

# Analyzing the Role of Intuitive Learning Methods in the Process of Urban Design (Comparative Comparison of Urban Planning Faculties in Iran, Türkiye, Egypt)

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## Original Research

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## Abstract:

**Aims:** To improve the quality of learning, this research has been studied and explored in the process of intuitive urban design. Among the gaps in urban design, the importance of intuitive methods is one of the characteristics of learning, which is a symbol of change and metamorphosis in the process of knowledge data stored in human memory. Due to some cultural and social similarities, education and the importance of individualism in the structures of urban planning, the aspects of similarities and differences in the nature of learning between Turkey and Egypt and Iran were discussed. This research was conducted with the aim of comparing and analysing the role of intuitive learning methods in the process of urban design in urban design universities in Iran, Turkey and Egypt.

**Methodology:** Methodologically, the comparative method is case-oriented, qualitative and a thematic analysis tool. After conducting in-depth interviews, studying the urban design curricula in the three countries, the intuitive design process and intuitive styles in psychological science, categories were formed.

**Findings:** The results of the study show that among the main themes (symbolism, critical thinking, ideation, participation, mindfulness, holistic view, safety, cognitive map) in the proposed structure of the universities studied, there is a homogenization in the headings and intuitive methods. Among the overlaps between the themes, the greatest impact is seen in mindfulness, participation, safety and generation ideas and critical thinking.

**Conclusion:** Which is effective in promoting the ability to learn as a skill factor in increasing the level of creativity.

**Keywords:** Intuitive Methods, Urban Design Process, Learning, Syllabus

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## 1. Introduction

A basic instinct of the human brain is to survive by solving natural phenomena and quenching the thirst for

information. Learning requires focused attention and environmental awareness. Successful learning takes place when both broad information and detailed and granular information are incorporated simultaneously. This can be

achieved by linking learning to real-life experiences. Learning is sustained through internal processes and interaction. Learning develops through challenges and stops when there are threats. The brain instinctively works better when faced with challenges and competition. At the same time, threats and fear can impair the brain's ability to learn. Brain-based learning arises from the need to utilize the brain's capacities and abilities in the teaching-learning process and is designed based on the structure and function of the human brain. Selection in social learning may have important reasons, including facilitating cultural transmission of information and promoting a collectivist culture by ensuring accurate modeling of traits with high instrumental utility, some degree of achievement orientation and, conventionally, prestige orientation, and combining new reforms. In this process, the learner tries to resolve the conflict created by the collision of his intuitive concept with the higher level concept given to him on the other side, and overcomes his conflict by mixing, combining and building a higher level concept. Bruner and Vygotsky both emphasize supporting an older person in learning. Learning is achieved when meaningful structures are combined. They even recognize this as the best way to actively access information gained through conceptualization or classification [1]. The purpose of this research is to examine the curriculum of urban design in three countries: Türkiye, Egypt and Iran. The results show the similarities and differences of urban design curricula in these countries and the impact of intuitive methods on the level of learning and creativity in these countries. The process and application of these two countries were selected and compared with Iran according to the cultural and educational similarities and the importance of individualism in urban design structures.

## 2. Theoretical literature

### 2.1. The similarities and differences between Vygotsky and Bruner in relation to learning

In the field of educational models, the role of thinking, language and also the stages of cognitive development are different. Simplifying and making meaningful the experiences acquired by the learning is seen as an inherent need. The fulfilment of these tasks requires the formation of concepts or, as Bruner says, categories. Therefore, the information in memory can be viewed as a complex hierarchy of categories and code systems. According to Vygotsky, culture is the platform for learning and growth, and these two continuous processes are enabled by education based on exchange, collaboration and dialogue, and through them the path to high skills becomes possible. The main foundation of Vygotsky's thinking and the infrastructure of the social constructivist approach is based on the active interaction of people in the social context, cultural content and its mediation tools. he considers the support and participation of others as mediation processes that organise the dialectical process and provide the discourse of knowledge construction [1].

### 2.2. Learning styles in the design of educational programs

There are different learning styles among people, in other words, each person has his or her own learning style,

regardless of IQ and level of development or economic and social status. In fact, there are different categories of learning styles, including:

- 1- Kolb's learning style model, which includes divergent, convergent, absorptive and adaptive learning styles.
- 2- Grigor's learning style model: this model is based on cognitive-phenomenological research and Kolb's experiential learning cycle.
- 3- Felder-Silverman's learning style model, this model asserts that people have preferences along the continuum of the five poles active-reflective, sensory-intuitive, verbal-visual, chain-general, and intuitive-comparative.
- 4- Meiser-Briggs model: In this model, four types of styles can be identified: Extrovert vs. Introvert, Sensing vs. Intuitive, Thinker vs. Feeler, and Judger vs. Perceiver
- 5- Wark's learning style model: this model includes visual learning, listening, reading/writing, and kinetic/movement [2]. some researchers introduce intuition as one of the cognitive patterns and believe that professionals recognize the pattern in the situation or extract information from their structural knowledge, which is a combination of expertise and individual experiential knowledge. Siofi lists the three important characteristics of this kind of mental judgment, namely visibility, accessibility and strength. Intuitive decision making is an indication of the subject under investigation. Accessibility means that the person in this judgment has the ability to mentally access similar, new and fresh things, and the strength of such judgments provides the necessary norms for interpreting the observations made at the bedside [3]. The mind has the ability to recognize and process about 10-20 bits of information per second, but we can receive billions of pieces of information semi-consciously. Creating images in the brain allows us to build an emotional relationship with the future alternatives we face. Let's figure out our goals, dreams and the relationship to them and in this way get a good basis for strategic decisions [20]. History is considered a valuable and identity-giving heritage, and it is a process for recreating and reviving historical values within the framework of contemporary needs to preserve the connection between the past and the present [4]. social criteria, along with functional and aesthetic criteria, are considered the three main groups of quality of life in the urban design process [5]. the relationship between the components of a city's physical body and various dimensions of resilience, based on the impact of the city's physical form, is effective in the design process, and this issue is very important in global planning [6].

### 2.3. The concept of intuition

For the word "intuition" there are equivalents such as insight, cognition, revelation, conscience, enlightenment, perception and inspiration. Depending on the appropriateness of the topic, one of the above equivalents can be used. Of particular interest, however, are the words "Jan-Bini" and "Intro-Bini". Of course, one should not think that introspection is in contradiction to thinking and that the power of introspection is different from the power of reason; rather, it is the opposite, and introspection is also a kind of thinking, but it is a higher order of thinking, and the difference from thinking is that thinking remains on the surface and does not go into depth, whereas introspection goes into depth. Introspection is the

perception of truth. Is, taql is its description and definition. An object can be seen with the inner nose, but with the mind one can find out its existence from its works.

