Role of Architectural Schools’ Trends in Enhancing Identity of Architecture Between Local and International: The Department of Architecture at Baghdad University and Universities of Technology as case studies

Anwar Subhi Ramdan¹, Shaimaa M. Hamza², Nabil T. Ismael*³

¹Architecture Department, University of Technology, Baghdad, Iraq,
²Architecture Department, University of Mustansiriyah, Baghdad, Iraq,
³Architecture Department, University of Diyala, Baqubah, Iraq,

*nabiltaha2001@engineering.uodiyala.edu.iq

Abstract. The architectural schools’ trends are essentially important on the life of the architectural designer, especially in the early years of graduation, as its effects appear in his/her designs since the period of study in those schools until after graduation, and contribute to the identification of architecture. This research seeks to highlight the importance of the academic identity of architectural schools in enhancing the identity of architecture associated with space and time in the era of globalization, through the nature of curricula, courses and teaching staff trends of a core substance representing the vision, mission and goals of the educational institution, which is reflected in the products of students and the qualifications of graduates within the professional practice. The research adopted the descriptive analytical approach of the previous studies and theses in identifying the various aspects for academic architectural identity. The research, therefore, investigates these aspects in the local reality through the Department of Architecture, University of Baghdad (DAUB), and the Department of Architecture, University of Technology (DAUT), as a model for architectural schools in Iraq. The research hypothesis is that the Academic Identity in any architectural department is determined by the degree of convergence / conformity of its courses and the teaching staff trends in it and the products of students with the vision, mission and goals set by that department that linked to the peculiarity of the architectural reality and its relationship to both place and time. The research found that the courses and the educational trends of the teaching staff of DAUB and DAUT were in line with the requirements of the department and the college, which gives the educational identity of both departments and matches with the vision, mission and goals of the department. The graduation projects for the fifth stage students in DAUB weren’t in line with the vision, mission and goals of the department, with a weakness of the existence of an academic architectural identity of architecture students compatible with the vision, mission and goals of the department. While most of the graduation projects of (DAUT) were in line with the vision, mission and goals of the department in the field of adopting contemporary architecture and the use of modern graphic techniques, but they miscarried in achieving a balance between the aesthetic, functional and performance aspects. The research recommends the essential increase of the courses in (DAUB) with subjects focusing on local, Arab and Islamic identity. Additionally, the focus of (DAUT) on increasing courses in the field of modern technologies in building materials and construction and architectural graphic.

1. Introduction
Ancient architects were interested in the study and teaching of crafts, leading to the domination of trade unions that regulate professional practice of teaching, and later to develop architectural education in terms of combining the theoretical and practical aspects, and between art and different sciences in order to keep pace with the technological development that represents the character of the era.

Today, the importance of preserving architectural identity, in relation to time and place, to preserve the privacy of societies in the globalization era, and perhaps the academic identity of architectural schools is the key in the promotion of architecture and its identity.

The research adopted the descriptive analytical approach of the previous theses and studies to identify the various aspects of the identity of academic architectural education, in general, and in the local reality, in particular, and according to the following steps:

• Theoretical presentation of a set of research concepts in terms of identity and architecture, on the one hand, and identity within the academic scope of architecture, on the other, leading to the definition of academic architectural identity.
• Designing the research for the practical study, which is based on the hypothesis of the research and determining the sample of the study represented by the Department of Architecture in both the University of Baghdad and the University of Technology for the analysis of the results.
• Formulation of a set of conclusions and recommendations.

2. Architecture and the Concept of Identity

The identity is an important requirement and a fundamental aspect of the life of societies, where it occupies the main place in the list of peoples and groups requirements. This interest isn’t a specific individual concern, but social and widespread, and not only for the present and architecture, but also has intellectual and historical depth, and not the birth of the moment (Badawi, 1991, p. 89).

The concept of identity is, in general, a concept of a general and comprehensive nature, referring to a set of unique and intrinsic qualities that characterize an entity, whether physical or moral (Razuki, 1998, p. 27). These intrinsic qualities may be shared with other entities leading to similarities with varying degrees, to emphasize the role of non-common traits or differences in the formation of evidence or the highlighting of a particular entity from others (Mahdi, 1998, p. 127).

