Enhancing the Learning Experience of the Crit

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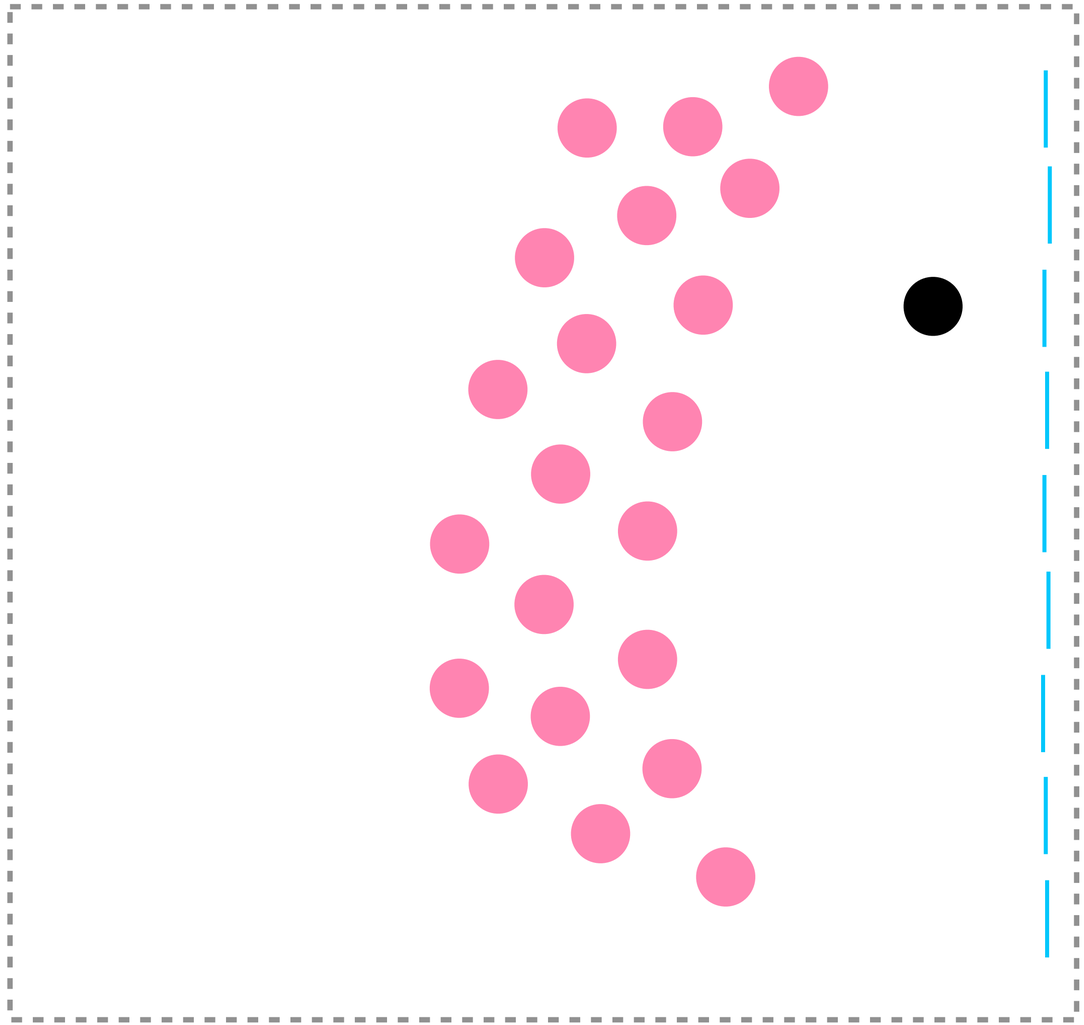
“[The crit is] an established and important part of a studio-based culture, where teachers and students can discuss, experiment with and develop ideas and concepts within a ‘supportive environment’”.

(Blair 2007: 11)

Traditional Crit Layout



‘... the first few people who were spoken to tended to get a lot more time and then the tutors tended to rush towards the end ...’

‘... I feel like they would tell you off and then at the end of it you wouldn’t have anything to go on...’

What are the reasons you might not attend a Crit?

