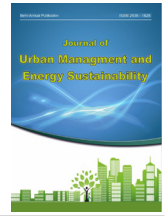


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Evaluation and explaining the qualitative position of architecture education in revitalization of contemporary urban identity

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ABSTRACT

Today's architectural education in Iran is still in confusion between a superficial perception from a nostalgic look at the past to a tendency towards western models. In this regard, the essence of Iranian architecture has faced many challenges in reaching its fundamental essence. With the aim of investigating and determining the relationship between architectural education and the identity crisis in the contemporary Iranian architecture and academic process manipulation. The research method is descriptive-analytical, practical in terms of purpose, and qualitative in nature. The method of data collection is through the study of documents, library and the method of conducting research is through the examination of theoretical foundations, concavity of the factor and converting it into final indices with the Delphi method and analysis is through interviews. Qualitative analysis has also been done in MAXQDA software and using the contextual theory method of coding. The results of the studies showed that analyzing the values of traditional Iranian architecture, revising the subject and objectives of the architecture curriculum, reforming the quantitative and qualitative system of education, the system of attracting and training architecture students, and finally paying more attention to the indicators and effective factors of architectural education are effective and much useful to the whole system. Solving the architectural identity crisis in the form of an effective model can be effective in reviving the identity of contemporary Iranian architecture. In future researches, this model can be expanded and the internal relationships of indicators can be investigated and evaluated in other levels of academic environments.

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1. INTRODUCTION

Architecture is not a passive phenomenon that is governed only by the geometry of volumes, but it is the creation of a quality space and the creation of a place to respond to the immediate and future needs of residents, which expands through a space-time process and ends in a space. The qualitative and conceptual characteristics of cities in different places of the world provide their identity. History has been and is a proof of human efforts to differentiate themselves from others. The members of each society have a certain perception of their distinct identity. They may manifest this perception in their religion and language and reflect it symbolically in art (Behzadfar, 2017). Despite the passage of several decades since the Islamic revolution of Iran and despite some relative successes, the contemporary architecture and urban planning of Iran cannot be attributed to authentic Islamic values; To the extent that, today, due to the significant distance between some examples of this architecture and urban planning with similar authentic Islamic examples, many thinkers are talking about the emergence of an identity crisis in this architecture and urban planning (Naghizadeh, 2008). Architectural education, which could take place in a free environment and through the cultivation of creative talents, was trapped by the narrow fences of styles and systems and moved away from its natural and historical path and caused the identity crisis of today's architecture (Gddens, 2014). Iran's architecture, which had lost its previous coherence due to the gradual influence of modern architecture, became layered with the continuation of education. The variety of shapes of buildings and the thousands of faces of cities were interpreted by critics as "un-identity of architecture" (Hojjat, 2004). The academic relationship of architecture and its connection with the issue of identity is one of the topics that has been less thoroughly and carefully studied in contemporary Iranian architecture and the void of such research in the field of contemporary Iranian architecture is clearly visible. Therefore, considering the limited space, the research problem of this article is to investigate the relationship between these two in order to solve the identity crisis of contemporary architecture.

This importance can be realized in the study of architecture education structure and also the systematic evaluation of the existing situation and direct encounter with the main sources. In this research, the main focus is on the situation of Iran, and all cases specifically refer to the academic structure of architecture in Iranian universities. In general, the generalization of research results in each country or even province can seem complicated, but a specific work method can be developed for it.

2. MATERIALS AND METHODS

In this research, the nature and method of the research is descriptive-analytical and practical in terms of purpose. Gathering information is done through document study tools, interviews, and architecture bachelor's curriculum in terms of paying attention to the main components of architectural identity. In this way, first in the library section by studying research texts, articles, required books in Latin and Farsi, theses and especially articles in reputable magazines, discussing and investigating the two variables of identity in architecture and education in architecture. By studying the impact of architectural education on solving existing identity crises in contemporary architecture, factors affecting it will be extracted. In the following, the extracted factors are examined by a case-by-case Delphi method by a panel of experts so that the proposed indicators are final and approved. After this stage and according to the basic, important and effective principle of the subject of the proposed plan, i.e., targeted educational system in order to solve the identity crisis, the proposed indicators through interviews with 11 academic staff members of the country's universities with a minimum degree assistant professor, to collect qualitative data. Since, it is possible to learn about the performance of the professors and experts of architecture education in their own language with the interview tool, in this research, the interview was used as a tool for collecting information. Therefore, in the form of an in-depth semi-structured interview, the interviewee gets the opportunity to describe what he experienced, how he understood, acted and behaved without limitations. Qualitative

analysis of the research is done by MAXQDA software and based on the background theory (grand theory). In the next step, the chart and curriculum of the continuous bachelor's degree in architecture will be reviewed and analyzed according to the identity components and according to the heading and objectives of each course. Then, by relating these data to each other, the initial framework related to the evaluation of the researcher's response is formed. Finally, with the validation and qualitative analysis of this framework from the point of view of academics and the results of the study of the curriculum and curriculum of the bachelor of architecture, the final model is obtained (Figure 1).

