

Comparison of the success rate of educational courses after the Cultural Revolution

Abbas Sedaghati*¹, Isa Hojat²

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Abstract

After the Islamic Revolution of Iran, education of architecture continued at two associate degree courses and contiguous master's degree courses. This way in associate degree and contiguous master's degree courses, continued to train map designers, and architects with a compositional entrance exam which was thoroughly based on sketch and basics of architecture. The curriculum of universities was prepared by the Supreme Council of the Cultural Revolution and sent to all units. This program was the same for all units. The contiguous master's degree courses was held in eight state universities and five Islamic Azad universities. And at other universities in the country, the course was held in an associate degree courses. This way lasted for about 16 years. However, from about two decades ago (1378 SH) at state universities, and from the following year at Islamic Azad Universities (1379 SH), contiguous master's degree course were removed from the country's educational courses, and the bachelor's degree course and non-contiguous master's degree course was founded. And the field of architecture was also ranked among other engineering disciplines. The present study aims to investigate and compare these two types of contiguous master's degree and non-contiguous master's degree and plans to introduce a more appropriate method. This applied study was of descriptive-analytical type and evaluation study in nature. The explanatory method was used for data collection. In the present study we first discuss the educational content and the foundations of architectural education and whatever an architecture' graduated should learn. Then, experts' opinions and perceptions were asked regarding the educational content using a likert scale questionnaire. Then, we review the interpretations and opinions of faculty members of the faculty of architecture, employers (consultants) and graduates of the two periods discussed. Experts' comments professors (including experienced academic staff members who had the experience of teaching for the both periods of contiguous master's degree course and non-contiguous master's degree course) were received by interview. In order to receive the views of faculty members, employers, graduates of the faculty, the likert scale questionnaire was prepared and their opinions on the subject were discussed. The questionnaires were analyzed quantitatively and SPSS software was used for this purpose. And the interviews were categorized by MAXQDA 12 software and analyzed qualitatively. From the summing up of the views of university professors, employers, graduates and experts, there is a significant difference between graduate contiguous master's degree course with graduate bachelor's degree course and non-contiguous master's degree course in all areas of the foundations and components of architectural education. And graduates contiguous master's degree course are superior to graduate non-contiguous master's degree course. This excellence is visible in all areas of the foundations and components of architectural education (knowledge especially wisdom and competence) and in all its items. According to significant difference in architecture with other disciplines and the need for multidimensional student education in this field, bachelor's degree course and non-contiguous master's degree course are not considered to be a suitable and successful way. And the revision of the current style seems necessary.

Keyword: Architectural education, contiguous master's degree, non-contiguous master's degree, bachelor's degree, Cultural Revolution.

¹ Assistant professor, Department of Architecture, Urmia Branch, Islamic Azad University, Urmia, Iran.

² Professor, Department of Architecture, School of Architecture, College of Fine Arts, Tehran University, Tehran, Iran