

## Analysis of Educational Content in Bachelor Level of Architectural Engineering in Iran

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### ABSTRACT

Architecture due to the nature of interdisciplinary and inclusive has involved various fields of science, technology and arts. So, this article attempts to explain how the different areas relate with the architecture profession and current value system in different levels of knowledge and their relationship with each other and include areas in the creation of architecture works to be investigate. But since most influential sections in the production of architectural monuments, among different levels of education is bachelor's degree, which is titled "bachelor of Architectural engineering" offers. So, the objective of this article is analyzing the content of the training course and its relation to the issue so that identity crisis and ways of dealing with this crisis be addressed. This research is an analytical study and with survey method was performed. In this paper, the loss of identity of Iranian architecture in the architecture educational content of Iran was investigated. On this base and according to this point that the architecture education in Iran are at different levels of education and for each level set plan has been pointed that is base of education in different in all universities offering this major. The results showed that students often are not aware of courses and training target and don't have enough motivation and interest to try in this issues, that it is leading to a decrease in productivity of courses.

**KEYWORDS:** Architectural Training, Educational Content, Areas of Knowledge, Beliefs, Contexts

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### INTRODUCTION

Today, the assessment of educating content is frequently seen in the design models. Assessment involves a critical assessment of the proposed solutions to identified objectives analysis stage. There are various models for evaluating educational content. One of the model is model of ideas and test in which by "Donald Schön" has been proposed. This model, this hypothesis states that the creation of a new design idea, including former ideas for new issues and new ideas will change by assessing different situations [1]. He presents a model for design and in the design process person search the pattern that have been used at the pattern of past examples in designing and testing these ideas in accordance with the current criteria [2].

Hack and Lynch (1984) explain a similar process that it is mentioned as "readjustment" and the various experiences to test and generate ideas to create the design cycle. Thus in this cycle appropriate list of design requirements, samples and records can be used to generate ideas and then assess the suitability of these methods and redefined in terms of performance [3, 2, 4].

Lyle (1999), cyclical process to generate ideas, test and evaluation as "proposed amendment" recommends that can inspire the design [5]. In this way, this model examines the suitability of the design. These studies could include a research library, analysis of records, behavioral studies and personal experiences.

Iran as a country with a rich culture in different periods is known and historical and magnificent works of art and architecture as the cycle of civilization has been remained. Based on this important cultural context, it is expected that his trend as strong inter locking chain continues to this day, and today art works in this country are bright and full of identity. While identity crisis in the quality of Iran architecture as one of the most objective and the most accessible art forms, today has become an issue that many people and intellectuals have been forced to get out of this thought.

In this article by studying the structure and purpose of different levels of education in architecture, analysis of architectural education content at the Bachelor's degree will be paid.

### METHODOLOGY

This research is an analytical study and with survey method was performed. Information was gathered with study on documents and proofs. Action will be taken on the process or cause-system that produced the frame being

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studied. The aim being to improve practice in the future. Focus is analyzing educational content in Bachelor level of architectural engineering in Iran and improvement of the universities status which created the results being evaluated and which will continue creating results in the future in the universities.

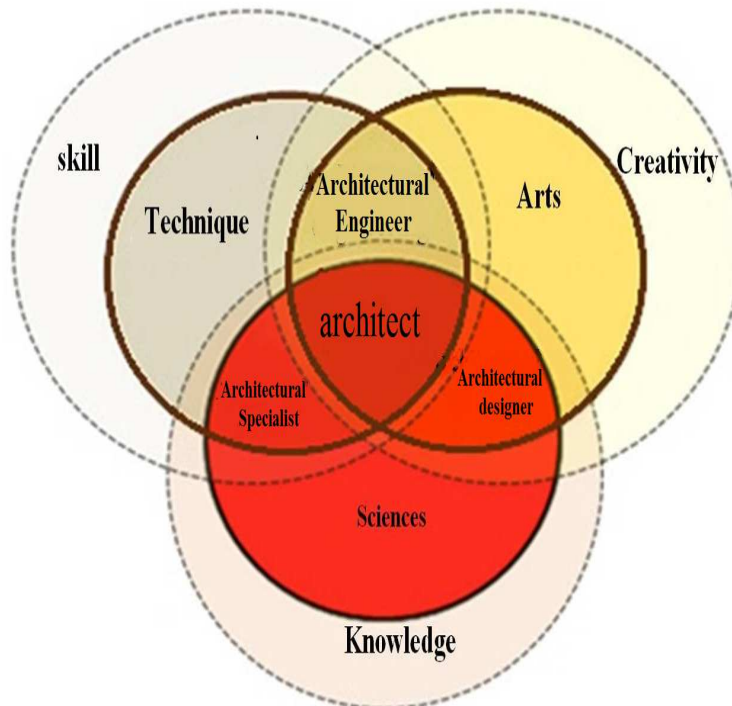
## LITERATURE REVIEW

### The relationship of between architecture subject nature and educational content

Some scholars, architecture due to its innovative nature, is considered as a branch of art and by name of "architecture art" is known. Others because architecture with the skills and techniques associated with construction is related, know it a subset of engineering science and refer as "Architecture engineering". Some researchers, for interdisciplinary and trans-disciplinary nature of architecture classify it in "Science" category and interpretations like Shallow Ocean of science is attributed to it.

