فصلنامه مدیریت شهری
(ویژه نامه لاتین)
Urban management
No.**42** Spring **2016**
219 - 234

Received *23 Sep 2015*; **Accepted** *11 Mar 2016*

Quality Improving Methods Of Education at Architecture Conservatories Of Tehran with Emphasis on Narrative ways of architecture education

Siamak Panahi -*Department of Architecture, Islamic Azad University, Abhar Branch, Abhar, Iran.*
Omid Azeri[1] -*Department of Architecture, Islamic Azad University, Karaj Branch, Karaj, Iran.*

Abstract

Architecture education has social, interpersonal and ethical aspects. The role of narration and storytelling as a pedagogical tool in clarification of academic subjects has been argued by researchers.Architecture is a multidisciplinary field of study that draws on the arts, science and social sciences. The aim in educating architects is seen as developing the imaginative, conceptual and practical skills necessary for students to identify human needs and aspirations, and to be able to meet or express these in space and form. Donald Schon asserts that these defining of abilities can be called 'thinking like an architect'. It would be students' capacity to see unfamiliar situations as familiar ones, and bring their past experience to bear on the unique case. In the educational process, the main focus not only on the assessment, but also in the process of learning during the lecture[1]. The importance of this matter is so that it can be observed in families. Changes in technology, human resources, information technology and changes in consumer preferences, has changed perceptions of manpower required education and skills. Due to increasing importance of vocational training school for girls and the need for quality improvement and evaluation, participation and their role in these changes can be very effective but this partnership in comparison with its true position, is still low and negligible. This study examined documentary and scientific aspects of obstacles and strength points and methods of improving quality of teaching in the Conservatories. So we tried to develop a systematic framework for evaluating Conservatory in Tehran, in order to help resolve this need and with its preliminary implementation, while identifying condition of target Conservatory community, will provide condition of comprehensive evaluation for other technical training institutions so that with knowledge of strengths and weaknesses points and obstacles can improve quality of training centers. The present research, is descriptive and functional that evaluate the state through the questionnaire that has been developed with regard to objectives of the Conservatory training of Tehran, identify the current status, obstacles and also utilizes information obtained from interviews of teachers and experts in this sector in four fields educational, personal, social, economic and four levels of "high, medium, low and very low". Due to gathered information and analysis by SPSS obstacles have been reported high extent that finally guidelines and recommendations in order to quality improvement of current situation is presented.

Key words: *Obstacles, Strengths, Improving, Quality, Education, Conservatory.*

1.Corresponding Author, Tel: 09121954069 , Email Address: arturazeri77@yahoo.com

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

1.Introduction

The primary purpose of architectural education is creating proficient, critically minded, innovative and ethical designers or builders whose contribution to the cultural, social, economic, development of society are considerable. Architecture education field has an interdisciplinary nature that includes social, humanities, physical sciences, creative arts and technology (Schreiber, 2010). Development 0f The countries is greatly impressed by education. Econometric studies have proved this idea strongly (Hanushek & Kimko, 2004). In these circumstances, the countries aware of importance of education and its role in future economy and meanwhile, are obsessed by development theory, consider education as the base of their fundamental mission and their preferences (Jorgenson & Fraumeni) and allocate a large amount of GDP to the education structure. One of the most significant parts of each country's education system is its vocational training system so that, it is considered such the countries' critical policies to train the efficient work forces in the level of pre-university (Simsek & Yildirim, 2000; Kazamias & Roussakis). By the way, its important role in the attainment of economical, social, and individual objectives has been included in various researches (Bishop 1998; Mondol1998).

Lee (1994), Organization for Economic Cooperation Development (1994) and Hanhart & Bossio (1998) believe that the cultural, political, and economical requirements as well as the countries' perception of the official vocational education have attributed appearance of three patterns of Market-basis, Full-time vocational education and Apprenticeship. The first one is the educational centers located inside the Manufacturing and Service institutions, and such countries as United Kingdom, USA, and Japan utilize them. In the second pattern, the theoretical and scientific education is offered commonly and one of its major features is the weak relationship with the market. Such countries as France, Spain, and Iran follow this one. In the third pattern, followed by such countries as Germany, Australia and Switzerland, education and vocation is operated in two Environments School and Work, hence it is called "Ual System". Work related learning is considered as the fundamental basis of this pattern forming (Haddleston & Oh, 2004). Such signs of the inefficient system of secondary education, the exponential growth of technology, and necessity of such skilled labors and semi-skilled in industry has leaded educational system to make such alterations in the society's official education structure as to cover this vital need. Establishment and expansion of vocational branches of the education system is one of the outcomes of this decision. Despite the importance of these centers' establishment, codification of such mechanisms to improve its quality is also significant. Continuous evaluation of the centers using the organized approaches including effective measures to fulfill the quality assurance in the vocational training system as well as improvement of their quality subsequently. Barnett and Clark (1999) believe that despite the consensus on the need for evaluation of the vocational centers, but in terms of evidence, there are less ones on their quality evaluation, compared to the consensus on the evaluation necessity. Stasis (1999) knows insufficient evidence because of the problems related to the evaluation of the training. He believes that such limitations as the ones related to how to define quality, evaluate the students and training outcomes, educational actions, evaluate the teachers' quality as well as evaluate the graduates' efficiency has the critical role in the market. However, Muller and Funnel (1991) account on these limitations, especially

1.The universities are institutions where mostly the young aged 18-25 spend their education process and transitionto-adulthood period. Therefore, it has gained importance that the programs which pay regard to the interests, skills and needs of students need to be developed (Gizir, 2005). It is necessary to make the young of today participate in the programs, except their compulsory course, that they are interested in and that include different skills in the education process for their career development and in order for them to keep pace with fast development (Dündar, 2008).

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

the variety of perceptions of quality in the vocational education system as the main reason for the emergence of various models for evaluating the quality of vocational education.

