

Educational Model of Architecture Based on the Professor's Position

(Case Study: Students of Selected Universities of Iran)

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Received 24.02.2025; Accepted 09.07.2025

ABSTRACT: This study aims to enhance the quality of higher education by introducing a model of a competent professor in Iran's higher education system.

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 teaching these principles in details and accurately to their students. To achieve this, a qualitative study employing a content analysis approach was conducted. Semi-structured interviews and participant observation were used to collect data. The main question of this study is whether students of Selected universities in Iran can identify the characteristics of a competent professor. The information indicates that the averages 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 for the total score, as well as the average score for the cognitive dimension, was above average. The average score for the wisdom dimension was desirable and excellent, while the average score for the skill dimension was poor.

Keywords: *Position of Man, Competent Professor, Traditional Architecture Education, Wisdom and Knowledge, Skill.*

INTRODUCTION

Architectural education is a key issue in shaping the future of the 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 dichotomy between tradition and modernity, it has faced challenges. In the meantime, professors in the educational system hold a unique and unparalleled position, as they are considered the most fundamental factor in shaping the educational process. Architectural education, as one of the fundamental pillars in educating architects, requires an approach that, in addition to transferring theoretical knowledge and technical skills, strengthens creativity, critical thinking, and interaction in students. This research has examined three educational models —traditional, desirable, and modern—and analyzed the position of humans in the learning

architecture process within each of these models.

Understanding the place of man in architectural education, especially from the perspective of the professor, can be examined from various aspects. Architecture professors not only act as transmitters of knowledge and skills to their students, but also serve as role models for cultivating critical thinking, creativity, and cultural and social sensitivities in them. In this context, the professor's position in the architectural education process is of great importance and can have a lasting impact on students' approach to architecture and their professional lives.

Research Background

This part of the study provides an accurate examination of the subject. It determines its main area based on previous research generations,

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reviewing various databases that record information about the subject in different forms, with conceptual connections to specific research issues in this context. In the case of subjects like the topic considered in this study, which have been influenced by numerous theories and are now inevitably facing diverse opinions, a literature review and summarization based on the available opinions help researchers outline their stance on the topic's background and then take a step toward developing it.

1. Views on traditional and contemporary architectural education

"Like architecture, architecture education also depends on the time, place, social norms and beliefs, and humans' worldview," as Isaa Hojjat (2010) explains in the book *Architectural Practice* (Hojjat, 2010).

Hojjat (2012) 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).

In the paper titled "A Look at Architecture Education in the Contemporary Era," Taghi (1995) focuses on the differences between contemporary and traditional architecture contexts and the challenges that contemporary architecture faces. This study also highlights the evolution in architecture education from traditional to modern education and its considerable consequences (Taghi, 1995).

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. (2022) aim to identify the effective factors in education and their effects on contemporary architecture from the perspective of architect 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 reflects the artists' worldview in the past (Seifi et al., 2017).

Afsharian and Omidvar (2023) conducted a comparative study of traditional and contemporary architectural education, emphasizing that the lack of a 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 them with modern methods, we can help improve architectural education (Afsharian & Omidvar, 2023).

Ghafari (2024) 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 (Ghafari, 2024).

Sedaghati and Gholizadeh (2024) 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 (Sedaghati & Gholizadeh, 2024).

2. Effective teaching methods and teacher-student communication

"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 (Farzian & Karbasi, 2014).

"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 (2010) explains in a study titled Apprenticeship method, a second view. Many researchers have attempted to introduce the role model of a competent professor (Nadimi, 2010).

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 the other is associated with emotional and interpersonal relationships. In his opinion, an extraordinary master or teacher is a person who excels in both aspects (Bonakdari et al., 2016, 120).

O'Malley (1990) introduces a transformational professor as a person who develops students' intellectual aspects, helping them to become thinkers, searchers, and active learners. On the other hand, in the interpersonal dimension, the teacher provides a field for the development of students' talents by fostering emotional relationships, mutual respect, and acknowledging opposing views (O'Malley, 1990).