The number of researchers and scholars "consolidated entity" of mentioned areas are attributed to this field. For example, Antonyadys know architecture as a multi-dimensional and inclusive field and to quote from Alvar Aalto, which "architecture is a combined phenomenon which virtually all spheres of human activity cover. He believes that "architecture is the art, professional and mental state. Therefore, creative architect is the imaginary and it has creativity in many respects and that some of them are quite artistic and intellectual and some of them are practical (technology, structures, materials, equipment) and professional (work on time delivery, ethical standards, trade).Architect art naturally is in the service of humanity, even in its most spiritual form is a profit art and profit oriented and the same credentials cannot ignore pragmatism and be a one-dimensional art and categorical and absolute [6].

But the authors of this article believe that all approaches are considered correct but not include all aspects of their programs and funds and architecture due to its multi-dimensional nature is as a combination of science, arts and techniques and taking advantage of all of these areas for architectures is unavoidable. Accordingly, in this field should also be appropriate educational content of educational materials related to these areas, to be included. As mentioned, the artistic aspects of architectural education are based on creativity. However, architectural education requires teaching techniques and skills, including techniques of construction of the building, drawing skills, software, and modeling that in the process of teaching, these skills to achieve. On the other hand, in the process of architectural education, due to its interdisciplinary nature, requires exact knowledge of the areas of knowledge and in some cases associated with this major. So just focus on each of these areas can be one-dimensional understanding of the field lead and if you delete any of these areas, education is deficient and short comings. Only if the training is balanced, proportionate and stable in all these areas, architectural education objectives will be gained (Figure 1).



**Figure 1. The communication model of different field of knowledge in the architecture learning process (Source: authors)**

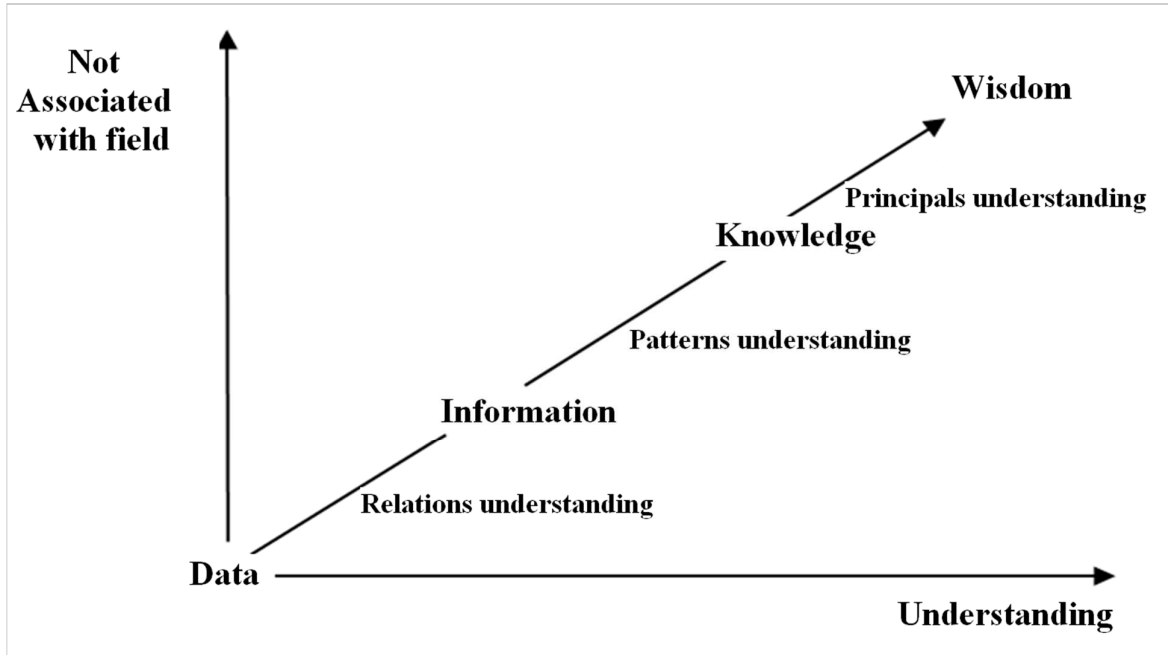
**Classification of knowledge**

From another perspective, if the value classification between the various levels of the knowledge is paid, we will know that all types and levels of knowledge are having not equal value. Many researchers have investigated on different levels of knowledge and some of them classify it at the data, information, knowledge and wisdom level and definitions of each of these levels have been provided.

Gordon is defined data, information and knowledge from the perspective of cognitive science and philosophy looks: “Based on cognitive science, data include signs, numbers and non-structure symbols with the assigned structure and context to their, information comes and the data conversion depends on the conceptual interpretation and disjunction approach towards it [7].

To complete the conversation, pattern drawn about data, information, knowledge and wisdom (Figure 2) is referred and the difference between knowledge and wisdom is turned.

This model shows the hierarchical relationships of the four elements.



**Figure 2. The relationship between data, information, knowledge and wisdom in terms of perception and Fields [8]**

Overall, not a set of data can be read information, not a collection of information, knowledge and wisdom, not a collection of information; understanding the relationship between the data or the data and the information to create new information. Next, patterns with complementary properties are entered into. They contain their own background, which is repeatable and predictable.