Review of the system approach in evaluating the quality of vocational school inside the country and abroad

The literature on education of architecture in recent years shows that practice in architecture has altered radically and that equivalent modifications in education of architecture is required (A. M. A. Salama, O'Reilly, & Noschis, 2002). Narration and storytelling has been applied as an educational tool for some academic disciplines (Davidson, 2004). As a pedagogical tool, storytelling has been implemented in interdisciplinary areas, including nursing (Adamson & Dewar, 2014; Schwartz & Abbott, 2007), education (Davidson, 2004), and business (Denning, 2005). Also researchers have discussed about the narration in science (Rowcliffe, 2004), economic (N.McCloskey, 1990), engineering (Adams, 2007) .Decisions about the design and its type per evaluation action before entering to the implementation stages, is of paramount importance. In other words, in the pre-evaluation, consideration and decision on the approach, process and framework on use for evaluation, is considered as the most important tasks of the evaluation team. Salehi (2005) argues that evaluation is the most important step in the evaluation of "how" to decide appropriately, on which a great deal of success depends. There is such clear evidence of consensus on comprehending the need to evaluation of vocational institutes (stasis, 1999). Despite the consensus on "why" need to evaluation, "how" to evaluation, there are such various and sometimes conflicting considerations, which influences the evaluation process and use of its outcomes in different ways. Some of these considerations include:

1. The considerations related to the qualitative, quantitative, and combined approaches.
2. The considerations related to wide variety of education's accompanies (stakeholders, relevant, interested parties, influential parts)
3. The considerations of detail-based looking against general-based looking
4. The considerations of the process-based looking against result-based looking in evaluation
5. The considerations of evaluation experts with various study fields.

Above considerations are such samples of the variety and sometimes the perceptions' conflict, related to evaluation, influencing "reason", "identity", and how to evaluate and more importantly utilizing the evaluation's consequences.

The systems approach is a useful one, established for understanding and describing phenomena in the social sciences and natural sciences. Today, attempt to description, explanation, and predicting the organizational behavior depends generally on the systems' theories. Implementation of them assists us to understand the phenomena properly and prevents us from the powerful tendency of imputation the events to an individual factor (Awense, 2003, pp 46). In terms of the systems approach, a school is a coherent system of structures and the relevant tasks that as to its internal processes be understood, all the dynamic interaction between all the sub-systems should be attended.

Awense, (2003) believes that the most useful method to understand the educational organizations and people's behavior at them is to focus on what is passing within them.

Therefore, we focus our attention to the system's internal functions, called as organization. Here, "Subsystems" and "Multiple causation" are two crucial concepts, which should be considered (Ibid, pp47). Type of observation to the factors and indicators for each evaluation activity, is far more important than their application sorely (Salehi, 2005, a, s. 77). Estuffel Bim and Shinkfield (2007) have considered the utilize factors and markers' quality as the main assessment indicators of evaluation plan's quality and the evaluator's scholarly potential.

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

However, in contrast to research, evaluation depends on the rigid framework with inflexible levels in less extent, but the flexible nature of evaluation is not such logical justification for ignoring or overlooking the use of the logical framework. Entering to the evaluation's executive steps, regardless of using the framework and suitable trend could have at least such trivial impacts on it. Several models have evaluated the quality of vocational institutes with their individual strengths and weaknesses. The weakness of these models is too emphasizing on the factors, particularly economic (like employment) emphasis and to gather more information, they have used such sources as alumni and employers mostly. In addition, given one of the important characteristics of an evaluation framework is its link with the "cycle of quality improvement" (Balok, Bielefeld, Butterfield, Maurice, Robins, and Feram, 1999, p. 448), thus inattention to this feature could be considered as one of the main weaknesses of evaluation framework. Attention to the context, structure, stakeholders, available resources, goals and the characteristics of system on assessment is of importance to success in selection of appropriate evaluation framework. Staying away from detailed-based opinions, attention to the interaction between organizational elements, external environment of the organization or program, the time and resources available must not be ignored. Starr (1986) believes that there is conflict between a quantitative approach with the principles of quality assessment and such qualititative assessment methods must be used utilized.

Sirothenic (1987) and Hui and Misckel (2005) believe that as to evaluation of these art schools' quality, in addition to inputs and outputs, their fundamental processes should also be noted and such multiple sources as teachers, students, alumni managers, employers and parents be used to gather information. Shrinz and Thomas (2003) believe in selection and use of the systematic framework for evaluation as an important step in the successful evaluation (ibid., P. 18). So far, inspiring by the systems' theory, such general patterns of evaluation as "context, input, process and product," or the pattern "validation system of education" and "input, process, output and outcome" have been developed and offered. Salehi (2005 a) believes that the use of a combination of factors and indicators coinciding the systematic attitude result in a comprehensive and in-depth knowledge of the organization, program, and generally the system on evaluation. Particular attention to the interaction between the system's components and comprehensive look at the issue on assessment is considered as main advantages of evaluation based on a systematic approach. On the other hand, benefitting from the attitude "Particle orientation " in evaluation and its outcomes as well as use of the irrelevant, inadequate and separate indicators and factors lead to one-dimensional consequences in addition to not getting the comprehensive and in-depth results. Therefore, using the systematic approach in evaluation result in more realistic understanding of the object, phenomenon or the system, and consequently the more correct decision (ibid: 77).

(stasis, 1999), emphasizes on the necessity of the systematic approach in evaluation and believes that all factors :input, process, and output are crucial in evaluation of the vocational schools, because based on the systematic approach, all these factors are influential (directly or indirectly) in the efficiency and effectiveness of the system on evaluation.

Systematic approaches of evaluation, which evaluate the educational systems in terms of inputs, processes, and outputs of the evaluation, make the quality of educational institutions obvious in better way.

Issue Statement

According to (Diekelmann, 2001) Storytelling referred to as "narrative pedagogy", it is a combination of components of phenomenological, critical, conventional and pedagogies that serves to increase the learning experience

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

(Diekelmann, 2001). Boyce (1996) points to one of the key strengths of storytelling in the learning process. It provides a multiplicity in viewpoints, that permits for the 'received wisdom' of the official education programs to be under challenged, or at least grounded in a reality that is understandable for students. Vocational education is more expensive and costly in comparison with the public one; the adoptative studies confirm this idea (Sakhoropolus, 1984; Tesung, 1997). However, there are much costs in this system, such issues as lack of employment for graduates, lack of relation between the jobs and professions, low transition from school to work, inefficient graduates, lack of adoption between graduates' skills with the needs of the market, ineffective Tendency of inefficient students to vocational schools, poor academic achievement, lack of participation or poor one of the industry, establishment of vocational schools regardless of regional needs, the concentrative curriculum and low interest rates of registration in the vocational art schools (Linch, 2000, Guset, 2002, Bilt, 2004) have made cerebration and reform necessary in this system, and this system should get a way, in which the efficiency and functionality be more than its costs.