46% because I have not done enough work and/or
I do not feel it is good enough to show others

You have 45 seconds to draw ...
The person sitting next to you

‘the learning value of feedback students receive at the large crit is often affected by their perception of self … [this] … results in much of the verbal formative assessment feedback literally falling on deaf ears’

(Blair 2006: 83)

What makes a Crit demotivating?

56% Said not receiving enough useful, constructive and positive feedback

What we actually did

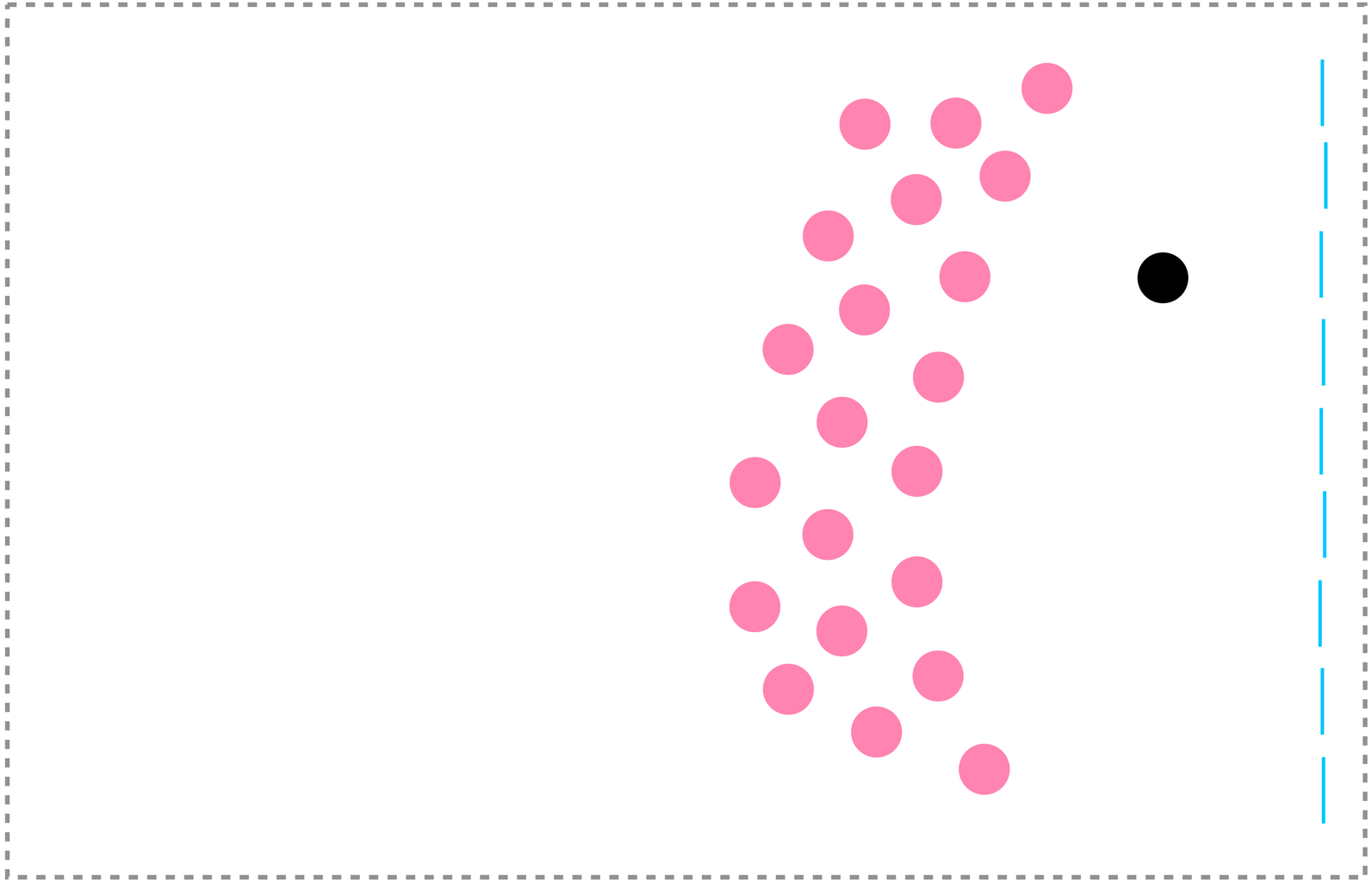
D-Describe
What is visible? What is the audience looking at?