Bain (2004) introduces the best teachers in a field study. There are professional teachers in their special major who are intellectually and academically accomplished, utilizing diverse educational techniques. They expect their students to excel, win their trust, possess flexible personalities, and have fair assessment techniques (Bain, 2004).

Theoretical Framework

Architectural education is a key issue in shaping the future of the 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 core beliefs and values, must encompass all three components: skill, knowledge, and wisdom. In the meantime, the role of professors

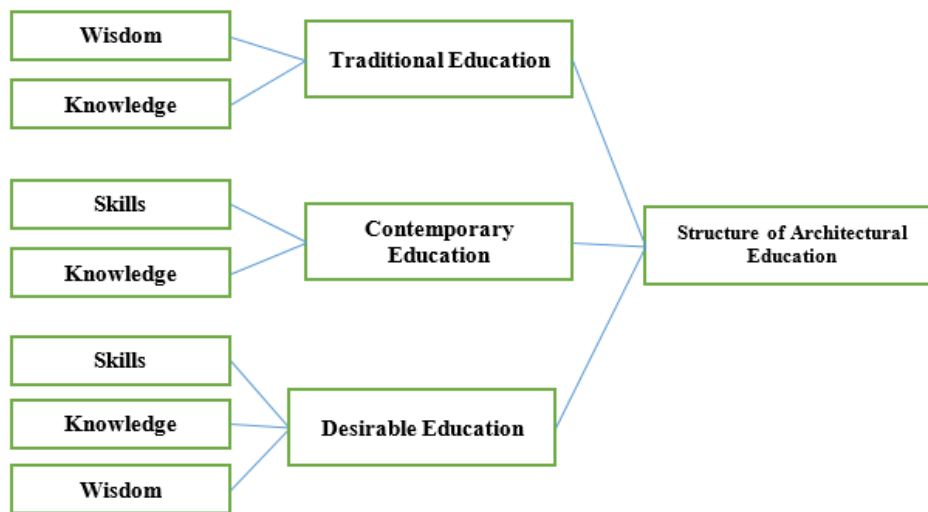


Fig 1: Structure of Architectural Education

in the educational system holds an unparalleled position, as they are considered the most fundamental factor in shaping 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).

Traditional Education: Wisdom and Knowledge

Before modernization and the advent of contemporary schools, architecture education in Iran was based on tradition, comprising 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 associated with a closed society characterized by stable norms and values, as well as the provision of techniques and materials, with the presence of qualified masters and obedient apprentices. This educational technique has

lost its effectiveness due to wider information borders and the need to deal with other cultures, philosophies, and thoughts, as well as the development and diversity in construction techniques and materials, the variety of living, environmental, and livelihood conditions, and the minor role of the architect in the process, along with disobedient apprentices (Table 1).

Contemporary Education: Skill and Knowledge

Architecture education in contemporary schools in Iran has mimicked the European education system, becoming an uncertain education based on novelty and comprising two components: skill and knowledge. These skills and knowledge are provided to apprentices with diverse interests and perspectives in various fields through different techniques and by masters with diverse 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

Table 1: Present perspective in traditional architecture education (Entesari et al., 2015, 117)

Traditional architecture education's perspective				
	Farabi	Ibn Jaldún	"Builders' Fotovvat - Nameh"	Risale-yi mimariye
Time interval	4 th century	8 th century	8 th , 9 th and 10 th centuries	11 th century
The title used for the apprentice	Architect	Builder	Builder	Architect
The main focus of education	Practical education of theoretical sciences	Practical education	Practical education, teaching ethical principles of education, mystical education, and religious education	Practical education of theoretical sciences
Position in science classification	Skill	Technique and industry	Industry	Unknown

sciences and techniques, gradually pushing them away from their ritual and territorial values and identity. The seven-decade experience of architecture education based on contemporary methods in Iran highlights this cultural gap between architecture and the community.

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 (Table 2).

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 between architecture and

culture, as well as 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 (Figure 2).

MATERIALS AND METHODS

This research is a descriptive-analytical study based on field observations, library research, and a case study, involving 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 are presented. The research in question is applied in terms of purpose and descriptive-analytical in terms of data collection. Research Method This research uses regression and correlation as the main tools based on statistical analysis.