Narrative and narration

There exist many definitions of the storytelling concept. (See for Example the National Storytelling Network www.storynet.org or The Centre for Digital Storytelling www.storycenter.org). Nevertheless all of the various definitions have in common components and therefore storytelling can be understood as the attempt to connect events employing terms, pictures and sounds generally including embellishment or improvisation. In addition to, some authors apply the term 'narrative' as a synonym for 'story'. (Haigh & Hardy, 2011). Storytelling is a way of teaching and learning that originated even before the development of written language (Yoder-Wise & Kowalski, 2003).The tradition of story-telling has existed from the most primitive forms of spoken communication among mankind and it can be traced back to all civilizations which governed the earth in the ancient
times. During centuries, stories have been constantly told and repeatedly revised until they have finally gotten stronger forms and gradually taken denotations and connotations (Afshar, 2006). Stories are combinations of relationships, values and knowledge and people try to follow the actions of the stories' heroes after listening to a narrative or a story. Stories become part of people and cultures' collective subconscious by the passage of time. The stories we hear and tell support us to join our activities to our emotions and thoughts and allows us to visualize new potentials and find ethical preparation sometimes in uncertain conditions(McEwan & Egan, 1995).

More importantly, the competitive and knowledge-oriented economy of today has this system's role more sensitive. This economy has changed the perception of needed workforce, their skills as well as the required training for them, however many clients believe that the students are not get ready appropriately to cover this economy's needs (Tilver and Lehman, 2002). Therefore, it is anticipated from the Education and Nutrition system (generally) and Vocational system (particularly) to provide sufficient environment to train such "smart", "knowledgeable", "Multi-skills", "productive", "Thoughtful", and " appropriate to today economy's need (Rich, 1991; Edwards, 1998, Lindback & Snower, 2000, Lehman and Tilver, 2003), so that student could cover the advanced and challenged economy of future. Apparently, this system has not been as efficient as expected. This expression is more correct for women schools, why such inequalities against sex in relation to employment in skilled and semi-skilled at pre-university level has made much limitation for the girls' employment. Anyway, as to comprehensive, systematic, fair, and practical assessment on the statement's quality of this system in Iran, utilize of evaluation mechanism based on systematic ap-

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

proach is considered as the most appropriate option and inevitable; why using the outcomes obtained from systematic evaluation, we can present such solutions to move towards suitable statement in addition to comprehensive knowledge on current state.

Narration and architecture

Every human being's life and daily activities in architectural space, is a narrative. The scenario that all architects write (Liu & Yu, 2001) in the introduction to designing each building is usually effective in the performance and relations of spaces and sense of place in the work. Stories whether written specifically for architecture or not, create a mental spatial experience for the listener or reader. In other words, works of architecture are the origins of some narratives, and stories and narratives have the potential to influence architectural design. Some of the best descriptions of urban space are the ones Henry Miller wrote about Paris. Literature and classical arts are indispensable tools for intuitive architects and teachers of architecture (Antoniades, 1992). We can use narration in architecture as a method to think about spaces. The practical exercise of transforming narrative into architecture and vice versa can be considered as a skill which may help students to understand the concept of the sense of place. The historical experience of using travel accounts as a form of narrative literature in restoring spaces and renovating historic buildings cannot be neglected. What was available to renovators about Kaboud mosque in Tabriz, was the writings of Jane Dieulafoy about it (Dieulafoy, 1887).

Evaluation mechanism, in addition to specify available weaknesses and strengths arouses the other influential systems to change the missions and interaction against the system on evaluation. In other words, through evaluating the quality of this system, we could assess the positive or negative function of other organizations and influential systems on their function, and applying this procedure is a forward-looking step along the comprehensive, systematic, fair, and practical assessment on the function of the vocational institutes.

Continuous evaluation is considered as the most solution to improvement and warranty the quality in each system (Dorrani & Salehi, 2004). However, evaluation is necessary in each system, but evaluation of these institutes, due to their significant role in today economy is compulsory. Because, in today's competitive market and knowledge-oriented economy, one of the main bases of success is to have such high quality inputs, hence the vocational system, providing one of the most important inputs of this market (Skilled and semi-skilled workforce) has such sensitive situation.

In Iran, due to youngness of industry, extreme need for skilled and semi-skilled labors, abundance of young enthusiastic workforce, incunabula of the vocational centers in the new educational system as well as need for getting respond from the expected objective in terms of quality and quality, not only it is not exceptional, but also evaluation is more necessary there. Therefore, regarding to lack of comprehensive and update data for emerging the quality of efficient factors in function of women vocational institutes in Tehran, the major issue in the present study is to evaluate the quality of all the efficient factors in functionality of the women vocational institutes using the restrictions and weaknesses and strengths examination, and besides gathering such comprehensive and proper data, as to get the vocational institutes stakeholders aware, provide the needed field to help assessment and proper decision regarding the approaches and appropriate processes in promotion of current state.

Research purposes

Girls Conservatory of Tehran, while identifying the strengths and the improvable (weakness), And proposed some solutions for improving the current situation of them , can provide Corrective feedback to accelerate their movement to the desired position. This study appears to be used as an efficient tool for re-

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

flection and reform in professional technical Conservatory for girls in Tehran, promoting culture of responsibility and accountability, and strengthening of the evaluation the system.

Methodology and statistical population

statistical population is the whole group of people, events, or things implies that the researcher wants to research on it and "sample" is a small selection of the statistical population consisted of some members who have been elected members of the population. In simple terms, some of the desired elements that have at least one characteristic of the "statistical population" and some sections of Statistical population that describe main features of society is "ample". for Research studies involving several hundred members of the population it is virtually impossible to collect data from any member or testing. Even if it is possible, due to time, cost and other human resource issues is not possible. study of Statistical population Instead of the whole sample, sometimes may be a more credible results Mostly because there will be less tired and therefore creates fewer errors in data collection, especially when Statistical population is very large (Sakaran, 2006). In this study 30 Conservatory teachers in Tehran are considered as a sample.