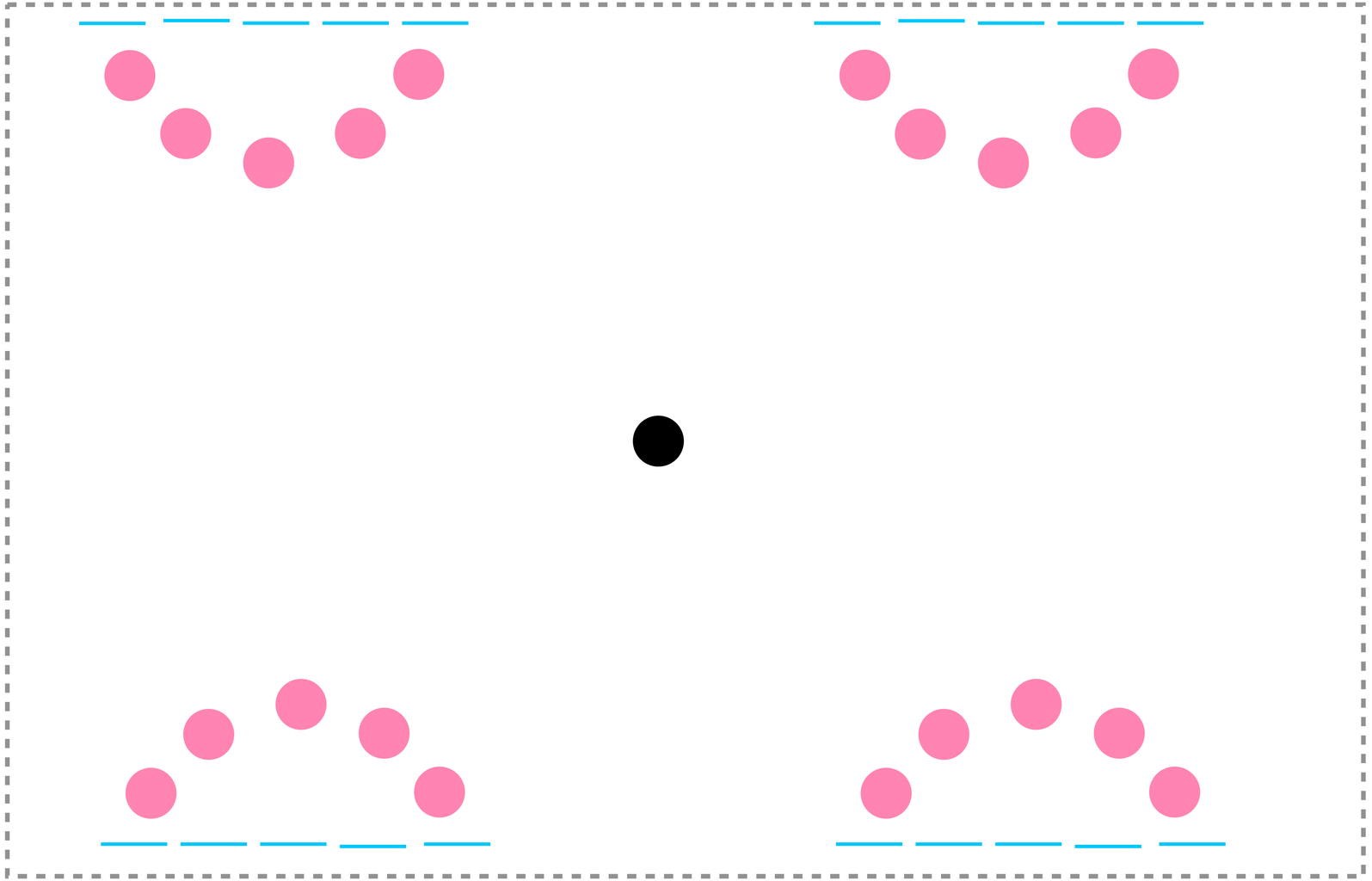
I-Interpret
What does it mean? How does it function?