The Identity expresses who or what an individual is. Personal and unique conceptions or characteristics of the person constitute what is traditionally called, 'personal identity' (e.g., a kind person, or a nice person). At the same time, identity may involve membership in social groups or classifications. This aspect of identity has been called 'social identity' (e.g., a woman, or a Muslim). Moreover, identity can also involve belonging to territories or places. This aspect of identity is traditionally called, within environmental psychology, 'place identity' (e.g. a Londoner, or a local person). According to psychological identity theories, we derive much of the sense of who we are and much of our self-esteem from our personal and unique aspects as well as from our group memberships or place belongings; though the emphasis on one element or the other varies across different theories (Ross, 2003, p. 203).

The identity according to Correa's propositions is (Correa, 1983, p. 10):

• It is a process, and not a 'found' object. It may be likened to the trail left by civilization as it moves through history. The trail is the culture, or identity, of that civilization.
• It is a process; identity cannot be fabricated. Our identity might be developed by undertaking what we remark to be our real problems. For instance, Europeans pioneered the industrial revolution, without worrying about their identity. They came out of it all the richer for their efforts while remaining French, English or German.
• Identity isn't a self-conscious thing. We may talk about French logic, but the French are not trying to be French-logical. They're simply trying to be logical; it's we who watch them and say "That's very French".

Identity as a biological organism moving through time and growing through processes of accommodation, assimilation and evaluation of the social world. The selection of information to be accommodated, assimilated and evaluated is governed by four principles: distinctiveness (uniqueness
of a person), self-esteem (feeling of personal or social value), self-efficacy (person’s perception of self-effectiveness) and continuity across time and situation (El Nachar & Abdel-Hadi, 2018, p. 76). The issue of identity can be approached in numerous ways. It is an important element to identify architecture. Architecture serves as a certificate and from the identity perspective, represents the thoughts of its own people, thereby creating distinctive architecture in various periods and locations (Jashari & Jakupi, 2017, p. 481).

Identities are the source of meaning as argued by Castells “Identity is people’s source of meaning and experience”. In these regards, architects have increasingly recognized the importance of symbolism and meaning in architecture and especially in building their local identity (Baper, & Hassan, 2010, p. 555).

Architectural identity is defined as the possession of architecture for a special essence through the physical entities (form and characteristics) associated with time and place. The architectural identity must possess three features to be authentic because of its relation to the place, familiar and understandable because of its association with the prevailing customs and traditions and identical in characteristics and distinct from others (uncertain) (Jadarji, 1995, p. 299).

3. Identity in Academic Education Within Architectural Schools

The academic architectural education stage is the most important stage in building the personality of architects and consolidating the bases and foundations of their thinking that contribute in the future to guide the characteristics of an architectural product in general, and to achieve the identity of architecture associated with place and time.

The previous studies and theses presented several aspects with regard to academic education in architectural schools and identity. Sagdic and Kosovs, 2013, in their study, pointed to the importance of the use of historical images in the preparation of new and creative designs by students of architecture by reading the history of architecture within the academic education and according to its suitability and harmony with the place and time and its link to the social and cultural requirements of society (Sagdic & Kosovs, 2013, p. 2980).

Embaby, 2014, proposed an educational methodology for dealing with heritage conservation projects in architectural design studios to help students develop their design capabilities in conjunction with the encouragement of many international institutions and organizations such as UNESCO to increase courses in architectural schools within multiple universities for the preservation of heritage. This methodology consists of two parts; The first part is the theoretical aspect of the history of architecture as an introduction to the concepts of conservation and the importance of heritage in order to learn analytical studies related to architectural heritage such as environmental, humanities, traditional heritage studies, etc. The second part of the methodology is applied in graduation projects that invest history and architectural heritage within multiple designs that reflect students' skills and abilities (Embaby, 2014).

The importance of curricula and their courses are highlighted in influencing future architects to ensure that the educational content is linked to the culture of the country and its social values to reach an architecture with identity. So, the educational process influencing the way students think, according to Al-Mansi, 2010, that consists of courses and curricula and the teaching staff trends, as well as the environment and educational spaces, as there are many academic education systems in the architectural schools and represented by the universities according to the multiplicity and diversity of courses that are subject to the requirements of the university, college and specialization in addition to many courses contain two aspects; theoretical and practical, besides the training stage during the last years of academic education (Al-Mansi, 2010, p. 1).

