

EP 4: ROSAN BOSCH

FINAL TRANSCRIPT

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The time stamps begin at 00:00:00:00 when the guest appears (after our intro reel).

Rus (co-host)

00:00:00:16 - 00:00:23:00

Rosan, welcome to the podcast. We were just talking off-air about your incredible work in the architectural space, and we were saying that on the podcast series. So far we really have been short of expertise of the buildings and the spaces. We have plenty on the curriculum.

Rus (co-host)

00:00:23:22 - 00:00:37:23

You were just saying off-air how some of the wording and phrasing around the architectural spaces is quite unique. Would you like to expand on that just for our viewers and listeners before we kind of get into the full questioning of the podcast?

Rosan Bosch (guest)

00:00:37:23 - 00:01:11:17

Sure. And thanks a lot for inviting me. It's always interesting when you are an architect or a person that works with the physical environment that surrounds us. And you have to express yourself in words, obviously, because what you do is an experience is a reality. And when you put a word on that, you translate it. And what happens in my case is that when I speak to educators, when I speak to schools, well, journalists as well, you know about education.

Rosan Bosch (guest)

00:01:11:28 - 00:01:37:06

We often use the same words, but we don't necessarily think of the same reality. And when you look at our project sort of projects, I am, you know, part of creating when we say that play is an integrated part of the learning process and the environment, I mean, you are not in doubt. You see that if your child and you walk into one of our schools, you just burst out with happiness.

Rosan Bosch (guest)

00:01:37:06 - 00:02:00:03

You go like, wow, this is so great. And that is just immediate, you know, physical reality, you know, reaction, you know, emotional reaction as well that you can evoke the physical environment. But I work with so many schools that say exactly the same thing. And when the kids walk into that school, they are just like, Oh, another day at school.

Rosan Bosch (guest)

00:02:00:03 - 00:02:18:26

And then when they're sitting down with that teacher, the teacher said, okay, I'm going to be super motivating to you. And it's slowly getting there, you know, and then so this is the thing. It's the superpower of the architect. It's the superpower of the designer. You can create a new reality, a different world.

Rosan Bosch (guest)

00:02:19:03 - 00:02:32:05

And this reality does not need to be described. This is something you live, you feel, you breathe, and smell. That is the difference. Yeah, that's what we're talking about.

Christian (co-host)

00:02:32:05 - 00:02:59:07

So your spaces are in some respects other worlds. You've kind of hinted that there are these magical, almost surreal spaces and furniture and shapes and corners that do not typically exist in other spaces called school or home, wherever. And at the same time, they make immediate sense. Would you talk a little bit about that balance between magic and wonder, but also clarity and purpose, and what does that mean to you?

Christian (co-host)

00:02:59:07 - 00:03:00:28

And has that get pulled off?

Rosan Bosch (guest)

00:03:00:28 - 00:03:21:19

A very nice question. I mean, I don't think that to be honest, I don't think about the environments we create as magic, and I do think of them as environments that stimulate for wonder. But that is because we have a very clear, systematic idea because at the same time, architecture and design are also very, you know, it has to get built kind of thing, you know.

Rosan Bosch (guest)

00:03:21:19 - 00:03:48:24

So there is also a very clear reality, you know, behind that. I think that imagination is maybe the right word, not so much magic because they're not magic. I mean, they're environments that allow you to imagine that sort of invite you to that and to also, you know, kind of say like, hey, we are human beings. We have huge fantasies you know?

Rosan Bosch (guest)

00:03:49:02 - 00:04:17:03

I mean, don't be afraid. Why would we eat plain rice every day when we have and when we have herbs and vegetables and all these different tastes, you know? Why does the environment sort of need to be so boring and killing? I mean, human beings are extremely colorful, if I think it's a metaphor. But, you know, we have so many things, so many ideas, so many things we do.

Rosan Bosch (guest)

00:04:17:16 - 00:04:50:03

And the physical environment should one facilitate for us, you know, and the other side should also maybe stimulate even more for that. When we talk about learning and play, which is obviously for me, this is very much related to what you say when you say space of magic or wonder. For me, it's a space that sort of talks to you and say like, hey, it's

okay to play, you know, I mean, this also when you're an adult, you know, and that actually means, yes, you can be creative and that's a good thing, you know?

Rosan Bosch (guest)

00:04:50:03 - 00:05:14:26

And in a way, it just talks to something which is in our DNA as human beings. It's not magic, it's reality. The problem is that we are being presented with a reality that is so boring, you know, and so sort of without stimulation. And we started to say that that was reality. You know, that's not reality. Reality can be many, many, many, many different things.

Rosan Bosch (guest)

00:05:14:26 - 00:05:36:27

And realities are much more diverse than what many people will say is reality. That is a choice. It's a choice to make the end stimulating environment that is built, to make it easy to clean but not built to make it intensive. To learn your reality.

Rus (co-host)

00:05:36:27 - 00:06:17:06

Rosan, what would you say then? Because you make a really great point there that a lot of these environments that our children are in are fairly stagnant and fairly dull. You've designed things from libraries to hospitals in your briefings with education, in the educational world. What do you think are some of the factors when you're on when your teams are on the ground and you're listening to what is needed and wanted in education, what do you think are some of the barriers to stopping all these organizations that myself and Christine have been part of for years, of all of it, to be more colorful, to

Rus (co-host)

00:06:17:06 - 00:06:30:00

get to it getting away from the plane race. You know, what do you see as someone who is not solely an educationalist because you work in so many different spheres? Are you do you see some of the barriers, maybe, that are stopping us from being more colorful and creative?

Rosan Bosch (guest)

00:06:30:00 - 00:06:48:11

Well, you know, first of all, you know, I mean, if you look at very young children, they're very creative. They have a huge creative potential. We are born that way. And then school kind of trained it out of us, you know. So obviously where you and me and Christine and you, I mean, with all respect, we are you are adults.

Rosan Bosch (guest)

00:06:48:25 - 00:07:19:07

So, you know, that sense, you're already damaged if you want to but happily good news actually I wrote a very interesting article the other day from some German, some people, researchers that have published how to train your playfulness as an adult, and how that can actually not only enhance your life quality, but also kind of and hence actually your efficiency of work and other things.

Rosan Bosch (guest)

00:07:19:07 - 00:07:46:26

So this is interesting. You can actually train playfulness not only as a child, but also as an adult. So you can get some of this lost creativity back. But apart from that, yeah, I think that when you talk about the challenges, at least the way we I mean, I see and I'm a little bit on two levels. Yeah, there was a level more from a, you know, general, a general point, you know, it's like, okay, what, why have schools not changed more all over the world kind of way?