Statistical Population

The statistical population consists of 360 people. The statistical population in this study consists of students from selected universities in Iran.

Table 2: Evaluation of traditional architecture education system (Entesari et al., 2015, 111)

	Theoretical education	Practical education	Spiritual education
Education technique	Workshop training Guild system Master and Student System	Written references Master and Student System	Fotovat (generosity) system Sufism systems Guilds
Considered topics	Workshop topics Application of materials Static experimental debates Experimental knowledge of materials Professional construction and profession	Geometry Map Survey Astronomy Music	Professional ethics Social Ethics Religious topics Intuitive perception Sufism Artist's ideology

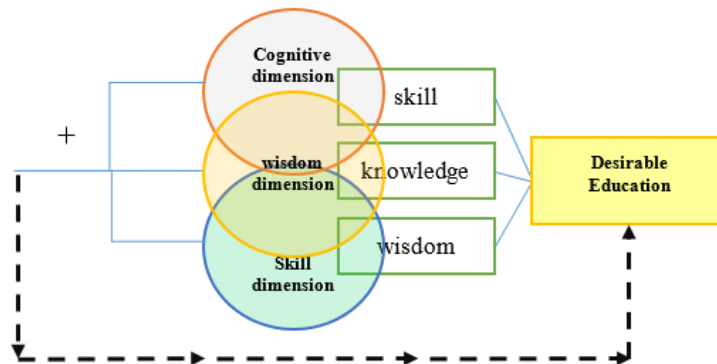


Fig 2: Desirable education: skill, knowledge, and wisdom

Sample size

The Cochran formula was used to determine the sample size in this study. The number of samples using the Cochran formula is 122 people. The sampling method used in this study is a form of random sampling that aims to ensure a broad representation of students from different educational backgrounds. Specifically, students were selected from selected universities in Iran.

Furthermore, to gain a comprehensive understanding of the educational experiences of students, the sample was designed to include students who have been exposed to both traditional and contemporary teaching methods. The intention behind this is to explore how different teaching styles might influence students' academic experiences and perspectives. This cross-exposure to diverse teaching styles ensures that the sample reflects the full spectrum of educational approaches, providing richer insights into how students engage with and respond to professors. The students were asked about the characteristics of their role model professor.

Research Instrument

The instrument used in this study is the SPSS 26 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 1: Cognitive dimension
- Independent variable 2: Judgmental dimension
- Independent variable 3: Skill dimension
- Dependent variable: Improving human status

RESULTS AND DISCUSSIONS

The following table presents the statistical indicators of the dimensions of human existence in selected Iranian universities, based on a variety of subscales. These subscales encompass a broad spectrum of academic, personal, and interpersonal attributes typically expected of faculty members in higher education. The indicators are grouped into key dimensions, including: Cognitive dimension, wisdom dimension, and Skill dimension, as listed below:

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 averages 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 for the total score, as well as the average score for the cognitive dimension, was above average. The average score for the wisdom dimension was desirable and excellent, while the average score for 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

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 tidy appearance	3.393	1.333
	The total score of the cognitive dimension	3.701	0.640
wisdom dimension	Respect and sincerity	4.565	1.135
	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

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

Category	dimension	mean	standard deviation
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 the dimensions of human existence in selected universities of Iran		3.605	0.4

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 has favorable numbers due to small fluctuations, indicating that the data is more focused on the average.

Hypothesis Test

One of the important topics in advanced statistical methods is the use of a multivariate regression model, incorporating structural equations, to calculate the influence coefficients of independent variables on dependent variables. These coefficients indicate the degree of influence of an independent variable compared to other independent variables on the dependent variable. In the present study, the variables of cognitive dimension, judgment dimension, and skill dimension are introduced as independent variables, and the role of the professor's position in students' lives is considered the dependent variable. Before testing the hypotheses, the presuppositions of structural equations, including normality (Kolmogorov-Smirnov test), non-collinearity of independent variables (variance inflation factor test (VIF)), and independence of observations (Durbin-Watson test), were examined. It is assumed that all the mentioned assumptions have been confirmed. Figure 2 shows the standardized path coefficients (regression coefficients) in selected Iranian universities.