The courses, curricula and the subject of architectural design according to Al-Dioji et al., 2010, are the starting points in the process of education, where they contribute to guiding students to deal with many topics, especially those involving a problematic aspect, including the issue of identity, as the study indicates that the educational process based on a specific curriculum often defines the method of dealing with the issue of identity through three levels: the first means to provide the necessary knowledge required for all aspects of the subject, and then apply this knowledge in the educational
process of the second level, to evaluate the final product of the identity of the third level (Al-Diouji, 2010, p 355).

Perhaps the issue of academic education and identity seems a bit complicated in local and even Arab architectural schools. Ibrahim's study showed that the problem of academic education in the Arab countries lies in the fact that students are far from the specificity of the local cultural side, on the one hand, and the applied side, on the other. Most of the theoretical educational curricula are derived from Western theories and ideas, while the practical application of reality is within the characteristics and local social traditions, which cause a gap between the theoretical and practical aspects of graduates of architecture and students (Ibrahim, 1994, p. 90).

A study conducted by Al-Rawi, 1994, has shown the lack of discrepancy in the curricula and courses of the departments of architecture in Iraqi universities in terms of its goals, but they differ in the style of teaching and methods of interaction with the subject of architectural design, as well as their variation in the distribution of those courses on the stages of study and logical sequence of levels of teaching courses during the academic years (Al-Rawi, 1994, pp. 97-99).

On the other hand, the study by Al-Dahwi, 2012, through review of many courses in the architectural departments of Arab and local universities, has presented the specificity of the Department of Architecture in the faculties of engineering in terms of curricula and subjects and methods of teaching, as highlighted in the diversity of subjects and the inclusiveness of specialties because of the holistic of architecture and its diversity of aspects. It is also noted the large expansion and massive intensification in the pumping of information, which may sometimes be at the expense of quality, as well as the wide concentration of architectural design subject, which will affect the students' understanding of these subjects. The study emphasizes the importance of radical change in the Iraqi academic education programs for architecture schools and state departments to determine the areas of work available to graduates, and strive to root Arab and Islamic architecture in the local curricula, and the development of those programs to promote sustainable development in line with the environment and the optimal use of resources and natural energies, in addition to the importance of the local architectural education to be flexible to cope with modern technologies, digital revolution and the possibilities of global communications and the Internet, which requires the use of them in promoting theoretical and practical education, criticism, evaluation and self-learning for students (Dahwi 2012).

It is clear from the above that the role of academic education in enhancing identity in terms of:

- The contribution of architectural education to the conservation of identity associated with place and time to achieve the civilization and social requirements through a direct approach to the preservation of history and heritage by harnessing the curricula and courses and teaching staff trends, which is reflected in the products of students and graduates.

- Seeking to integrate the theoretical and practical part of education to achieve the identity of the place and time that meet the requirements of the labour market and society in the real practice of graduates.

- Striving to accommodate curricula and courses of advanced technology in terms of education, design and implementation.

- The need for each architectural school to have its own identity, reflecting its general trends of academic education in order to ensure the qualifications of qualified and distinguished graduates, and that determine the identity of architecture and to avoid staying in the general propositions of the curricula and courses suffered by the majority of Iraqi architecture departments.

4. Academic Architectural Identity

The research finds the importance of having an identity for academic education in each educational institution, which is intended for that institution to have an educational content of its own essence determines the nature of curricula, courses and teaching staff trends, identical in characteristics and distinct from others to ensure distinct products of students and specifications of graduates. Accordingly, any architectural educational institution (as an architectural school) must define that essence, which is a vision, mission and original goals related to place and time and familiar understandable for its association with prevailing customs and traditions, to determine the curricula,
courses and teaching staff trends and to ensure the distinctive products of students and achieve their different aspects.

The rapid changes taking place in the world force institutions to adopt strategic plans that include sound and wise management of that organization, enabling it to continue in its surroundings, face competition and give it its own identity and excellence through the interaction and integration of the vision, mission and goals concepts, as can be seen in Figure 1 (Habtoor, 2004).

The vision can be defined as what the institution wants to be in the future and is linked to its dreams and aspirations that can’t be achieved in the current context but can be reached in the long term (Al-Salem, 2005, p. 83).