2.1. Research background

Previous similar researches can be searched in three areas: first, similar researches that have evaluated the content and program of architectural education in Iran, secondly, researches that have paid attention to the relationship between identity and architecture and architectural education, and thirdly, researches in the field of social sciences and anthropology that have dealt with the concept of identity. In the first part as well as in the third part, some researches have been done, especially in the form of articles and doctoral theses, which are mentioned below in a summary form, but in the case of the second part, the researches are very limited and that is limited to conference papers too.

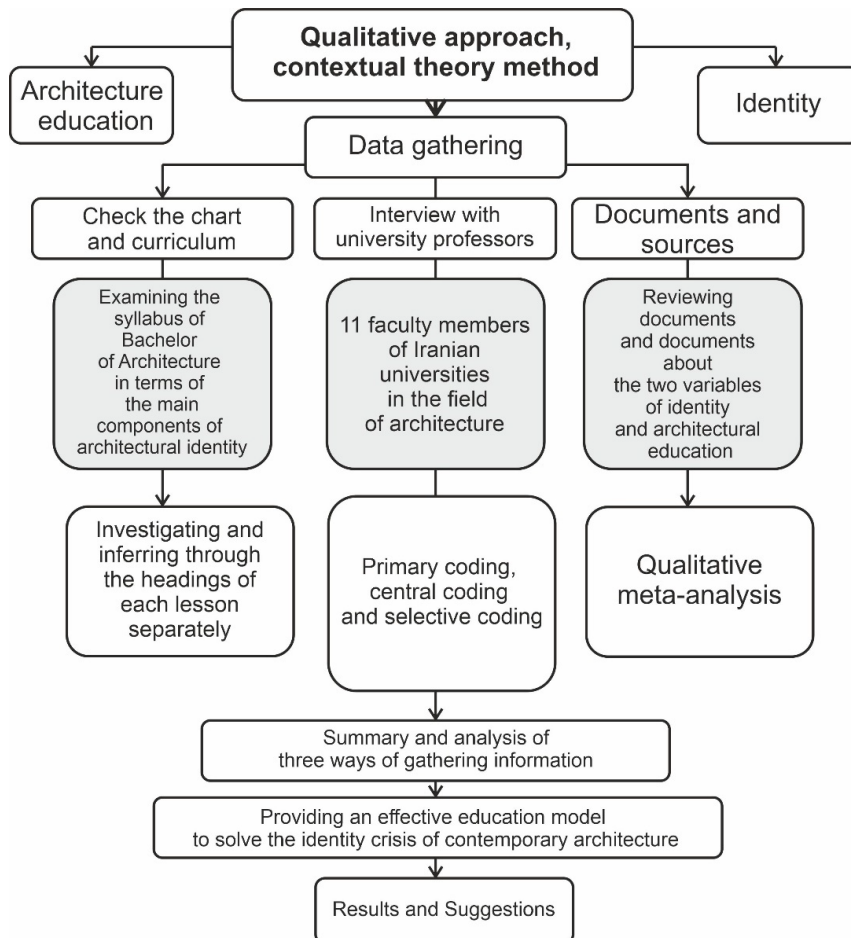


Fig. 1: Methodology Structure

2.2. Literature review

2.2.1. The meaning and concept of identity

The definitional culture considers identity as the identification of a person that differentiates you from others, and the culture of Amid considers identity as the truth of an object or a person, which includes his essential attributes.

Dehkoda explained the meaning of identity as follows: “Identity is recognition, and this meaning is famous among sages and theologians. According to the common definition, “identity” is the feeling of belonging to a material and spiritual set whose elements are already formed. (Nofel et al., 2008). From these meanings and other

Table 1: Research background

Authors	Year	Keywords	Aim	Method	Result
Gorji and Mahlabani et al.	2021	Architectural education, educational pathology, architectural design, Faculty of Architecture	Adapting different theories about architecture education with architecture education in Iran	The research has been done in 5 different seasons with quantitative and qualitative methods.	Providing solutions to approach architecture education in Iranian colleges
Haeri zadeh and Khoshnevis	2020	Architectural education, educational system, contemporary architecture, architectural identity	Revival of Iran's architectural identity with respect to architectural education	The research method in this study is descriptive and analytical with a practical purpose.	Traditional architecture should be modernized and we should update the concept of architecture and identity in the education system with new innovations
Lahl bakhsh and et al.	2019	Design education, Faculty of Architecture, participation and interaction	Architectural designer training based on collaborative and interactive thinking	This qualitative research is based on causal and post-positivist theory.	This model, while synergizing in education, has made design education more efficient among students and can reduce the gap between academic education and the labor market to a great extent.
Sedaghati and Hojati	2018	Architectural education, bachelor's degree, continuous master's degree, continuous master's degree.	Investigating the advantages and disadvantages of different levels of architecture education	Quantitative with content analysis and qualitative with contextual theory	The continuous master's degree is better and more efficient in all respects than other degrees, especially the discontinuous master's degree.
Gharibpour and Totonchi	2016	Headlines of teaching architecture, culture, history, geography, worldview	Investigating the impact of identity components on architecture courses	Qualitative method, data analysis in the form of content analysis	The impact of each component on different courses of architecture is different.
Moazami and Hojat	2011	Culture, architectural identity, cultural break, interaction	Explaining the cultural and identity components of contemporary architecture	Qualitative method and data analysis in an analytical-interpretive way	Explanation of the main factors of contemporary architectural identity and culture including: place, time and human beliefs

descriptions about the identity of this concept, it can be inferred that the identity consists of two realms or two main aspects, inner and outer (content and body). (Naghizadeh, 2008) (Table 2).