Rosan Bosch (guest)

00:07:46:26 - 00:08:02:23

And I can answer that. But I was also a little bit more like when you actually sit down with the school, meaning that is a school which has decided to change is not I would not be around, you know, in my team when you sit down with them, there are also still challenges and then that's a different type of dialog.

Rosan Bosch (guest)

00:08:02:23 - 00:08:25:12

So to answer the first part of the question, yeah, I think that, you know, why have not more schools already changed more and stuff like that is because, in a way, the way of learning the standardized education also has brought us a lot of positive things. And I think that this is something that we maybe do not acknowledge enough.

Rosan Bosch (guest)

00:08:25:12 - 00:08:54:05

You know, I mean, if you think about poverty and this is a difficult English, you know, around the world, the standardization of education helped us to actually overcome a lot of that and to kind of create you know, I mean, I'm living in a country where Luther, you know, he was a big guy because he certainly translated the Bible and things like that, you know, not I mean, this is about, you know, how to open up, you know, knowledge and learning.

Rosan Bosch (guest)

00:08:54:05 - 00:09:27:00

And this is what we did with the centralization of education. Now, the thing is, the problem is that, of course, society has changed. And today, you know, we still hang a little bit into this thing. Is that especially in areas of social or said this balance or, you know, the sort of words in plain English not so rich countries and people you know socially that they are the best help is a very disciplined kind of and a very standardized, you know, approach to education.

Rosan Bosch (guest)

00:09:27:10 - 00:10:00:19

And it's actually the contrary, you know, I mean, if any child needs to, you know, kind of strengthen their creative abilities, it should be children that do not have all the support surrounding them. And that should use that creativity to take advantage of maybe the different digital and other opportunities, these that they meet on their roads to realize, you know, all the things where you guys know, you know that 65% of all children that start a primary school are going to have a job that doesn't exist.

Rosan Bosch (guest)

00:10:00:19 - 00:10:20:03

And, you know, how do we prepare them for this future? I mean, I don't have to tell you this stuff, but obviously, it's learning how to learn. You know, and this whole change in the education of, you know, just giving you like basically the key so you could learn how to read to actually giving you the skills to learn whatever it is you need to learn.

Rosan Bosch (guest)

00:10:20:14 - 00:10:55:22

It's a whole different way of looking at education, and this is a big change of power design paradigm. Now, when we sit down with a school, the way we communicate with the teachers and the people we work with is that we actually really communicate. And this is the first difference. I think, in between, you know, the way we work and many other architects mind work, I don't know, I won't talk about all the people, but the thing is that we and like I said earlier in the off-air conversation, we have I have teachers and psychologists.

Rosan Bosch (guest)

00:10:55:22 - 00:11:20:02

And so all sociology is and people in my company employed and we sit together in the team and we talk with the teachers and we know exactly how they think and how they work because we are you know, we are doing and we have been talking the same language. So I'm not asking them to tell me what your needs we are talking about their profession and we're talking about creating a better learning environment.

Rosan Bosch (guest)

00:11:20:12 - 00:11:41:14

And we are talking with them, you know, in the same way. And then we discuss professionally about how do you work with different types of learning and different students and all these different aspects. And then we designed the best possible physical context that suits their learning and learning processes. And this is a totally different process that would just have a different conversation.

Rosan Bosch (guest)

00:11:41:26 - 00:12:13:11

And the result is different to the truth is that the schools you psychometric, Christian, you know that you said to us, I mean, the teachers we work with, I mean, when they come

into the school, this is how they imagined it, you know, together with the kids is not I mean, we'd like to actually do something. They feel really like, okay, you were an architect, but actually it's our design, you know, and that is very important, as very important because the physical environment in the end is not a solution.

Rosan Bosch (guest)

00:12:13:11 - 00:12:26:16

It's a tool that's very important. Yeah, the solution is not the building, you know, the solution is learning in a different way. So the building can only be a tool to help you do that in a different way.

Christian (co-host)

00:12:26:26 - 00:12:49:02

It's Ross, great point. Appreciate your question. And Rosan, you talked about there sort of two levels of challenges, sort of the why haven't more schools changed over time? Let's just take that on as that's the big question will probably never nail down. But the second one as you said is when there is a community, there's a client, there's a group of educators and young people, they're ready to change.

Christian (co-host)

00:12:49:02 - 00:13:09:14

They're ready to step into what they know learning can be. As you said, there's another layer of challenge. And so I'm wondering if you can take us in to, you know, kind of maybe into a project you're working with the community. They're really excited to bring you on. Your team has gotten to know them. They've started to talk about what learning is to them, and how young people explore.

Christian (co-host)

00:13:09:26 - 00:13:35:12

But they still whether they hit a wall where they start to say yes, but or they want to come back to something that you've experienced in the past, or tell us a little bit about how you work with a community to get through what is probably inevitably a moment of hesitation or a moment of uncertainty or a moment where they have to let go of the past and step in what happens there for you and your team and for that community?

Rosan Bosch (guest)

00:13:35:12 - 00:13:59:22

Well, first of all, I think it's very important to realize that, you know, a community is not uniform. It's not one group of people that all things and does the same thing. That's the first important takeaway. Yeah. So people are different also in a group and a group dynamic is very different now, I also have to say we work really literally in so many different countries around the world.

Rosan Bosch (guest)

00:13:59:22 - 00:14:26:16

So there are also a lot of cultural differences. Then there are a lot of other differences. I mean, this is, I don't know, a big university or is it a kindergarten is said, you know, a school that is a group of parents decided to do it in total out of nature? Or are we in the middle of our building a, you know, a campus on Cyprus or in the middle of Bangkok, you know, to name two projects, you know, that are very different.

Rosan Bosch (guest)

00:14:26:20 - 00:14:48:09

So obviously each of these stories has their own story. Each story is different. But if you want to generalize, I think that usually, you know, in a group, first of all, we also include if we can if we are allowed to and we can, we always like to include the children or the students or, you know, this is what we call user involved design.

Rosan Bosch (guest)

00:14:48:09 - 00:15:12:01

It's I think it's quite obvious it's not because they necessarily always have the right solution. Sometimes this project takes a long time and the kids you have involved are actually not going to anymore. But what you do is that you create a thorough understanding in your group, you know, not only because I mean, teachers often have a very how to say, you know, it's a one-way directional kind of experience.

