Review the Relationship between Learning Methods and Undergraduate Architecture Courses

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Introduction

To be comprehensive and multidimensional of architecture, its different impacts on most issues of society and also the prevailing culture, raises the importance of the issue of learning methods in architecture. In fact, the value of the education system can be measured by the level of learning of its students. Learning is a complex variable that is influenced by various factors.

Despite the various methods which are offered in order to learn the courses, it is offered to first get enough knowledge of the nature of the courses in accordance with their goals and use a learning method compatible with that course to facilitate the learning process of students. Architecture courses are divided into different categories according to their nature, including: theoretical, practical, combined and workshop, each course must have its own way of learning to achieve maximum learning efficiency for students. Due to the importance of this topic, the purpose of research is to find learning methods that are compatible with each of the architecture courses offered at the undergraduate level. Also, this study raises the question: which of the learning methods is compatible with the undergraduate courses offered in architecture? The answer to this question can increase students' learning, so when they graduate from the relevant university unit, they are professional architects who improve the physical condition of the country's cities.

In this research, first learning methods are introduced and reviewed. After that, the positive and negative points of learning methods appropriate to architecture courses are presented, and finally, by specifying the nature of undergraduate architecture courses, methods appropriate to each course are suggested for learning.

Methodology

The approach of this research is to learn architecture and its main purpose is to investigate the relationship between different learning styles with different courses offered in undergraduate course of architecture. The purpose of this review is to achieve the most desirable style of learning architecture in each lesson. So, the researcher seeks the subject matter and wants to achieve the subject matter by describing and systematizing the information. In other words, this study describes the current situation and examines the relationship between variables. The courses offered are independent variables and the learning methods are research dependent variables. In theoretical foundations section, methods of learning the field of architecture by data collection tools in the form of libraries and documents are examined and their strengths and weaknesses are expressed.

After that, there is a connection and classification between learning methods according to the definitions and characteristics. In addition, in this section, the objectives and nature of the courses offered in the undergraduate course in architecture are discussed to establish a relationship between style and courses. The research method in the research findings section is descriptive-analytical using logical reasoning. In this way, according to the information obtained from the theoretical foundations section, the learning style compatible with each of the courses offered has been studied in order to increase the students' learning efficiency.

Results and Discussion

Learning methods are divided into three categories: active, experimental and other sciences. In this way, the methods that involve students or students and professors in learning are called active methods. Learning methods which come from scientific excursions, visits, construction, and familiarity with materials through the student's personal experience are part of the experimental method. Finally, the learning method that is achieved with the participation of other sciences in architecture, such as: inspiration from nature, mathematics, culture, etc., is part of the combined learning method with other sciences. In the following, these methods are briefly reviewed.

Active learning

This type of learning engages students directly with what they are learning. In this way, students have to answer the questions of the relevant teacher during the lesson and ask questions themselves and discuss in class. Researchers in the field of education emphasize the importance of this type of learning method. Research has shown that students' acquired skills and learning in the active learning method are much more than the passive learning method. Active learning in theoretical courses can increase the interactive relationship between teacher and student and reduce the dryness and coldness of the classroom.

Experimental learning

Recent learning theories refer to human experiences and perceptions of the world. Experimental learning is based on the essential role of experience in the learning process. For this reason, the learner plays a pivotal role in learning.

Combined learning with other sciences

This type of learning comes from combining architecture education with sciences of other disciplines such as mathematics, etc., which is very effective in increasing students' motivation and creativity.

Conclusion

Main goal of the present study is to establish a relationship between learning methods in architecture and courses offered in undergraduate architecture. The results show that learning methods are divided into three categories: active, experimental and combined with other sciences. Active and combined learning, according to the methods it offers,

can be used for lessons with theoretical and practical content. The experimental learning method can only be used for practical and theoretical-practical lessons. Finally, choosing the right learning methods for each of the courses can increase the efficiency and ease of students' learning. Researchers can provide the same method in future research for teaching methods appropriate to undergraduate courses or learning methods appropriate for other postgraduate courses in architectural engineering. Research conducted in this field is influential in the development of architecture education.

Keyword: Learning Methods, Education system, Undergraduate, Architecture.

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