### 2.3.1. Intuition from the perspective of Western theorists and designers

Intuition is a conceptual decision-making mechanism that relies on the rapid recognition of patterns and usually deep-rooted associations. The influence of the five senses and experience, a comprehensive understanding of the details of a problem as an information processing system, is formed simultaneously in interaction with rationality, which is formed in humans as a function of deliberative processes in the psychological sciences. Relationship between intuition, rationality, coexistence and dynamic conscious relationship between intuition and rationality and maintenance of model structures as in long-term memory, description and visualization of behaviors, values and individual needs and imaginary simulation for common understanding among people. Intuitive approaches can be effectively integrated into the logical framework, including with the help of pedagogical workshops, creativity to prepare the learning environment for the increasing complexity of the competitive environment and the need for constant innovation for diversity and novelty. Achieving optimal performance from the combination of analytical and intuitive judgments is in fact the beginning of creative thinking

with intuition inherently part of the process, determining the time frame and scope of the constructive intuitive process, integrating data to get the picture finer than the location and how the intuitive processes with the steps, resulting from the creative solution to the problem of intuition as a science or skill, the event and the part of the beginning of the phase of the creative process as a great leap, the importance of a double view, the processing of information globally and locally or This method is used as a common structure of successful research teams despite the use of specialized terminology. Also the evaluation of the REI logical and experimental questionnaire, the obtaining of the Intuitive Behavior Questionnaire (IBQ) based on the Likert scale, the processing of logical and experimental information, the measurement of intuition based on the Meiser-Briggs Type Index (MBI), scores for extroversion, introversion, orientation, sensing, intuition, thinking, feeling, judgment and perception will lead you to new research directions and discoveries for the success of creative solutions. Intuition is seen as a sign of coherence. Discovering the potential link between intuition and creativity in a process-oriented framework is used to explore how intuition plays a role at different stages to solve creative problems. This process is seen as a quick process that does not itself require much effort, and the results are generally achieved with the tacit knowledge of a holistic view. Table 1 refers to the most important definitions of the concept of intuition from the perspective of theorists.

**Table 1.** Intuitive methods

| Intuitive methods  | Year | Theorist              |
|--|------|-----------------------|
| A decision mechanism for conceptualization and simulation Relies on rapid, unconscious and deep recognition of patterns and associations in long-term memory Based on experience, comprehensive and complete understanding of the details of a problem A concurrent information processing system that interacts with rationality The influence of the five senses is strong Use of a creative workshop Reconciling information processing with cognitive psychology Intuition as a deliberative process.                          | 2017 | Giulia calabreta      |
| Optimal performance through the combination of analytical and intuitive assessments Idea generation and evaluation based on empirical studies Integration of data to get a more detailed picture Intuition as a science or event capability and part of the initial phase of the creative process As a common structure of successful research teams despite the use of the term Intuitive assessment or use of the Meiser-Briggs questionnaire, REL, IBQ Adaptation of Jung's idea of personality types (conscious, unconscious). | 2016 | Judit petervari       |
| A strong link between intuition and creativity Splitting creativity into two parts, the idea generation process and idea evaluation Linking intuition to the problem-solving phase, integration of information and its integration the unconscious transformation of information into a driving factor and the main process of intuition, during the latency period and without effort A process based on experience and continuity  | 2018 | Ollinger, volzm       |
| Creating a safe space and intimate communication Intuition as a thinking process of knowledge stored in long-term memory Creating an intuition process through collaborative learning Processing the results of the process as a factor that drives intuition.   | 2018 | Conningham carmicheal |

Source: Authors, 1403

### 2.3.3. intuitive-creative urban design process from the perspective of Shirvani and Golkar

The intra-mental design method is better known as a

sensory method. Perhaps it can be described as subjective, personal, creative and sometimes more or less irrational. Although we cannot consider such a method as unwise, it cannot be considered completely wise and logical either.

Therefore, it seems most logical to believe that most intra-mental methods can entail some degree of rationality [21]. The creative phases of the design process consist of alternating periods of intense work and quieter periods where little mental effort is expended. There are similarities between what Lawson calls the creative process, particularly the parts of the process devoted to the two relatively arcane phases of incubation and enlightenment, and what is referred to as intuitive understanding and cognition. The acceptance of intuitive understanding, i.e. direct understanding that is not due to conscious reasoning and the examination of evidence, is a problem for those who see the basis for knowledge of the world in sensory experiences. For example, we may feel that when we hear a piece of music, we are inspired by a truth about life that is beyond any scientific-logical analysis of the notes being played. It is as if we have experienced a state of attraction and trance in which we have completely stepped out of our natural state and in

one moment a reality and a solution has been intuitively revealed to us that we could not exactly find later, after we have come out of that state. Let us explain this. This phenomenon is similar to the reports that professional designers usually receive about the process and method of their work, especially in the form composition phase [21]. The framework of the research theory was extracted based on studies on urban design curricula in three countries (Turkey, Egypt, Iran) and intuitive learning methods in (psychological science) and the urban design process (intuitive-creative). Based on the classification into three categories of main components (documents, scientific documents and interdisciplinary studies), the criteria for the research components were formed based on the available data and the results of the surveys; and in the final stage, the criteria were transformed into indicators. In Figure 1, the theoretical framework process provides a comprehensive analysis of the data.