Role of expression techniques in architecture education

It is not possible for the problems to bloom at the same time in a design process. The method to bring out the image formed in mind is drawing and the method to develop and think with drawing is the sketch (Çil, 1995). Sketches are renewed continuously to develop the initial sketch, leading to many different options, opinions and ideas. Education is a process and the most important data in this process is the transfer of information at the right time and place; therefore, the design classes in interior design must given to prospective architects to this aim as required. Drawing and design are integrated concepts and the larger proportion of the Interior Design education must be composed of applied, or drawing-based, courses. It is the project, the design courses, which are based on practice and design and express the importance of thinking. The first concept to be formed according to the subject given in design courses is the process of sketching; however, the students start to think using computers without applying the method of sketching. The first process in design is to think fast, scratch and transfer this to the paper. The primary mistake in our education system is the failure to highlight the importance of sketching process in classes. The graduates may produce unsuccessful work when they enter the sector.

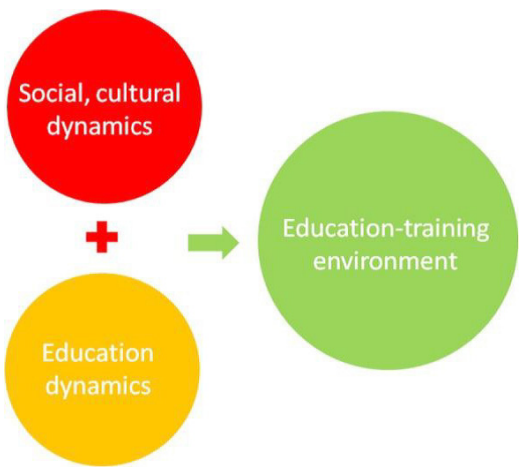


Fig 1.Social, cultural and education dynamics

Assessment tools and research variables

Assessment tools are means that researcher could whit their help gather, record and computational the required information. Using theoretical principles of research, as data collecting tools a questionnaire was designed in four parts, the first part is questions about teaching obstacles that are in improving the quality of the Conservatory, and the second part included questions about environmental obstacles, the third section asked about ways to improve the quality of teacher education at Conservatories of Tehran, the fourth part of questions is about ways that improve the quality of performance of teachers in which opinions range is from high to medium low and varied.

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

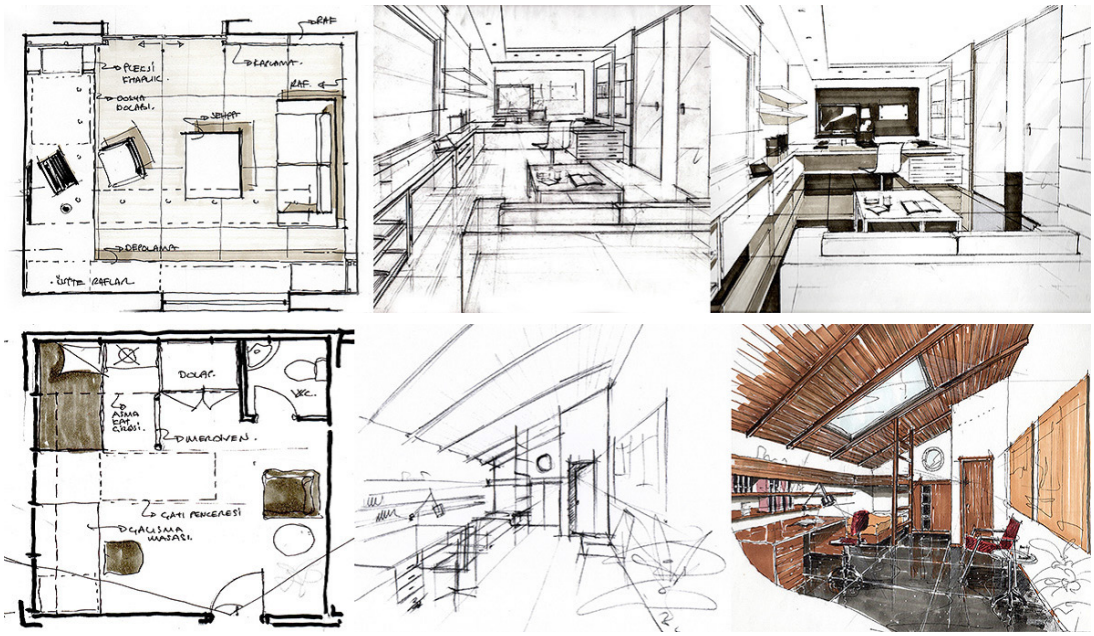


Fig 2. Study Room plan, perspective, coloring; source: Serpil Özker

variables	Number of questions	Alpha cronbakh
Obstacles on the path to improving educational quality	n=11	90.9%
Environmental barriers in improving the quality	n=5	93.6%
methods of improving the quality associated with teacher training strengths	n=7	94.6%
methods of improving the quality performance of teacher education associated with strengths	n=7	90.2%

Table 1. Reliability of the questionnaire variables

The Reliability Of Questionnaire

The measurement tools should be able to provide required information and data for analyzing and final conclusions and for this purpose should be valid and reliable. Validity of the questionnaire refers to the ability of the tool to measure the adjective that has made it the test to measure, against the reliability of questionnaire mainly note to precision, high reliability, consistency or repeatability of the results. In this study, to determine the internal Reliability of the test, the Cronbach's alpha coefficient and SPSS were used. Cronbach's alpha coefficient can be calculated using the following equation:

In which is Reliability coefficient of the the test, k is the number of questions, Variance of scores of Question (part) j, Variance of scores of whole Question. In this study, in order to calculate the reliability 30 questionnaires were distributed among the sample, Cronbakh's alpha coefficient from a questionnaire variables was obtained 0.924. Cronbakh's alpha coefficient for each variable are shown in Table 1.