The mission is defined as the framework that distinguishes the institution from other institutions in terms of its field of activity, with a view to explaining the root cause of its existence, identity, operations and practices Al-Salem, 2005, p. 72).

The preparation of the mission of the institution is an essential stage in the formulation of the strategies of the institution, because without identifying a specific thought or concept for the institution itself that distinguishes it from other competing institutions, it cannot determine its competitive position in its environment accurately (kilani, 2007, p).

Goal setting in the organization is important and fateful as it is the director and evaluator of the behaviour and results of the institution, through comparing the specific objectives with the results obtained. They are specific results that the institute seeks to achieve in order to achieve its core mission (Al-Aref, 2003, p. 23). It is a mixture of hopes and purposes that the institution seeks to achieve or anything that the institution wants to do or achieve at its overall or sub-level (Abu Qahf, 2002, p. 264).

5. The Research Designation

In this section, the basic research hypothesis is constructed, the study sample is selected and the method of data collection and measurement is determined.

5.1. The Research Hypothesis

The research hypothesis is that academic identity in any architectural department is determined by the degree of convergence / conformity of its courses, the teaching staff trends and the products of the students with the vision, mission and goals set by that department, which are related to the peculiarity of the architectural reality and its relationship with both place and time.
5.2. The Study Sample

Two local architectural departments were selected, represented by the DAUB 1 and DAUT 2. They are among the first architectural schools in Iraq, in general, and in Baghdad city in particular, and each of them has its distinct trends in teaching reflected in the quality of graduates to represent the vision, mission and goals of each of them as follows:

5.2.1. Department of Architecture at University of Baghdad (DAUB)

DAUB has developed a vision, mission and goals of the department as follows (http://www.coeng.uobaghdad.edu.iq/PageViewer.aspx?id=4):

A. Vision: To develop the foundations of an Iraqi architectural school facing the need for architectural inspiration from the architectural heritage in the Arab world in general and Iraq in particular in the framework of a sophisticated and contemporary concept with historical roots and serving the homeland. Linking with the objectives of the new Iraq is a basis for understanding the approach of Iraqi architecture, which has its roots through the ages and that requires an understanding of the historical and national data of the nation's civilization to create a constructive, innovative and contemporary line of modern intellectual architecture and enhance the understanding of the importance of local architectural factors in the field of environment, place and peculiarity within the comprehensive planning of the city, urban fabric, urban design, local materials and technologies and their relation to human scale as well as keep abreast of advanced technologies in the curriculum and courses, especially in the field of computer applications, advanced drawing, and presentation of architectural projects with the help of computer and the development of student skills in this area.

B. Mission: Establish a base of creative scientific cadres with capabilities beyond the mind saturated with the objectives of the new Iraq so that graduates are fully prepared to implement the role required of them and to play their effective role in building the homeland and the nation through:

- The promotion of concepts related to local and Arab heritage and their relation to intellectual peculiarity and encourage this tradition in practice.
- The ability to improve the spirit of resilience and reconstruction with innovation factor and develop the role of efficiency through research, scientific and field studies and graduate studies to be ready to complete and to strengthen the information base and spirit of high national belonging.
- The ability to accommodate international developments in architecture and benefit from the promotion of the architectural values of Iraq.

C. Goals: The department aims through scientific and engineering curricula to establish a base of scientific staff have the capabilities of creativity and transcendence of the mind of the objectives of the new Iraq as follows:

- The graduate is fully prepared to carry out the required specialist role as well as his active role in building his country through:
  - Promoting ethical and national concepts related to heritage and its intellectual and practical peculiarity and enhance this heritage in practice.
  - The ability to promote the spirit of work in reconstruction, innovation and renewal.
  - The ability to absorb the global developments in architecture and benefit from them in promoting Iraqi architectural values.
- The promotion of the spirit of perseverance and continue to develop the role of competence through conducting research, and discrete scientific and field studies, and willingness to complete graduate studies (Masters and PhD) to strengthen the database with a committed national commitment.

1 - Baghdad University was established in 1956, and the Department of Architecture was established in 1959.
2 - The University of Technology was established in 1960 and the Department of Architecture was established in 1977.
Developing the foundations of an Iraqi architectural school that emphasizes the need to draw inspiration from the Arab and Islamic architectural heritage, especially within a sophisticated and contemporary concept with solid historical roots to consolidate it to serve Iraq.