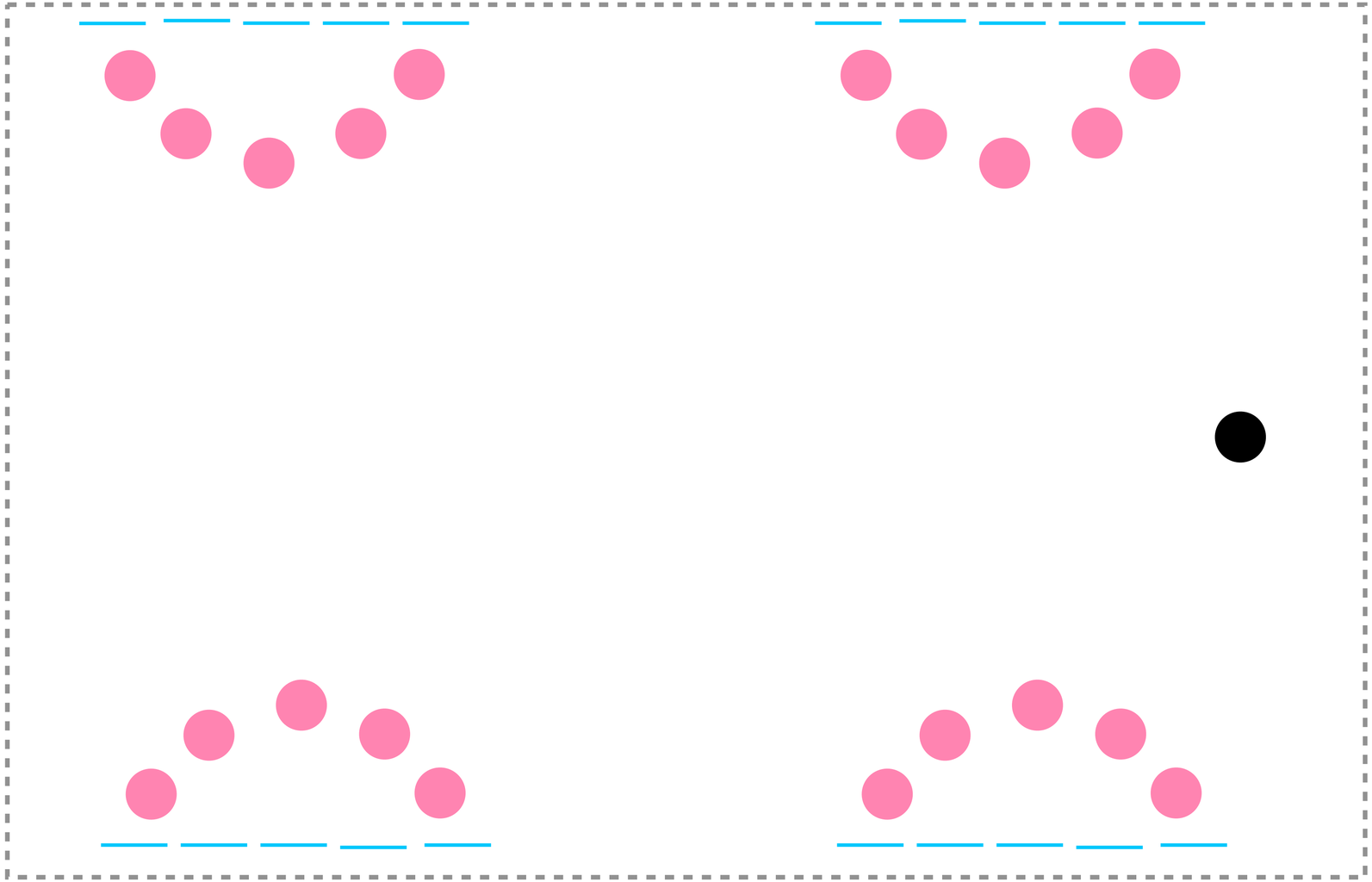
E-Evaluate
How successful is it? What context best suits it?

T-Theorise
Does it solve the problem? How else could it solve the problem?