These models have the potential and capacity of representation of knowledge: knowledge attained when the individual models and concepts to understand. These patterns are compared with information less dependent on background and have integrity and relative independence. Understand the principles that govern the patterns of markers, eventually leads to wisdom. No wisdom dependent on the context and its absolute independence is evident because these principles are eternal and doubtless. The wisdom answer to “why”, knowledge answer to “how” and information respond to questions about when, where and what. According to Figure 1, four elements, form a continuum with increasing levels of perception, it becomes possible to move to the upside. It seems to move from the data toward the wisdom, concepts can be combined with the perception and distinction along with lack of depending on the context and complexity and multiplicity of meanings at the same time to take ascending [8].

**The relationship between beliefs, different areas of knowledge and design contexts in the process of creating architectural works**

The teachings of modern architecture cause architects often to consider architecture as a same issue, regardless of the different aspects of themselves. Style of architecture that is largely based on functional needs and without regard to the field of building and construction and has been trying to prescribe architectural pattern is almost the same throughout the world. After architects exposure to the vacuum created by the lack of attention to the cultural and traditional characteristics, different audiences and create areas of architecture, many efforts were

made to eliminate the existing shortcomings. From the form elements and symbols of identity and history or even accession to modern volumes to other methods that attempt to manifest the concept of past traditions in architecture works that link back to a forgotten tradition is established.

Nevertheless, these efforts but in some cases, have not been much success. Therefore, this article is trying to introduce the authors comment on the process of creating works of architecture that can also be considered in the process of architectural education. According to this perspective, the architecture cannot be without personal and social differences and areas of architecture happens audience. Differences in the audience, in addition to its needs, including values, beliefs, memories, etc., which can be both individual and collective dimension find that this level of concepts and trends under the general title "beliefs" is presented. The effects of these common beliefs can also be architect.

In addition, the cultural, historical, physical, ecological, social contexts, creation of architectural works should also be recognized fully and accurately and the design in compliance with mentioned aspects are regulated, introduced and implemented. In general can be said that with passing the semantic roots of beliefs from filters mentioned areas of knowledge (the areas of creativity, skills and knowledge required architecture profession), and being on the determine "field", the architecture work can be existed. In other words, what is known as the "beliefs" should be on inclusive "issues" and lead to the creation of architecture work. However, if the design process as a dynamic system is looked cannot the role of "feedback" is ignored. Including feedback and adopting influential roles in the system, can be saw a progressive and developed process to achieve identity architecture, according to the context and needs of audience. (Fig. 3)

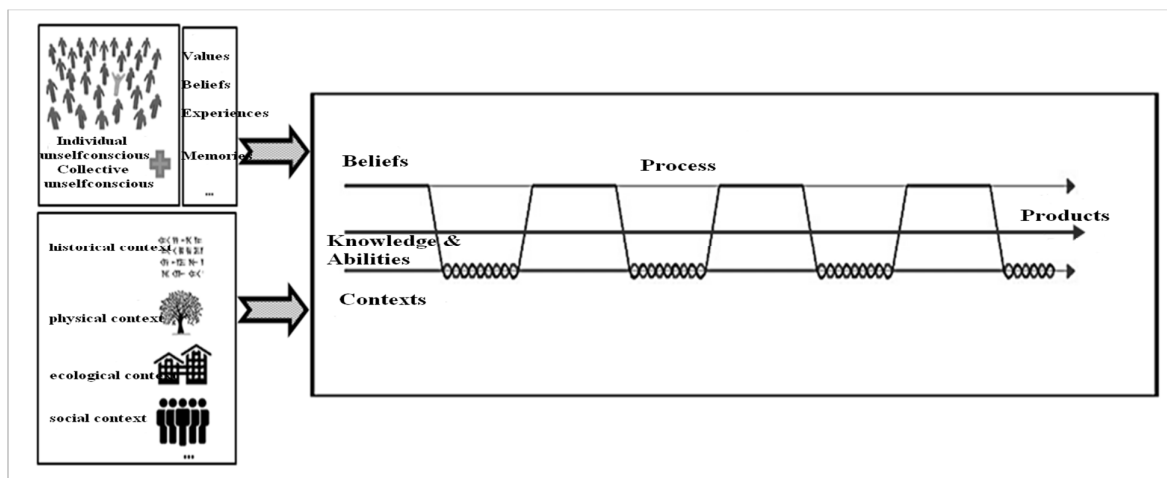


Figure 3. Conceptual model of how to apply feedbacks in relationship between knowledge, attitudes, beliefs and contexts areas in line with the development of architecture work (Source: authors)

#### Adaptive evaluation of traditional and current pattern of architecture education in Iran

According to the available documents and studies conducted by researchers in the field of traditional architecture in Iran and architecture training pattern during this period and comparative study of mentioned results with the modern pattern of architecture education in Iran, the major differences in the pattern of traditional architecture and the current academic model can be resulted. The following discussion briefly presents these patterns for future conclusions.

