

Time is one of the lesser-addressed elements of the hidden curriculum, which fundamentally shapes architectural pedagogy not only in its temporal organization but also in the values, character, culture, motives, and even the architect figure it informs.

The notion of time has culturally been assigned meanings and roles; a framework, a limitation, evaluation criteria, a commodity, a source, a route to follow, etc. Paradigm shifts such as the transition to a formal, universalist system, the commodification of time as a marketing tool, or the reorganization of time-space through online education have raised the need to re-evaluate the often-invisible temporal practices of architectural education from a historical perspective.

This paper considers the notion of time as a crucial structuring element of architectural education and aims to discuss its embedded qualities through a collective reading of influential architectural learning models: from pre-institutional to 21st-century examples by way of comparative diagrammatic visualizations.

In this context, curriculums, as transmitters of the scope, content and values of educational models, as well as mechanisms that materialize their immaterial structure, reveal themselves as mediums, which can be used to reflect relationally and critically on the changing pedagogical understandings on the use of time for architectural education.

Selected examples, including pre-institutional traditions, resorting to the classification from Four Historical Definitions of Architecture (Parcell, 2007), 19th and 20th-century models of Beaux-Arts and Bauhaus, and some well-known 21st-century institutions will be revealed through the diagrammatized mechanisms of their temporal organizations.

The study aims to critically review some time-bound pedagogical motives, routines, and conventions throughout history beyond a measurable, objectified understanding. Essentially, it is esteemed to reflect on the educational experiences and outcomes of current and future practices, as time is becoming an even scarcer commodity and a more critical tool.

Time as the Immaterial Structure of Architectural Education

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