The standardized path coefficients in Figure 2 show that the cognitive dimension, skill dimension, and judgment dimension, respectively, rank from highest to lowest, with values of 0.433, 0.219, and 0.150,

indicating the role of the professor's position in the lives of university students. Iran's national team has been effective.

CONCLUSION

The findings of this research revealed that neither of the prevailing methods in architectural education—namely, the traditional and the modern approaches—can independently fulfill all the educational, cognitive, practical, and emotional needs of architecture students. As a result, learners frequently encounter a sense of ambiguity, conflict, and at times, a loss of educational identity at the crossroads of these two paradigms. The absence of harmony between the qualitative, value-based aspects of traditional education and the analytical, technology-driven strengths of modern education has produced a significant educational void, one that ultimately diminishes graduates' capacity to design architecture that is humane, contextually rooted, and socially responsible.

Therefore, this article underscores the importance of establishing a third alternative: a blended, balanced, and integrated model, referred to in this study as the "ideal educational model."

Within this framework, the professor's role becomes profoundly significant. The professor is no longer just a knowledge conveyor or design evaluator, but evolves into a mentor, motivator, and enabler of deep understanding and meaningful architectural creation. In the envisioned model, the professor must be capable of forging a link between the realms of tradition and modernity. Consequently, elevating the position of professors in architectural education is not a secondary concern, but rather a cornerstone in achieving the ideal educational vision. It is imperative to provide an environment in which the professor can become an architect of architectural education—someone who simultaneously imparts knowledge, insight, and integrity (Figure 3).

Highlighting the human-centered dimension in architectural education will cultivate a new generation of professors who not only prioritize technical expertise but also emphasize ethics, social accountability, and interpersonal competence among students. These educators can also serve as trusted advisors and professionals, guiding students toward designing environments that are both humane and aligned with the authentic needs of society.