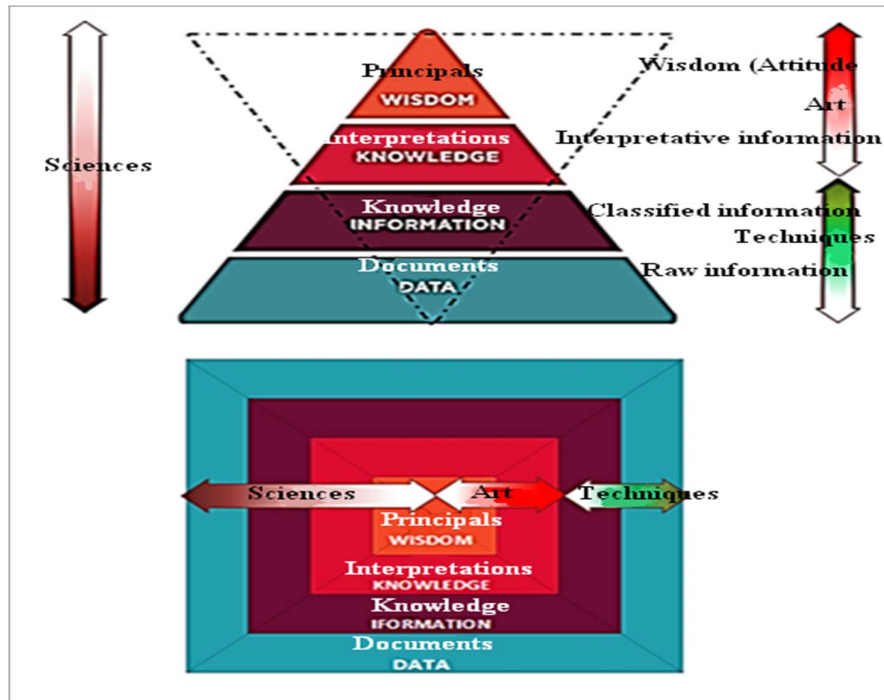
#### Traditional education pattern of architecture in Iran

Traditional teaching method of architecture in Iran, mainly based on practical training in a way that so-called Master and apprentice training. In this way the student step by step, was became familiar with the fundamentals of architecture and often under the supervision of traders was trained. General this method were inherited, but this training is not limited only practical training and often people in the class who tended to acquire architecture skills and knowledge and a higher social status, in addition to professional training in workshops were benefited from other training. In fact, in the traditional system of job classification mainly who have been deprived of theoretical training and knowledge was not called as an architect [9].

So, what is theoretical training content in the traditional pattern of architecture education?

To answer that question should be examined research results in the field. According to results of this research, the impact of traditional and mystical worldview and the importance of intuitive understanding and the trade systems along with job cause the architects in addition to the training mentioned above, are involved in training aimed at fostering "a mystical ideology" and "moral "and" intellectual foundation composed of art works "in the artist's idea (ibid)

In addition, gradually and with much practice these concepts so became institutionalized the student of architecture that manifestation of thought in architecture, has become an unconscious and natural act. and student in the training process, along with obtaining skills and techniques, philosophical and ideological vision but also of society in general and the professor, in particular, manifest in their business operations and in other words, by looking at the professor, wisdom and skill has been received at the same time [10]. Theoretical training content with the mentioned content of the training, in the level of ideological, moral, religious and mystical treatise include other material such as geometry, science, survey, science, drawing, geometry science, aqua engineering, travel and training, work tools and musical knowledge with practical training in the educational process architects [11]. Generally, in the traditional pattern, nature is seen as a source of traditional architecture and even can be said that nature is the source of the tradition [10].



**Figure 4. Conceptual model of comparison of education contribution of different levels of knowledge in the traditional model of architectural education in Iran**

**Modern pattern of architecture education in Iran and in comparison with the traditional pattern of education Architecture**

In today's post-modern world due to significant advances in the areas of technology, including exchange of information, people are faced with a host of information and data. In these circumstances, we have enough to go on a subject to search, we will find a world of information supplied to us.

This increasingly information like the pests of the thought is as an obstacle for human reflection on the concepts and phenomena and stop man of a deep and inner understanding. Because of too much information, block the way of thinking for people. Human (with the exception of scholars) at the beginning is accepted the accuracy of the theme content and does not mind struggle and thinking about it.

While in the past due to resources constraint, person to reflect on the available material was forced to think as far as the gates was opened and knowledge was mean to her and can be used of her natural talent and reserves and in this time he pay the creativity in her professional works. Modern system of architecture education in Iran are faced with this problem that most students has been involved with increasingly data and information and despite efforts and determined targets in this field, they less an architect pleasant place to achieve. In this part the comparison between the classification levels of knowledge are done.