2.2.2. Identity and architecture

The identity of architecture can be seen as the manifestation of culture in the environment,

because places get their meaning from humans, and humans are also a set of beliefs and thoughts that shape their culture, and the manifestation of human culture can be seen in places and environments observed that it is his identity. Place is where we belong. Only with my presence, man becomes meaningful, and man will become meaningful only by having

Table 2: The concept and components of identity from the point of view of theorists of different sciences

Sciences	Theorists	Perspectives on the meaning and construction of identity	Deduction of constituent components
Philosophy	Plato	The truth of every matter is its form or example, the existence of people is the manifestation of truth, the reason for human existence is the truth of humanity (Foroghi, 1965).	To be inherent, to be eternal
	Descartes	I think, therefore I am, the nature of man is nothing but thought, the expression of the three essences of the soul, the body, and the essence of transcendence (Nowzari, 2016).	Human thought
	Hegel	The truth of existence is known by intellect or science, the school of originality of intellect, beings of two types, tangible and sensible, the world is the manifestation of the Creator (Foroughi, 1965).	human reason
Islamic theorists	Mulla Sadra	It means identity which gives grace to the circle of possibilities.	Existence, identity, unity
	Ibn Arabi	The expression of the unity of existence and apparent contrasts, the truth of all parts of the universe is the truth of God. Identity expresses the truth in the unseen world and space (Tajik, 2010).	The essence of excellence, unity, Existence
	Abu Ali Sina	Existence is original and the nature of the object is its existential limits, the truth of every object depends on the existence of the object, the distinction between nature and existence, existence is added to nature (Tajik, 2010).	The duality of nature and existence, the originality of existence
Phycology	Freud	Expressing the influence of the institution or individual unconscious part in the formation of personality.	Man (individual unconscious)
	Eric Ericsson	The formation of personality is the product of a person's encounter with the environment (Schultz, 2007).	Perception, location, communication
	Jacques Lacan	The existence of the mind originates from sources such as culture, society and language, the influence of pre-made language systems in the formation of (I) and (the audience), a person is a split entity between two conscious and unconscious domains (Zamiran, 2010).	Place, culture
Sociology	Giddens	A person's identity is an interpretative reflection of a person in the continuity of time and space, the path that a person takes throughout his life (Giddens, 2014).	Perception, culture, time, place
	Jenkins	It includes human characteristics as a social being, the product of the interaction between the individual and the society (Jenkins, 2016).	Culture, communication
	Castells	The process of making meaning based on some cultural characteristics (Tajik, 2010).	Culture, time, communication

a place. In the meantime, there is a connecting link called identity. So, both man gives identity to place and place to man. The environment becomes a meaningful environment only if they provide us with rich possibilities in determining identity, and this is the physical identity that gives the place its own meaning and connects man with the place, and place and man are two inseparable parts of (Vahedi and Ahmadian, 2012). "Traditional architecture of Iran is a unique treasure of significant and valuable architectural works that have been formed over many years. These valuable works show a high thought among the ancestors and ancestors who

left these works as a legacy. A rich and valuable architecture is expected to have a successor and a good child. Therefore, it can be expected that magnificent works will be built in the contemporary architecture of Iran, which reflect the high Islamic-Iranian identity in different ways. Only in such a situation, contemporary Iranian architecture can be seen as an extension of traditional Iranian architecture and the representation of Iranian identity. Achieving a luxurious and valuable architecture has led to the formation of many efforts that are seen with the aim of preserving and reviving Iranian Islamic identity" (Mahdoinejad et al., 2009) (Table 3).

