The Zeitgeist’s comparative study on architectural educational course program

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Abstract

One of the main factors in the education of architecture in each country is its content and its educational program. It seems that the education of architecture in Iran with issues such as non-compliance with the needs of the society, forgetting the values of Iranian culture and the lack of fundamental research And has led to a flourishing trend towards Western practices. The purpose of this research is to follow the global approaches and needs of the community, train the specialist in adapting to the challenges of the future, retrieving and building efficient patterns. The study of the subject emphasizes the impact of the process of training the architecture of the zeitgeist on explaining its components (dialectic, critical thinking and updating in education), and then evaluating educational programs. The present study is a cross-sectional and applied research. The research methodology was based on qualitative strategy and to analyse the apparent content of the messages in the headlines, with the logical reasoning approach, it analyses the contents of the curriculum of the nine top universities in the world, focusing on the concept of the zeitgeist. The research has shown that Delft University is in two fields of history and theory with 35% and in the field of technology with 31.6%, the most statistics for this section and the University of Massachusetts with 51.7% share in the leading design sector. And in the field of interdisciplinary courses at the University of California, about 35% of the courses in this field differ from others. Interestingly, the new and old curriculum of Iran has not made a significant contribution to the competition among the world's universities. Finally, we conclude in this study that the zeitgeist is the transcendence of history and culture. At the same time, there are a variety of educational models, but variability, freedom of design and choice of program and flexibility, critical thinking and redefinition of the problem and simulation of the ground conditions play a pivotal role in the zeitgeist.

Conclusions

Several examples of dynamic and flexible training models and methods can be used which, based on the zeitgeist, have benefited from these tools properly. This research shows:

- The zeitgeist in the Hegelian and educational sense is overcome, and it is necessary to consider the context of the educational and social context.
- Freedom to choose educational issues and educational models by educators and educators, along with the flexibility and variability of the educational model, can provide a basis for building the spirit of the present.
- Educational issues in every educational institution, academia, and every country, and at any time, are different issues, and in many cases educational models cannot be reproduced or used from anywhere else, and will not represent the zeitgeist.
- The structure of problem solving, problem solving and critical thinking, and redefinition of the problem are important aspects of contemporary education and the construction of the zeitgeist.
- Historical re-election, cultural re-reading and its continuity and continuity can provide the ground for achieving the zeitgeist.
- Simulating realistic positions in educational models can provide a basis for building up the zeitgeist.