A model of architectural design education based on collaborative and interactive thoughts

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The large gap between academic lessons in architecture schools and the labor market in society has made many graduates of architecture schools unfamiliar with the work process and solving architectural issues in society. In this study, learners get accustomed to concerns related to collective benefits and group problem solving. Thus, after graduation students gain higher ability to identify issues in society and solve problems with colleagues and interact with others. The aim of this study is to present a model for collaborative architectural design education, on the subject of decreasing the gap between academic education and work. Some of the benefits which can be gained from this method include preparing learners for work and social life, strengthening students’ responsibility and commitment towards their surrounding environment, academic education based on the realities of society. In this study, the method is qualitative and post positivism. It is inductive and first-degree data was collected, organized, and classified. It sought to discover issues surrounding architectural design education in a collaborative manner.

Figure 5. The Ideas of Architecture Design Teachers and Scholars on the Efficiency Level of the Presented Model Criteria in the Four Schools Understudy (Ref. Author)

Conclusions
The presented model consequently showed that it is not only synergistic, but also instigates efficiency in design education students. It can also significantly reduce the gap between academic education and the labor market. Hence, the benefits mentioned in the architectural design education model based on collaborative and interactive education are as follows:

- Decreasing the gap between education and society,
- Upgrading the efficiency of architectural design academic education,
- Preparing students for their work and social life,
- Improving the understanding of educational issues by grouping students of different levels,
- Strengthening students’ responsibility and commitment towards their surrounding environment,
- Making objectivism in education and starting education with the description of daily life issues and reaching a direct understanding of the realities of society possible.
- Increasing learning abilities by social connections, and organizing experience, innovation, and creativity by increasing neutrality.
- In the collaborative education model, the ability to transfer experiences among students of different levels becomes possible.