The objectives of the new Iraq are essential in understanding the intellectual orientation of the desired Iraqi architectural school that has extended roots through the ages in order to understand the historical data comprehensively. Civilization and history are found to create an innovative and contemporary architecture with a modern and renewed intellectual discourse.

Consolidate the understanding of local importance in architectural constants covering the physical environment (climatic environment, natural environment, lighting, and the concepts of sound and thermal comfort) and the peculiarity of the place in the general planning of the city, urban fabric, urban design and construction in its local materials and techniques and its relationship to the human scale in one building and its communities.

Keeping pace with the advanced techniques in the educational curricula and courses, especially in the field of computer and modern applications developed in the areas of drawing and architectural graphic with the aid of a computer and the development of students’ skills in this area.

Can be seen from the above, the DAUB adopted a local identity linked to the place and derived from its civilizational and Islamic history spanning thousands of years to establish an architectural school with an Iraqi peculiarity based on the historical thought of Iraqi architecture through the ages, and the use of local building materials that reflect the local heritage and authenticity.

5.2.2. Department of Architecture at the University of Technology (DAUT)

The DAUT put the vision, mission and goals of the department as follows (http://ae.uotechnology.edu.iq/index.php/ar/about-dep/vision-and-mission):

A. Vision: To prepare architects who have the ability and have the means to achieve the goals and purposes of the department in creating an architectural environment that is visually and environmentally distinctive and respecting local and Arabic Iraqi identity values and legacies and making education a continuous process that isn’t limited to university study only.

B. Mission: To provide an environment that motivates the student to know and identify all aspects that affect the profession practiced after graduation and briefed him on all theoretical and practical developments and the means used to invest in these developments and provide what achieves quality standards of excellence as the international universities.

C. Goals: The main goals for which the department was established are:

- Giving importance to the technical and practice aspects of architectural culture, including the needs of the engineer in the field and application.
- Link the theoretical aspects to the design aspects and make it a field of application and creativity.
- Provide scientific materials of a wide nature that allows the student access to the precise disciplines or scientific researches, whether at the level of professional practices or at the level of specialized studies and the introduction of new elements that created with local and global developments.
- Provide enough hours for the student in the studio through which he can rely on himself in making decisions and try to make the hours of the basic material close to the reality of the work of the architect in his professional practice.
- Linking the architecture with the nature of the country, civilizational, historically, geographically and socially, and the adaption of the student’s ability to evaluate the influences in the architecture, its methods, terminology, expressions and techniques, and adapt his intellectual abilities to find the solutions that the country and society need.
- Motivate the student to invest the opportunities provided by the university to enable him to identify a diverse scientific culture and access to engineering and scientific specializations in other departments and expand his mental and physical awareness.

Can be seen from the above, the DAUT has adopted a contemporary identity using modern technologies and the adoption of an architecture that mimics contemporary architectural trends to give
a modern touch in the country, and the interest in increasing the knowledge of using modern software to graphic and composition architectural to give unfamiliar and modern composition with new building materials.

5.3. Method of Data Collection and Measurement
More than one method has been adopted to collect and statistically process information as follows:

5.3.1. Study Courses
The most important bases of the educational process of study plans, where the courses (published on the website of each department) were approved and classified under both the requirements of the architectural specialization, the requirements of the college/engineering specialization, and university requirements, and calculate the percentages of each.

5.3.2. Teaching Staff Trends
A questionnaire was prepared in electronic form to extrapolate the teaching staff trends in each department distributed to (15) PhD and MSc holders, and the adoption of the (SPSS) program to analyse data through (Descriptive Statistics) to extract the mean of the answers, and thus analyse data by comparison between the two universities (Table 2). The significance scale of (5) was adopted with very agree to (1) very disagree.

5.3.3. Student Products / Graduation Projects
About 30 graduation projects were selected for the fifth stage students in each department for the academic year (2016-2017) taking into account that the projects are convergent in their structural patterns and areas as much as possible and give a descriptive analysis based on percentages.

6. The Results
The results of the practical side of the research shows the following:

6.1. Results of the Courses
The courses were taken with the number of units for each course and then distributed into two main groups: an architectural group and an engineering group, and then compare the courses for each university.

