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## Formal architectural education and training professional technicians (case study: Iran)

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### Abstract

Universities are to prepare professionals for future. But there is some doubt if the formal education of universities were enough for training skillful professionals. The main question is about successes and failures of formal education in architectural schools and the levels of efficiency. The results of the paper show that students in bachelor degree have more enthusiasm to continuing their educations toward higher degree than master students. The statistics, which were gained from questionnaire, show that about 25% of student's technical courses in universities were have been useful in professional jobs.

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### 1. Introduction

Education can cause the knowledge and experience to transfer from a person to another and the purpose of education is to prepare people for life and their future requirements for life. These can be done by transferring knowledge, skills, attitudes and essential experiences. In general, experts evaluate the approaches in educational process from different perspectives and one of the approaches that has attracted attention of many experts is career-oriented education. The education can be grouped into two types of career-oriented and liberal. Career-oriented education is based on their preparation for entering the job market and consists of specialized courses, while a liberal education, as its name implies, is education for freedom and in fact, in this view, knowledge is valuable in itself. Industrialization and the emergence of complex skills in jobs led to new approaches in education which interact and combine of professional and opinion is matter. Architectural education in Iran are pursuing various approaches, in some faculties the theoretical approaches are the dominant and their orientation is toward the continuing education and in some other practical and career-oriented approaches are followed. Yet both these approaches have fundamental differences with the architectural profession and working conditions in the community and in some cases, contradict with them. Such that if a student is educated in the liberal schools, which their approach is to prepare students for further education, must spend nearly equal to academic time to prepare himself to

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enter the world of his career after graduation. Similar situations exist in other group, career-oriented approaches, due to the difference teaching learned in universities and real condition in the job, this group also requires a relatively long time to adapt to actual conditions of work. This study is to determine the direction of architectural education in terms of orientation rates of further study or career pursue in various years and various universities across the country.

## **2. Job-Oriented Education (Competency Training)**

This view states that education based on the definition is job-oriented and its purpose is preparing the person for life by transferring the experience and professional training. Career orientation, including a range of learning experiences that are associated with work and learning occurs in a variety of job related situations. This training includes the type of learning which are aimed to develop the skills needed to perform specific jobs. In most cases career-oriented is designed with direct entering in to the job market. The main objective of this program is to train people who can exploit their learning in to their work and career.

## **3. Bath-Oriented Education (Liberal Education)**

On the other hand and in front of "job-oriented education", the "liberal education" or academic arises. From this perspective, true knowledge is knowledge that is valuable in it and is applied regardless of its usage. General purpose of liberal education is developing intellectual and moral ability. So they can benefit from this ability for greater prosperity of themselves and other people. According to this approach, the wisdom for educating people has priority over professional training .In liberal education; work's value is in earning spare time for intellectual activities.

## **4. Clarify the Problem and Research Process**

### *4.1. Clarify the Problem*

Most people not only in terms of finance but also the psychological need to interact with community and enter the job market. Thus, even a liberal education in the end lead to the entry of persons into the job market. The main objective in this study is to determine the orientation of the current state of architecture education in terms of career or further education. In fact this research is trying to investigate the problems of the educational trends in people's future career.

### *4.2. Research Objectives*

In the process of determining the today's orientation of architectural education in architectural faculties of Iran This study is trying to answer the following fundamental questions:

1. How much bachelor and master studies in architecture directed students toward professional jobs and continuing studies?
2. How much of professionals skills were learned in universities and how much of them were studied in professional environments?

### *4.3. Research Method*

The research method is qualitative research with using questionnaire by combined strategies. And data gathering method is refer to written and library resource. Results show that students in bachelor degree have more enthusiasm to continuing their educations toward higher degree than master students. The statics, which were gained from

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