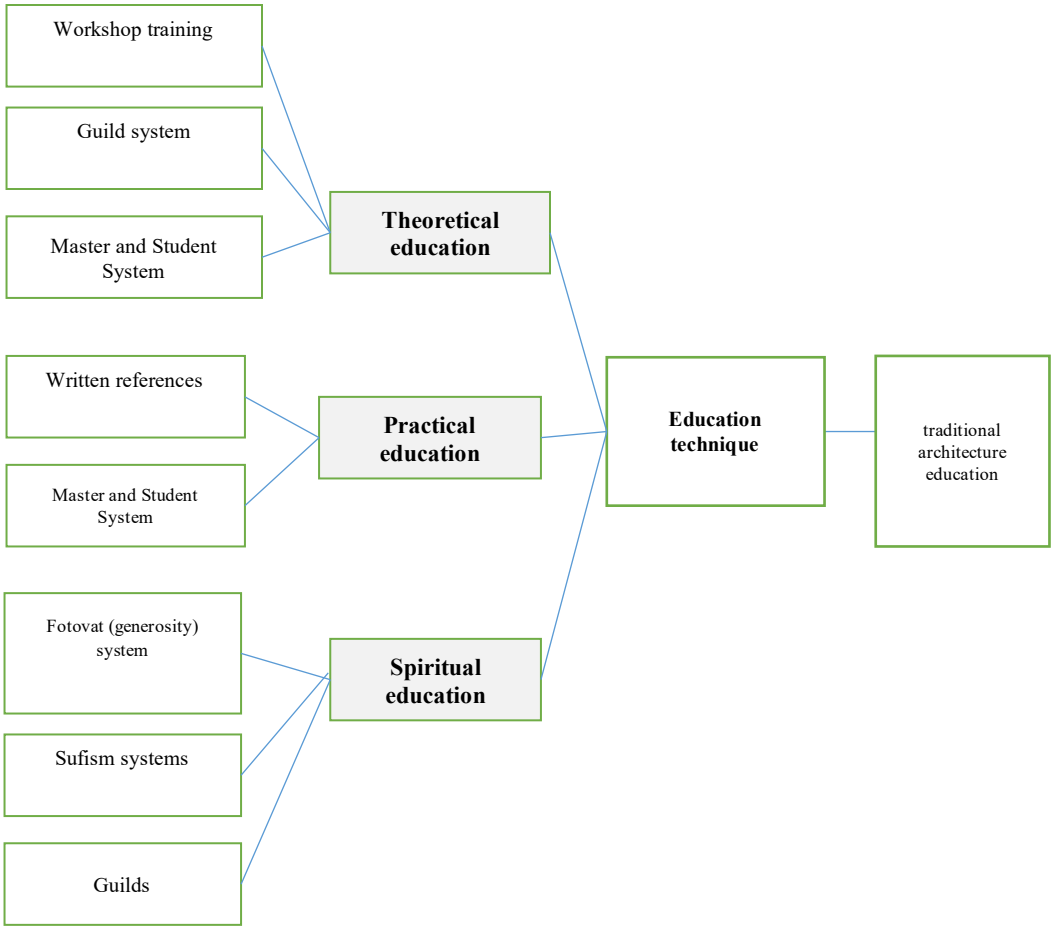

Figure 3. Evaluation of traditional architecture education system

Contemporary Education: skill and knowledge

Architecture education in contemporary schools of Iran has mimicked the European education system becoming an uncertain education based on novelty and two components of skill and knowledge. These skills and knowledge. These skills and knowledge are provided for apprentices with various interests and thoughts in separate fields through different techniques and by masters with different specialties. Regarding its global nature without overconcentration on the culture, territorial, indigenous, and intrinsic characteristics of people, this method equips apprentices with new and modern sciences and techniques and gradually pushes them away from their ritual and territorial values and identity. The seven-decade experience of architecture education based on the contemporary method in Iran implies this cultural gap between architecture and community.