Table 3: The ideas of thinkers regarding the identity of architecture

Theorists	Views
Charles Jenks	Identity is the classification of things and people and relating oneself to something or someone "else" (Tajik, 1384).
Christopher Alexander	He considers identity as the physical embodiment of nameless qualities in buildings, qualities that "are the main basis of the life and soul of every human being, city, building or virgin nature, but cannot be given a name" (Alexander, 2011).
Relph	Identity in the environment is the result of communication between three components that "operate within a group: 1. Appearance and body composition (symbols) in the environment 2. Functions and activities visible in the environment 3. Concepts of symbols (symbols) in the environment (Barzegar, 2014).
Rapaport	Identity is the ability to recognize one element from another element. He presented an intelligent "solution and expressed public and private identity and believes that two types of identity expression should be distinguished from each other. 1. Private identity 2. Public identity" (Mahdovinejad, 2014).
Jenkins	Considered identity as the result of internal-external dialectic or individual and society. He "separated primary identities from secondary identity; primary identities (likeness, being human, gender, ethnicity and kinship) are created early in life, while primary identities are relative. Secondary identities are more resistant to change and people are not able to change them easily" (Mirsardo, 2017, Jenkins, 1996).
Mehdi Hojjat	He considers identity to be born from the three elements of geography, history, and beliefs, and "speaks of Iranian identity about identity and architecture. Therefore, the identity of architecture today also requires its placement along historical, indigenous experiences, and belief systems" (ibid.: 89).
Nadimi	The meaning of identity is to return to those references which, according to divine religions, is a "return to truth" (Bamianian et al., 2009, Nadimi, 2008).
Ardalan	Considering identity as a single and eternal thing and connected to the realm of the kingdom, "Ardalan considers the solution of architectural identity to be the discovery of eternal principles and traditions as well as innovation" (Ardalan quoted by Sedaghati, 2017).
Pakzad	Identity is considered as a comparative process between existing objects with data from it in the "mind and following such an idea, he announces the solution of the identity of cities while reviving the old urban spaces and paying attention to social and spatial relations" (ibid.).

2.2.3. The main components of identity in architecture

Architecture is one of the aspects of the manifestation of human life in a time frame and in a specific place, which as a sign of human thoughts, beliefs and way of life, expresses his identity. The relationship between identity and man from an architectural point of view is related to the architect as the creator of the architectural work. The architect achieves the creation of an architectural work at a specific time and in a specific location. Therefore, in the subject of identity and architecture, in addition to time and place, the beliefs of the creator of the work are also one of the pillars of defining and explaining identity (Gharibpour and Tutunchi, 2015).

2.2.4. Identity crisis in the contemporary Iranian architecture

The crisis of identity is the crisis of inversion of the world and the displacement of man and God. Where God is the creator of man, man is immersed in God. Man is from God and returns to Him; Human action, human living and human dying are for God. Contemporary architecture is the architecture of dynamic and transitory identities of the new age. These dynamic and transitory identities also come and go in other arts and literature and leave traces. But it is only in architecture that due to the permanence of the work and the coexistence of buildings, the mixing of identities and in other words the lack of identity of architecture is seen. Architectural culture today has an identity with the number of architects. Thus, it has no identity. Today's architectural culture seeks to create new identities, it does not follow the existing identity (Hojjat, 2007). One of the reasons for the confusion of today's Iranian architecture in finding its identity is the lack of clarity in the thought behind this architecture. If we properly master the thought of our time, or in better words, if there is a clear thought for us today, maybe architecture can recover its identity more easily (Mamarian, 2004). Studying the history of contemporary Iranian architecture shows that the crisis in our architecture began when the closed doors of traditional architecture were opened to a different world and the existing balance in the society was lost. The culture and attitude

of the West entered the life and architecture of the people of our land quickly and hastily and incompletely, and there was no opportunity to study and refine it based on one's own culture and identity (Mirmikayilzadegan, 2016). By ignoring the positive experiences of the past, the current educational system has deprived itself of using them. Paying attention to the future, during architecture education, does not necessarily mean less attention or focus on other subjects. This identity should be obtained by looking at the issues of the past, present and future, especially the critical look at today's problems. So that it can become the basis for entering the future. The concerns of today's architecture and its solutions should also be considered in order to reveal the basic issues of future architecture. In fact, in this case, not the past history of architecture but the future of architecture is taught.

2.2.5. Identity crisis in Iranian architecture and its relationship with architectural education

The architecture education system in Iran has been created by following the example of some western educational systems and making changes in it, and without paying attention to the positive experiences of Iranian architecture in the past and not using the rich Islamic Iranian architecture, it has deprived itself of it. Understanding the experiences of the past is important for the education of contemporary architects, and the use of positive features of the past in architectural education helps to improve the architectural education system (Behzadfar, 2017). The architecture education system in Iran's colleges has many ups and downs, and despite the efforts and research, a comprehensive solution that answers the goals of contemporary architecture based on Iranian Islamic identity and a solution to the identitylessness of contemporary architecture has not been provided (Hairizadeh and Khoshnavis, 2021). One of the ways to bring back the concept of identity to today's architecture is to revise the way architects are trained in this frontier and also make changes in the educational system. Paying attention to the meaning of identity and its appearance in the creation of architectural works is very important, in this regard, by

considering things such as: paying attention to the culture and living conditions of the people, paying attention to the traditional architectural patterns, paying attention to the environmental and climatic characteristics of the substrate. The design and also considering the psychological needs of the users in the matter of design, the concept of identity can be restored to the created works and for this purpose the architecture of the past should be examined and by recognizing the valuable features of the past architecture and applying what can be Through it, he gave an identity to today's architecture, made today's abnormal conditions favorable, and it should also be accepted that learning and teaching traditional architecture is not imitation, and one should learn their logic and apply it in today's architecture (Qobadian, 2012). Today, contemporary architects have different approaches to the identity crisis and existing inconsistencies. In Iran, the emergence of a crisis in architectural identity, especially in "Iranian architectural identity" due to the global problem of destruction in common human values, in the name of individual or community identity and, accordingly, architectural identity, has been one of the components. In recent years, among all the solutions that are proposed in the professional societies, the strategy of training and proper education of the architect to revive the art and restore the architectural identity of that country has become more prosperous and this is only possible by reviewing and addressing the architectural education and architecture schools. The country in the present time. Therefore, according to the theoretical framework of the research, the factors affecting the position of architectural identity and its relationship with architectural education can be presented in the form of a conceptual diagram and extracted as a chart set (Table 4).