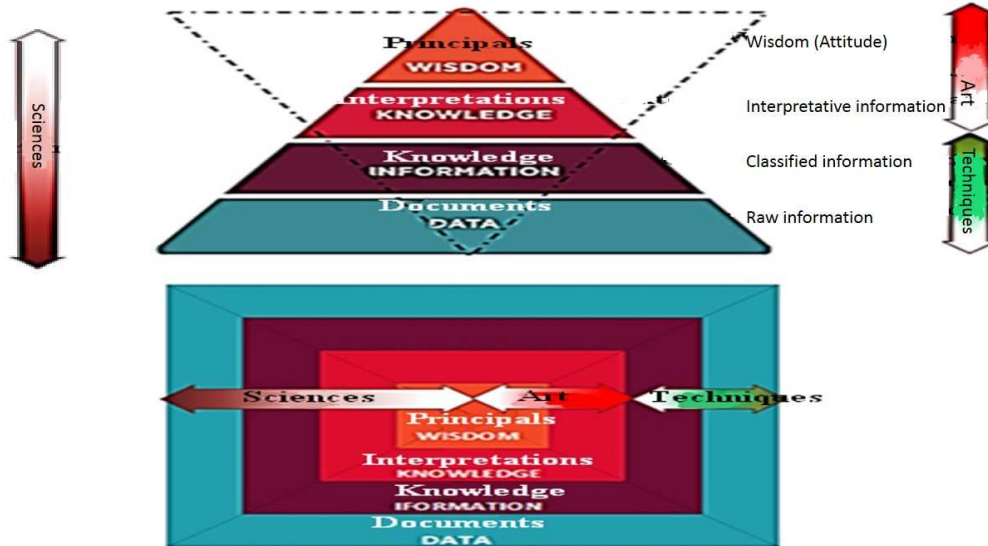
In the current pattern of architectural education, by increasing information and data in today's world, masters of architecture to confront students with a wide range of available data and information and the constraints of structure and training time, have to transfer current issues as general to the students. So, in this learning pattern, inevitably, the main emphasis of modern education is the transmission of data and information that However, due to the volume of material and Lack of a strong relationship between the new doctrines and past taught by students, internalizing information in the students is few and it's presentations on architecture works are occurred rarely;

So, the works of architects who are learned with this method, so absurd and imitation of new models will be affected and the outcome of these issues as the problem of modern architecture's identity becomes known. Some reasons of it can be associated with large volumes of available data and information, the lack of common ideological and agreeable basis and restrictions on the structure and training time (Figure 4).

While in the traditional pattern of architectural education major emphasis of training is on higher level internalization of knowledge between architectural students and try to internalize broader concepts include Ideological and intellectual foundations between architectural students (Figure 5).

Other researchers in the field due to the social and ethical standards in the educational process have investigated can be Rousseau noted that says:

"Education should be the joyful expression of a normal growth and development, training and experience of nature and freely education of individual talents to live perfectly and happily. Education must be "art of teaching people", informed guidance of growing body toward the health, ethical characteristics leadership toward moral, guiding thought toward the wisdom and pushing feelings towards self-restraint, social ethic and happiness".



**Figure 4. Conceptual models of Comparison of different levels contribution of knowledge in the modern pattern of architectural education in Iran (Source: Authors)**

**Analysis of the educational program of architecture in Iran**

**General introduction of education program in different levels of education in the universities of Iran**

Architecture program in Iran, mainly in the form of academic training courses and in the level of continuous Bachelor's degree, Master of Arts and PhD is defined. In some universities, there are programs in architecture education in levels of and Bachelor of Science discontinuous. Since the foundation of architectural education in Bachelor's degree is formed and additional training based on the teachings of this period and only for subjects who want to complete their studies with intended purpose are offered and on the other hand the in accordance with the decisions of Council of Ministers<sup>1</sup>in Iran, individuals who have a bachelor's degree will be done the design, monitoring and enforcement after passing specified tests in the licensing process of professional employment and in this area of business, as professionals, are interested. Therefore, in this study, in terms of impact on the quality of the course architects graduated based on the question raised in the beginning of the article, to resolve the identity crisis in man-made physical environment in contemporary cities and is attempted to review and analyze the content of the under graduate architecture courses.

**Bachelor's degree:**

Based on the definitions of the Supreme Council of Planning of Culture and Higher Education Ministry, Architectural Engineering course is a professional course that nurturing creative talent, transferring knowledge and general skills in the field of architecture and the attainment of performance targets in this major are targeted. Along with this purpose has been tried that in planning of this period, maximal price to architecture design projects and technical and theoretical courses are given [12].

<sup>1</sup>-Subject who has Bachelor's degree can apply for employment licensing according to educational documents, work background and experience in one or more field of engineering services such as design, calculation, supervision, operation, maintenance, control and in section of laboratories, management, manufacturing, installation, training and research(Council of Ministers of the Islamic Republic of Iran, Ministry of Housing and Urban Development, 1996, article 4)

**General specifications of courses in Bachelor’s degree of architectural engineering educational curriculum Introduction in Bachelor’s degree of architectural Engineering**

According to the plan of the Supreme Council of planning of Culture and Higher Education Ministry approved 1998, course time in Bachelor’s degree of Architectural Engineering along with final plan is at least four-year and the educational system of this course in two semester are hold and courses in per semester for 17 weeks are offered. Courses based on the four courses, public courses, basic courses, main courses, specialized courses and the students can select four credits optionally depending on the programs offered by the Department [12]. Presented courses that are common to all courses offered at this point (except for public courses), in the architecture area or related to it are that it will in this article under the general title "specialized courses" be defined.