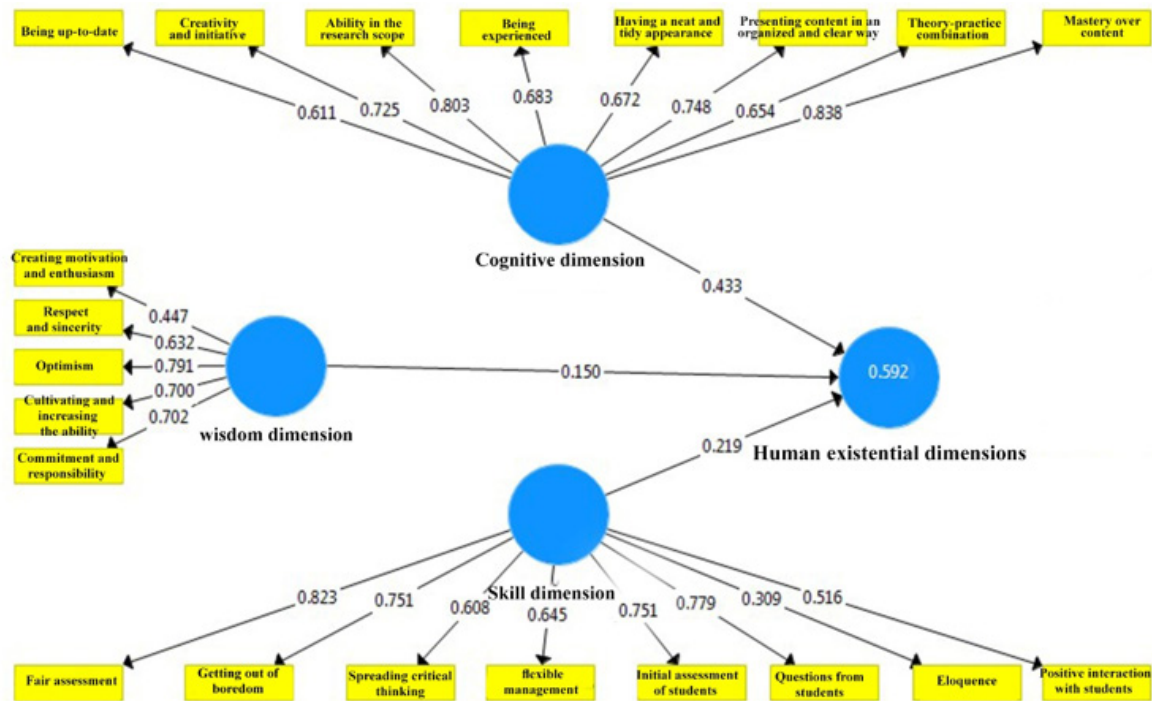


Fig. 3: Standardized path coefficients of the conceptual model in selected Iranian universities

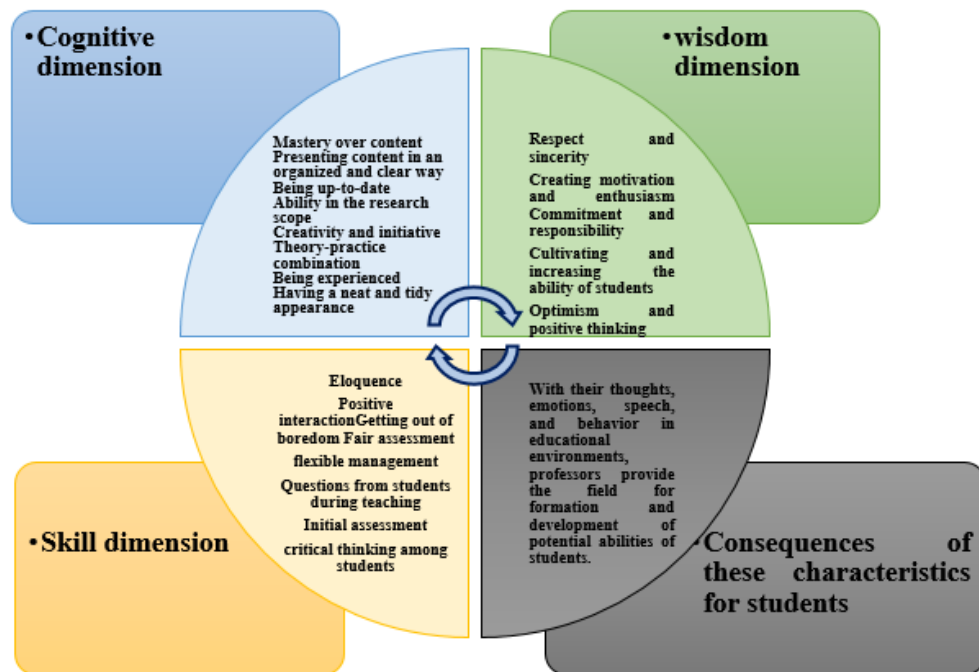


Fig. 3: Summarization

more human-centered approach to shaping future architects. This shift improves both the quality of education and the role of professors, who must evolve into mentors and facilitators rather than traditional instructors.

Focusing on the Professor's position also strengthens student-professor relationships, fostering trust and a supportive learning environment. Professors gain higher regard and contribute to meaningful educational experiences and student well-being.

Ultimately, this approach helps develop capable, empathetic, and socially responsible architects who are better prepared for future professional and societal challenges.

AUTHOR CONTRIBUTIONS

H. Torabi performed the literature review, experimental design, analyzed and interpreted the data, prepared the manuscript text, and edited the manuscript. Compiled the data and manuscript preparation. R. Labibzadeh performed the experiments, conducted the literature review, and prepared the manuscript. H. Zabihi assisted with the literature review and performed some of the remaining experiments.

ACKNOWLEDGEMENT

This article extracted from the Thesis of the first author titled Explaining the architectural education model based on human position (research case of architectural engineering bachelor's course)", by guidance of the second author and advice of the third author which is in progress in the Islamic Azad University, Science and Research Branch university.

CONFLICT OF INTEREST

The authors declare no potential conflict of interest regarding the publication of this work. In addition, the authors have acknowledged the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancy.

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