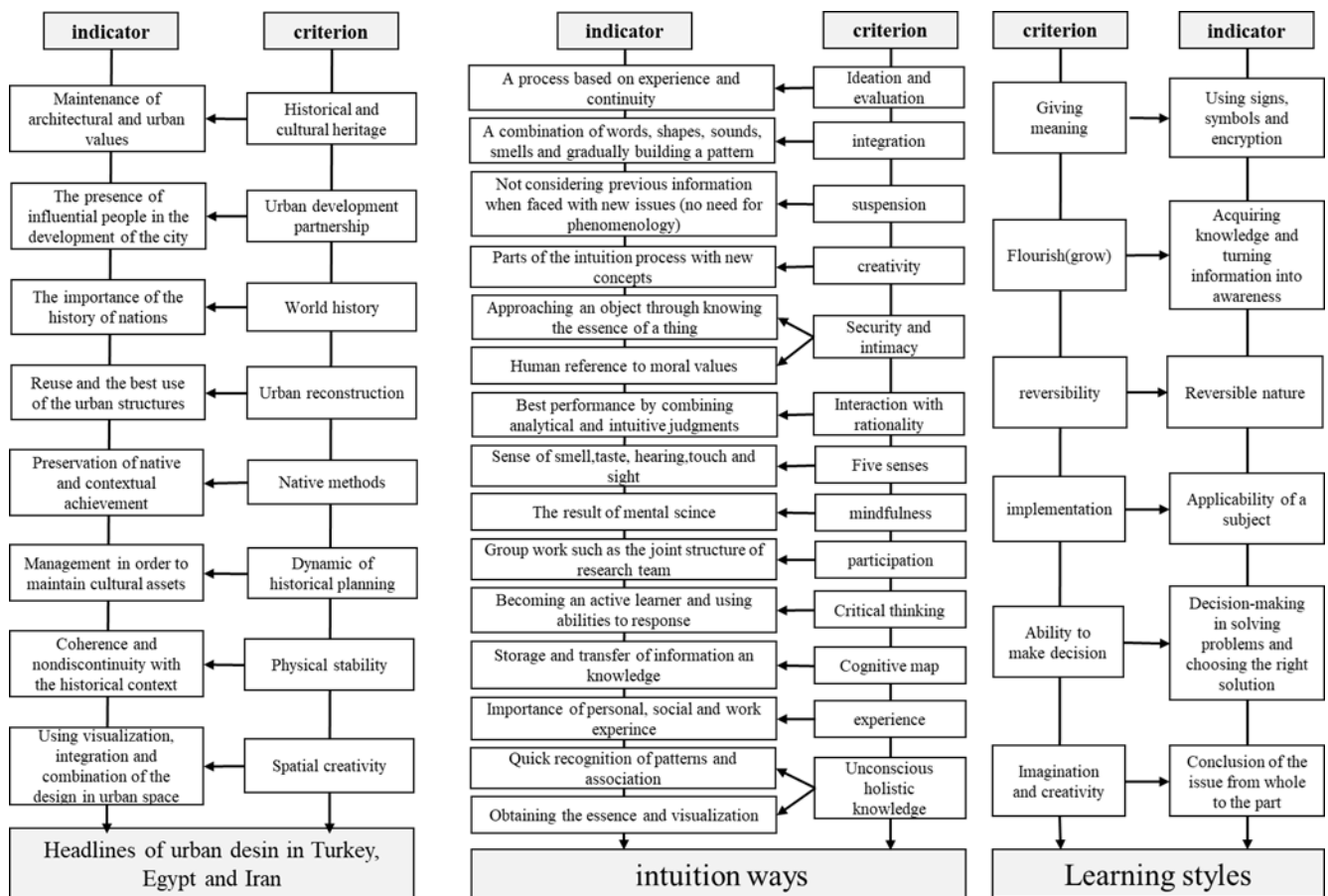


Figure 1. Theoretical framework of the research (Source: Authors, 1403)

### 3. Research method

The present research method is qualitative in terms of the nature and type of data, it is practical in terms of purpose, and the type of research method is case-oriented, the analysis tool is thematic analysis and the data collection tool is semi-structured interview.

The comparison of internal and external thematic variables is a theme that includes hidden and obvious content analysis and comparative analysis, and the unit of analysis of the variables is local. The semi-structured

interviews were conducted between November and December 1401 to theoretical saturation with 15 university professors in the fields of urban planning, architecture and psychology. Data and results were also produced by examining the documents and analysing the texts of urban design curricula in Turkey, Egypt and Iran. Thematic analysis was used to examine the codes from the textbooks and the semantic expressions from the interviews.

The main themes and subthemes were formed as a result of the thematic analysis based on the degree of frequency

and the degree of dependency between the internal and external variables. In the end, the structure of the conceptual Figure shows the degree of influence and

overlap between homogeneous themes. the structure of the conceptual research method and its stages are presented in Figure 2.

