

CRIT(ICAL) ENCOUNTERS

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The crit forms the primary narrative through which architectural education is operationalized. The crit, 'design jury' or 'design review' inhabits a liminal space through which the process of learning architecture and development of professionalism are curated as a rite of passage. For over a century the crit has been used as a method of teaching and learning, but has developed very little in that time. The process is centred on the binary role of the tutor 'critiquing' and student 'defending' design work.

This research paper examines the findings of a CEBE (Centre for Education in the Built Environment) funded project in the UK that critically examines the role of the crit. The research adopts a multi-media research paradigm, including an online survey and film footage to investigate contemporary experiences of crits/reviews. Perspectives from both students and tutors are examined. The key findings of the research show that the process is one that both students and staff value in principle, but often fails to fulfil the potential of the crit as a place of constructive critical dialogue. Stress and fear are the most consistent experiences of the majority of students. This paper explores the positive and negative implications of this on student learning.

Keywords: *critical dialogue; Fear; learning;*

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