Rosan Bosch (guest)

00:15:12:07 - 00:15:32:08

They don't always know how things are perceived. They think they know. But we have done several exercises with the communities we work with and it often turns out to be a big eye-opener because I never thought about it that way. We often think that we know what the other person is thinking and how they feel, but actually we don't.

Rosan Bosch (guest)

00:15:32:08 - 00:15:54:24

Yeah, so this is a this is actually quite an important takeaway in this process is that you make people in the same community actually see each other and understand each other how they experience and how they see things. Then the next step is, you know, we focus on learning and obviously when we are coming to the door by now, but you know, random I have I mean, I don't want to, you know, kind of show off.

Rosan Bosch (guest)

00:15:54:24 - 00:16:15:18

But most people, you know, when we come into the door that know, okay, now this is about innovative learning environments. I don't think that I'm going to make a, you know, prison-like kind of school, you know, so they come with a certain kind of expectation. Now this has the following. You know, you can see you can divide groups a little bit into three types of teachers.

Rosan Bosch (guest)

00:16:15:18 - 00:16:34:10

You know, the ones that are in the front, the saying, oh, yes, finally, finally, I've been waiting for this for years, you know, that really want to innovate, that they've been desperate and been doubting sometimes also to stop altogether, to be a teacher that I've been desperate for this. Then you have the big middle group that is like, oh, I don't know, let's see.

Rosan Bosch (guest)

00:16:34:10 - 00:17:07:28

You know, I mean, I think sort of this could be good, but, you know, let's see. And then I wait a little bit to see what the others are doing. And then when things are good or get excited, they follow. And then you have the little group that goes like, hell no, you know, and that's kind of well, you know, hanging back and is trying to obstruct and don't want to change now in a way, you know, and this is a way group dynamics work then when you start to work with something and then in the beginning also people are easier in a process to talk about it, but then once it goes into

Rosan Bosch (guest)

00:17:07:28 - 00:17:28:17

a reality, you know, and you can suddenly see that you are not going to have a classroom anymore, for example, that can be that you are going to be working in community spaces, become more fluid. It changes then of course this differentiates the people that are very engaged in the middle. And I mean, they become kind of clear and then you, you, you will experience resistance.

Rosan Bosch (guest)

00:17:28:17 - 00:17:50:26

People get afraid. I mean, this is a human condition. This is not a teacher condition. This is a human condition that when we are front with a big change, we get a little scared and so people are different. Some people are more you know, I'm this kind of super curious person you put I don't know I don't pick feeds fried in soya sauce on a steak in front of me.

Rosan Bosch (guest)

00:17:50:26 - 00:18:09:14

And I'm like, Oh, curious. I've never tried that. And I'll taste. And other people go like, Oh, no, not in my, you know, over my dead body. I never tried that. I mean, people are different when it comes to new to encounter new things. And then you have these three different categories. And then often when it's very different, a big group of people feel resistance.

Rosan Bosch (guest)

00:18:09:27 - 00:18:30:00

Now it's a little bit I have our psychologist, you know, she explains it this way. It says, it's like when you will have to learn how to surf, you know, first you think, okay, great idea. Or maybe, you know, looks good, you know, two guys on the way there and then,

you know, one day you're out of your surfboards and you have to start to try to be on top of the surfboard.

Rosan Bosch (guest)

00:18:30:08 - 00:18:54:28

And then you just, you know, and it's really hard, you know, and every time you fall off and you can't even manage to stand there for 1/2, you know, and then after, I don't know, two or three lessons that you froze your bottles in this cold water, you finally, you know, you know because you're doing it because okay now you paid all this money, you know, or whatever kind of reason, and then you finally managed to just stand on the board for one sort of both before you fall off.

Rosan Bosch (guest)

00:18:55:06 - 00:19:15:01

And then you get this experience like, wow, you know, and then, okay, I'll try it again, you know? And then slowly you start to learn. Now, this is what we have to acknowledge, that the transformation, education of the teachers, they have to learn it as well and to have to learn it by doing not because they go back to school for five years and then to come in all prepared.

Rosan Bosch (guest)

00:19:15:02 - 00:19:35:25

It doesn't work that way. They have to try and they will get very cold and will fall off the surfboard many, many times. And then one moment they actually managed to stand on it and the next time a bit longer and in a certain moment they're right this way, you know, and it's like, wow. And they could not imagine, you know, it in any other way, but it takes time.

Rosan Bosch (guest)

00:19:36:05 - 00:19:55:17

And you have as in when we talk about change management, you have to acknowledge as well the frustration when you do things that don't work. And you have to allow yourself to have you know, I mean, it's part of the experience you cannot expect everybody from one day to the other to be happy because they have to learn it as well.

Rosan Bosch (guest)

00:19:55:17 - 00:20:19:00

And this is the whole thing that learning the teachers have to learn. The school has to learn. Learning is about a learning community and you have to allow this is a bitter platitude. But, you know, failure is part of the learning process. You know, and this is the hard part, I think, for most educational institutions that they have to embrace failure as part of the learning.

Rosan Bosch (guest)

00:20:19:00 - 00:20:39:05

And that is what education is about. Giving the right answer is not about doing it wrong and then learning from it you know, this is a kind of a DNA mistake one can say or a genetic mistake in education. One can say if anything should change, you know.

Rus (co-host)

00:20:39:05 - 00:21:03:09

Are you seeing any particular you've obviously been designing schools now for a long time, over a decade. Are you seeing certain types of evolution within school design are certain because we talk about the learning space changing. But actually what I've seen online until I look to your website was actually not many examples and I can't see your website resigning.

Rus (co-host)

00:21:03:09 - 00:21:22:06

That's tons of examples and actually really brought a topic that I don't know very well myself to life literally. But I'm really curious, are you seeing certain learning spaces emerge or not emerge? I mean, what is the evolution like for an architect in education?

Rosan Bosch (guest)

00:21:22:06 - 00:21:51:19

We all know that there is a very fast track development right now. Yeah, I think that when I started this and this is how Christian and I know each other, which is way back. I mean, we are actually quite oh, you can't see that obviously, Christian, but this is a long time ago, you know, and then we're already both we're in this business for quite some time, you know, and the truth is, I've been doing this for I mean, to be honest, I got serious into education with my own children.

Rosan Bosch (guest)

00:21:51:28 -

00:22:10:13

And my oldest son is 24. And our son did sense, you know, I mean, just being four and I mean, myself, I had a bad experience at school. My mom, you know, was into it and my dad, etc. So this is the long run. You know this is not something this is not a wimp of the day.

