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Comparative Investigation the Methods of Encouraging and Punishing Architectural Students in Design Studios in Physical and Virtual Learning Version; Instructor's Viewpoint

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ABSTRACT: Focusing on the methods of encouraging and punishing architectural design students, the current research has compared this topic in two methods of face-to-face and virtual education so that the results can be considered as a strategy used by professors in teaching architectural design courses. The present research has been done by comparative analogy method through content analysis with the help of library studies and survey in the form of analysis of available resources as well as interviews with fifteen instructors of architectural design who have more than ten years of teaching experience in this field. Considering the analysis of interviews and their coding and comparing the ways of encouraging and punishing students in physical and virtual education of architectural design courses. The professors emphasized that, in general, the type of behavior, the type of speech, the nature of the lesson, the student's ability, physical condition, and mental condition are among the things that should be considered in encouraging and punishing students. Considering that corporal punishment is not correct and can also question the self-esteem of people, the teacher must consider the best way of punishment for wrongdoers according to the mentioned cases. On the other hand, it should be avoided to encourage a person in the class constantly or to encourage a specific person because of good behavior in the class, and encouragement and punishment should be done only because of academic issues.

KEYWORDS: Encouragement, Punishment, Architectural Design, Physical training, Virtual training.

Introduction

Encouragement and punishment are two facts that generally occur and flow throughout life (Sadeghi Ardestani, 1987). We all have the power to influence the lives of those around us. Most of us have not received much approval and admiration in our lives. Most of us are not encouraged enough (Movahed, 2012). In letter 53 of Nahj al-Balaghah, Hazrat Ali (AS) said about the necessity of encouragement: "Remember them with kindness and constantly encourage them and count the important things they have done; Because remembering their good deeds will stimulate their courage (to more effort and movement) and encourage the rest of the work (to work and effort) by God's will" (Ramezani & Heydari, 2012).

A professor in the role of a human being who plays the role of teacher and teacher is a model of humanization, behavior reformer, society reformer, study guide, judge and evaluator, social worker and educational consultant, cultural carrier, and a member of society. Since the nature of the architecture field is different from other fields (in addition to theory courses, it also has workshop courses, and people learn in workshops with a flexible approach), encouraging and punishing architecture students is more extensive.

The outbreak of the COVID-19 disease significantly affected all fields of study and forced people to formulate new strategies to adapt to this situation (Ozorhon & Lekesiz, 2021). During the epidemic of this disease, educational systems underwent many changes; the complete closure of schools and universities was observed around the world, and learning turned to digital learning as a solution to maintain the mission of the educational system (Bouktif & Manzoor, 2021). Education in Iran, including architectural education, was