Discussion and Findings

In this research that by preparing questionnaire and asking from the Tehran Conservatory teachers, were taken evaluating learning strengths and weaknesses points in Conserva-

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

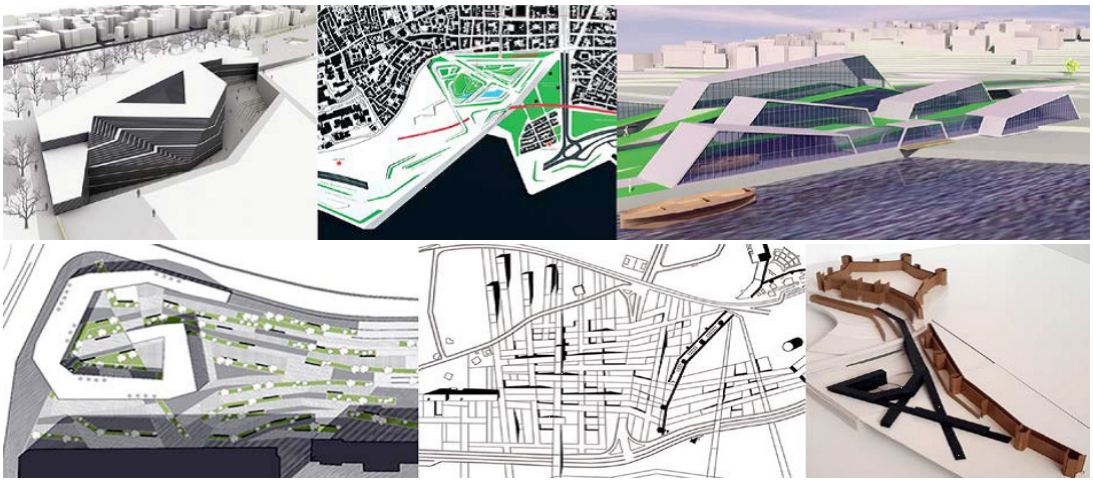


Fig 3. Layers of history: Museum for archaeological findings in the excavations of Theodosius Port at Yenikap

tory that questions and findings will be presented as the results in the form below.

Obstacles in achieving to quality education in teaching

In the first part of the questionnaire with regard to this question that, what is of obstacles in achieving to teaching quality education? Following items was expressed that with response of high, medium, low, was assessed by the teachers:

a) Non-use of active and dynamic teaching methods

b) lack of teacher's cognition for students

c) Lack of planning and implementing of lesson plans

d) Lack of interest in teaching

e) Lack of updating the content of textbooks

f) Inappropriateness of the content of textbooks and teaching quality evaluation process

g) Inappropriateness of the content of textbooks and scientific potential of students

h) Lack of managers familiarity with educational programs

i) Lack of reading resources for teachers

j) Lack of control and guidance in the implementation of quality evaluation by experts

k)Lack of facilities for individual and group tasks in the Atelier

On exploring these factors as the questionnaire was distributed among teachers, Results were obtained according to a diagram and following items were selected as the most examples of obstacles: Lack planning and implementation of course plan (84%), Non-compliance of the content of textbooks with the capacity of students (84%), Non-compliance with the contents of textbooks for teaching quality evaluation process (84%) and lack of updating the content of textbooks (78%). Also options such lack of available research resources for teachers and the lack of an active and dynamic methods are cases that are in the next priority according to experts view. So, it can be stated that the implementation of training programs and textbooks have the greatest impact on reducing obstacles in teaching.

Other environmental obstacles effective in achieving a better education

There are another lateral factors in achieving of better quality in education that somehow have an impact on the learning process, the impact of these factors the following by teachers. Between these cases, the volume of the books of conservatory with high and medium answers (100%) and increasing volume of work for teachers is more important.

a) Non-use of active and dynamic teaching methods, b) lack of teacher's cognition for students, c) Lack of planning and implementing of lesson plans, d) Lack of interest in teaching, e) Lack of updating the content of textbooks, f)Inappropriateness of the content of textbooks and teaching quality evaluation process, g) Inappropriateness of the content of

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

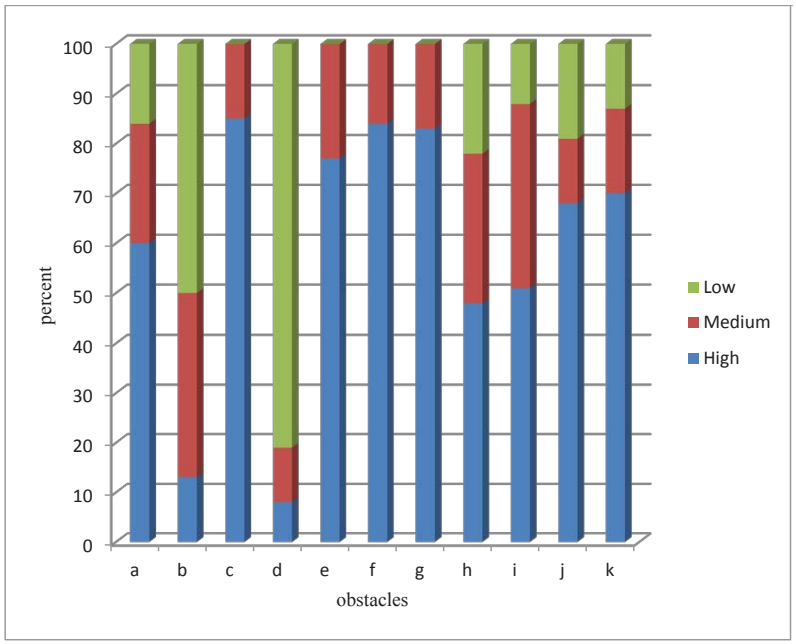


Fig 4. Graph of the results obtained in the determination of obstacles for better quality of education at the Conservatories of Tehran

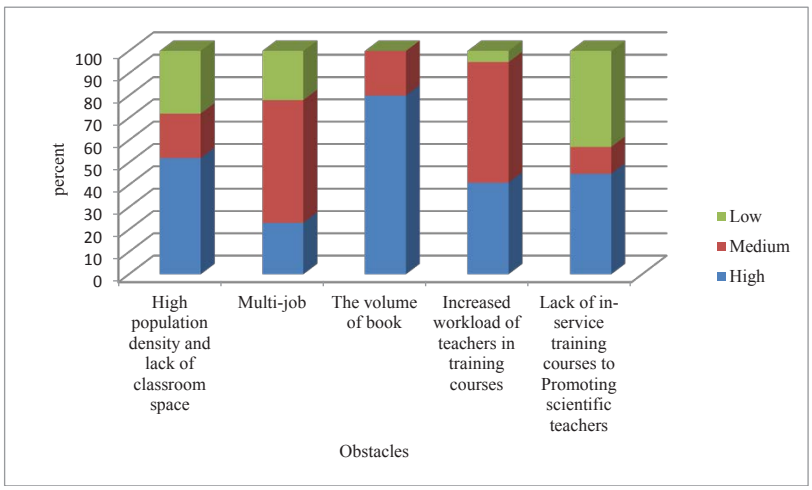


Figure 5. graph of the results obtained in the determination of environmental obstacles for better quality of education at the Conservatory of Tehran

textbooks and scientific potential of students, h) Lack of managers familiarity with educational programs, i) Lack of reading resources for teachers, j) Lack of control and guidance in the implementation of quality evaluation by experts, k)Lack of facilities for individual and group tasks in the Atelier