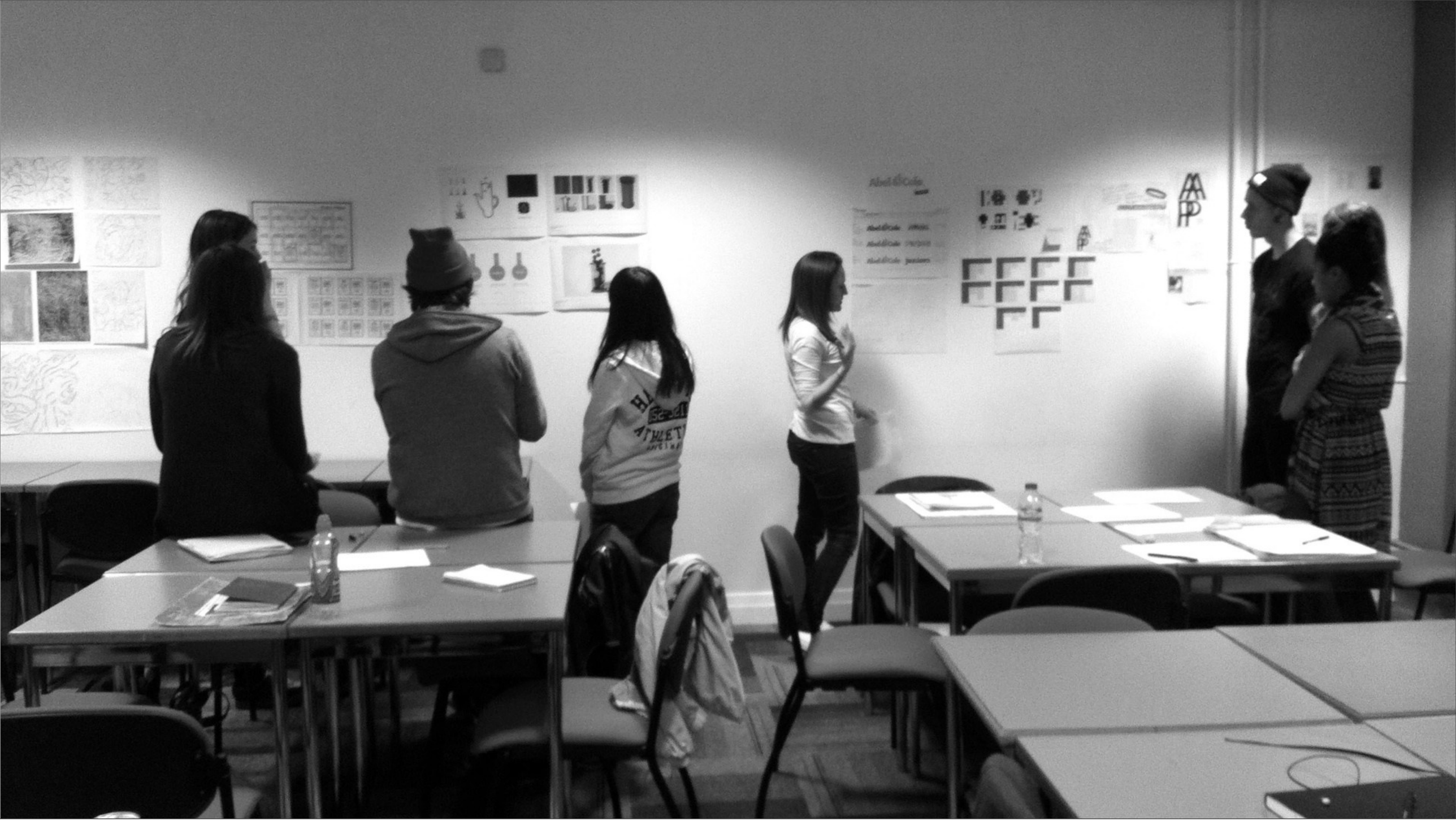
Devised by Morris Weiz (Aesthetician)



