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Contemporary Architectural Schools and Efficiency of Learning Systems in Educating Environments Paradigm

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Abstract

Social and behavioral aspects of educational buildings imply importance of form of architectural schools. The main hypothesis of the research is: Well-designed architectural schools have meaningful impacts on the efficiency of architectural learning processes which is based on social and behavioral aspects of educational buildings. Theoretical framework of the paper is based on Benjamin Bloom taxonomy. Post occupancy evaluation has been adopted as research method. Two universities i.e. *Yazd University* and *Islamic Azad University* - central branch are selected by no probability - purposive sampling methods. The results of the paper improve the main hypothesis of the research.

Keywords: social and bahaviral aspects, contemporary architectural schools, educating environments paradigm, Efficiency of learning processes;

1. Introduction

Social and behavioral aspects of educational buildings are one of the most controversial issues in contemporary architecture and design. Possibility of adoption of educating environment paradigms in architectural education and learning is the key characteristic of learning spaces design process. The main hypothesis of the research is: Well-

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designed architectural schools have meaningful impacts on the efficiency of architectural learning processes which is based on social and behavioral aspects of educational buildings. Theoretical framework of the paper is based on Benjamin Bloom taxonomy. Post occupancy evaluation has been adopted as research method. Two universities i.e. *Yazd University* and *Islamic Azad University* - central branch are selected by no probability - purposive sampling methods. The results of the paper improve the main hypothesis of the research.

2. Theoretical Framework

Architectural education may happen in the form of passive and active models. In passive model, training happens in classes through direct and sometime teacher-centered methods. The basis of this style is learning by memory and remembering information, which is the most elementary level of perception. On the opposite hand, David Kelp believes that learning is a process in which knowledge is created through experience. (Mahdavinejad & Abedi, 2011) This indirect educational method is possible with the assistance of various factors, such as, educational place. Designing with the approach of educational place is based on iconic typology. (Bloom, 1956) In this design method, some constant cognitive images are considered as optimum solutions, which are obtained from the base of data related to environmental patterns. (Mahdavinejad & Mansoori, 2012) Bloom offers an active model of education with the three domains of cognitive, emotional and psycho- movement. (Mahdavinejad et al., 2012a) Along with education through educating environment, (Mahdavinejad et al., 2012b) this model could be of assistance.

Table 1. architectural education and learning processes in theoretical framework of the research

Learning Domains	Criteria	Theoretical Classes	Design Studios
Cognitive Domain	Knowledge	√	-
	Realization	√	-
	Application	-	√
	Analyzing	-	√
	Synthesizing	-	√
	Evaluation	-	√
Affection Domain	Notice and Obtain	√	-
	Being Responsive	√	√
	Rating	√	√
	Organization	-	√
	Value Manifestation	-	√
Psychomotor Domain	All Steps	√	√

According to *John Lang* (1987) model, educational places educate students through the process of learning, recalling and generalizing. As the existing concepts are obtained through perception, they get motivated through cognitive images and are directed through motivation. (Mahdavinejad & Moradchelleh, 2011 b) Perception is an active and targeted process of gaining information from the surrounding environment. (Mahdavinejad et al., 2012c) In the process, the person reaches a mental image and, experiences its quality. (Lang, 1987) The cognitive image links perception and cognition and, also interacts with emotional reactions and, personal behaviours. Finally, motivation directs personal behaviour on the basis of personal needs.