Rosan Bosch (guest)

00:22:10:13 - 00:22:37:09

You know, this transformation in education has been something that has been on its way for a very long time. Yeah. Now, this is the first thing. Obviously, it slowly becomes it's like, you know, exponential kind of development. Yeah, it becomes more and more recognized. So now we finally get a little bit of wind from behind. You know, after many years of biking against the winds, we're starting to see that, okay.

Rosan Bosch (guest)

00:22:37:09 - 00:22:56:03

You know, more and more and we're getting more and more scientific data, you know, and it really becomes like, okay, now it's like climate change. You know, everybody was

doubting in the beginning. They were discussing whether it was at all a climate change was like, now we're not discussing this anymore. Now we're discussing how to deal with it and everything.

Rosan Bosch (guest)

00:22:56:03 - 00:23:16:28

But nobody is actually really well, maybe some, you know, some lunatic somewhere. But most people do sort of have a consensus understanding of that. Climate change is an issue, you know, and it's a little bit the same that what happened with education. And then, of course, we can discuss different solutions. But I mean, I just think that most people do agree that something needs to be done.

Rosan Bosch (guest)

00:23:17:17 - 00:23:45:06

So and it's quite easy, actually. It was very interesting the other day I saw something called the World Clock of Skills. It's quite interesting. You can see, you know, Ebola with something else. But the thing is this, there are obviously the differences between countries are huge. You know, if you start to look about, for example, children and their engagement in secondary education, then you look at a country like Mexico and you compare it with a country like, for example, Denmark.

Rosan Bosch (guest)

00:23:45:19 - 00:24:09:21

I mean, it's like over 50% of students are dropouts in secondary education. What does that mean for a country that's emerging? It's immense. It's you know, it's really, really, really serious. Yeah. And it means that because, you know, there are lots of reasons for this. It's not one reason, but mostly it's in a way in the acknowledgment of a society that, you know, for young people, this is not the highest.

Rosan Bosch (guest)

00:24:10:01 - 00:24:31:23

The best thing to do in your life is to get a secondary education, because, for all kinds of reasons, it's either very hard accessible. And if it's accessible, it's not really related to very not many motivational acts, works at the many reasons why I don't want to, you know, kind of because obviously Mexico and Denmark are two countries which are very difficult to compare with each other.

Rosan Bosch (guest)

00:24:32:18 - 00:24:42:24

But I'm very deep. It came from in my question. Sorry, Ross, what was the question? No, no, I.

Rus (co-host)

00:24:42:24 - 00:24:46:15

I was curious. I was curious on.

Rosan Bosch (guest)

00:24:47:02 - 00:25:30:20

The tendency of some teachers in architecture. Okay. Yeah, sorry. Okay. Tendency. Tendency not. It's good. It's a good tendency in architecture. Well, you know, is obviously we're going away from a strict classroom education, you know, this is obvious because we want to enhance collaboration. We're going away from, you know, I'm a teacher. I talk to you and you sit down and listen and you have this collaborative environment and you know, you are going away from organizational structure, one teacher, 25 or 30 students, you know, so this is obviously one of the transformations that what we see we see increased at is we see in our work, you know, more and more schools for we really embrace

Rosan Bosch (guest)

00:25:30:20 - 00:25:53:12

the outdoor more and more outdoor learning, you know, in a way, you know, this was fantastic. I mean, Corona wasn't present for us, you know, because, I mean, certainly, in at least in Scandinavia, you know, held the schools. The only way they could at a certain moment means that was outside, you know. So it was like, hey, you can be any space, could be a learning space.

Rosan Bosch (guest)

00:25:53:12 - 00:26:24:16

You know, the park, the mall, whatever outsides, you know, open big areas. So this totally transformed this idea. And then there's another tendency in education, which you see in architecture, which I call the hands-on approach, you know, the maker's lab, the fact labs do things like that because you create the real relationship to what you're learning and you build that and you get, you know, the whole steam, you know, the whole idea.

Rosan Bosch (guest)

00:26:25:01 - 00:26:50:20

And then also, you know, from education, I mean, we always look at education. We see how does it reflect in the building? I mean, that's my approach. So the other thing like this, like I said earlier with collaboration, that's the going away from the classroom to have communities. It's also because you get like project-based learning or, you know, STEAM environments and stuff like that where you see a multi-disciplinary approach, you know, to learning.

Rosan Bosch (guest)

00:26:50:20 - 00:27:14:18

And then obviously if everybody sits in their own little room and you don't see each other and you don't communicate, that's not the most optimal physical environment. Also here we see transparency, openness, fluidity, etc., and then their last tendency, which we see more and more, which I think is super interesting, is that we see schools become part of society, which of course they should have been all the way through.

Rosan Bosch (guest)

00:27:14:18 - 00:27:36:16

But finally, we going there, you know, I mean, for an oldie like me, it's like here, you know, this took some time. So we see that schools don't become this, you know, a barbed wire to islands in society. Where are we? Keep our kids safe and without any communication with the surrounding society. But start to think about that.

Rosan Bosch (guest)

00:27:36:16 - 00:27:58:22

Society should be part of the school because it's motivational for the children to understand why they learn what they learn. And also because it's nice for the society that they are sort of in connection with the youth and young people. So you see, it depends very much on the culture and the context in how this develops. These are some of the tendencies.

Rus (co-host)

00:28:01:24 - 00:28:16:19

It was just that that brought me back to when I was training as a teacher or and then in England, you go to two schools as a trainee teacher. And the rumor is you go to a good school in a bad school. But I think it's more hit-and-miss than that.

Rus (co-host)

00:28:16:19 - 00:28:46:08

It's more random. And I always remember attending my first school and my first placement and it did remind me of a prison. It was in the Midlands, England. It must have been 1800s architectural design, maybe World War I, maybe a bit after World War I-ish. But it and you're right, there's only eight it's there was a purpose to standardized education and it did it brought us up from poverty.

Rus (co-host)

00:28:46:08 - 00:29:10:26

But you do kind of think that the architecture, the architectural, you know, the environment might not have been considered all that much or we depended on what we knew at the time, which was buildings like that, you know. And I just then fast forward many, many years and I was working in Sweden and one of the schools there, they were telling us that one of the trends at the time is what you said.

Rus (co-host)

00:29:10:26 - 00:29:33:17

Actually, there is. And the idea that classrooms should be open, all glass windows, spaces where you can just walk through, they're not closed off, you know. And that evolution for me was absolutely fascinating, going from like a prison-like status to an environment that was just so open and fluid. So I think the evolution is fascinating.

