

**Design teaching and architectural design studio tradition: Critical pedagogy
as an alternative to the conventional studio**

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Teaching design is construction and transfer of knowledge. In the schools of architecture, the most tested pedagogical practice is the design studio that is intertwined with embedded epistemology, and the social relationships develop in the studio. The power structure maintained in the studio and the hidden dynamics resulted by the struggle between the student and the designer-trained teacher, who often becomes the mentor, appear to play an essential role in architectural teaching. The current 'guild-culture training', in which the student is not freed from the biases of the mentor, integrates students to the profession through enculturation rather than education. The student as a result may fail to develop as an intellectual designer who sharpens his/her own way of creating architecture. We define our research problem in the lack of self-styled personal approaches to architectural design, and test the strength of critical educational theory to resurrect the mystique of architectural spaces. Our research aims at testing this hypothesis through design exercises, tutoring/teaching, and through observation. We may contribute towards developing comprehensive pedagogical tools for

architectural education to make the student able to perpetuate his/her mentors' intellectual and cultural biases and to turning the student into a *reflective practitioner*, who sets own norms or objectives to naturalise the hidden constraints in order to practice a more meaningful profession.

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