

Challenging the Master: Lessons from Rethinking The Crit

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Alberti's 1485 book *On The Art of Building* describes the design process as one where the architect applies absolute authority and claims ownership and credit through developing judgement. These necessary judgement skills are developed in the crit setting by the public presentation of work; the student both experiences judgement (of their own work) and observes the judgement (of their peer's work). In this the emphasis is on the architect as sole author (Turkkan,2023).

The crit can be seen as the established 'doxa'(Bourdieu, 1990). Staff believe it is the way to prepare the student for the profession with the required judgement skills and the students come to accept that this is necessary. This sets the tutor in a crit as the person who imparts knowledge to the student as in a master /apprenticeship type relationship with the tutor knowing 'the' correct solution to every difficulty and with the crit endorsing 'acceptable knowledge'. The interplay between agency and structure is evident in the crit and its rituals; how that shapes the young architect and by extension the profession (Smith,C.,2022). This paper interrogates the traditional crit with a re-imagining of feedback as a more student-centered approach where the control shifts from tutor focussed (Dawson et al 2021).

Boud's study of feedback is interpreted in the context of this study and how it can apply to the architecture studio and how to place the student in the feedback process (Winstone, N. & Boud, D. 2022).

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