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Authentic Assessments or Standardized Assessment New Attitude to Architecture Assessment

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Abstract

To know about an educational system, we must look to its assessment procedures. Assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where they are in their learning, where they need to go and how best to get there. Assessment should not be seen separable from instruction, but also as a powerful tool for promoting deep learning activities. Assessment culture refers to educational evaluation practices that are compatible with current ideologies, social expectations, attitudes and values so the emergence of assessment cultures needs to be discussed with reference to current views on learning and education. The target of this paper is to understand whether same methods in architectural pedagogy can satisfy different learning styles, different backgrounds and cultures or not.

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Keywords: Culture, Architecture; Authentic Assessment, crit session, questionnaire Introduction;

1. Introduction

Architecture education with apprenticeship based training method has existed from long ago. This type of education was based on practice and imitation. But today according to the design issue and open ended problems it is changed to transmitting the concept and idea of design. In this educating system which is based on critique all the efforts are to increase student's self criticizing ability by continuous criticisms. This method is based on reminding the learned issue, data analysis and creativity in re-employing experienced and knowledge. Upgrade or end of a level of training in this system is depends on the student's ability to achieve a unique and creative responses. Certainly in achieving to this ability environment, background and talent has an effective role. In today's global village that art and science are developing all around the world, and all people with any race and gender and colour, in different places but simultaneously are trying to learn or teach and ultimately what is taught is approximately same, is it fair to consider that the result of architecture education process same as what is going on in hundred or even thousands international commercial products which are mass producing?! Once a technology is developed in a certain country, it's know-how can be instantly spread out all over the world, neglecting the cultural aspects of

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