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# THEORETICAL BASIS AND GOALS OF INDUSTRIAL DESIGN EDUCATION IN IRAN

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## ABSTRACT

Industrial Design Education in Iran traces back to 1970, a period characterized by the flourishing industry due to the rise of oil prices. The historical review regarding the performance of Industrial design education in Iran revealed that this program enhanced the economy by applying design principles. The Islamic Revolution in 1979 and, subsequently, the cultural revolution (1980 to 1989) shifted the performance of industrial design education in Iran.

The effectiveness of industrial design programs depends on the reevaluation of educational curricula. Following the Islamic Revolution, industrial design curricula have been limited alteration. To explore industrial design education's goals and theoretical basis, I chose industrial design education at Tehran Fine Art School as the case study. I employed the "Thematic Content Analysis" method, facilitating the collection of diverse insights into the goals and theoretical foundation of industrial design education in Iran.

The data were collected through media investigation and textual review, referring to the curriculum of industrial design education at Tehran Art University. The qualitative data were analyzed through the lens of "Pluriversality" and "Knowledge Decolonization" to empower design education. As the challenges of industrial design education in Iran traced back to the onset of Modernity in Iran, "Pluriversality," which relied on the epistemological study of societies, was chosen to navigate the shortcomings of industrial design education in Iran. "Knowledge Decolonization" was the theory I used to draw the connection between Iran's societal alternations and Industrial design education.

**Keywords:** Industrial Design Education in Iran, Industrial Design in Iran, Pluriversality in Design Education.