Methods of improving the quality related to teacher training strength points

Note that in any kind of education, type and method of collecting the information of teachers is very important, in this questionnaire, after mentioning of the obstacles and recognition of them, has been paid to this question. obtained cases and answers are shown in Figure 3. According to this assessment can be seen that personal interests in order to enhance learning and increasing the skills will be most effective in improving education.

a) Increasing interest in personal learning, b) Increasing the skills of working with materials and tools associated with courses , c) Increas-

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

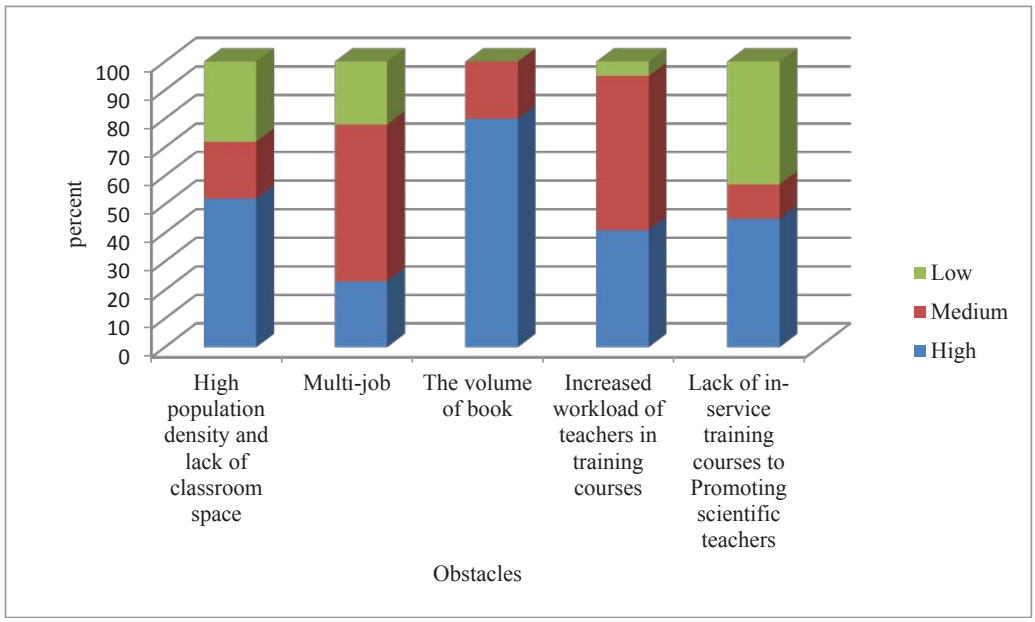


Figure 6. graph of the results obtained in the determination of the quality improving methods associated with teacher training strength points in institutes in Conservatory of Tehran

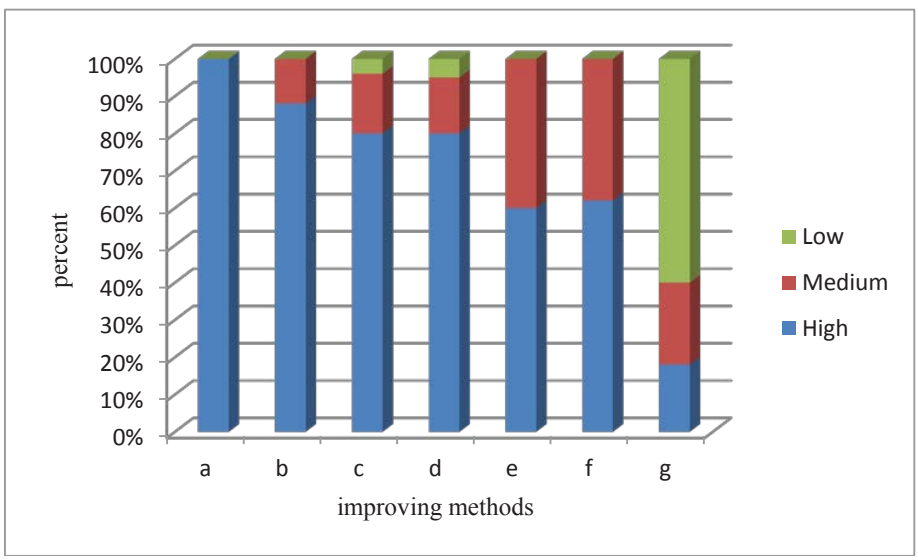


Fig 7. graph of the results obtained in determination of improving methods of quality associated with with functional strength points in school teachers in Conservatory of Tehran

فصلنامه مدیریت شهری
(ویژه نامه لاتین)
Urban Management
No.42 Spring 2016

ing the level of cooperation and participation of students in group activities, d) Increasing the level of responsibility and restraint, e) Strengthening positive attitudes towards textbooks and environment, f) Reduce of unhealthy competitive environment, g) Reduce of anxiety

Methods of improving the performance quality of teachers strength points

Planning for improvement, not limited to adverse factors and should utilize from comprehensive approach In the continuous improvement of quality. Enhancing the performance of conservatory's teachers in improving the quality is very important. Using the approach

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

of increased performance of education, meanwhile help to have a comprehensive and accurate knowledge of of the situation, can Prevent negative consequences and provide quality improvement.

Increasing interest in personal learning is one of the strength points of functional for teachers that in questionnaire of present research is considered about 100% . Increasing the skills of working with materials and tools related the courses and reducing unhealthy competitive environment obtained 100% of high and medium degree and increased levels of partnership among students about 88% , are most important cases. It is clear that considering these facts will have a significant impact on quality improvement of teachers.