In this regard, in order to achieve a proposed model for the analysis of the qualitative concept of architectural education, which is the goal of the research, it will be discussed by elites¹ and experts in related fields with the Delphi method. The case will be the qualitative position of Iran's

architectural education. In this regard, in order to achieve a proposed model for the analysis of the qualitative concept of architectural education, which is the goal of the research, it will be discussed by elites and experts in related fields with the Delphi method. The case will be the qualitative position of Iran's architectural education.

2.2.6. Findings of the implementation of the Delphi method

In the first round, the panel members identified 18 factors out of 27 factors that were extracted from successful researches as having a high and very high impact in formulating the framework of the concept of the qualitative position of architecture education and its relationship with contemporary urban identity. The detailed and extended results related to the implementation of the first stage of questionnaire distribution are given in the following table. The factors of attention to original values, attention to education, attention to international affairs, connection with political issues, political discontinuity, connection with mental conditions, connection with religion, connection with community identity and understanding of society due to having an average importance of less than 2.5 removed from the Delphi process (Table 5).

After the implementation of the first stage of assessment and evaluation of the opinion of the experts of the panel regarding the factors proposed and extracted from the theoretical bases and also receiving the suggestions of the panel members, in this round, in order to observe caution, all the factors extracted from the theoretical bases are again together with the average opinion of the members in the first round and the previous opinion of the same member, it was provided to all the experts of the panel. The panel members identified 18 factors out of the 18 factors that were presented in the second round as having a high and very high impact (with an average greater than 3) on the proposed framework of the concept of the qualitative position of architecture education. The detailed and extended results related to the implementation of the second stage of questionnaire distribution are given in the following table. Kendall's coordination coefficient

1. The group of experts in this research includes specialists in the field of architecture, university professors, education experts, and researchers related to the topic of education and the qualitative position of architecture. The questions and items were coded using Google tools, sent to the audience via email, and the results were sent via a link.

Table 4: Factors affecting the qualitative position of architecture education in restoring contemporary urban identity

Factors extracted from the theoretical framework of the research, focusing on investigating the qualitative position of architecture education in restoring the contemporary urban identity									
Understanding society	Number of students	Coordination between courses	Curriculum development	Attention to everyday economy	Attention to social disruption	Communication with everyday problems	Link to culture	Attention to original values	
understanding time	Number of professors	Communication with the labor market	How to accept	Unity of procedure	Imitation of works	Attention to human value	Professional Ethics	Attention to the part of architecture	
Understanding the structure	Connection with community identity	Relationship with religion	Relationship with mental conditions	Cultural break	Communication with political issues	Attention to international affairs	Attention to education	Attention to research values	

Table 5: Phase 1 of the fuzzy method in compiling the proposed indicators of the qualitative position of architecture education in restoring contemporary urban identity

No	Factors	Answers Numbers	Average	Standard deviation	Min.	Max.
1	Attention to original values	24	4/96	0/35	3	5
2	Attention to the past of architecture	19	4/48	0/37	2	5
3	Attention to research values	23	2/21	0/27	3	5
4	Link to culture	22	3/42	0/55	1	3
5	Professional Ethics	18	4/10	0/37	2	4
6	Attention to education	20	2/20	0/40	1	4
7	Communication with everyday problems	23	3/45	0/25	1	5
8	Attention to human value	25	5/30	0/27	3	5
9	Attention to international affairs	23	2/21	0/45	1	4
10	Attention to social disruption	18	3/11	0/52	1	4
11	Imitation of works	21	4/11	0/38	2	5
12	Communication with political issues	22	2/51	0/42	1	4
13	Attention to everyday economy	23	5/41	0/47	1	5
14	Unity of procedure	21	3/55	0/60	2	4
15	Cultural break	22	2/45	0/28	2	5
16	Curriculum development	24	4/25	0/41	2	5
17	How to accept	21	4/12	0/32	2	5
18	Relationship with mental conditions	22	2/32	0/35	1	5
19	Coordination between courses	21	3/55	0/42	3	5
20	Communication with the labor market	22	3/70	0/35	3	5
21	Relationship with religion	19	2/12	0/36	2	5
22	Number of students	23	4/20	0/45	3	4
23	Number of professors	22	4/25	0/28	3	5
24	Connection with community identity	23	2/11	0/35	2	4
25	Understanding society	24	3/35	0/65	2	4
26	Understanding time	19	3/25	0/45	2	4
27	Understanding the structure	21	1/95	0/70	3	5

for the members' answers about the order of the factors that had a high and very high influence in this round was 0.765, in which the factor of identity, self-sufficiency, confinement and spatial hierarchy has been removed (Table 6).