Rus (co-host)

00:29:33:17 - 00:29:41:17

And I think, you know, because going into a prison-like environment, whether you're a teacher or a student, has some baggage with it, I think.

Rosan Bosch (guest)

00:29:41:17 - 00:30:02:03

I mean, actually, I think what is what I would like to ask you, which I think is an interesting question, you know, is actually the question why? Why? Because if you look at architecture from a prison, you know, and architecture, I mean, schools and prisons actually from an architectural kind of structural point of view, they look very much alike.

Rosan Bosch (guest)

00:30:02:15 - 00:30:07:21

So my question for you guys is, why do you think that is?

Rus (co-host)

00:30:09:05 - 00:30:26:16

I remember doing a lecture at university about the future, the Panopticon Prison, the idea that your leadership or management, whatever you want to call it, needs eyes everywhere. Yeah, spaces should be visible. So maybe that could be something. But I'm no expert for sure.

Rosan Bosch (guest)

00:30:26:19 - 00:30:31:05

But what do you think, Christian?

Christian (co-host)

00:30:31:16 - 00:30:57:29

There are some superficial things that come to mind in the sense of it, just these are familiar spaces. And so whether it's a hospital, a traditional hospital, where the corridor and rooms for patients or a prison or jail with corridor and cells or a classroom off a hallway, there's been this sort of familiarity with spaces that manage large groups, like a central corridor, central artery and the corridor or, you know, spaces that are very efficient.

Christian (co-host)

00:30:58:07 - 00:31:23:02

And a manager administrator can stand, you know, at an intersection, see in all directions. And on some level, that seems to be the answer. I think part of it is that we you know, you think about the classroom originally, the idea of a classroom gathering young people in a community, they come into a space and a teacher was not educated at a college, but just sort of able to kind of mentor and manage.

Christian (co-host)

00:31:23:02 - 00:31:41:17

And kids of different ages were in the same space and the shortest kids had to sit in the front because they couldn't see the single chalkboard. So the taller kids sat in the back and if you follow that through, that becomes the equivalent of first grade, second grade, and third grade, because they organize kids by size and by birth date, not by learning.

Christian (co-host)

00:31:41:20 - 00:32:04:12

Right. So we're organizing people by how we manage them and how we get them from here to there and how we see and can be seen. So I think a lot of it just situates that. But over time, these become emotional connections, too. It's how I went to school. It's how your grandmother went to school. It's I know when I walk in that building where I go like there's this sense of it.

Christian (co-host)

00:32:04:13 - 00:32:26:03

It feels familiar. And even though it isn't ideal and it's not what we dream of, it's not what we know is possible. It is comforting. You know, a child knows where to go when she walks into a new school. That school also looks like the last one she was in. So I don't know. It's sad because of what you were talking about a few moments ago, which I absolutely love.

Christian (co-host)

00:32:26:03 - 00:32:53:07

And it's a neat juxtaposition of this is our design is catching up with what we now know about how people learn or our understanding of the natural environment is actually being intentionally pursued, not just seen as something else. And so I don't know, Rosan, the school itself feels like an image. The apple on the corner of the desk, the steeple that represents a building of merit up on a hill.

Christian (co-host)

00:32:53:14 - 00:33:06:05

There are these kinds of things that are deep in our DNA as communities and cultures. But somebody made those decisions centuries before, and then over time we just sort of repeat them. So I don't know if that's a decent answer, but that's where I'm at now.

Rosan Bosch (guest)

00:33:06:07 - 00:33:27:29

I think if you analyze, you actually said it's I mean, in between many other things so small. But I think that if you analyze the architecture of prison and you analyze the architecture of a school or a hospital if you want, and you set effectiveness, you know, you set management, you know, and you also set, you organize human beings by size, you know, not how good they learn.

Rosan Bosch (guest)

00:33:28:06 - 00:33:49:06

And I think in these things, you know, and do several things. And then you said the panopticon, you know, the controls, you can look at them, know, I mean, in dispensers. I mean, this is why schools look like prisons because first of all, they are the architecture of control. Yeah, we control several things. You know, we control not only the student, by the way, but also the teacher.

Rosan Bosch (guest)

00:33:49:06 - 00:34:06:16

We know this teacher has done so many hours of its mathematics in presence of the students being there. And then these students, they are second grade and they have to have so many hours of this and that. So this is also a governmental or organizational part. You know, you can control the amount of work that people put in there.

Rosan Bosch (guest)

00:34:06:16 - 00:34:31:15

And then the other part of it is that you can control the student. Are they actually working? You know, we don't trust our children. This is always I always wonder me a lot. You know, it's like I mean, if you train somebody to be good at something, you should let them do it themselves. You know, you should not just all the time, like, okay, I mean, I'm gonna look at you, and if I don't look at you, you stop reading a lot, you know, stop learning is an absurdity and show that we don't trust our own children in our own society.

Rosan Bosch (guest)

00:34:31:24 - 00:35:02:01

So that's the other one, the control aspect. And management affects the best aspect in all its senses. But then there's another part to it which is very architectural and very, for me, very passionate topic, which I think resembles a little bit how we see ourselves as human beings. Yes. And this is you know when you say that we organize ourselves according to size, you know, it's like we don't like to acknowledge that we are living, breathing, feeling entities.

Rosan Bosch (guest)

00:35:02:01 - 00:35:20:07

Yeah, we like to treat ourselves as if we are a little machinery or something, you know, it's like cats. You have small cars, you have big cars, you know, just walk. See this size of the parking lot of the big guys do that or, you know, you're broken. You know, I put you in this side of the hospital, you get out from the other side and we put on the new arm or whatever.

Rosan Bosch (guest)

00:35:20:07 - 00:35:36:09

You know, we see ourselves with machinery now. Today we know that, you know, I mean, you can take something you think is a pill and it's, you know, placebo or that many

things, you know, I mean, about the body and about, for example, your health that is not necessarily you're another machine that needs mending. You're a human being.

Rosan Bosch (guest)

00:35:36:09 - 00:35:53:12

You know, everything that comes to it. And especially when it comes to learning, that's the same thing you're not a machine, you know? So I cannot just follow you and you get that many hours of mathematics, of language and this in this way. And then you get out on the other side and you do your examination and then you're done, you know?

Rosan Bosch (guest)

00:35:53:12 - 00:36:16:14

I mean I mean, this is for me is a philosophical question as well. I mean, how do we see ourselves, you know, what society, who do we actually want to live in, and how do we think of ourselves as human beings? So when you as a parent so comfortable about the apple on the corner, are you feel the DNA as you say, you recognize, you know, it's because you grow up in this view of the human being that we are that way.