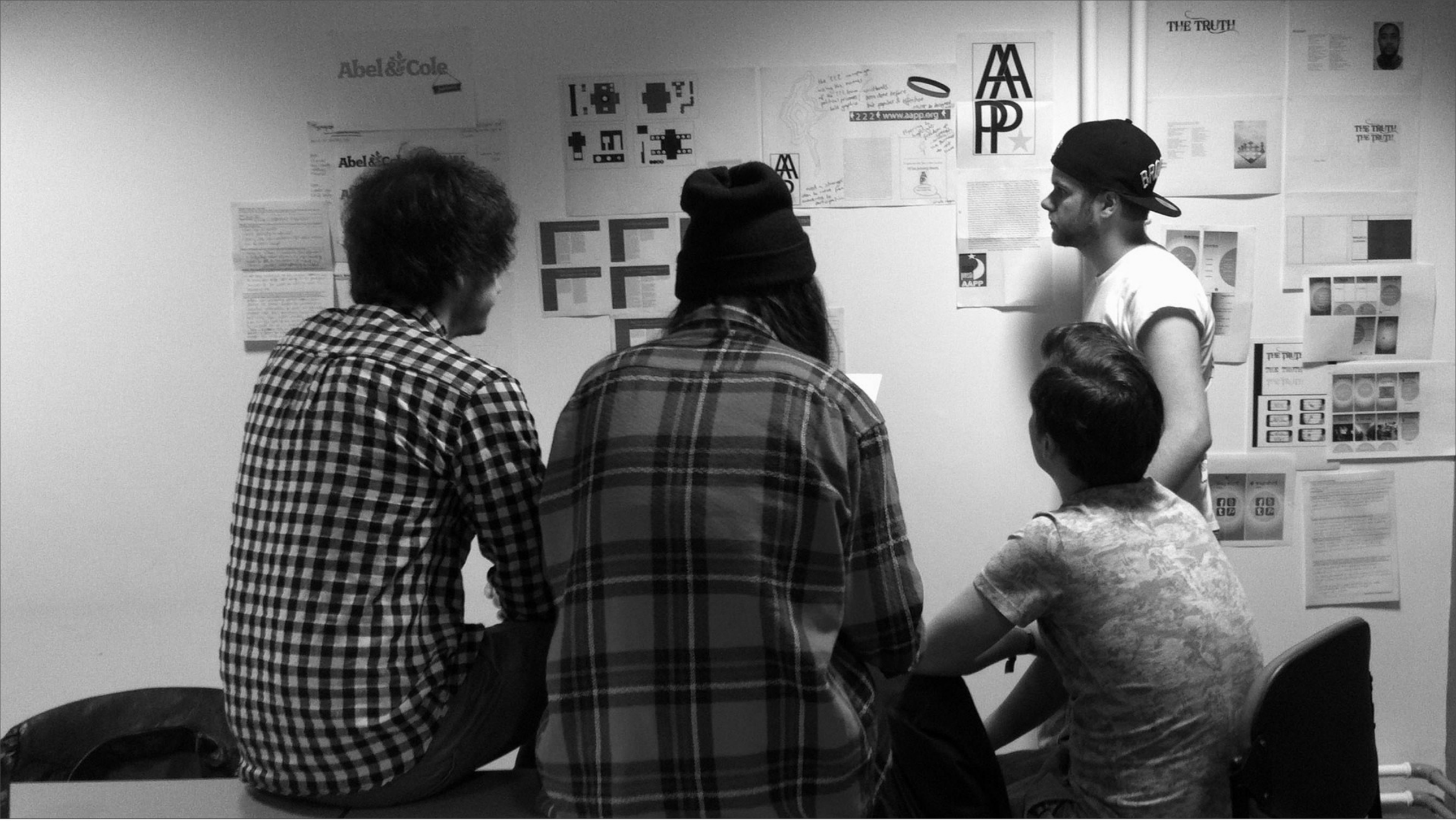




Observing the sessions



Weekly Planner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What might be the drawbacks of decentering the role of the tutor?

Is there enough tutor involvement?

Are students capable of giving critical feedback?

Is there enough tutor involvement?

‘ … while we were talking about our work and other people’s work, the tutors would walk around and drop in a few opinions and things and that would, say if we sort of hit a brick wall with talking about someone’s work or trying to give them feedback, the tutor, […] would come around and they’d have a little something to say and that would kind of get the ball rolling and things like that.’

Participant A

Is there enough tutor involvement?

‘It’s good for instance, like [the tutor] … would come into a little group conversation that we’d have and he’d bring something to the table and we’d all like talk about that, so yeah.’

Participant A

Is there enough tutor involvement?

‘I got given some feedback off one of the tutors and I considered it and then I didn’t like go with it in the end, but it made me sort of just question whether or not the work that I was doing or the route I was going down was right. Some suggestions I went with and I agreed with them, but some of them I thought, ‘No, that’s not what I want to go for,’ but it helped to just have like the question raised anyway.’

