

Application of Emotional Intelligence in the Process of Architectural Design Education :An inquiry in the requirements of architectural discipline with reference to emotional skills

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Abstract

Many cognitive psychologists put emphasis on an integrative view of cognitive and affective faculties of the mind. In the course of theoretical developments in the above area, theorizing on the concept of "emotional intelligence" is considerable. The concept of emotional intelligence explains how people are different in perceiving, processing, and using emotional information in the process of cognition and thinking. Studies show that those differences are strong predictors of the individuals' success in their education, profession, and even their lives, architectural student is no exception. The present study- With a descriptive-analytical approach and using logical reasoning method, explores the role of emotional intelligence in developing an effective architectural education, particularly at the design studio context. In this regard, a study was conducted on how emotional intelligence influences the students' design thinking, as well as those properties that affect the process of learning, such as adaptability, engagement, and motivation. Given the possibility of nurturing the emotional intelligence, maintained by the research findings, teaching tactics can be developed to enhance emotional intelligence of design students as an effective way to integrate cognitive and affective aspects in the course of design studio instruction.

Table 4- Notes on the design and implementation of an intervention program for architectural education

Related to design phase	The program should be designed in two section: for improving EI of students and teachers.
	The program should include emotional intelligence skills only and also a complete set of intrapersonal and interpersonal skills.
	The program begins with intrapersonal skills training and completed with interpersonal skills.
	Ability based model is chosen as the basis for program design.
	Impact of the individual's differences in the results of the program should be considered.
Related to implication phase	Prior to implementing the program, the initial level of student's EI should be evaluated.
	The program will be implemented as a part of activates of the architectural design studio.
	Some predictions be adopted in the studio's usual program to train and apply EI skills in current activities of design studio.
	Implementation of the program in one or two early terms.
	On the first part of the program, the promotion of psychological mindedness, as part of the readiness for change, be emphasized further.
In order to evaluate the effectiveness of the program, the control group should be considered, and the result of the program, be evaluated as short and long term effect.	

Table 5-Assumed steps of Intervention program in architectural education according to ability based model

Levels	Steps of Program Based on Ability Model
Perception of Emotion/ Psychological Mindedness	Perception of main emotions experienced in architectural design studio through both verbal and nonverbal communication signals. This exercise is designed to: (1) Increase the amount of attention one pays to one's own and others' emotions, and (2) enhance one's ability to evaluate the emotions of the self and others.
Use of Emotion	Identifying the most desirable emotions for different situations. To control emotional energy for ease of design thinking, creative and critical thinking. Creating favourable emotional states for different situations created at the design studio. The primary goals of this activity are to: (1) increase awareness of how emotions affect the way we think and behave, and (2) develop a set of tools for manipulating the emotions of oneself and others in order to affect thinking, behaviour, and especially performance and effectiveness in different domains.
Understanding of Emotion	The ability to understand emotional information, the cause of emotions and how combine and progress and transform one emotion to another by focusing on the main emotions of the architectural design studio area. The purpose of this activity is to explore deeply their own and others' emotional experiences in order to: (1) foster a better understanding of the causes of emotions and their progressions, and (2) encourage the use of an advanced emotion vocabulary.
Management of Emotion	Ability to manage one's emotions and others, active encounters with them depending on the different situations created during the design studio activities. The goal of this activity is to: (1) evaluate the effectiveness of their current strategies for emotion regulation, and (2) explore the possibilities of implementing other approaches to manage their emotions.

Conclusions

In this paper was tried to clarify the emergence of concept of Emotional Intelligence, especially in educational areas. Proving this necessity, as well as identifying the requirements of architectural discipline with reference to emotional skills, clarifies the double importance of this concept in the field of architectural design education. The study of the role of emotional intelligence in the design education process showed that the emotional intelligence of the teacher and the student of architecture could have a significant impact on issues related to learning process, such as adaptation, engagement and motivation of the students of architecture, as well as design thinking (creative thinking and critical thinking). Based on this, emotional intelligence and using interventions for enhancing it in architectural design studio be considered as an important factor in the effectiveness of design education. The research also suggests that an approach based on the ability-based model can be appropriate for providing the framework of designing intended intervention program.