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The idea that teachers must demonstrate a passion, not only for the learning of others, but for learning from others, forms the foundation of my teaching philosophy. Architectural history offers a unique and powerful means through which students from all cultural and socioeconomic backgrounds may better understand the world around them. Through my own study of the built environment, I also have the opportunity to learn more about them.

In many respects, the most significant challenge of teaching modern architectural history in Hong Kong is also its greatest reward: the opportunity to interact with a diverse group of students for whom globalisation is a pressing, daily concern rather than an abstract hypothetical. Helping students understand and appreciate the significance of architecture not merely as physical form, but as a cultural, political, and social construct, deepens their connection to the city while also exposing them to the significance of intercultural understanding, collaboration, and global citizenship.

Hong Kong's dynamic transnationalism and unique, post-colonial identity all represent localised concerns with broad, international implications, producing a productive tension that has shaped my teaching and research in critical and valuable ways. In my own courses, I have worked to impart to students the ways in which lessons in architectural history and theory – how a building was built, why it was built, and the political, economic, and / or social motives behind its particular form and function – can illuminate both the local built environment and the broader world beyond. This level of engagement encourages students to utilise historical materials in connection to their studio projects while also reminding them that their skills from studio can be used to enhance a particular research interest. Through this degree of disciplinary cross-pollination, students are able to develop their own foundational core of knowledge around which each of them, as individuals, can begin to build a sense of intellectual autonomy.