According to the study and conducted analysis on the resolution text, the method of offering specialized lessons in this course based on the schedule, to 4 course including the prerequisite courses, the preparation, design exercises and comprehensive project was divided by the authors and those explanation are provided in table 1 and in all the analysis that it will be presented, all the lessons of this period that are in connection with the profession of architecture, under the general title " specialized courses" of architecture were presented.

**Table 1. Introducing Education Program of Bachelor of science in architecture engineering curriculum (Source: authors)**

Program of the course	aim of the course	Title Course in every step	Title Course	Training Courses
Strengthening of imagination, creativity,spatialvisualizationandpresentationskillsand confidenceby providing appropriate training and exercises	Compensate for the lack of readiness accepted persons in the course because of failure due to artistic and technical training before university, mechanisms of nationals election and provide an overview of the field of incoming students	Workshops courses, Understanding and expression of the environment, Applied geometry, materials and fabrication	pre requisite courses	The first phase
Training students to become familiar with the physical and conceptual elements of architecture and assist in the understanding and experience of affecting way the factors in the design process	Guiding students to the brink of the architectural design	architectural expression(1) and(2), geometry of perspective and benefits, preliminary design workshop (1)&(2)	The period of preparation	The second phase
Designing a set with simple functions	achieve the accuracy of the composition of the design with brief consider given to factors affecting the design	architectural design (1)	architectural design training courses	The third phase
designing a centralized housing units for families with case special and more complicated than a typical family based on the number of members or interconnections	the students consider given to performance factors, proximities, details of interior spaces, adapt ecological environment, construction economy, space economy, and cultural and social issues of human habitat in design process	architectural design (2)		
Designing the social and cultural spaces with overcoming of artistic and expressive architecture deals and socio-cultural dimensions	introduction of socio-cultural factors at the head of the factors that influence the social and cultural sets design and emphasize on interior details	architectural design (3)		
The design of public space with the complex and diverse function	Student attention on the conditions and functional limitations, truth and quality of architectural composition and correct and accountability to the functions, structures and facilities, and a detailed comprehensive training in a special architecture	architectural design (4)		
design of the building with about 40 families	Given the complexity of neighborly relations, facilities and equipment set, criteria and planning principles governing the acquisition, construction techniques, social aspects and meanings comprehensible detailed architectural	architectural design (5)		
Summing up the findings of previous projects and the theory lessons is a comprehensive project that has produced essentially complete plans that solve the problems of architecture, construction and commissioning of environmental conditions and coordination of these factors go together.	Facing students with the knowledge required design that actually is content of other courses and the increasing need to learn the lessons and topics of the course content with observation and applied practice and case projects in order to benefit from synergies and the application of lessons topics in designing on the other hand	Final Scope	Comprehensive projects	Fourth stage

In addition to summary of material provided in table 1, in the program of this course, tried to offer mainly theoretical courses in the program based on material that has been stated in the mentioned program.

A set of principles, rules, standards and technical and cultural views related to architecture are, and is expected to act on the quality of student work when deciding and with the coordination and planning by managers comes to action and in designing lessons to be served. Because scientific studies and long experience in learning refers to the fact that learning the fundamentals of the science are observed when those principles are applied and learner's mind enables to be used those in future success. So, it is suggested that in the theoretical courses, especially courses are designed to be

placed directly in the service of power upgrade of designing, as far as are benefited of the case may exercise focuses on the practical application of the course material, or at least an example that represents the lesson with design topics [12].

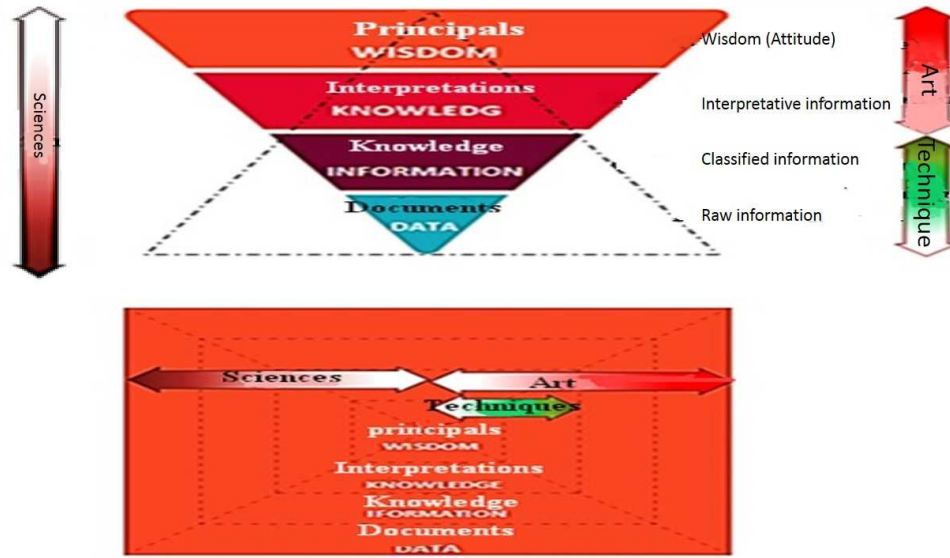


Figure 5. Conceptual models of Comparison of different levels contribution of knowledge in the modern pattern of architectural education in Iran (Source: Authors)

**Analysis and quantitative investigation of architectural engineering curriculum on base of ration of beliefs, knowledge, techniques and arts and influence areas in architecture**

The study has been tried based on the program and the topic is defined for each of the courses in the program, the content of each course is evaluated. Therefore, according to the division mentioned above, and a detailed study on the undergraduate architecture program on the syllabus of each course is tried quantity Chart of contribution of each of the beliefs, knowledge, abilities and backgrounds levels in separate topics are drawn and programs of each of the 39 title of special courses is estimated. The results of these studies are summarized in Table 2.