Conclusion

The study examines interior design education based on "sketching and presentation" within the framework of "design" by looking into the application patterns, materials used, education, processes and results of these two methods and by providing relevant examples. In parallel, it is observed that Interior Design in Turkey evolves on a continuous basis. The continuous change in course programs has a negative impact on the course contents, resulting in an ill-established teaching method which lacks a systematic education. Expression techniques have an undeniable role in the Interior Design education which requires a combined system of art and practice. Expression technique is the most effective communication tool in the interior design practice and other visual arts. It develops the skill of thinking and transferring the thought. Nowadays from education system in general and vocational training systems in particular are expected to provide appropriate conditions for increasing employees with intelligent, knowledge, multi-skill, productive, thoughtful and tailored to the needs of today's economy, features so that graduates will be able to satisfy the needs of a modern economy and challenges of the future. Appearances indicate that in Iran this system could not fulfill great goals that established based on them, desirable. The situation is more in girls Conservatory, because gender inequalities in the employment skilled and semi-skilled levels of pre-university education, are created many limits for female employment. Based on the findings resulting from the system evaluation, meanwhile understanding of the current situation,we can provide measures to move to the desired position. One of the most distinct characteristics of the century that we left behind is that it witnessed a rapid and continuous change. The educational system has also been affected by this process. A similar development is seen especially on curriculum in the architectural education in which creativity education is prioritized. The study prepared to reveal this change deals with the elective courses, which have recently been the most apparent change means in the programs, within the framework of principle of flexibility in education. In this study, after expression of needs and goals of research on obstacles and Strengths and weaknesses points of education in Conservatory of Tehran, a survey questionnaire was discussed. The results of this evaluation showed that obstacle such as Lack of planning and implementation of course plan, noncompliance of content of textbooks with students capacity, non-compliance with the contents of textbooks with education quality evaluation process, Lack of an active and dynamic methods, Lack of available research resources for teachers, Lack of updated content textbooks and then high volumes of textbooks, increasing the volume of teachers work, are most and important reasons for the poor quality that for their improve we can offer solutions such as increasing interest in personal training, Increasing the skills and tools to work with materials related to the practice courses, increasing the positive attitudes to the environment and books, reducing unhealthy competitive environment, increasing the level of cooperation and participation of students in group activities and workshops, increasing accountability and decrease amount

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

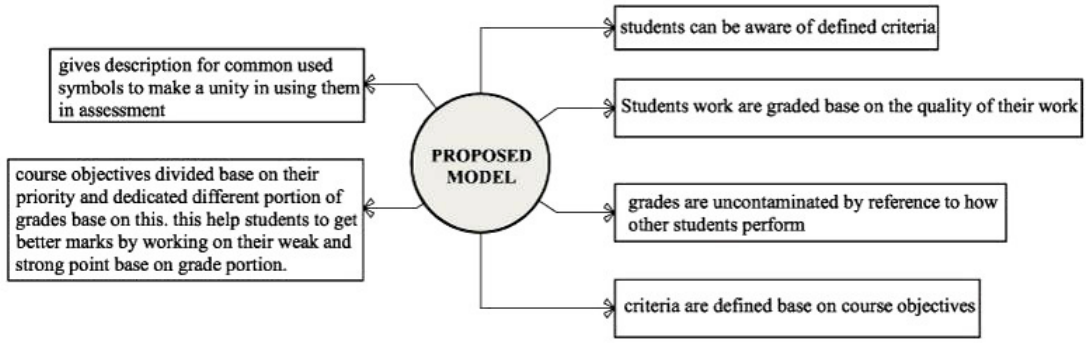


Fig 8. Proposed model based on Critique Session

anxiety, until with these solutions, the situation of conservatory be improved.

References

Anthony, K. H. (2013). Designing for diversity: implications for architectural education in the twenty-first century, Journal of Architectural Education, 55, 4, 257-267.

Balamir, A. (1992). Meslek sorunlarımız içinde mimarlık eğitim programlarının yeri ve program başarısındaki etkenler, Yapı Dergisi, 122, 38-43.

Bashier, F.(Article in press)). Reflections on architectural design education: the return of rationalism in the studio, Frontiers of Architectural Research.

Bergstrom, A. (2014). Architecture and the rise of practice in education, Architectural Theory Review, 19, 1, 10–21.

Bishop J. (1998). Occupation-Specific versus General Education and Training. Annals of the American Academy of Political and Social Science, 559 (0). pp.24-38.

Boys-Stones, G. R. (eds.) (2003). Metaphor, allegory and the classical tradition: Ancient thought and modern revisions. Oxford: Oxford University Press.

Broadbent, G. H. (1973). Design in architecture: Architecture and the human sciences. Chichester: John Wiley and Sons.

Bullock, C , Belfield, S Butterfield, Z Morris, P Ribbins and J Frame. (1999). A framework for the evaluation of continuing education short courses in dentistry. British Dental Journal, 187(8).pp. 445-449.

Collins, P. (1998). Changing ideals in modern architecture, 1750-1950. Montreal: McGill-Queen's Press.

Dorani, K. & Salehi, K (2005) Vocational Conservatory evaluation by using proposed model in order to improve the quality of vocational school. Magazine (CIPP) model Syp Psychology and Educational Sciences, Tehran University, No. 1 and 2, spring and summer.

Education (Third Edition) (pp. 13-18). Oxford: Elsevier.

Edwards, T. (1998). Economic and Democratic Objectives of Vocational Education. Journal of Evaluation and Research in Education, 12(1).pp. 1-6.

Esin, N. (2008) Seçenek ömrü uzatır- tasarlamada seçenek üretmenin önemi üzerine düşünceler, Mimar. İst, 2, 12-19.

Gilān, northern Iran. Construction History, 29(2), 63-82.

Gordon, W. J. J. (1961). Synectics: The development of creative capacity. New York: Harper and Row.

Groat, N. L., & Ahrentzen, S. (1996) Reconceptualizing architectural education for a more diverse future: perceptions and visions of architectural students, Journal of Architectural Education, 49, 3, 166-183.

Gropious, W. (1962). Scope of total architecture, Collier Books, NY.