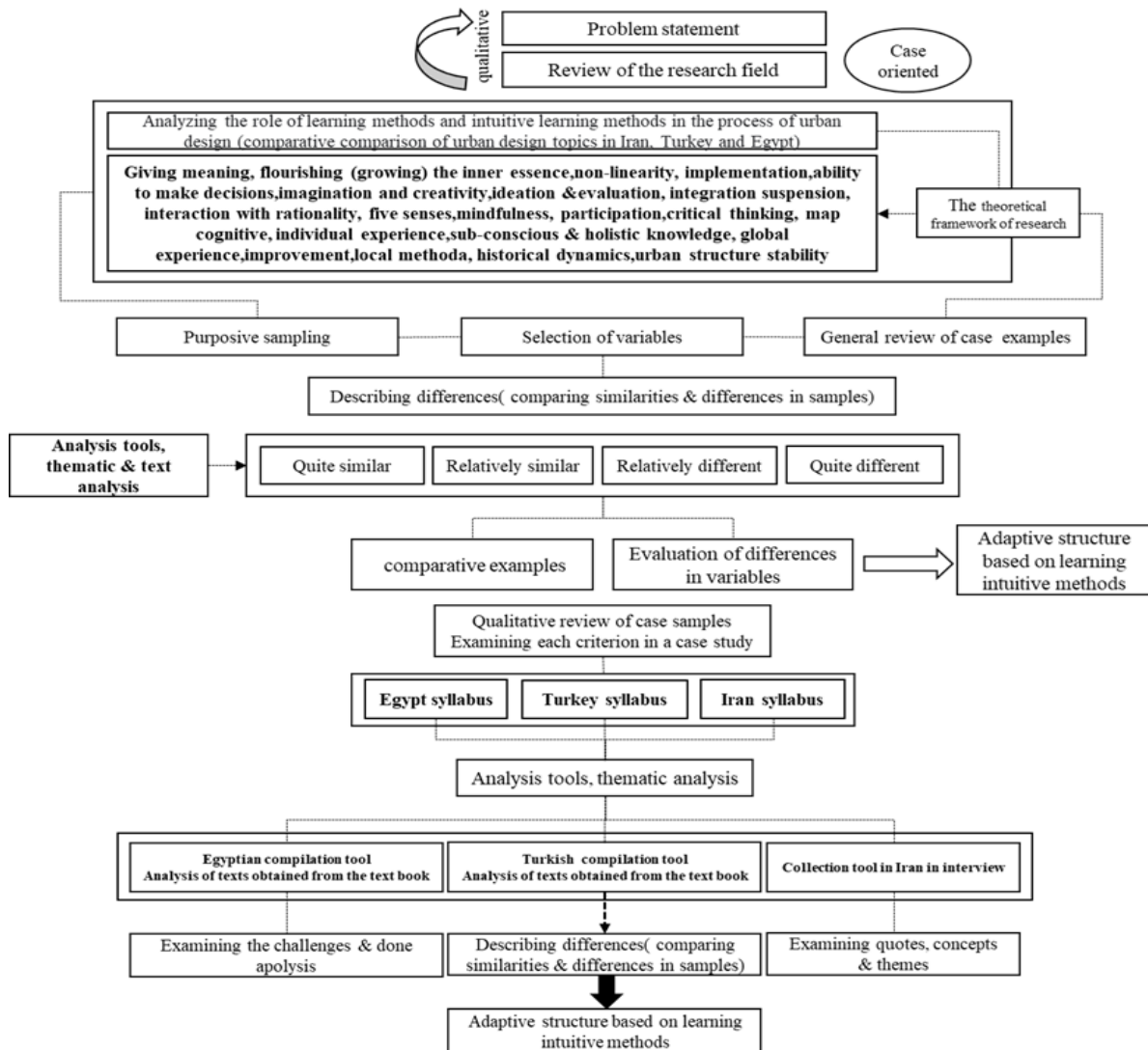


Figure 2. The process of exploring and categorizing studies using Prisma

#### 4. Research results

The analysis of the results took the form of examining each criterion in case studies, analysing semi-structured interviews in Iran (in the period of November and December 1401) as theoretical saturation with 15 university professors in the field of urban planning, architecture and psychology. The results of the interviews are presented in the table below. The main themes were drawn from the intuitive methods of psychological science, the process of intuitive urban design, and urban design curricula in three countries. The results of the survey show that among the main themes (symbolism, critical thinking, idea generation, participation, mindfulness, holistic view, safety, cognitive map) in the proposed structure of the universities studied, there is a homogenization in the headings and intuitive methods Table 2 refers to the codes obtained from the interviews.

Based on the studies conducted, urban design curricula in Iran and the two countries of Egypt and Turkey are categorised into six categories which include: (Creative

urban design workshops, planning, sustainable development and participation, the history of local and transnational theories and forms, Global experiences are reconstruction, re-creation, aesthetics, modernity. Most of the similarities in Iran are based on the topic of urban planning and global experiences, although among the two topics, the proportion of attention devoted to urban planning is much lower than in the two countries compared. In the area of global experiences, more attention was paid to theoretical foundations, methods and the understanding and representation of the urban environment. The biggest differences are that in Turkey, maximum attention is paid to creativity training workshops and their integration with the data obtained. The dynamics and importance of indigenous methods and forms, transnational histories, modern urbanism, critical theories, aesthetics, modernity and attention to different social approaches are very important issues. In Egypt, planning was considered in different dimensions in terms of sustainable development as well as special consideration of urban heritage, historical significance of

old buildings and protection of past buildings along with evaluation and interpretation as well as urban design experiences. According to the results of the in-depth

interviews and semantic codes, the introduction of urban design curricula and its application in Iran and the world is extracted.

**Table 2.** Primary codes from the results of the in-depth interviews (extraction of concepts)

| Primary code (concept)                   | Semantic phrase   |
|--|---|
| tacit knowledge.                         | Learning means applying natural and instinctive knowledge and combining it with acquired knowledge. It is a skill that affects a person's soul and his hidden human abilities.        |
| The process of becoming instead of being | Intuition as a power that is awakened as a result of mental relaxation. The effect of human mental health on the experience of intuition. Mental stillness and presence in the moment |
| The importance of individual experience  | Intuitive intuitions or the subconscious mind   |
| Mindfulness                              | The difference between Western and Eastern philosophy, the relationship between intuition in the West and psychological, neurological   |
| Creativity                               | In addition to knowledge, creativity and inspiration, the process of intuition and establishing a connection between intuition and creativity is also part of every path.             |

(Source: Authors, 1403)

#### 4.1. The theme of symbolism

This criterion was included in the urban design curricula in Egypt by giving importance to the subject of urban heritage and management, and in Turkey by emphasizing local forms and methods and transnational histories of modern architecture and urban planning in the educational

structure of two universities. this aims to increase the capital of society and to preserve the values and elements that include history. This criterion has not been included in urban design curricula in Iran. The sub-themes of this criterion include conceptual signs, identity and authenticity. The theme of symbolism is mentioned in [Table 3](#).

**Table 3.** The theme of symbolism

| Sub-theme        | concepts   | Codes from texts, lessons and interviews   | Abundance |
|------------------|--|--|-----------|
| Conceptual signs | Community funds  | Cultural and historical heritage   | 5         |
|                  | Preservation of ancient and historical bodies as symbols Needs assessment based on the creation of memorable components and the creation of valuable cultural elements | The possible connection between creativity and intuition the description and visualization of individual behaviors, values and needs | 4         |
| originality      | The formation of concepts, ideas and institutions through the inner world and as a physical and corporeal arena, but also as a symbolic arena in society.              | The success of the topic in philosophical and scientific terms and the need for something deeper than science                        | 3         |
|                  | concepts that lead to the production of thoughts, science and symbols in society   | brain storm  | 4         |
|                  | The connection between the dynamics and flow of movement and life in the control program of ancient cities   | The dynamics of planning and managing historic cities  | 1         |
| Identity         | The importance of knowing the elements that adorn the body of the city and the buildings   | The esthetics of architectural and urban research  | 1         |
|                  | The course of the historical development of theories and the maintenance of administrative bodies of identity  | History of theories and protection of historic buildings   | 1         |
|                  | Evaluation, content analysis and citation of buildings with a historical background  | Evaluation, interpretation and documentation of monuments  | 1         |

#### 4.2. The subject of critical thinking

This criterion was included as a teaching topic in the urban planning curricula in Egypt and Turkey. In Egypt, this topic was addressed through the evaluation, interpretation and study of the references in historical monuments, and in Turkey, critical theories and contemporary debates were emphasized. However, it is not covered as a topic in urban planning curricula in Iran. Sub-themes of this criterion include the use of potential skills and self-actualization. The theme of Critical thinking is mentioned in Table 4.

#### 4.3. Topic of idea generation and evaluation

This criterion has received much attention in urban design curricula in Turkey under the title of visualization workshop, data integration and reading this criterion in society and space, and in Egypt it has been used for the necessity of adaptive reuse of old buildings as valuable bodies, which in fact has enabled the glory and impact of architecture and urban design of the past with the processes of idea generation and cultivation of art through its actualization in urban spaces. However, there is currently no implementation and training in this criterion in Iran. The sub-themes of this reality measure are part of creating mental images, creating a stimulating atmosphere for the emergence of creativity and innovation, divergent thinking and discovering new relationships between phenomena. The theme of idea generation and evaluation

is mentioned in Table 5.