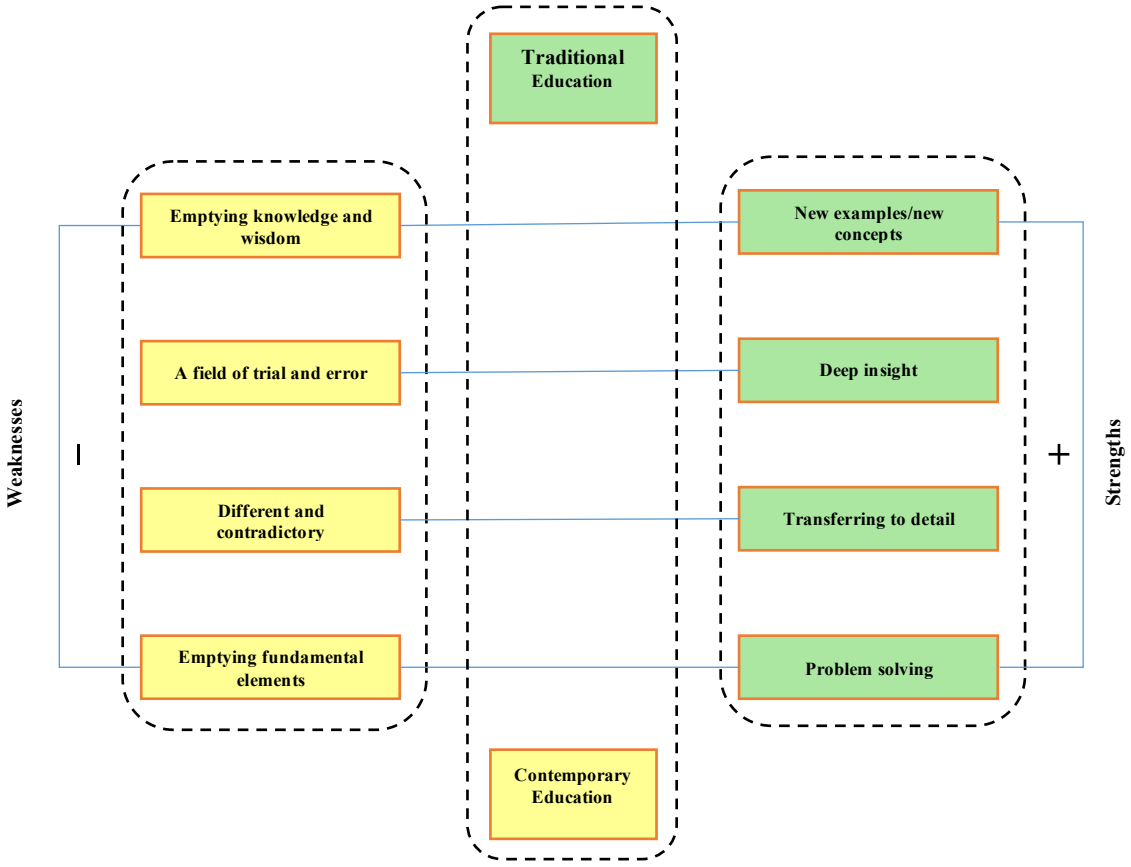

Figure 4. Strengths and weaknesses of traditional and contemporary architecture education system

This model provides a comparison between traditional and modern education, showing that traditional architectural education has depth, wisdom, and effective knowledge transfer, while modern architectural education in some cases seems superficial, experimental, and lacking in fundamental elements. This model attempts to show that in order to improve the impact of the teacher on the student, architectural education should integrate the strengths of the traditional method with modern methods.

Desirable education: skill, knowledge, and wisdom

In an Iranian community that has broken its traditional structures but remained loyal to its beliefs and values, architecture education must comprise three components of skill, knowledge, and wisdom, so that the trained architect who has the required skills and knowledge and is familiar with domestic and global experiences in this process can bring an outcome based on the wisdom and knowledge that are matched with precious norms and values of the society, and

convert the separation between architecture and original cultural values in the country to a new connection.