Rosan Bosch (guest)

00:36:16:19 - 00:36:42:11

But I really seriously think that it needs a revision. I mean, I think we need to review how we see ourselves actually. And that is reflected in the way we treat our children in our society as a whole. You know, so this is a little but you know, now we're going into actually for some time ago, I was in Mexico to give a talk and I made a joke.

Rosan Bosch (guest)

00:36:42:11 - 00:37:08:22

I said I feel sometimes like Joan of Arc. And then I figured out it was Juana the oracle. You know I feel like John the Arc of education because it is about a change in society. And that is also one of the reasons why it has been so difficult. And it's not only because of a selfish means, it's also because it's a fundamental change about how we actually see ourselves as human beings.

Rus (co-host)

00:37:09:26 - 00:37:10:18

Yeah.

Christian (co-host)

00:37:10:18 - 00:37:29:04

Rosan, in one of the earlier collections of your work, I think that the book just literally your name and it's effectively a portfolio of your work. But early on is this phrase: the design is a tool for change. And so that implies earlier said that the building is a solution.

Christian (co-host)

00:37:29:04 - 00:37:52:15

It's a tool. Or and your phrase about design as a tool for change begs the exploration of design is process like the way in which you and your team explore ideas, the way in which you and your team work with communities, the way in which people go through that process of excitement and then resistance and growth and all these things.

Christian (co-host)

00:37:52:23 - 00:38:12:14

So let's imagine a client comes to you tomorrow and the client says, We don't want a building. In fact, we don't want to own one. We don't want to rent one. We don't want to go to the same place every day. But we absolutely believe that the way you work with communities helps them go where they need to go or helps them be brave or helps them have the right discussion.

Christian (co-host)

00:38:12:14 - 00:38:33:04

So they're all in on the way you approach the design process, and they believe in things like the natural world matters and kids' curiosity matters. And teachers are changing beings all the time. And so they come to you and they say, we don't what it's going to look like. We don't know where we're going to go. We want to take advantage of the world.

Christian (co-host)

00:38:33:04 - 00:38:58:03

We're happy to be online. We're happy to be out in the community. But we want you to guide us through a process of thinking about what could learning look like for us. Obviously, that's very vague. Where how would you and your team start with them? Where would you be if it wasn't about space and place? And I know I'm taking away one of the great pallets of not but they said we just trust your design process and we don't want to assume we have a place at all.

Rosan Bosch (guest)

00:38:58:09 - 00:39:24:03

Well, you know, I mean, we do things like that, actually. I mean, you don't know that because it's not been released yet. But we're working on it in a way, it's a learning process. We're working on this whole package. So it's also, you know, how you can have access to it either if you want to work with us personally. And we also make something which is a bit more, you know, easier to access for your little countryside school in Colombia.

Rosan Bosch (guest)

00:39:24:03 - 00:39:43:11

You can actually digitally access it. And it's all about you know, giving people it's actually an educational program if you want to, you know, how to use design as a tool to actually change your perspective on learning to work in a different way and use whatever there is in your surroundings for that. So that's going to be stuttering.

Rosan Bosch (guest)

00:39:43:11 - 00:40:04:17

And if you're bringing this podcast in November, you know, I mean, maybe we're close to releasing it. So you have a little scoop here. So this is actually what we are doing. So but apart from this, yeah, it's all working on that. Apart from this, there's just one other thing that really makes that also very hard. And I can tell you how where we would start because we have some communities we work with that way.

Rosan Bosch (guest)

00:40:04:17 - 00:40:24:28

But in a way you could learn anywhere and everywhere. And, you know, so the question the funny thing, the paradox, if you want, you know, in my work as a designer is that it is not the physical environment like I would say, that makes you creative or all these things. And this is the next step in a little bit.

Rosan Bosch (guest)

00:40:24:28 - 00:40:47:16

Also reflecting on what we talked about earlier with the arranging tickets from small to big, you know, which is a lovely example. I mean, human beings have a body. Yeah. And you have some senses and your senses, you know, kind of in the intermediary, you know, of in between you and the world. Yeah. You hear it, you smell it, you feel it.

Rosan Bosch (guest)

00:40:47:16 - 00:41:03:14

You know, there are many different ways this information comes into you, goes through your brain, through your body, and you digest it. Yeah. If you would not have your body, you know, if you would be a little puff of air, you know, I mean, you probably would be very different relating to the body, to the world. But you have a physical body.

Rosan Bosch (guest)

00:41:03:14 - 00:41:31:04

This is what bounces together. Also across different cultures, by the way, which is very interesting because we all have sort of the same tool sets if you want. Yeah. Now if and this is a bit difficult, a lot of people don't acknowledge this and this is the first step. If you want to change as a human being and you know, use it as a tool, you'll have to acknowledge that the physical environment has a huge impact on you.

Rosan Bosch (guest)

00:41:31:11 - 00:41:56:18

You know, whether you like it or not, it has an impact on how you feel, how you interact, how we communicate with each other in many, many ways. In a way, it becomes much easier for us after [Covid] because so many people have had, you know, the same kind of sort of work. And someone's looking into the computer. And nevertheless, they could feel after a long time the impact of not being together, not moving from one space to another, and looking.

Rosan Bosch (guest)

00:41:56:18 - 00:42:29:21

And then they started to realize, like, okay, there's more to this than I actually thought. You know, also looking at the yeah, there are lots of young people. There's a lot of psychiatric problems right now and stuff like that, you know, all this. So there is a because we're just talking into this little screen now, your physical reality is you and your body, you know, has a huge impact not only on the information you get in, but also on the way you'll create your thoughts, you know, or you know the way, like I said, emotionally.

Rosan Bosch (guest)

00:42:30:00 - 00:42:52:06

Now we have, for example, discovered something very interesting or discovered to be read about it and we work with it, you know, consciously is that if you want to make people change their how you call it their thought patterns because we're talking about change here. And we are animals of habit. So it's difficult to change people.

Rosan Bosch (guest)

00:42:52:06 - 00:43:19:26

Yeah, it's very difficult. And then we feel resistance and so not only that but there are also things changes we cannot really imagine or we can't really relate to. And this is actually a little bit of what happens in schools. Yeah. So the fact is that if you change people's movement patterns, if you make them physically move differently, then they start to suddenly be able to see and imagine things they were not able to think of before.