#### 4.4. The theme of mindfulness

This criterion can be found in all curricula for urban design in Egypt and Turkey. Attention to the protection of art history, transnational and cultural values and the possibility of optimal participation and cooperation of all groups in a space between all social and political roles in the country of Iran, this criterion has not been observed in the curricula of urban design, and its empty place in all headings is completely It is clear and obvious and one of the sub-themes of this criterion is flexibility and moment-oriented vigilance and actualization of potential skill. The theme of mindfulness mentioned in Table 6.

#### 4.5. Theme of participation

This criterion is included in Egypt's urban planning curricula through participation in urban development and sustainability and the rehabilitation and conservation of existing buildings and cooperation between stakeholders and influential people, and in Turkey through the training of critical evaluation thinking in in order to grow and clarify, excellent participation takes place. In Iran, participation has not been included as a teaching topic in urban planning curricula, and among the sub-topics of this criterion: Decision making is based on collective thinking and a mixture of brainstorming and analysis. The theme of mindfulness mentioned in Table 7

Table 4. Critical thinking topic

| Sub-theme                     | concepts  | Codes from texts, lessons and interviews  | Abundance |
|-------------------------------|---|---|-----------|
| Use of potential capabilities | The ability to develop people through repeated questioning, interview protocols and a step-by-step approach | Application of critical thinking techniques   | 2         |
|                               | The ability to choose correctly   | Decision-making skills in solving problems when choosing the right solution                     | 4         |
|                               | The way of shifting to find the best option   | Non-linearity and the ability to go back and forth between stages                               | 5         |
|                               | The ability to deal with concepts from the whole to the parts   | Inductive search for the topic  | 7         |
| self-actualization            | tacit knowledge   | The existence of human skills and their transformation into skills                              | 4         |
|                               | The need to look from the bottom up   | The ineffectiveness of training conducted solely on the basis of previous rules and regulations | 2         |
|                               | Non-exclusivity and technicality of education   |   |           |
|                               | Using critical evaluative thinking for growth and clarification   | Critical theories and contemporary debates  | 1         |

**Table 5.** The theme of idea generation and evaluation

| Sub-theme   | Concepts  | Codes from texts, lessons and interviews   | Abundance |
|---|---|--|-----------|
| Reality is part of the creation of mental images                                  | The art of combination and imagination to develop the subject   | Visualization workshop, data integration, reading in society and space                 | 1         |
|   | The study and acquisition of knowledge and experience is the beginning to achieve the process   | The importance of personal, social and professional experiences                        | 2         |
|   | Using individual talents for fertilization and innovation   | The five senses and the perception of the environment                                  | 4         |
| Creating a stimulating environment for the emergence of creativity and innovation | Knowledge of rules and principles in art and esthetics  | Creative workshops   | 4         |
|   | Development and expansion on an international scale require the use of all natural and scientific forces                                  | Increasing complexity of the competitive environment and the need for rapid innovation | 2         |
| Divergent thinking and the discovery of new relationships between phenomena       | The ability of people to change and develop and to disseminate correct information and acquire knowledge, together with individual skills | Becoming instead of being static and inert, dynamics as a universal understanding      | 4         |
|   | The optimization and adaptation of the city's old buildings and facilities to the existing conditions                                     | Adaptive reuse of old buildings  | 1         |

**Table 6.** The theme of higher consciousness in cognition

| Sub-theme                           | Concepts   | Codes from texts, lessons and interviews   | Abundance |
|-------------------------------------|--|--|-----------|
| Flexibility and momentary vigilance | Use optimal brain function   | The interplay of intuition and reason  | 7         |
|                                     | Optimal and more concentrated intake   | One of the methods to utilize the effect of the silence of the mind is                                 | 5         |
|                                     | Do not judge on the basis of previous data   | Suspending past information in the face of new input for the mind                                      | 7         |
| Realization of potential abilities  | Long-term memory as a source of information accumulation and maximum use of the brain                | Focusing attention on the essence, the nature of matter and memory (the mind)                          | 5         |
|                                     | Using mental functions to increase thinking performance  | Getting to know the nature and essence of things, not discovering the nature and essence of the object | 5         |
|                                     | As a branch of academic knowledge and acceptance of intuitive methods of control and scientification | It is consistent with cognitive psychology in information processing                                   | 7         |

**Table 7.** Participation topics

| Sub-theme   | Concepts  | Codes from texts, lessons and interviews  | Abundance |
|---|---|---|-----------|
| Decision-making on the basis of collective thinking | Care and maintenance of buildings for a long service life   | Maintenance of existing buildings   | 2         |
|   | A factor in the interaction and evacuation of people in urban spaces  | Participation in urban development  | 1         |
|   | Maintaining existing conditions close to past identity and sustainability in the future                                 | Sustainability and renovation of buildings with new technology  | 1         |
| A mixture of brainstorming And analysis             | Using techniques to visualize the event in the same way   | Use of imaginary simulations for a common understanding   | 7         |
|   | Using brainstorming as an optimal process   | Integration of visual perceptions into organizational processes   | 7         |
|   | Not enough opportunities and special and critical conditions require capable managers and leaders                       | Intuitive expertise Intuitive performance, intuitive foresight  | 7         |
|   | Macro-thinking as opposed to a detail-oriented view and the speed of information transfer require a dual and broad view | The big leap, the importance of double vision, information processing on a global or local and thematic level | 7         |
| A mixture of brainstorming And analysis             | Setting time in relation to results and the speed of change   | Defining a framework for the time and scope of the constructive intuitive process                             | 5         |
|   | Going from an artist to a real artist   | Practicum experiences are formally structured in the program  | 5         |
|   | People who do not adhere to logical selection principles and rely on intuitive strategies                               | Intuitive and logical foundations as accepted strategies in decision making                                   | 7         |

#### 4.6. The subject of the intuitive system and mental models

This criterion is quite evident in Turkey and Egypt in the curricula of urban planning, preservation and maintenance of historical buildings, attention to heritage and remaining values and attention to local contexts in the cultural

background and the need to identify and prioritize transnational histories derived from models. No attention has been paid to this criterion in urban design curricula in Iran. One of its sub-criteria is quick decision making by combining and linking patterns and structures. The theme of Intuitive system and mental models mentioned in [Table 8](#).

