



## Explanation of the Educational Model of Architecture Based on Humans in the Professor's Position (Case Study: Students of South Tehran University)<sup>1</sup>

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Received: 2024-02-03, Accepted: 2024-11-24

DOI: 10.22034/rau.2024.2022092.1081

### Abstract

No element of the educational system holds a position as significant as that of a professor. By analyzing the human aspect and the insights of master architects in addressing implementation challenges, we aim to fill the existing gap in the role of individuals in contemporary architectural education.

No creature needs interpretation as much as humans. This issue seeks to understand human beings and their natural needs. Human existential dimensions do not only lead to his inner extent but also include social and environmental angles that are effective and affected. In addition to his inner layers, from a cultural point of view, man also has two individual and social selves. In other words, man has two distinct levels of himself. The surface layer is assimilated with the external space, and the deeper layer is in the state of real continuity of existence. The purpose of man's creation is his happiness, so improving a position in society can provide the basis for man's happiness.

Professors have a high social status. The professor is not only a master of educational issues but also an example for students. The teacher's role is the most substantial to achieve educational goals and create suitable conditions. In the process of education, not only the experience and practical actions of the teacher are effective, but all aspects of his personality are effective in providing students with a learning environment.

The teacher was one of the key foundations of traditional education in all fields

1. This paper extracted from the Dissertation 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.
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of art, and his position was often considered high. The method of teacher and student is more educational than teaching. On the other hand, students' knowledge is one of the important and effective factors in architecture education. It is not possible to load students under a regular and pre-determined program without knowing them accurately and paying attention to their reactions to data and demands. According to the increase in the number of students and the difference in their characteristics in receiving information, paying attention and knowing these characteristics is necessary in all fields, including architecture.

Architecture education plays a crucial role in shaping the future of architecture, progress, and prosperity. Iran's architectural heritage, which has traditionally emphasized sustainable values, now faces ambiguity and confusion. This stems from a tension between nostalgia for the past and the allure of Western models, amid the dual concepts of tradition and modernity.

Global transformation is moving in a direction that requires people to learn science and special techniques to face the upcoming conflicts, and this deserves to be paid attention to in education. It is believed that most of today's developments result from science and skill, and acquiring science and technique also requires learning. From this point of view, education should move towards making education more effective and cause more people to learn.

This research aims to help improve the quality of education by introducing a model of a professor in higher education. It began with a qualitative approach using content analysis, followed by the collection of quantitative data through questionnaires, tables, and graphs. For this purpose, the students of South Tehran University were asked about the characteristics of the model professor. According to the obtained numbers, the degree of content mastery, up-to-dateness, creativity, balance between theoretical knowledge and practical experiences, experience, responsibility, eloquence, evaluation, score range 5 to 6, optimism and positivity, scholarship, Positive interaction with students, respect and intimacy, has a score of 4 to 5. Presentation of content has a score of 3 to 4, and flexibility has a score of 2 to 3 out of 6.

According to the above findings, attachment to a subject causes interest and curiosity. This interest and curiosity make a person try. The fruit of this effort eventually leads to the acquisition of knowledge. Then, this knowledge and awareness creates hope in humans, hope increases attachment, and thus, the cycle of attachment, effort, and success begins and continues. On the other hand, it can be admitted that these three dimensions are superficially compatible. Usually, when the cognitive dimension is deep and rooted and dependent on basic values, its emotional dimension is strong and rooted in the same proportion. As a result, a person's psychological readiness for appropriate behavior also increases. If he has a positive attitude, he is ready to help, reward, praise, and support his outcome. On the contrary, if he has a negative attitude towards that subject, he is ready to slander, harm, punish, and destroy the subject.

**Keywords:** Human position, Contemporary architectural education, Traditional architectural education, Skills