Participant C

Are students capable of giving critical feedback?

CRAP

David Shrigley

Are students capable of giving critical feedback?

‘I think you could definitely see the difference in these sessions, the fact that everyone was wanting to help each other for the better, even if they’re completely different projects, like it’s what we’re here for.’

Participant C

What makes a Crit demotivating?

56% Not receiving enough useful, constructive and positive feedback

The Crits we have done this week enabled me to receive good quality feedback

81% Strongly agreed or agreed

The Crits we have done this week made me feel more confident giving feedback on other peoples work

77% Strongly agreed or agreed

What were the benefits on giving feedback on other people's work?

48% said it helped me reflect on my work and identify issues and ways of improving my work

19% said it motivated me with my own work

10% said seeing how far others are with their work

10% said it helped me to think critically

10% said it seeing different styles of work

3% said it helping others improve by offering advice

Conclusions

Decentering role of the tutor

Autonomy

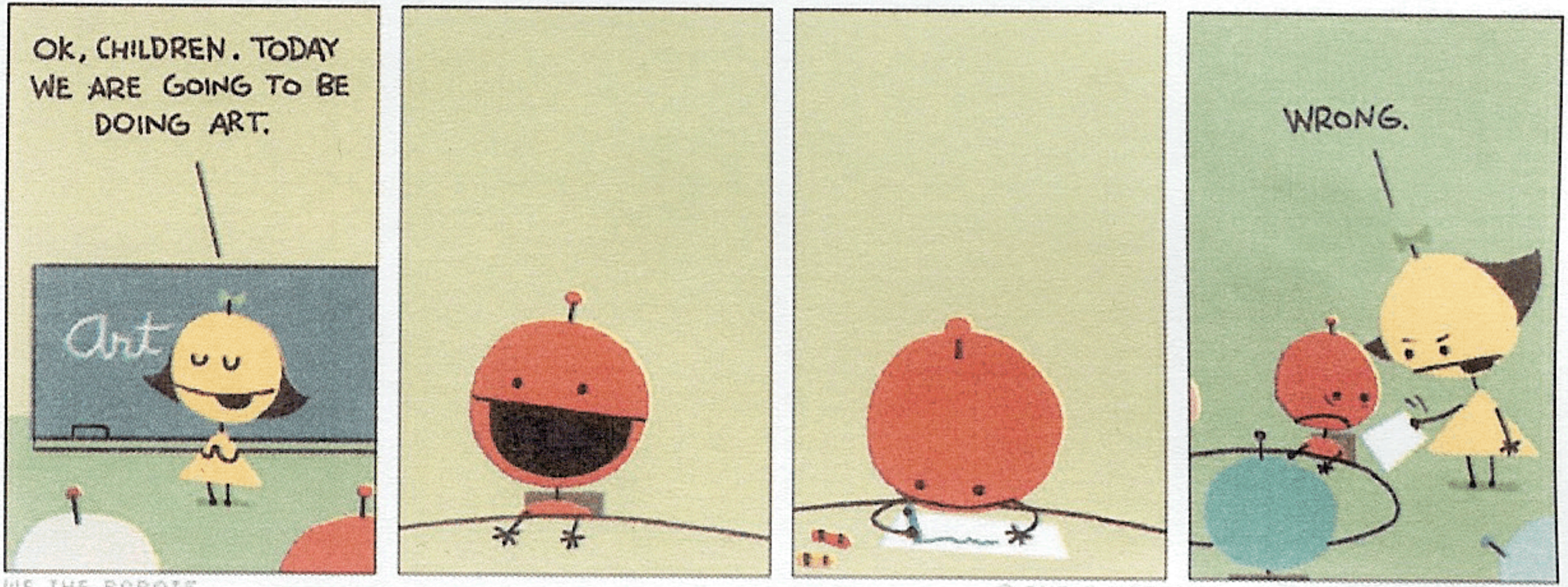
21% still fear / find difficult giving critical feedback to peers

A bigger fabric

Continue to examine the traditional model

‘Teaching styles most conducive to the fulfilment of creative potential are those which encourage student responsibility through ownership, trust and low levels of authoritarianism, providing individual attention and opportunities for independent learning.’

Dineen and Collins 2005: 46



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