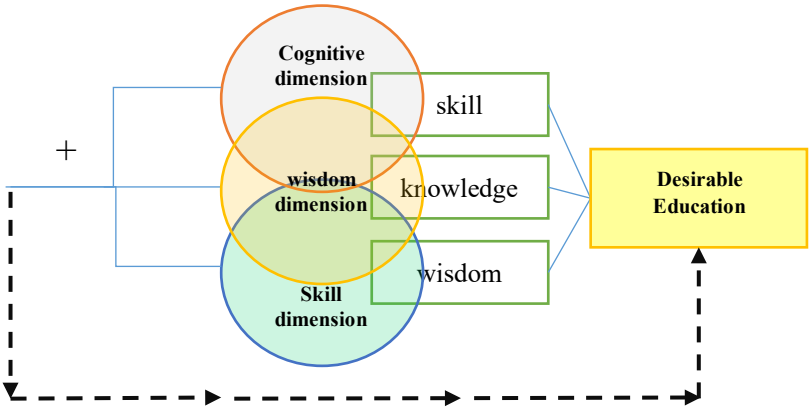

Figure 5. Desirable education: skill, knowledge, and wisdom.

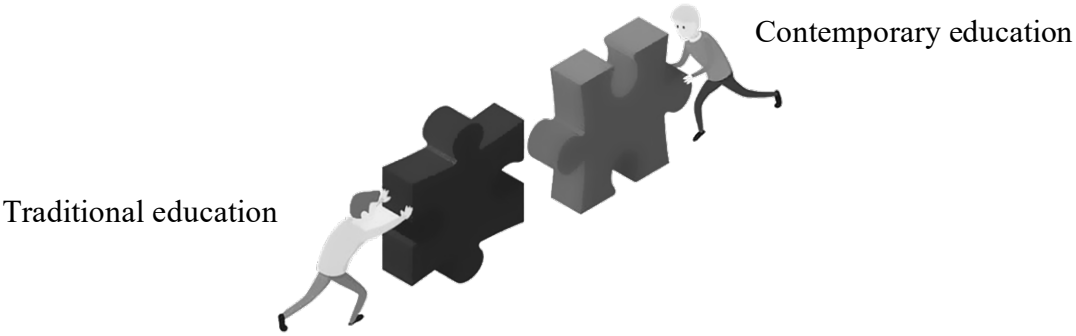

Figure 6. Desirable education.

This model suggests that the desirable education is a balanced approach that combines both traditional and contemporary teaching methods. In addition to teaching theoretical knowledge and technical skills, this model fosters critical thinking, aesthetic understanding, sustainable principles, and the relationship of architecture to culture and social needs. This method trains architects who are not only capable of designing and implementing, but also have a deeper understanding of the philosophy of architecture and its impact on society.

Research Methodology

This research is descriptive-analytical research based on field observations, library studies and a case study in the form of data collection through questionnaires from students in three

countries: Iran, Turkey and Canada. By examining their strengths and weaknesses and analyzing the data, an appropriate design idea and solution is presented. The research in question is applied in terms of purpose and descriptive-analytical in terms of data collection. This research uses regression and correlation as the main tools based on statistical analysis.

Statistical population

The number of people in the statistical population is 360 people. The statistical population in this study is selected students in Iran.

Sample size

The Cochran formula was used to determine the sample size in this study. The number of samples using the Cochran formulai is 122 people.

Research instrument

The instrument used in this study is the SPSS26 software questionnaire, graphs and descriptive statistics were extracted from it. the answers to the questions will be entered into SPSS software and graphs and statistical results will be extracted and analyzed. The results will be weighted on a Likert scale ranging from zero to 6. The answers to the questions are divided into the following categories from 0 to 6: 0 = No answer, 1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree

Variables under study

- Independent variable 3: Cognitive dimension
- Independent variable 2: Judgmental dimension
- Independent variable 1: Skill dimension
- Dependent variable: Improving human status

Findings

Table 3. Statistical indicators of dimensions of human existence in selected universities of Iran according to their subscales.