**Table 8.** Intuitive system theme and mental models

| Sub-theme  | concepts  | Codes from texts, lessons and interviews | Abundance |
|--|---|--|-----------|
| Associating patterns and structures              | The importance of the design methods of other nations and earlier civilizations | Transnational data                       | 5         |
| Quick decision making by combining and combining | Quickly recognizing the essence and interior of the subject                     | Using unconscious (implicit) knowledge   | 7         |

#### 4.7. The theme of safety and intimacy

This criterion was included in the urban planning curricula in Egypt and Turkey. In Egypt, the importance

of urban reconstruction was emphasized as the collective identity and its effect on the spirit and psyche of the people in a community is sustainable. And in Turkey, while creating this curriculum as a heading, attention was paid to creating safety and comfort in space, place and society and paying attention to the presence of different groups and their opinions in the design of spaces. This is despite the fact that not a single topic has been covered in

urban design curricula in Iran. One of the subtopics of this criterion is a unique and distinctive vision of thoughts, the most important core and fundamental necessity in crystallizing mutual trust, an interactive process of recognition, perception and mutual acceptance of the subject and communication skills as psychological needs for developing intuition. The theme of safety and intimacy mentioned in [Table 9](#).

**Table 9.** The topic of safety and intimacy

| Sub-theme  | concepts   | Codes from texts, lessons and interviews                       | Abundance |
|--|--|--|-----------|
| Communication skills as a psychological prerequisite for the development of intuition  | Permanent and surviving effects of the past on a person's identity and spirit  | Urban reconstruction   | 1         |
| The most important core and fundamental need in the development of mutual trust        | Creating fear and not feeling free and unbound in thought  | Recognise the role of emotions in decision making and learning | 4         |
| An interactive process of recognition, perception and mutual acceptance of the subject | Attention and strengthening of the five senses and their control and coordination with the standard of correct information | Rely on feelings, emotions and harmony with excitement         | 5         |
| A unique perspective of thoughts   | The ability to utilize and diversify the space for different social groups with different tastes and views                 | Gender space, feminist approaches to space and place           | 1         |

#### 4.8. Cognitive map topic

This criterion is important in the urban planning curricula of Turkey and Egypt. The indigenous forms and methods were considered as design methods derived from the background structure of a society. And in Egypt, due to the total inundation of urban design, it is evident that the focused and precise attention is on the infrastructure and indigenous foundations of this country and the emphasis

and presentation of the background knowledge in the past and its intersection with the contemporary progress process are fully aligned and synchronized. This is despite the fact that no attention has been paid to this criterion in urban planning curricula in Iran. Among its subthemes are emphasizing and presenting images of understanding and knowledge and the plight and presentation of the content of the mind. The theme of cognitive map mentioned in [Table 10](#).

**Table 10.** Theme of the cognitive map

| Sub-theme  | Concepts   | Codes from texts, lessons and interviews                                 | Abundance |
|--|--|--|-----------|
| Emphasis and representation of images of understanding and knowledge | Attention to contextual design methods   | Native forms and methods   | 1         |
|  | Realization of people's abilities  | The change in the design process from teaching to learning               | 7         |
|  | Being in the work environment, experimenting under learning conditions and preparing to discuss challenges | The opportunity to experiment, be a role model and have an open dialogue | 7         |
| Emphasis and representation of images of understanding and knowledge | Questioning specific goals and the roadmap leads to bias against doubt                                     | The use of intuitive journaling as a technique and guide                 | 5         |
|  | Clarity of ideas, effectiveness, time management and the ability to deliver content quickly                | The need for a mental map with practise                                  | 7         |

This section discusses the alignment of the research criteria and indicators in all three case studies, the

similarities and the differences between them in the urban design curricula that emerged from the matching between

the in-depth interviews.

**Table 11.** Matching table of the case studies (Egypt and Türkiye), the in-depth interviews and the urban design curricula

| In-depth interviews  | Turkish urban design syllabuses  | Egyptian urban design syllabuses                       | Main themes                                   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>- Connection between intuition and creativity</li> <li>- The importance of intuitive-creative methods in architecture and urban planning of the past</li> <li>- The importance of the teaching process and the achievement of intuitive methods in the past</li> <li>- The emergence of abstract concepts and creative symbols in the context of intuitive methods</li> <li>- The importance of unity in plurality and plurality in unity in the design of urban patterns</li> <li>- The connection between past and present with control, dynamics and vitality</li> <li>- Brainstorming as one of the techniques for activating the mind to crystallize intuitive ideas and thoughts and make decisions.</li> </ul> | Aesthetics of architectural and urban research                         | Urban heritage and management                          | Symbolism                                     |
| <ul style="list-style-type: none"> <li>- As an ability and skill to analyze the understanding of the problem</li> <li>- Drawing logical conclusions based on evidence and data</li> <li>- The ability to clarify problems and transform information into interdisciplinary knowledge</li> <li>- Utilizing people skills and becoming an active learner</li> <li>- Foresight as the ability to fertilize human tacit knowledge</li> </ul>   | Critical theories and contemporary debates                             | Dynamics of planning and management of historic cities | Critical thinking                             |
| <ul style="list-style-type: none"> <li>- The art of combining, synthesizing and imagination to develop the topic</li> <li>- Knowledge of art and esthetics and creative and innovative solutions</li> <li>- Creating an optimization space and compatibility between old and existing facilities</li> <li>- Application, collection of data and visualization in the implementation and role of intuitive, creative thinking in the city and urban space.</li> </ul>   | Visualisation workshop, data integration, reading in society and space | History, theories and protection of historic buildings | Brainstorming and participation in evaluation |
| <ul style="list-style-type: none"> <li>- The importance of participation as an opportunity for interaction and exchange of information between people</li> <li>- Utilizing macro and group thinking and increasing the speed of information transfer or problem solving</li> <li>- Changing the mindset of the learner from a mere artist to a true artist</li> </ul>  | Landscape planning and planning of public space                        | Adaptive reuse of old buildings                        | Mindfulness                                   |
| <ul style="list-style-type: none"> <li>- Flexibility in behavioral functions based on the mind and full awareness of being in the moment</li> <li>- Strengthening long-term memory to maximize the use of intellectual and mental abilities</li> <li>- Processing information and acquired knowledge (in combining with the acquisition of mindfulness skills)</li> </ul>  | Urban planning (living, working, regeneration)                         | Maintenance of existing buildings                      | Unconscious and holistic knowledge            |
| <p>The importance of design methods in other nations and civilizations with historical backgrounds</p> <ul style="list-style-type: none"> <li>- The prioritization of each country's patterns and historical structures as a method</li> <li>- Important and previous to the previous</li> <li>- The importance of a society's past history in acquiring an international identity</li> </ul>  | --   | Participation in urban development                     | Importance and intimacy                       |

|  |   |  |               |
|--|---|--|---------------|
| In-depth interviews  | Turkish urban design syllabuses                               | Egyptian urban design syllabuses                               | Main themes   |
| - Consideration of different ideologies and approaches in urban spaces, consideration of tastes, different points of view.<br>- Creating an identity for each of the public's needs in society and creating a space for social movements   | Transnational history(ies)                                    | Sustainability and renovation of buildings with new technology | Cognitive map |
| - Division and alignment of design methods to the local context and forms appropriate to the climate and associated territories<br>- Clarification of ideas, methods and rapid transfer of concepts to the audience<br>- Accuracy of the thematic process using cognitive patterns<br>- Elimination of pseudo and confusion in the storyline | Gender space, feminist approaches to space, place and society | --   | Symbolism     |