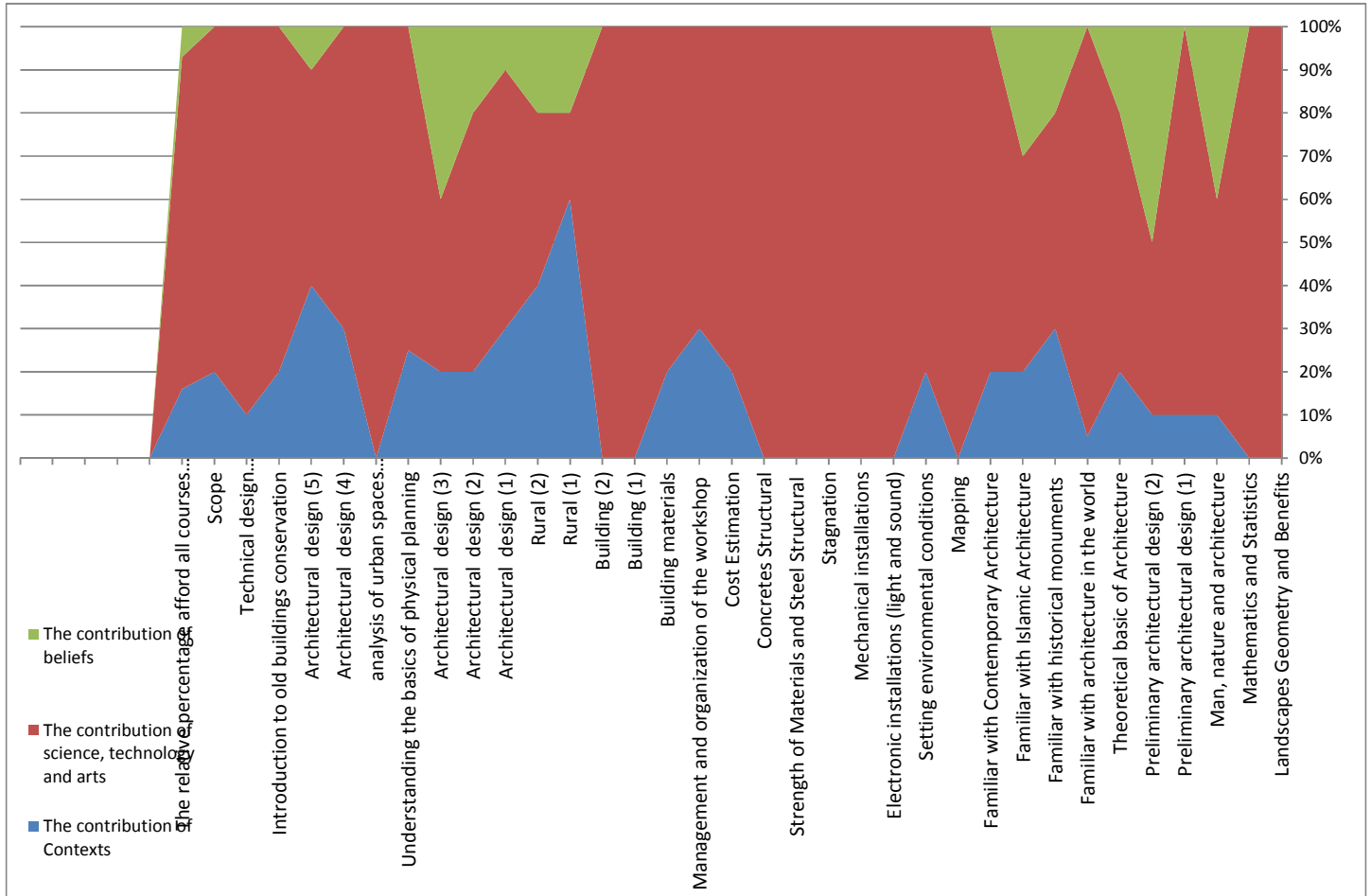
Table2. Table estimated levels of beliefs, knowledge areas and fields in the architecture engineering curriculum (Source: authors)