Category	Dimension	Mean	Standard Deviation
Cognitive dimension	Mastery over content	4.164	1.471
	Presenting content in an organized and clear way	3.361	1.558
	Being up-to-date	4.410	0.977
	Ability in the research scope	4.279	1.456
	Creativity and initiative	3.157	1.066
	Theory-practice combination	4.311	0.986
	Being experienced	2.239	1.159
	Having a neat and tidy appearance	3.393	1.333
The total score of the cognitive dimension		**3.701**	**0.640**
	Respect and sincerity	4.565	1.135

Wisdom dimension	Creating motivation and enthusiasm among students	3.279	1.162
	Commitment and responsibility	3.906	1.194
	Cultivating and increasing the ability of students	4.512	1.090
	Optimism and positive thinking	4.225	1.049
The total score of the judgmental dimension		**4.097**	**0.542**
Skill dimension	Eloquence	3.906	1.544
	Positive interaction with students	2.070	1.045
	Getting out of boredom and creating passion in students	3.172	1.257
	Fair assessment	1.803	1.237
	flexible management	3.459	1.186
	Questions from students during teaching	4.229	1.303
	Initial assessment of students	4.188	1.433
	Spreading critical thinking among students	1.959	1.411
The total score of the skill dimension		3.017	0.527
The total score of dimensions of human existence in selected universities of Iran		**3.605**	**0.4**

The mean and standard deviation of human existential dimensions and their subscales in selected Iranian universities are shown in Table 3. The information indicates that the average of the total dimensions of human existence, cognitive dimension, wisdom dimension and skill dimension were reported as 3.605, 3.701, 4.097 and 3.017, respectively. It can be seen that the average score of the total score as well as the average score of the cognitive dimension was above average, the average score of the wisdom dimension was desirable and excellent, and the average score of the skill dimension was poor. With a closer look at each component, we see that the average components of Mastery over content (4.164), being up-to-date (4.410), Ability in the research scope (4.279) Theory-practice combination (4.311), respect and sincerity (4.565), Cultivating and increasing the ability of students (4.512), optimism and positive thinking (4.225), Questions from students during teaching (4.229) and the initial assessment of students (4.188) is optimal and excellent. After that, the average Presenting content in an organized and clear way (3.361), creativity and initiative (3.157), having a neat and tidy appearance (3.393), creating motivation and enthusiasm among students (3.279), Commitment and responsibility (3.906), Eloquence (3.254) Getting out of boredom and creating passion in students (3.172), flexible management (3.459), is in the average level and it is also observed that The average Being experienced (2.239), positive interaction with students (2.070), Fair assessment (1.803) and Spreading critical thinking among students (1.959) was lower than the average, which shows weakness in the component. are mentioned. It is necessary to explain that the standard deviation of the answers given in the dimensions and their sub-scales have favorable numbers due to small fluctuations and show that the data is more focused on the average.

Conclusion

The results of this study showed that neither of the two dominant approaches in architectural education—the traditional approach and the contemporary approach—is capable of responding to all the educational, mental, practical, and human needs of architectural students on their own. In the meantime, students often experience confusion, duality, and sometimes educational identity lessness at the intersection of these two trends. The lack of integration between the qualitative and semantic values of traditional education and the analytical and technological skills of contemporary education has created a kind of educational gap that ultimately weakens the ability to design humane, indigenous, and committed architecture in many graduates.

Accordingly, the present article emphasizes the necessity of forming a third model: a hybrid, intermediate, and integrated model that has been introduced and explained in this study as the "desired education model."

In this direction, the role of the professor in the desired education model is of fundamental importance. The professor is no longer simply a transmitter of knowledge or a judge of the design; Rather, he is a mentor, guide, inspirer, and facilitator of the process of understanding and creating human architecture. In the ideal education model, the professor must have the ability to create a bridge between the two worlds of tradition and contemporary: therefore, improving the status of the professor in architectural education is not a marginal desire but one of the pillars of realizing the ideal education model. A space must be provided where the professor can act as an architect of architect education; someone who simultaneously transmits knowledge, insight, and character. This requires a review of the educational structure of universities, defining a new role for the professor, strengthening soft skills in professors, and creating a multidimensional qualitative evaluation system.

Emphasizing the human dimension in architectural education will lead to the creation of a new generation of professors who not only value technical skills, but also the importance of ethics, social responsibility, and interpersonal skills of students. These professors can also act as valuable consultants and guides in professional areas to design more humane environments that are in line with the real needs of society.

