



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

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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

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