## 5. Discussion and conclusion

According to the theorists' views on the process of intuitive urbanism, the creative understanding of urbanism is often mixed with its artistic and intuitive understanding, which at first glance gives it a mysterious and ambiguous appearance. Due to the holistic and subjective nature of designers, linear-rational Figures in the stage of designing and combining forms do not have much similarity and compatibility with the prescribed Figures, but they seek the whole problem internally and based on implicit understanding and knowledge [22]. In fact, the design emerges in the designer's mind in the form of a basic design from the internal method with the help of memory, education and experience and reaches a certain level of maturity with successive sketches. The approach of master designers and the impact of vision, thought, skill, innovation and initiative are considered with a deep look at the nature of design and its relationship to cultural values and human utility [22]. Design originates from the designer's abilities to create a sensual expression and it originates from the inner feelings of human beings, which are mainly discovery and intuition, and the final product relies on the designer based on tasteful design and an individual who does not have the ability to generalize and repeat [23]. The spiritual and artistic method consists of rules, artistic and innovative principles and concepts and ideas that have been gained through experience and practice throughout history. These principles are not absolute and general and are subject to personal processes, and the essence of these methods lies in creativity and imagination. It is subjective, not in repetition and plurality, but in diversity and novelty accompanied by a personal and implicit aspect [24]. Based on the views of intuitive learning style theorists and intuitive methods from the perspective of Western thinkers and the emphasis of learning psychologists on the importance of the five senses, skillful unconscious movements, in a free space and with a sense of security and in contrast to the repetition of patterns in the mind [7]. and the acquisition of information through symbols and interpretations and aspects of creativity and innovation in learning [8]. and abstract conceptualization and search in thinking and inductive reasoning and the ability to perform activities with a minimum of cognitive questions [25]. internalizing the meaning of topics to

discover relationships and prefer learning through abstract materials [9]. It is one of the most important things in the patterns of intuitive learning style. In intuitive methods, intuition is considered a conceptual decision-making mechanism that relies on rapid, unconscious recognition of patterns and mostly unconscious and deep associations based on experience, comprehensive understanding, and the impressionability of the five senses interacting with rationality and cognitively matching information with psychology. Capturing the essence and fully visualising the subject, as well as using intuitive journaling, cognitive maps, interviews, role modelling, and free dialogue and critical thinking are effective for individual movement skills in the cognitive unconscious. The importance of dual perspective in processing information on a global scale, the common structure of successful research teams. And becoming the locus of human reference to transcendental and moral values, as the ability to change and transform things by placing oneself in the object and exposure. The intellectual framework of learning intuitive methods in the curricula of urban planning process in Iran has not been given attention and importance, so it requires unforeseen changes in the learning process. Considering the rapid developments, the methods and patterns with local background in the country need to be reconsidered. Learning intuitive methods is an important part of university tools in Turkey and Egypt.

The importance of mindfulness in learning, the unfolding and fruitfulness of inherent skills, and the integration of tacit knowledge with acquired knowledge in the context of urban planning workshops in Egypt and Turkey are of interest. When the three components of learning, intuitive methods and urban design curricula are addressed together, significant effects can be achieved. According to the conceptual model, the pattern of learning intuitive methods to improve learning ability as a skill factor in increasing the level of creativity and learning the art of combining with scientific tools and techniques was obtained from the assumptions of the research and the mutual relationship between the main and secondary subjects was determined. In the Figure of the conceptual model below, the relationship between the main and sub-themes is specified and finally the overlap of some of the main and sub-themes in the model is shown. the relationship between main and sub-themes is mentioned in conceptual Figure 3.

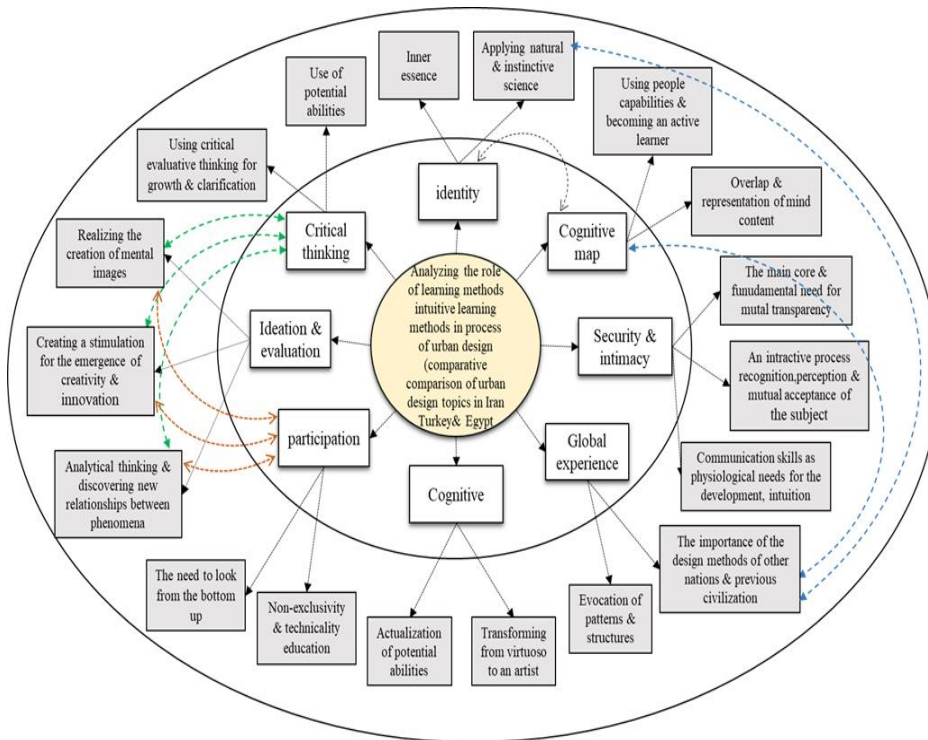


Figure 3. Conceptual model of the role of intuitive learning methods based on main and subtopics