Improving the status of the human in architectural education means paying more attention to the human dimensions, individual needs, and capabilities of students, and educating the future generation of architects with a more humane approach. This approach not only affects the quality of education, but can also lead to improving the status and role of professors. The main reason is that paying attention to the human dimensions in architectural education requires a fundamental change in the teaching method and role of professors, which can have profound effects on their status and value in the educational environment.

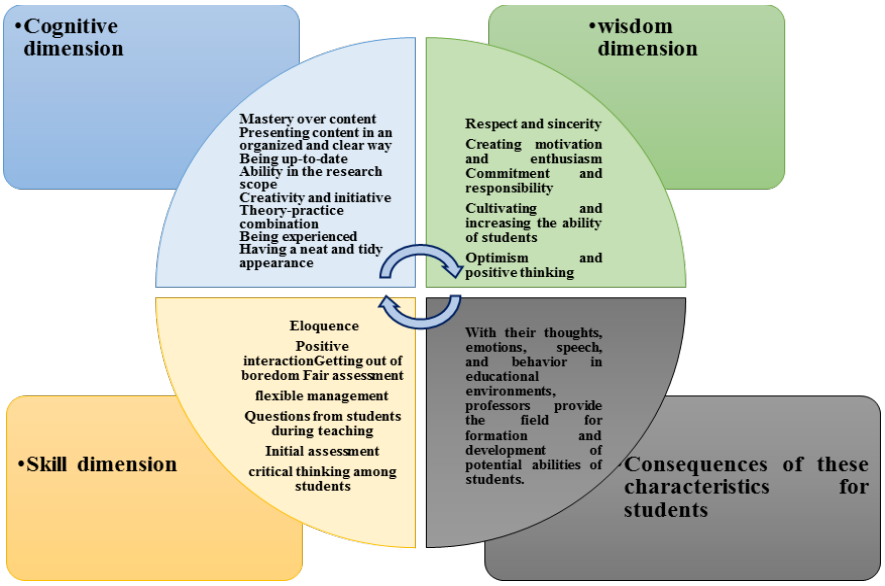

Figure 7. Summarization.

Improving the status of the human in architectural education can also improve the relationship between professors and students. When professors take on new and more active roles in educating people who are aware and sensitive to the environment and society, students also see them as trustworthy and influential. This closer relationship, based on mutual respect, can lead to the creation of a dynamic and supportive environment in universities and educational institutions. Therefore, professors in such an environment not only find a higher status, but also contribute to creating a memorable experience for their students. On the other hand, professors with an elevated status can play an important role in improving the mental and psychological conditions of students.

In general, the elevation of the status of the professor in architectural education can have positive effects on all aspects of student life; from increasing motivation and academic productivity to improving mental conditions and creating effective social connections. This process transforms students into more capable, more informed, and more responsible individuals who are better prepared to face their professional and social challenges in the future.

Ultimately, when architectural education is based on the advancement of the human condition, both faculty and students will reach a level of excellence and development that will enable them to play a more effective role in society. This path not only helps them grow professionally and technically, but also enables them to serve society as committed and responsible architects and citizens.

Author Contributions

All authors contributed equally to the conceptualization of the article and writing of the original and subsequent drafts.

Data Availability Statement

Data available on request from the authors.

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Ethical considerations

The authors avoided data fabrication, falsification, plagiarism, and misconduct.

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Conflict of interest

The authors declare no conflict of interest.

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$$n = \frac{\frac{z^2 pq}{d^2}}{1 + \frac{1}{N}\left(\frac{z^2 pq}{d^2} - 1\right)}$$

[i]

[i] **Cochran Formula:**
n = sample size: Cochran's formula was used for random sampling in this research.
N = size of statistical population (population size of city, province, etc.)
t or z = the standard error percentage of the acceptable confidence factor
p = a proportion of the population without a certain attribute (for example, the population of men)
q (p-1) = a proportion of the population without a certain attribute (for example, the population of women)
d= degree of certainty or possible accuracy
According to the above formula, if we want a sample size with a population gap of 0.5 (that is, half of the population has a certain characteristic. The other half does not have it. We usually consider p and q as 0.5. The value of z is usually 1.96 .