In the third round of compiling the framework of the proposed indicators, the concept of the qualitative position of architecture education, together with the average opinion of the members in the second round and the previous opinion of the same member, was provided to all the experts of the panel. The detailed and extended results related to the implementation of the third stage of questionnaire distribution are given in the

table below. Kendall's correlation coefficient for members' answers about the order of the six factors was 0.790 (Table 7).

2.2.7. Reasons for stopping polling

The results of the three rounds of implementing the Delphi method in the research show that a consensus has been reached among the panel members for the following reasons and the repetition of the rounds can be ended:

1- In the second round, more than 50% of the members, 18 influential factors in developing the framework of the proposed indicators, chose the qualitative position of architectural education in

Table 6: Phase 2 of the fuzzy method in compiling the proposed indicators of the qualitative position of architecture education in restoring contemporary urban identity

No	Factors	Answers Numbers	Average	Standard deviation	Min.	Max.
1	Attention to original values	23	3/96	0/55	3	5
2	Attention to the past of architecture	19	3/48	0/67	2	5
3	Link to culture	21	3/42	0/55	3	5
4	Professional Ethics	20	3/10	0/67	2	4
5	Communication with everyday problems	21	3/45	0/55	1	5
6	Attention to human value	22	3/30	0/57	2	5
7	Attention to social disruption	17	3/11	0/52	1	4
8	Imitation of works	20	3/11	0/48	2	5
9	Attention to everyday economy	21	3/41	0/57	2	5
10	Unity of procedure	19	3/55	0/60	2	4
11	Curriculum development	20	3/25	0/61	2	5
12	How to accept	21	3/12	0/52	2	5
13	Coordination between courses	19	3/55	0/52	3	5
14	Communication with the labor market	20	3/70	0/65	3	5
15	Number of students	22	3/20	0/55	3	4
16	Number of professors	20	3/25	0/58	3	5
17	Understanding society	21	3/35	0/65	2	4
18	Understanding time	20	3/25	0/55	2	4

Table 7: Phase 3 of the fuzzy method in compiling the proposed indicators of the qualitative position of architecture education in restoring contemporary urban identity

No	Factors	Answers Numbers	Average	Standard deviation	Min.	Max.
1	Attention to original values	23	3/57	0/55	3	5
2	Attention to the past of architecture	19	4/65	0/67	2	5
3	Link to culture	21	3/85	0/55	3	5
4	Professional Ethics	20	4/58	0/67	2	5
5	Communication with everyday problems	21	3/65	0/55	2	5
6	Attention to human value	19	3/35	0/57	2	5
7	Attention to social disruption	20	3/45	0/65	2	5
8	Imitation of works	21	3/54	0/47	2	5
9	Attention to everyday economy	19	3/65	0/65	2	5
10	Unity of procedure	20	4/65	0/67	2	5
11	Curriculum development	22	3/75	0/42	2	5
12	How to accept	20	4/70	0/58	2	5
13	Coordination between courses	21	3/20	0/67	3	5
14	Communication with the labor market	20	3/25	0/70	3	5
15	Number of students	22	3/25	0/55	3	4
16	Number of professors	20	3/25	0/58	3	5
17	Understanding society	21	3/35	0/65	2	4
18	Understanding time	20	3/25	0/55	2	4

restoring contemporary urban identity, who had an average greater than 2.5 among their factors.

2- The standard deviation of the members' answers about the importance of the factors in the third round has decreased significantly compared to the previous rounds.

3- Kendall's coordination coefficient for members' answers about the order of factors in the third round is 0.790. Considering that the number of panel members was more than ten people, this amount of Kendall's coefficient is considered quite significant.

4- Kendall's coordination coefficient for the arrangement of the 6 influential factors in compiling the proposed indicators of the concept of the qualitative position of architectural education in restoring the contemporary urban identity in the third round compared to the second round only increased by 0.025, this coefficient or the degree of consensus among the members and the panel does not show a significant growth between two consecutive rounds.

5- The points given to the factors by the experts and elites indicate that the indicators of connection with the labor market, curriculum development and coordination between courses have the highest score and, as a result, have the greatest impact in explaining the concept of the qualitative position of architecture education in restoring the contemporary urban identity.

3. DISCOUSIONS AND FINDINGS

3.1. Data analysis

Qualitative analysis of interviews

Codes were extracted from the text of the interviews. The data were regularly reviewed and the final codes were determined. Based on the research categories, the interviews were written down and carefully reviewed, and initial coding was done in the MAXQDA² software. To start the initial coding, the written interviews were entered into the MAXQDA software one by one, and then the codes of each category were determined by deep and detailed reading and entered into the software. In this stage of open coding, concepts were named without any limitations in terms of the number of codes. In this stage of data analysis, using analytical

notes, the categories are categorized into main categories and subcategories. In the selective coding stage, after many studies and going back and forth between data and concepts, categories and codes, one category showed itself most in the data and interviews. This category, which is the central or core category of the present research, with the title of correct training of an architect, is the main solution in order to solve the identity crisis of Iranian architecture.