	The contribution of beliefs	The contribution of science, technology and arts	The contribution of Contexts	Raw Title
The relative percentage afford all courses	7	77	16	40
Scope	0	80	20	3
Technical design	0	90	10	38
Introduction to old buildings conservation	0	80	20	37
Architectural design (5)	10	50	40	36
Architectural design (4)	0	70	30	35
analysis of urban spaces	0	100	0	34
Understanding the basics of physical planning	0	75	25	33
Architectural design (3)	40	40	20	32
Architectural design (2)	60	60	20	31
Architectural design (1)	10	60	30	30
Rural (2)	20	40	40	28
Rural (1)	20	20	60	28
Building (2)	0	100	0	27
Building (1)	0	100	0	26
Building materials	0	80	20	25
Management and organization of the workshop	0	70	30	24
Cost Estimation	0	80	20	23
Concretes Structural	0	100	0	22
Strength of Materials and Steel Structural	0	100	0	21
Stagnation	0	100	0	20
Mechanical installations	0	100	0	19
Electronic installations (light and sound)	0	100	0	18
Setting environmental conditions	0	80	20	17
Mapping	0	100	0	16
Familiar with Contemporary Architecture	0	80	20	15
Familiar with Islamic Architecture	30	50	20	14
Familiar with historical monuments	20	50	30	13
Familiar with architecture in the world	0	95	5	12
Theoretical basic of Architecture	20	60	20	11
Preliminary architectural design (2)	50	40	10	10
Preliminary architectural design (1)	0	90	10	9
Man, nature and architecture	40	50	10	8
Mathematics and Statistics	0	100	0	7
Landscapes Geometry and Benefits	0	100	0	6
Architectural expression (2)	0	100	0	5
Architectural expression (1)	0	70	30	4
Understanding and Expression	0	50	50	3
Materials and construction workshops	0	90	10	2
Applied Geometry	0	100	0	1

In order to easier study, the different levels of knowledge in the process of architectural education, the results extracted from table 2 in the chart 1 is provided. According to the chart, the share of values, knowledge and



background level in the process of architectural education check and identify gaps and deficiencies in this field, and in this way, in order to remedy these short comings stepped.



**Chart 1. Assessment of different levels of beliefs, knowledge areas and fields in the engineering curriculum architecture (Source: authors)**

Accordingly, a total of 7% of the content of the courses offered in Bachelor of Architecture, to the "beliefs", about 77 percent to the areas of knowledge, including science, techniques and arts, and about 16 percent to the fields pay. So, on this basis, to review the content of learning architecture adds the information and knowledge students and has been memory students more targeted and students fewer opportunities to identify the values, beliefs, memories and other forms of ideological and self-image that it will be more stable knowledge than the first form. On the other hand the importance of the surrounding areas that in many cases in the process of creation of architecture, are crucial, requires that more time and the volume of educational materials dedicated to these issues. Because in addition to the stable of content taught, students to meet future conditions in the garb of a professional architect being ready.

Thereby greatly production plans based on expressions of identity, and the affecting of current areas will be produced.

In this paper, concerns in connection with the strengthening of the identity of today's architecture in Iran, has been mentioned. In an overall category, effective factors in this field under four classes including managers and planners, regulations and guidelines, employers and architects were divided.

The role of architects' education as one of the most influential factors of the reform of existing conditions, is established. Generally, if the training architect is seen as a system, we can see that in this system factors such as professors, students, the course is considered as an input of system and under the supervision of educational management system, resulting in the production of outputs including scientific production, architecture works and graduates of the system.

The purpose of this paper is to examine and analyze the educational content of architecture.

Architecture education in Iran, in terms of academic education, which is currently at the undergraduate, master's and doctoral level (of course, some university training program in terms of two courses including associate degree and bachelor's degree course are held). Since bachelor's degree course put on the greatest impact on the quality of architectural design (as the concern of this paper) and the other hand, according to the terms and current conditions to the graduate of bachelor's degree or higher, after passing the required tests, work permit is granted to a professional career. Therefore, the purpose of this paper is to analyze the educational content in bachelor of Architectural Engineering.

Later, the bachelor's degree educational content of Architecture engineering was analyzed and quantitative percentage of each level including beliefs; knowledge areas and background were investigated.

Accordingly, the content of the courses offered in bachelor of architecture is 7% about "beliefs", 77 percent about "different areas of knowledge", including science, techniques and arts and the 16 percent to be about familiar with "context" of inclusive deals.

So, on this basis, to review the content of learning architecture adds the information and knowledge students and has been memory students more targeted and Students fewer opportunities to identify the values, beliefs, memories and other forms of ideological and self-image that it will be more stable knowledge than the first form. So, based on these results, the following recommendations are offered:

First, it is necessary to compile a comprehensive and accurate programs, fields of orientation and facing students with identity manifestations of Iranian art and culture and how stable and beliefs manifested in the works of architecture students prepare as the future of architects society in Iran;

Therefore, it is important that additional research to pathology curriculums and educational content and their impact on the problem of identity in today's architecture in Iran is done and through self-analysis and self-insight to act for strengthen insight and stability of building-based training and avoid it out some sort of defense against short and super facial view point of the architecture society.

Second, through the introduction encompasses the areas of architecture and make preparations to deal with the situation, the creation of an architectural model based on background conditions and characteristics of the underlying social, economic and cultural are provided that those are components of architectural identity.

Finally, one of the problems of the program and the educational content of architecture field, in relation to the above mentioned are lack of awareness, and students dominance to the program during the course. It means that students often are not aware of courses and training target and don't have enough motivation and interest to try in this issues, that it is leading to a decrease in productivity of courses.

Therefore, it is necessary that this level of accuracy to provide a detailed curriculum with the program of the various subjects, as far as in the headlines of some of the courses are even the type of training. In addition, the project subjects has been determined a program to provide overview of the curriculum in order to create more incentives for students to be adjusted.

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