Table (1) shows that the proportion of courses with an architectural specialization reached 87% in DAUB, while it was 79% in DAUT. The percentage of courses for engineering and scientific disciplines reached 10% in DAUB, while it was 17% in DAUT. This result shows the trend of DAUT to apply the accredit of the system ABET and the increase of scientific materials such as physics, chemistry, mathematics and others, as well as the trend of the University of Technology towards the applied engineering side more than the scientific side such as the University of Baghdad.

The courses of the Departments of Architecture show that the percentage of the practical part was 57% in DAUB, while it was 55% in DAUT. The proportion of theoretical materials that support the trend towards adoption of Architecture global criteria was 20% for DAUT, while the proportion of 13% for DAUB. The rate of courses for local, Arab and Islamic architecture was 8% in DAUB, while it was 4% in DAUT. This is an indicator of the achievement of the goals of the department towards locality or globalization.

The results showed that the impact of the requirements of the college has a clear impact on the orientation and identity of architectural education in DAUT through increasing the proportion of courses with engineering disciplines supporting the Department of Architecture (17%), as the University of Technology has a pure engineering identity, while we note in DAUB that the proportion of courses with engineering specialties was 10% as a result of the independency of DAUB and that the requirements of the college are few and have a moderate impact on the architecture department.
Table 1. Number of units of DAUB and DAUT

| Courses                                      | DAUB No. of Units | DAUB Percentage | DAUT No. of Units | DAUT Percentage |
|----------------------------------------------|-------------------|----------------|-------------------|----------------|
| History and theories of architecture         |                   |                |                   |                |
| Global                                       | 22                | 13 %           | 30                | 20 %           |
| Local, Arabic and Islamic                    | 14                | 8 %            | 6                 | 4 %            |
| Design, Urban Planning and Housing           | 8                 | 5 %            | 8                 | 5 %            |
| Environment, Acoustics and Buildings         | 14                | 8 %            | 10                | 7 %            |
| Administration and legislation               | 4                 | 2 %            | 6                 | 4 %            |
| Computer                                     | 12                | 7 %            | 8                 | 5 %            |
| Total of theoretical part                    | 74                | 43%            | 68                | 45 %           |
| Architectural and urban design, thesis and design of the interior and landscape, architectural drawing and graphic, architectural details and installation of buildings | 99 | 57 % | 82 | 55 % | | Practical part |
| Total Architectural Specialization / Department Requirements | 173 | 87 % | 150 | 79 % | | Engineering disciplines subjects | 16 | 25 | | Basic Science | 4 | 8 | | Total Engineering & Scientific Specialization / College Requirements | 20 | 10 % | 33 | 17 % | | Languages | 6 | 4 | | General knowledge | 1 | 4 | | Total General Specialties / University Requirements | 7 | 3 % | 8 | 4 % | | Total units | 200 | 191 |

6.2. Results of Teaching Staff Trends

Table (2) shows the following:

1) Very agree of inspiration from history and Islamic and local heritage with an arithmetic average of 4.7 for the teaching staff of DAUB, and neutrality towards inspiration from history and heritage with an average of 2.7 for the teaching staff of DAUT.
2) Agree towards inspiration from contemporary and global architectural currents with an arithmetic average of 4.2 according to the teaching staff trends of DAUT, and neutrality with an arithmetic average of 3.1 for the teaching staff trends of DAUB.
3) Convergence of the teaching staff trends of the department of architecture at the two universities to agree on the need to take advantage of the global trends in architecture to enhance the local architectural values in the graduation projects of students with an arithmetic average of 4.3 for the teaching staff of DAUT and 4.0 for the teaching staff of DAUB.
4) Agree of the need to rely on advanced techniques and technologies in the graduation projects of students at the level of:
a. Design: The two universities are very close with an average of 4.0 for DAUT and 4.1 for DAUB.
b. Materials and construction techniques: there is a convergence between the two universities with an average of 4.5 for the DAUT and 4.2 for DAUB.
c. Architectural Graphic: The teaching staff of DAUT focuses on the architectural graphic of graduation projects by adopting the techniques of modern show more than the teaching staff of DAUB with an arithmetic average of 4.3, while the University of Baghdad reached 3.6.

