the [critical] voice

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This lens will examine the pedagogical
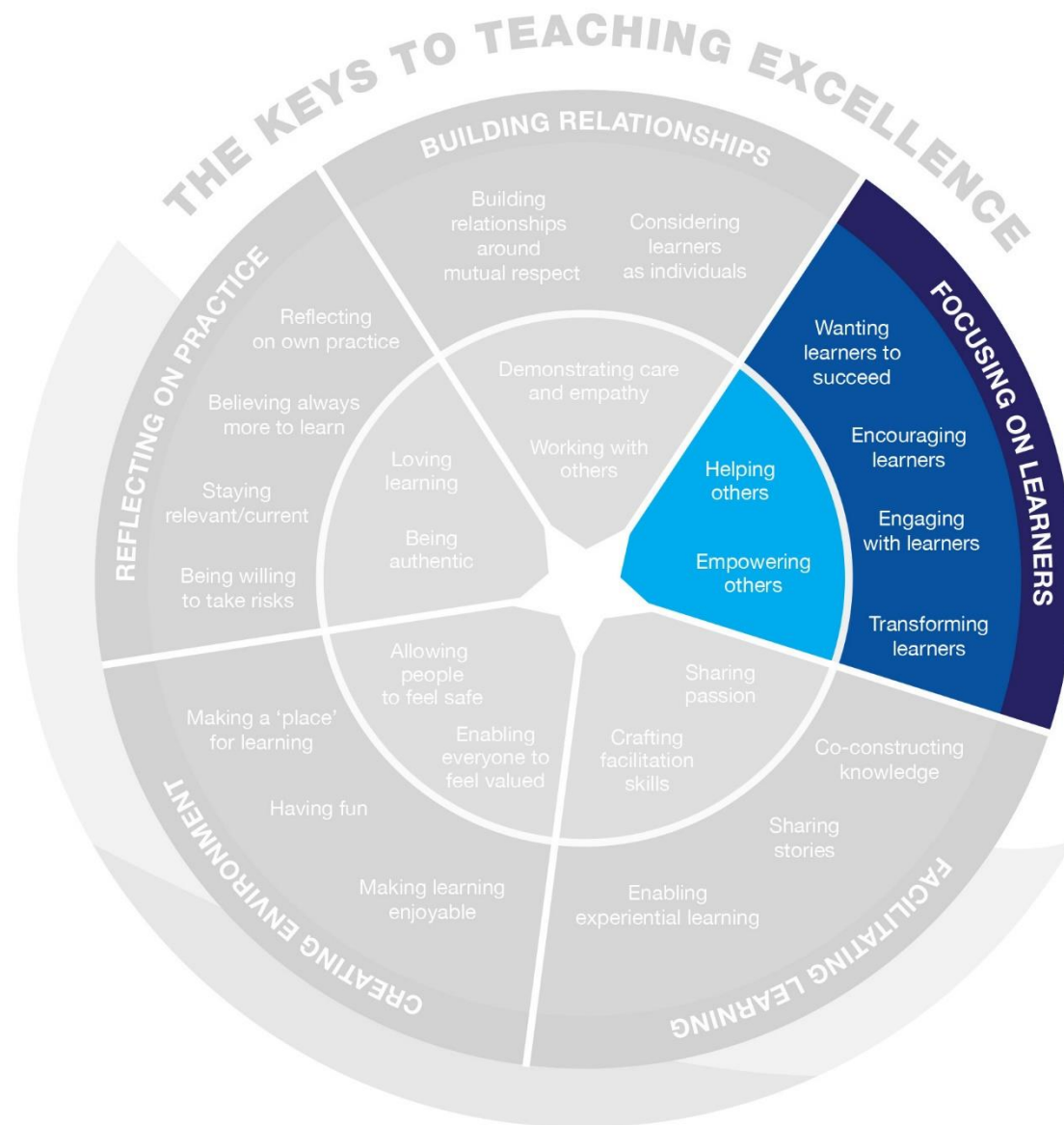role of workbooking and critique for supporting critical thinking in architecture

workbook
a guided methodology to support learners
to develop their own critical voice

critique
evidence of the developed critical
voice in a live forum

studio pedagogy

- resilience
- independence
- reciprocity

un-learning

round-table reviews

blind crit

iterative design

pre-recorded peer review

final presentation

self-reflection

Informal peer dialogue

annotation

formal critique (jury)

critique

class discussions

peer feedback

pin-up (interim) crit

case study analysis

group feedback

individual formative feedback

speed crit

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We assert that, whilst critical thinking is highly transferrable as a skill, the practice of it requires specialist knowledge of a given subject area. Thus, our approach to fostering critical thinking is implemented through staircased curricula that aligns to a sliding scale whereby process (workbook) and product (critique) are explored in varying configurations appropriate to each level. The structure and framework of these configurations underpin our foci.

Fay, C., McCallum, S. (2022) How Critical is the Crit?

year 1   year 2   year 3

workbook

critique