Rosan Bosch (guest)

00:43:20:09 - 00:43:36:14

So what we consciously do in our schools obviously if you just kind of, you know, the example you gave, which is a very strict one, not all schools are that strict, but you go down the corridor, you enter and you go into your classroom, you sit down on this chair. You know, you're in this kind of I don't know.

Rosan Bosch (guest)

00:43:36:14 - 00:43:54:26

You know, I like that this kind of shape, you know, sits shape and you stay like that and your blood and your body is in this shape. And then, you know, you get up and you kind of walk down and you bowl in the U.S., you sit in your car and except for this kind of movement.

Rosan Bosch (guest)

00:43:55:04 - 00:44:15:26

If you now suddenly changed his patterns of movement, first of all, they don't go necessarily the same way. Suddenly y they don't sit on a chair, you know, I mean, this is where you should maybe show some of the images we have this kind of some schools, public schools in Copenhagen, and they have this kind of weird, wavy landscape and have to think about how do I put my body on this, you know?

Rosan Bosch (guest)

00:44:16:05 - 00:44:39:07

And then they don't even think of this consciously. The young kids just kind of get together, but their body is in a totally different position. And all this contributes to a different way of thinking. And suddenly it's like, Wow, I could also do that. Why haven't we thought of this before? It just simply didn't exist in your universe of thought and this universe of thought.

Rosan Bosch (guest)

00:44:39:07 - 00:45:13:21

The things you can imagine are related to your body. I mean, we are, in a way embodied, our salt is embodied. There's actually a book called that, you know, so our thought is embodied in a way. So if you change the physical environment, you change the way we think and the way we act and the way we feel and interact now, I don't I still think you can do all this kind of change without building a building, but then you have to do other things and you have to make a much bigger effort to actually start changing all those patterns.

Rosan Bosch (guest)

00:45:13:21 - 00:45:35:03

And it's very hard and it's a bit unfair because it's actually the people with the smallest means that often have the smallest possibilities of making a physical change. And they have to do the hardest efforts because we did work also with their schools, like in Latin America, with public schools in Argentina and all over the country.

Rosan Bosch (guest)

00:45:35:13 - 00:46:00:23

And they did not have, you know, the possibilities. And then we make them build things themselves and go outside and transform as they could, you know. But obviously, it's much more difficult, more difficult to transform a whole community's way of thinking and doing and all this stuff. If the building and everything surrounding you sort of stays the same, it's much more difficult if you actually transform the building.

Rosan Bosch (guest)

00:46:00:23 - 00:46:20:21

There's a new reality, and then everybody goes in there. It's like, okay, they have to figure out how to stand on the surfboard, you know? But eventually, together as a community, we learn surfing all together and it goes much faster. So it's a quick I wrote, you know, you know, I it's not the only road.

Christian (co-host)

00:46:20:21 - 00:46:23:07

Thank you.

Rus (co-host)

00:46:23:07 - 00:46:42:08

What would you just switching gears just a little bit, Rosan. What is there a particular piece of work or architecture that you're really proud of that you or your team produced there? Is there something there that you I just really thought, yep, that is really kind of kickass, that's fantastic, where you were really proud of that design?

Rosan Bosch (guest)

00:46:42:08 - 00:47:02:12

You know? I mean, it's like you are asking me to choose between my children and I will never do that. I mean, I have this question very often and I'm not doing it. So but I can always I always have projects I'm working with, you know, which are the ones that are in the future where I'm really passionate about you know?

Rosan Bosch (guest)

00:47:02:12 - 00:47:28:24

So I can tell you a little bit about some of the things which I'm working on right now, which I'm very passionate about. But I mean and also I also say that because I think that I mean, there's another facet list in a way in for me, in my perspective of design, it's about being with the people, the community you are, and trying to make them move as far as possible for them.

Rosan Bosch (guest)

00:47:29:00 - 00:47:50:21

Yeah. Now, this is also the way you'll be learning with a student. It is not the examen, you know, it's if you really made an effort and that you actually did the best you could do, you know, and this is a way we this is the way we work. And that is not doesn't mean it's the same. You know, it's not like we have schools that even still have some classrooms.

Rosan Bosch (guest)

00:47:50:21 - 00:48:07:20

You know, it's not like all our schools don't have class because some schools just can't manage it. But it doesn't mean they didn't innovate. It doesn't mean they didn't change. It just means that they could not make that last stop. So sometimes it was also because it could only change one little bit of the school and not everything or stuff like that, you know?

Rosan Bosch (guest)

00:48:07:27 - 00:48:22:20

But that's better than nothing that really tried very hard to make a change and is one thing leading to the next thing to the next thing and so on. So there's no like absolute right or wrong. But I can tell you about some of the projects. I'm very passionate about work. She wants answers.

Rus (co-host)

00:48:22:21 - 00:48:43:18

Tell you how I'm going to twist that question a little bit. I'm going to twist the question a little bit. Okay, what would some of the ingredients be for you to be passionate? And so you talking about projects you're really passionate about, what would some of the ingredients in the mix be, so to speak, that would fire you up to say, to ignite that passion?

Rosan Bosch (guest)

00:48:43:26 - 00:49:18:00

Oh, good question. Well, I think that there's an element of challenge in there, to be honest. That's not always in interest. I mean, I like to be challenged. You know, I guess that comes with the job sort of, you know, and of course, that there are some things that are new. Yeah. And I mean, in that sense, you can say, you know, when you have some people behind the project which are really, really ambitious, you know, that really say like, okay, we are going to do this, you know, and I stand with you and I say, okay, then that's interesting.

Rosan Bosch (guest)

00:49:18:00 - 00:49:43:06

You know, of course, you also have people that are out there sometimes you or your tapping into a change process where people get afraid or the nuts are strong or, you know, and then obviously then you have to compromise a lot along the way. Obviously, I find it super exciting if people really go for it, you know, I mean, right now we're doing a whole new university where also the system of the university is totally different.

Rosan Bosch (guest)

00:49:43:18 - 00:50:11:04

And then the next thing is, of course, on the team. I mean, my work is a team effort. So if you have a team of people that are super interesting and that also challenge you, that obviously makes my work more interesting. So that is some of the things. And then you're doing something I haven't done before. We're doing this amazing Project totally in Nature or somewhere in Uruguay, which is like the most amazing landscape and totally super, super sustainable.

