Evaluating the success of architecture education in Iran in promoting creativity and creative imagination of students. Case Study: Malayer University
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ABSTRACT
Responsiveness to the unique design issues requires a creative and flexible mindset. Accordingly, in teaching architecture, nurturing student creativity is critical to solving design issues. The present paper examines the extent of this goal realization in the undergraduate training course in architecture engineering in Iran. The article first analyzes the definitions of creativity in the literature and finds its important aspects. Then, considering the dual nature of creativity, using two standard tests of creativity (Torrance and Ned Herrmann), and the degree of creativity of students in the study process at the Malayer university is measured. In addition, the level of readiness of the educational environment for the development of creativity is also measured. The results of the research indicated that students did not increase their general creativity and significantly reduced their use of imagination and creativity as a tool for problem solving during the training period. Based on the results of the research, the instability of goals and design values during the course of the curriculum resulting from the structure of the educational system is a major factor in the disability of the educational environment in the development of student creativity.

Figure 2 – Creativity based on Torrance test for entrance students and graduates

<table>
<thead>
<tr>
<th>Models of thinking</th>
<th>Analytical</th>
<th>Sequential</th>
<th>Interpersonal</th>
<th>Imaginative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance (%) students</td>
<td>26.6</td>
<td>13.3</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Graduates (%)</td>
<td>21</td>
<td>15.7</td>
<td>57.9</td>
<td>5.2</td>
</tr>
</tbody>
</table>

Table 1 - The results of the HDBI test for students

Figure 3 - The rate of using the imaginative and creative model of thinking for students based on our HDBI test

Figure 5 - Preparation of the educational environment in each of the five criteria nurturing environment creativity

Conclusions
Considering the results of the study, it can be concluded that:
- The training environment of the architecture in general does not have a significant effect on the general creativity of the student community.
- This environment dramatically reduces the use of imaginative thinking in students.
- Instability of goals and values is one major reason for lack of creativity development in students during the design training education.
- This goals and values instability caused by the simultaneous occurrence of "the lack of flexibility of teachers in goals and values,” "the significant difference between teachers in goals and values,” and "permanent change of teachers during the education".