Hanhart, S. & Bossio, S. (1998). Costs and Benefits of Dual Apprenticeship: Lessons from Swiss system. Journal of International labour Review, 137(4). pp.483-

Hanushek, E. & Kimko, D. (2000). Schooling, Labor force quality and the growth of nations. Journal of American Economic Review, 90(50), pp. 1184-1208.

Huddleston, P. & Oh, S.A. (2004). The magic roundabout: work-related learning within the 14–19 curriculum. Journal of Oxford Review of Education, 30(1).pp. 83- 103. (

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

Hunter, Kathryn Montgomery. (1991). Doctors' stories: The narrative structure of medical knowledge: Princeton University Press.

Jorgenson, D. W., & Fraumeni, B. M. (1992). Investment in education and U.S. economic growth. The Scandinavian Journal of Economics, 94, pp. 51-70.

Kazamias, A. M. & Roussakis, Y. (2003). Crisis and Reform in Greek Education. The Modern Greek Sisyphus. Journal of European Education, 35(3).pp. 7-30

Lindbeck, A. & Snower, D. (2000). Multitask learning and reorganization of work: from Tayloristic to holistic organization. Journal of Labor Economics, 18(3).pp. 76- 353.

Liu, Lin, & Yu, Eric. (2001, 2001). From requirements to architectural design-using goals and scenarios.

Lokce, S. (2002). Integrated technology into the architectural curriculum, J. Fac. Eng. Arch. Gazi Univ., 17, 3, 1-16.

Lynch, R.L. (2000). High School Career and Technical Education for the First Decade of the 21st Century. Journal of Vocational Education Research, 25(2).

McEwan, Hunter, & Egan, Kieran. (1995). Narrative in teaching, learning, and research: Teachers College Press New York.

Moon, Jennifer A. (1999). Learning journals: A handbook for academics, students and professional development: Routledge.

Moon, Jennifer A. (2004). A handbook of reflective and experiential learning: Theory and practice: Psychology Press.

Muller, D. & Funnell, P. (1991). Delivering Quality in Vocational Education. London: Kpgan Page

Mundle S. (1998). Financing Human Resource Development in the Advanced Asian Economies. Journal of World Development 26 (4), pp. 657 - 742

N.McCloskey, Donald. (1990). Story telling in economics Narrative in culture, the use of story telling in sciences, philosophy and literature.

Nazidizaji, Sajjad, & Safari, Hossein. (2013). The Social Logic of Persian Houses, in Search of the Introverted Houses Genotype. World Applied

Nazidizaji, Sajjad, Tome, Ana, & Regateiro, Francisco. (2014a). The architecture and construction processes of the vernacular Shikili Houses in

Nazidizaji, Sajjad, Tome, Ana, & Regateiro, Francisco. (2014b). Search for design intelligence: A field study on the role of emotional intelligence

Olson, A. M. (1980). Myth, symbol, and metaphorical truth, in myth, symbol, and reality. London: University of Notre Dame Press.

Owen, M. (1999). Program Evaluation: Forms and approaches. Allen & Unwin.

Pellowski, Anne. (1990). The world of storytelling: A practical Guide to the Origins, Development, and Applications of Storytelling. Bronx, NY:

Persson, T. & Tabellini, G. (1994). Is inequality harmful for growth? Journal of American Economic Review, 84. pp. 21- 60.

Ramirez, J. (2000). The beehive metaphor: From Gaudi to Le Corbusier. Reaktion Books.

Reich, R. (1991). The Work of Nations: Preparing Ourselves for the 21st Century Capitalism. New York: Vantage Books.

Ricoeur, P. (1981). The rule of metaphor: Multidisciplinary studies of the creation of meaning in language. University of Toronto Press.

Rowcliffe, Stephen. (2004). Storytelling in science. School science review, 86(314), 121-126.

Salama, A. (2005). New trends in architectural education: designing the design studio (3rd ed.). North Carolina: Tailored Text and Unlimited Potential Publishing.

Salama, A. M. A., O'Reilly, W., & Noschis, K. (2002). Architectural Education Today: Cross-cultural Perspectives: Comportements.

Salama, A., & Sanoff, H. (1995). New Trends in Architectural Education: Designing the Design Studio: Tailored Text & Unlimited Potential Pub.

Salehi, K. (1384) Evaluation of vocational Conservatory using the evaluation model by vocational Conservatory district 2 of Tehran, Faculty of Psychology and Educational Sciences, Tehran University.

Salehi, K. (2004) Introduction to Journalism Research, Tehran: Center for Educational Testing Organization.

Savic, M., & Kashef, M. (2013). Learning outcomes in affective domain within contemporary architectural curricula, Int. J. Technol. Des. Educ, 23, 987–1004.

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

Scheerens, J & Thomas, S. (2003). Educational Evaluation, Assessment and Monitoring: A Systemic Approach. Taylor & Francis.
Schön, Donald A. (1985). The design studio: An exploration of its traditions and potentials: RIBA Publications for RIBA Building Industry Trust
Schreiber, S. (2010). Education for Architecture in the United States and Canada. In P. P. B. McGaw (Ed.), International Encyclopedia of
Sciences Journal, 26(6), 817-825.
Simsek, H & Yildirim, A. (2000). Vocational schools in Turkey: An administrative and organizational analysis. Journal of International Review of Education, 46(34/), pp. 327- 342.
Sirotnik, K. A. (1987). The Information Side of Evaluation for Local School Improvement. International Journal of Educational Research, 11(1), pp. 77-90.
Stasz, C. (1999). Assessing the Quality of Vocational Education in High Schools. NAVE design papers.Paper presented at the independent Advisory Panel Meeting, National Assessment of Vocational Education. ERIC Document Reproduction Service No (ED 443964).
Taylor, A. & Lehmann, W. (2002). Reinventing vocational education policy: pitfalls and possibilities. Alberta Journal of Educational Research, 48 (2), pp. 139-161
The HW Wilson Company, 42-.
Wheeler, M. & Whiteley, N. (eds.) (1992). The lamp of memory: Ruskin, tradition and architecture. Manchester: Manchester University Press.
Whiteman, J., Kipnis, J. & Burdett R. (eds.) (1992). Strategies in architectural thinking. Cambridge: The MIT Press.

[Downloaded from ijurm.imo.org.ir on 2026-11-02]

[Downloaded from ijurm.imo.org.ir on 2026-11-02]