5) Neutrality dependence on local techniques in graduation projects, according to the views of the teaching staff for the department of architecture at both DAUB and DAUT, where the arithmetic mean was 3.3 for DAUB, and 2.7 for DAUT.
6) Agree to take into account the environmental, social and economic local realities with a close convergence between the Department of Architecture at both Universities, where the arithmetic mean was 4.2 for DAUB and 4.1 for DAUT.
7) Agree to the importance of focusing on the functional, aesthetic and technical aspects of the students' graduation projects, where the results have revealed the following:
   a. Functional aspect: the focus of teaching staff of DAUB more on the functional side (arithmetic average 4.7) than the teaching staff of DAUT (arithmetic average 3.8).
   b. Aesthetic aspect - Expressive side: There is a convergence between the Department of Architecture in the two universities regarding the importance of the aesthetic and expressive side in the graduation projects, where the arithmetic average was 4.3 at DAUT and 4.1 at DAUB.
   c. Technical aspect: The teaching staff of the DAUT focuses more on the importance of the technical aspect in graduation projects (arithmetic average 4.3) than the teaching staff of the DAUB (arithmetic average 3.6).

8) Very agree to the importance of the theoretical courses in supporting and enhancing the products of graduation projects according to the views of the teaching staff of the department of architecture at both Universities, and the close convergence of the arithmetic average between the two departments, as it reached 4.6 for DAUB, and 4.5 for DAUT.
9) Agree to the scientific courses of the college DAUT support and enhance the products of graduation projects, as the arithmetic average of the views of the teaching staff of DAUT was 4.3, while there was neutrality in the views of the teaching staff of DAUB in that the science courses for the faculty support and enhance the products of graduation projects, with an average of 2.9.

Table 2. Results of the analysis of the questionnaire form for the teaching staff of DAUT and DAUB

| No. | Question                                                                 | DAUB | DAUT |
|-----|--------------------------------------------------------------------------|------|------|
| 1   | The need to draw inspiration from Arab and local Islamic history and heritage in student graduation projects. | 4.7  | 2.7  |
| 2   | The need to draw inspiration from previous and contemporary international architectural trends in student graduation projects. | 3.1  | 4.2  |
| 3   | The utilization of international trends in architecture to promote local architectural values in student graduation projects. | 4.0  | 4.3  |
| 4   | The need to rely on advanced techniques and technology in the graduation projects of students at the level of: |      |      |
|     | Design                                                                   | 4.1  | 4.0  |
|     | Materials and building techniques                                        | 4.2  | 4.5  |
|     | Architecture graphic                                                     | 3.6  | 4.3  |
| 5   | The need to rely on local techniques in student graduation projects.     | 3.3  | 2.7  |
| 6   | Taking into account the local environmental, social and economic realities in the graduation projects of students. | 4.2  | 4.1  |
The importance of focusing on any of the following aspects in student graduation projects:

| Aspect                                      | DAUB Score | DAUT Score |
|---------------------------------------------|------------|------------|
| Functional aspect                           | 4.7        | 3.8        |
| Aesthetic aspect - expressive                | 4.1        | 4.3        |
| Technical aspect                            | 3.6        | 4.3        |

The necessity of the theoretical part of the curriculum (related to architecture) to enhance the students' products: 4.6 4.5

The need for scientific courses (college requirements) to enhance the outcomes of students: 2.9 4.3

**Authors, according to SPSS outcomes**

The results of the questionnaire showed that the teaching staff trends of the DAUB and DAUT were compatible with the vision, mission and goals of their departments in terms of orientation towards local and heritage at DAUB, and the orientation towards global and contemporary for DAUT. The results confirmed the importance of the functional aspect in the products of DAUB, and the importance of the technical and technological aspect in the products of DAUT.

### 6.3. Results of Student Products

The graduation projects of the fifth stage students in the DAUB showed the following:

1) 50% of the graduation projects of students of the fifth stage with trends based on the principles of modern architecture using different geometric shapes with simple composition and details, as a result of the influence of most of the professor of the department by modern architecture and the focus on the function more than the form, and this has impact on the architectural product of students of the fifth stage. The most projects have revealed the use of building materials such as glass, concrete and non-local materials that didn’t fit the urban environment of the population and the city. A set of projects were inspired by the architectural concept of design from the history of civilized Iraq and try to emulate it to express the local architecture of Iraq, but by using modern materials such as glass, concrete and other modern materials.