3.2. Examining the architecture bachelor's chart based on the main components of Iran's architectural identity

The examination of this educational program shows that the three components of worldview, history and geography are not equally present in the courses of the three fields of architectural design, theoretical foundations and implementation, and building technology. The results of the above survey are categorized in the form of the following diagram. To prepare the graphs, the scores of subjects in each subject area were averaged (including the number of units). If we pay attention to the initial scoring (zero, 1 and 2), the numerical value of the vertical component of these graphs can be interpreted as follows; Paying attention to all the components of identity is less than what is mentioned in the text of the lessons, and sometimes it is considered very insignificant (Table 8).

4. RESULTS AND CONCLUSION

Qualitative analysis of the research was done by MAXQDA 2022 software and based on grounded theory. In using this approach, three stages of open coding (extraction of primary concepts), core coding (extraction of major categories) and selective coding (determination of the final core category) were performed. In the open coding stage, 52 categories were extracted, which were placed in the form of 6 major categories (axial coding). These six main categories in the selective coding stage led to the extraction of a core category, the final core category of this study is the correct training of an architect, the main solution in solving the

Table 8: Evaluation of the educational program of the effective components in identity based on the newly approved curriculum in the continuous bachelor's degree in architecture

Courses related to architectural design										
Introduction to architectural design (1) 5 units					5	5				
Architectural expression (1) 2										
Introduction to architectural design (2) 5	5				5	5		5		
Expression of architecture (2) 2									2	
Introduction to architectural design (3) 5	5				5	5				
Expression of architecture (3) 2										2
Architectural design (1) 5		10							5	
Architectural design (2) 5		10		10					5	
Architectural design (3) 5	10	10		10					10	
Architectural design (4) 5									10	5
Designing urban spaces 3		3			6	6				3
Architectural design (5) 5	10	10	10						10	10
Final plan 6		6	6						6	
Courses related to the theoretical foundations of architecture										
Man, nature, architecture 2	2	2	4		2				2	2
Architecture of the world 2	4	4	4		2					4
Islamic architecture (1) 2	2	2	2		4		2			2
Islamic architecture (2) 2	2	2	4		2		4			2
Design process in architecture 2	2	2	2				2			2
Contemporary architecture (1) 2						2				
Contemporary architecture (2) 2	2	2	2		2	2	4			2
Theoretical foundations of architecture 2		4	2	2	2					
Village analysis and design 3	6	6	6		3	3			3	6
										3
Courses related to implementation and construction techniques										
Building materials 2					2				2	
Adjusting environmental conditions 2									4	2
Building systems 2					2					
Building (1) 2					2					
Building (2) 2					2					
Management of workshop organization 2										
Technical design 3					3					

identity crisis of Iran's architecture.

In addition, in the phase of reviewing the chart and curriculum of the continuous bachelor of architecture, the following results were obtained: the three components of identity, i.e., worldview, history, and geography, do not have equal influence in architectural design courses, theoretical foundations, and construction techniques. It can be seen that the components

of worldview, history, and geography have been discussed mostly in the courses of theoretical foundations, and only the components of history and geography have been given very little attention in the courses of construction technology. In architectural design courses, which are responsible for the largest volume and load of architectural education and play an important role in developing the insight

Table 9: A selection of concepts and components extracted from qualitative data based on grounded theory

Core (optional)	Major categories (core)	Selection of open concepts
The correct training of an architect is the main solution in solving the identity crisis of Iran's architecture	The foundations and principles of Iran's past architecture	Attention to the original values of Iranian architecture Deeper attention to the past of Iran's contemporary architecture The connection with Iran's past culture and education
	Professional ethics of an architect	Professional ethics of an architect in dealing with various issues and problems Attention to high human values and human proportions
	Social, economic and cultural issues of Iranian society in relation to architectural education and architect's identity	Cultural and social disintegration of the society Imitation of Western works and buildings in the appearance of the building Economy of Iranian society
	Teaching methods of architecture and its coherence and integration	Unification of procedure in architecture education system of universities Chart and curriculum of the field of architecture How to accept an architecture student Coordination and communication between theoretical and practical courses The return of continuous master
	Quantitative and qualitative development of architectural education according to the problem of architectural identity	How an engineer enters the labor market A large number of students Lack of teachers
	A comprehensive architect	Understanding the place and time of society Attention to research Education and training of architects according to various identity issues of the society

and insight of students and training architects, they do not address the components of identity as much as it has the capacity. Considering its importance, the content of architectural design courses needs to be revised. The components of identity in this field of architectural design, which includes the most important undergraduate courses, must be improved, and this should not be only in the subject or the title of the courses, but should be done in the headings and objectives of all courses in the field of architectural design, and this can be the most important step on the way to improve the model of university architecture education with

the background of the country's architectural identity. It is better that the improvement in the curriculum is not only limited to the course title, but also includes the goals and headings of the courses.

