Critical pedagogy in architectural design course

Sohrab Sardashti, Minoo Shafaie, Farhang Mozaffar

Abstract
The present study attempts to find out how critical pedagogy is perceived and interpreted by the Iranian students? How they react to this student-centered method? What are the advantages and disadvantages or challenges and how to face them? In order to answer these questions, first, the related literature on critical pedagogy and its implementation in architectural design course was reviewed. Upon implementing the method in the selected sample (graduate students of the architectural design course (1) in Islamic Azad University of Gorgan), 24 subjects were asked to describe their experience. The research methodology was qualitative (interpretive) method and content analysis method was used to analyse the extracted data. Thus, open and axial coding were performed on the collected data, and then the categories and the conceptual model of the study were formed. To verify and extend the model, experiment was repeated next year with different students.

Fig 4. Grounded model of the study based on the extracted categories

Fig 5. Strategies to improve the quality of critical classes

Conclusions
The study results indicated that the effects of critical pedagogy have been perceived by Iranian students in eight categories: (1) improving intrinsic motivation (2) improving social skills, oral skills and self-confidence, (3) improving the speed and the quality of the development process of the architectural ideas, (4) creating diversity and cheerfulness, (5) reducing stress and anxiety, (6) waste of time and vain discussions, (7) educational marginalization, and (8) self-censorship. The first 5 categories are the positive feedbacks and the other 3 are the negative feedbacks that are considered as the challenges of applying critical pedagogy in Iranian higher education. At the end, some strategies are purposed to overcome these challenges and improve quality of critical classes.