2) 40% of the graduation projects of the fifth stage students were with contemporary architectural trends such as postmodernism mainly deconstruction and folding, through the use of elements and complex, curved, organic and parametric forms with unfamiliar architectural compositions, and the use of modern building materials that aren’t associated with local architecture, as well as the use modern technologies such as solar energy, green architecture and nanomaterials.

3) 10% of the graduation projects of the fifth stage students were with the trends of local and Islamic architecture through the use of architectural concept that are related to the essence of local and Islamic architecture, as well as the use of elements that symbolize local and Islamic architecture such as arches, domes, courtyard, lighthouses and decorations.

4) 34% of all trends (paragraphs 1, 2 and 3) used archaeological, heritage and Islamic architectural elements such as the existence of the courtyard, orientation indoor and the use of arches, domes, decorations, etc., as an attempt to emulate the local and Islamic architecture to suit the trends of the academic education of the department, and some professors have influenced by the local and Islamic architecture to establish the nucleus of a local architectural school in DAUB.

The graduation projects of the fifth stage students in the DAUT showed the following:

1) 61% of the graduation projects were with the trends of contemporary architecture mainly adopt the principles of deconstructive and folding architecture, using geometric shapes with complex and unfamiliar compositions, as a result of students influencing by the general trends of the department that based on showing the principles of contemporary architecture such as deconstruction and others, especially since most of the current lecturers were affected and transferred the principles of deconstructive architecture of their previous lecturers.
2) 36% of the graduation projects with parametric architectural trends as a new architectural trend, as a result of being influenced by the most important international architects such as Zaha Hadid and others, which allows students to follow a new architectural style in line with international architectural trends, and the work on the production of modern and unfamiliar architectural compositions with curved and smooth lines using modern software that helps and makes it easier to show complex compositions.

3) 2% of the graduation projects with local and Islamic architecture trends, which focuses on the use of architectural elements such as domes, arches and decorations, which express the formal aspect of local and Islamic architecture without focusing on the intellectual and philosophical side. Most of the projects of this trend are influenced by the place of the project (holy places) and in line with the project function.

4) The students’ trends above (paragraphs 1, 2 and 3) demonstrate the students' reliance on the use of modern technologies of graphic to graduation projects professionally for most of the graduation projects, and the function of most projects is in line with the requirements of the labour market. This is in line with the goals of the department by adopting modern technologies that are compatible with the labour market.

The study of graduation projects for students of the fifth stage in the DAUB showed the lack of clarity of the academic architectural identity of architecture students, but a weakness in the design trend of graduation projects in line with the vision, mission and goals of the department.

At the same time, most of the graduation projects of the students of the DAUT focus on the formal and aesthetic aspect that expresses unfamiliar contemporary compositions, with less attention to the functional and performance aspects of the project. This isn’t in line with the goals of the department in achieving a balance between the aesthetic, functional and performance aspects, but it approaches the vision, mission and goals of the department in the field of adopting contemporary architecture and the use of modern show techniques.

7. Conclusions
A. The curricula and courses of DAUB and DAUT are in line with the vision, mission and goals of each department.
B. The educational trends of the teaching staff of DAUB and DAUT are in line with the vision, mission and goals of each department.
C. The graduation projects of students in DAUB were away from the academic identity of the department, which focuses on students learning of local architecture professionally according to a modern vision, without reproducing directly.
D. The graduation projects of students in DAUT were close to the academic identity of the department, which focuses on the adoption of contemporary architecture with modern and sophisticated techniques.
E. The trend of DAUB to increase the architectural courses with a greater proportion than DAUT due to the transfer of courses from international architectural schools, which considered architecture as a science, independent from engineering sciences including simple engineering elements supportive to architecture, while the trend of DAUT was more towards the practical side than DAUB in order to increase the proportion of engineering materials and their commitment to the engineering materials which are common in all departments of engineering.

8. Recommendations
A. Benefiting from the proposal of this research in reviewing the vision, mission and goals of the local architectural departments in a manner that achieves a distinctive identity for each of them.
B. The need to increase the courses in the DAUB with subjects focusing on local, Arab and Islamic identity, such as the allocation of projects for students at each stage (architectural design), adopts the local architecture, as well as increasing theoretical study materials that are concerned with local architecture and study it, away from history of architecture subject.

C. The focus of the DAUT on the increase of courses in the field of modern technologies in building materials and construction, and architectural graphic.

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