Based on the research conducted in the urban planning process and the study of intuitive methods from the point of view of theorists in the field of urban planning in Iran, this method is considered as a design based on the dependence of the process on a single personality and its control and implementation by the designer until the final stage of the product. In the studies, it is possible to use this method as a common structure of successful research teams and place it in learning and ideation environments with a group team or with intuitive teammates in the work process. The irreproducibility and generalizability of this method is an advantage over other functions from the point of view of Iranian and Western theorists. People who have the merit of being compositional and using the power of imagination and visualization must have

experience. In the eyes of Western thinkers, the use of creative workshops is an opportunity to experiment, model and discuss freely, an opportunity to improve individual skills. It is the result of individual and group skills through rapid linking and simulation of patterns, as well as suspending observations to overcome previous data in information processing at global and macro levels and to become and move rather than be and halt repetitive processes. The transcendental moral values are effective in creating a healthy communication atmosphere that is the result of safety and intimacy between people towards ability and movement at the beginning of the process. Proposed structure of intuitive methods is presented in Figure 4.

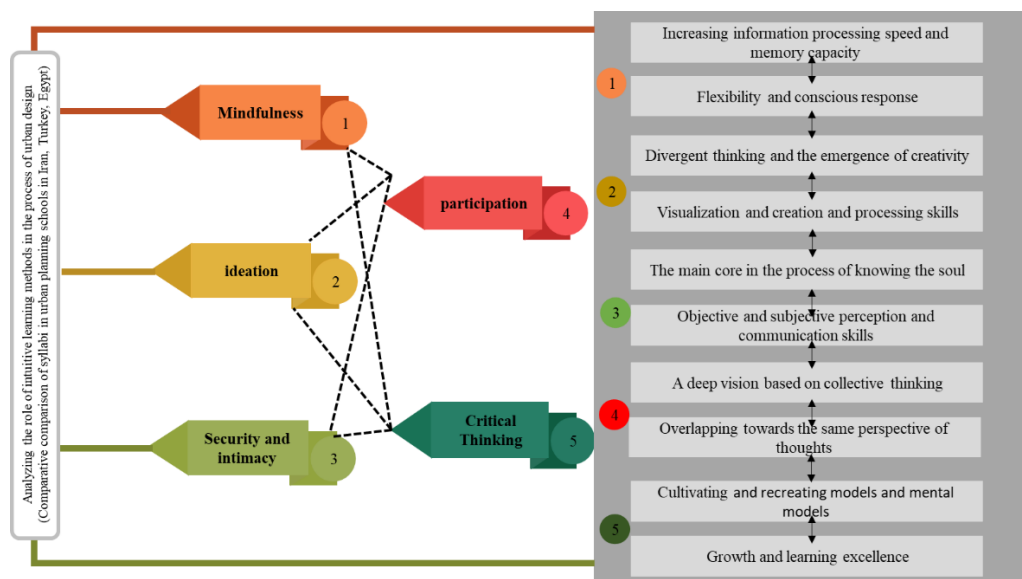


Figure 4. Figure of the proposed structure of intuitive methods in the urban planning process

In the Figure of the proposed structure of intuitive methods in the process of urban design, mindfulness is a technique for controlling thoughts and make decisions and actualizing one's inner abilities, which influences the learning of intuitive methods. Being consciously present in the present moment and utilising the flexibility of the mind increases a person's intuitive method and creativity. Considering the participatory nature of decision making in urban planning, the greatest influence on decision making and learning is based on analysis, brainstorming. And a theoretical consensus is formed in the group. In addition, safety and intimacy are the most important core of the impact on a person's soul and psyche, which promotes intuitive learning. Reality is a part of creating mental images based on a person's inner knowledge and experience through the use of ideation. This includes the ability to create images and discover new relationships between concepts in phenomena and to represent mental content based on objective and subjective perception. Gives. Critical thinking plays an important role in re-creation and change on the path of learning and self-improvement. Its effect on the path of inventing and understanding the background of immaterial issues is of great significance as it contributes greatly to learning. In the review of urban design curricula in the results of this research, attention is given to the discovery and intuitiveness of the design, based on trust in the collaborative product and taking into account the importance of educational workshops towards creativity and learning, the process of combination and innovation, interaction and communication in the implementation. Suggests Considering the importance of the intuitive process, familiarity with mindfulness helps people's mental flexibility. To realize this, a collaborative decision-making structure is required due to the advancement of science and technology, which serves as an active guide to increase creativity and prosperity. People's spiritual and intellectual powers are effective. Ideation is a representation of the mental content and the content of internal views that supports the emergence of ideas and abstraction. Mental models are the result of the formation of holistic thinking and the connection between sensations and reality with a coherent view, which are understood as signs of culture and the collective unconscious. it is a nation that comes to the fore through the creation of concepts and the identification of urban elements. As a mixture of divergent patterns and thoughts, it is very important for the formation of cognitive maps and the creation of creative methods. Security and intimacy as communication skills are effective in satisfying psychological and spiritual needs. Egyptian urban planning curricula mostly focus on heritage, culture and urban identity. The importance of dynamism and revitalization of cities and historical buildings and their adaptation to the past in order to preserve archetypes is quite obvious, as is the special attention to participation and interaction in urban space is. in Turkish urban design curricula, more attention is paid to urban aesthetics, critical theories, visualisation workshops and their reinterpretation in society and space, landscape planning, re-creation, transnational history, gender space, feminist approaches to space, place and society, local forms and methods. Was the comparative comparison of Egypt and

Turkey with Iran shows a gap in creative headings and little attention to aesthetics and national and transnational history in the headings. The disregard for creative and intuitive methods and the neglect of the use of mindfulness in urban planning workshops. This points to a lack of flexibility and consistency in urban plans. In recent decades, Iran has focused mainly on the Islamic approach and history has not been given serious priority. The importance of minorities and gender groups has not found a place in the design of urban space. Table 11 refers to the alignment and overlap of case studies, interviews, and course syllabi. Table 11 refers to the alignment and overlap of case studies, interviews, and course syllabi. In terms of learning methods, the focus was on the basics of urban design methods and techniques, which is very little contribution to creativity or intuitive learning. The contribution to learning or creating an environment for critical thinking or conditions for the development and understanding of intuitive methods is very small.

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