

International Journal of Architecture and Urban Development (IJAUD)

Influence of Architectural Education Systems on the creativity of graduates

^{1*}Babak Motiei

^{1*}Assistant Professor, Department of Architecture, Urmia Branch, Islamic Azad University, Urmia, Iran.

Received 2024.01.24 ; Accepted 2024.12.06

ABSTRACT: The impact of the connection between education duration and course presentation method on the learning rate of graduates has always been a debatable issue within an integrated holistic or as separate and parallel components. One concrete experience can be seen in the transformation process of the architecture education system since 1999 by changing the degree from a contiguous master's to a bachelor's degree. This mixed research aims to examine the effect of two long-term (contiguous master's degrees) and short-term (bachelor's degrees) on the creativity of architecture graduates. The quantitative data were collected through a Creativity questionnaire by Abedi. For this purpose, 30 graduates of architecture contiguous master's degrees (MSc) and 30 graduates of bachelor's degrees (BA) from the Azad University of Tabriz filled out these questionnaires. The analysis of quantitative data was done through the independent two-sample t-test using SPSS software. Qualitative data were analyzed through grounded theory. The results indicate that long-term architecture education using the mixed method is dynamic and targeted education since it improves the creativity of architects. When an architecture student has high levels of creativity, s/he will be able to find unique design solutions and, therefore, determine their design path and achieve a desirable design by choosing the right concept and idea. According to the studies, if students are taught architectural design with an appropriate teaching method, such as a combined teaching method, their academic creativity can be enhanced.

KEYWORDS: Dynamic education, Architecture, Graduates, Creativity.

INTRODUCTION

The significant objective of architecture education is to foster productive graduates who can use teachings to solve issues and challenges in the real world. To do this, the education methods must be formulated in a way that improves the educational interest and motivation of students and increases their creativity. The prerequisite courses of architectural design were taught in combined courses 1, 2, and 3 until 1998, while these design prerequisites were separated

when the contiguous architecture MSc changed to a BA degree in 1999. These courses included Applied Geometry, Geometry of Perspective, Understanding and Explanation of Environment, Construction Materials Workshop, Architectural Expression 1 & 2, and Introduction to Architectural Design 1 & 2. Since design prerequisites are taught in independent studios by different professors, an inconsistency exists in teaching curriculums and courses by architecture professors. This issue has negative effects on the

* Corresponding Author Email: Babak.motiei@iau.ac.ir ORCID: 0000-0002-1511-9472