4.1. Proposal academic pattern

At the end of this research, it can be claimed that one of the main roots of the current chaotic state of architecture and urban planning in Iran is the confusion ruling over the minds and dreams of the Iranian society, the lack of cultural and identity knowledge, as well as the discontinuities and loss of identity in the

Table 10: Summary of the final proposals in the field of effective architectural education model in order to solve the identity crisis of the contemporary architecture

Suggestions	Explanation of proposals and details related to them
Continuous updating of the educational program with the view of paying more attention to the architectural identity	Reforming the system and fixing the deficiencies in the current academic architecture education system of the country in the qualitative and quantitative fields of architectural education, revision of educational levels, etc.
	Compilation of general courses according to the needs of the field of architecture.
	Explanation of traditional patterns in the form of a codified dictionary for use in architectural design courses using new technologies and today's Iranian society.
	Taking advantage of Iran's native architectural knowledge, which has many achievements regarding national identity (preservation and continuity of native and traditional architectural patterns).
B- Deeper connection of theoretical and practical courses with each other and in connection with the issue of architectural identity	Repeated and continuous revision and revision, especially in the field of goals, headings and executive procedures in the architecture curriculum of Iranian architecture schools, according to the identity components.
	Presentation of projects of some practical-theoretical courses based on the identity building components.
	Balanced organization of theoretical and workshop courses through the management of educational content every half year and greater interaction of the professors of various theoretical and workshop courses.
	Adding practical units to some theoretical courses to connect university conditions as much as possible with the position of the labor market in order to strengthen the issue of architectural identity.
C- Professional and professional work being the focus of education and training in connection with the identity of the architectural society of Iran	Establishing comprehensive tests during architecture studies for the theoretical and practical preparation of architecture students.
	Trying to create a balance between graduates and the professional job market.
D- Diversity and evolution in the educational structure according to the foundations of Iran's past tradition and architecture	Holding an international conference and conference in the field of identity and its various practical and objective issues in the cities and architecture schools of the whole country.

architectural society. It is due to the lack or lack of correct training of architects, which has been very critical in the contemporary period. Therefore, a more detailed investigation and more attention to the correct education and academic training of an architect can help to solve this problem in order to solve

the crisis of urban identity resulting from architecture. Finally, in order to provide a model of architectural education in order to solve the identity crisis of Iranian architecture, it is suggested that architectural education undergoes changes based on the following table (Table 10).

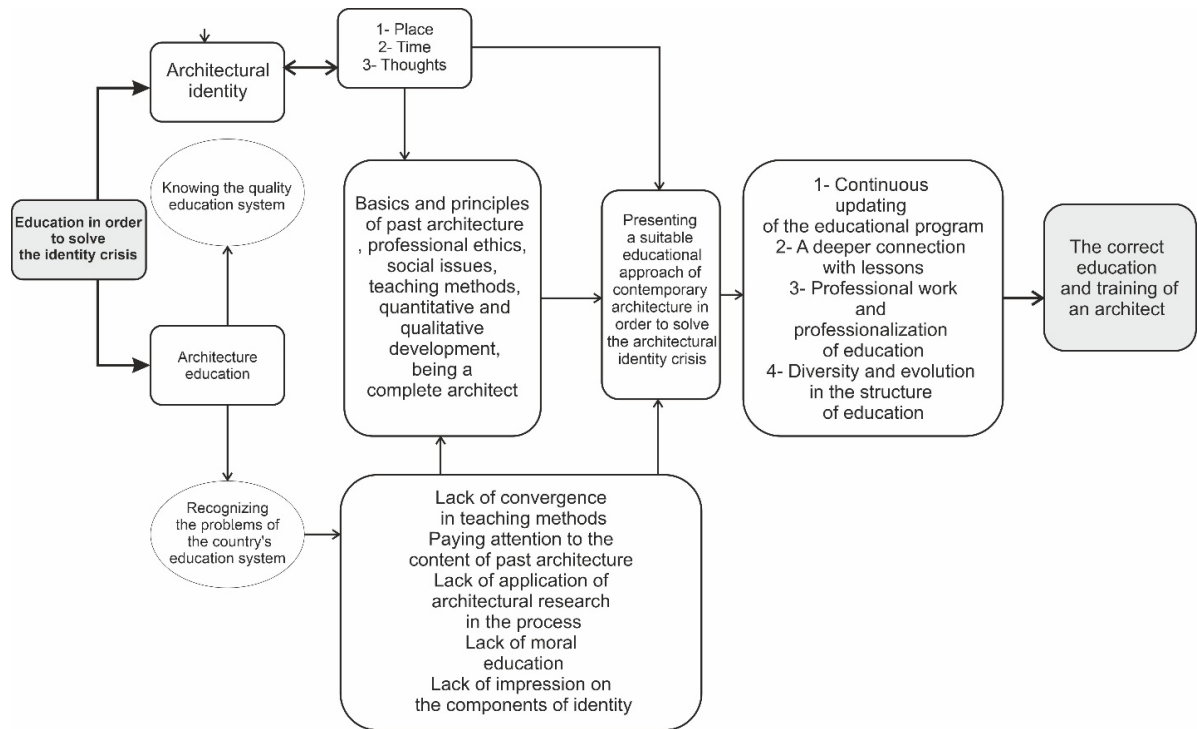


Fig. 2: Proposal academic pattern

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