Rosan Bosch (guest)

00:50:11:04 - 00:50:29:26

We get to do everything we ever dreamed of on that account, you know, which is really like back to nature, stuff like that, you know. So the, you know, from this university, right? I mean, they're very different. It's not like one little thing. It's a challenge for me and my team and we're working together. Some people that are very we find very exciting and not our example.

Rosan Bosch (guest)

00:50:30:10 - 00:50:52:26

We are transformed. This is also a nice one with transforming a former seminary like a priest school, you know, which has been like an old school, which is a very historical building, which has a lot of meaning for the place where it is. We are going to be

transforming this to this like super innovative school and the people that are behind it, ambitious people that just, you know, really go for it.

Rosan Bosch (guest)

00:50:52:26 - 00:51:15:20

And then it's like fantastic. When we had the pope, you know, signing the papers because, I mean, it's really a this is like fantastic, you know, so some total nature. Why did your university total new system you know and then this seminary school I know I have so many crazy fantastic projects I'm as you can hear.

Christian (co-host)

00:51:18:00 - 00:51:52:22

I've wanted to ask you about one particular project for a couple of years. And on some level, it's a project that people would be really curious about because they know the client. But I also imagine within it there are things that you learn from them and also things that your team helped shape for them. So Lego obviously is a brand that, you know, whether it's a parent thinking about their child or its CEOs thinking about their own culture of innovation, LEGO represents the best in terms of what can be produced, but also this infinite world of creativity.

Christian (co-host)

00:51:52:22 - 00:52:21:08

It's sort of like it's an embodiment of the good that people want to put in the world. Now, you've worked with them, and not only did you work with Lego, but you helped them rethink their spaces for the very team that engineers and creates within Lego. So it wasn't just working with Lego. That would be amazing. But also you worked with the folks who are responsible for creating what Lego becomes every single day, and how they think, how they imagine, how they break things, and how they team up.

Christian (co-host)

00:52:21:18 - 00:52:40:16

So my question is, what did you learn from Lego through the process of working with them that maybe has stayed with you? And what did Lego learn from the process of working with you? Because to me it's a dream project, but it's also a dream collaboration and I imagine it was complicated, but what did you learn from them?

Christian (co-host)

00:52:40:16 - 00:52:41:12

What do they learn from you?

Rosan Bosch (guest)

00:52:41:25 - 00:53:06:23

Well, first I have to say to Grace, and that was quite some years ago. So that's the first thing I think. I think that what I learned from Lego, the short version, you know, is that I started to focus on this concept of play because Lego at the time when I worked with them, then it did not so represent not so strong consciousness in the organization.

Rosan Bosch (guest)

00:53:06:23 - 00:53:27:27

But I started to have Lego education and there I met some people. It was very interesting because they start to connect in a way their DNA, you know, creating, you know, play with and creativity with learning. And for me, that has been a huge eye-opener and is a thing that I use now in my day today in a very constructive way.

Rosan Bosch (guest)

00:53:28:08 - 00:53:52:14

So because I realized that this concept of play, if you can say that, and at the time when we worked with them, it was not you wouldn't say that, you know, play was just a group, you know, but this whole concept of play, how it is related to learning and actually the same thing as you say, I have to say this is like, you know, we're born with the ability to learn and the ability to play.

Rosan Bosch (guest)

00:53:52:15 - 00:54:12:29

I mean, they come from there. They're in our DNA. They're natural-born abilities. We have, you know, and while I often speak about these, what I call the pedagogy of play, you know, and this is obviously because I work together with them and I have the from them and do yes. Because it's not that I don't speak with Lego anymore.

Rosan Bosch (guest)

00:54:12:29 - 00:54:34:10

I speak with a lot of people from Lego and some of the people that you know. So there's a dialog and they also invested a lot of in a way economy in the research there. And I think that's very interesting. So we talk about the pedagogy of play we say comes from the same spot. It's your curiosity and I know that you feel a lot of this and we say, well, you know, you're born curious.

Rosan Bosch (guest)

00:54:34:10 - 00:54:56:00

And this curiosity helps us evolve as human beings. You know, everything from the first thing you touch to, you know, etc., etc. And from this curiosity, you go to wonder. And when you start to wonder, you know, you start to explore. And when you explore, you discover things. You connect it to what you already know. You know, you transform this into something and then you can proactively use it to create something.

Rosan Bosch (guest)

00:54:56:07 - 00:55:21:29

And this cycle is a way that what you do when you're playing, you know, it's when you play with Lego or you play with something else with a different stick, you know, with anything you do. But it's also the same steps you go through when you're learning. So for me, it has been extremely interesting to think of this and think, okay, you know, and it's also, by the way, the same steps you go through if you do a development process and invent something new when you're creative.

Rosan Bosch (guest)

00:55:21:29 - 00:55:45:13

So there you go. So in a way, taking this and then saying, okay, how can you, you know, work with this both from a, you know, kind of the intuitive way in a working environment, but also from a conscious way, you know, so you become conscious about this different steps. And then it becomes also very interesting because for example, a word like curiosity, I mean, we kind of take it for granted.

Rosan Bosch (guest)

00:55:45:13 - 00:56:08:23

You know, sometimes you're curious and your curiosity is or eyes and stuff like that. But if you become conscious that this is the starting point of your feeling of motivation for learning because there's not a thing that is beautiful, this play that you cannot really force it to play. You know you can tell them to go outside and play, you know, and then they sit there, they're a bit bored for a while and then they start playing.

Rosan Bosch (guest)

00:56:08:23 - 00:56:25:25

But it comes from their intrinsic motivation. Yeah. Now it is this motivation that is the fuel of the learning. And as you were playing now this is beautiful it comes from somewhere. It starts with this curiosity. You're bored and then you start to look at something and you start to play with it and eventually you start playing, you know?

Rosan Bosch (guest)

00:56:26:08 - 00:56:54:06

So this curiosity, when you become conscious of this as a child and or an adult and a learning situation, sometimes you start to know how you can make yourself curious or how you can fuel your curiosity. Yeah, except not only how to investigate you actually a little bit before you know. And this is the beauty of actually becoming conscious about this process, this intuitive process of playing and combining it with learning.

Rosan Bosch (guest)

00:56:54:12 - 00:57:20:12

So you really can actually make yourself grow and learn also from a motivational point of not only the practicality, how to search or Google or whatever it is to do, you know, but actually, how can I make myself stimulated and at a higher extent? So yeah, that's some of the stuff I learned from Lego and there are many other things too, but I.

Christian (co-host)

00:57:22:03 - 00:57:35:06

That's a that's great. Thank you for sharing that. Russ, I know we're coming to the hour. I'd love to give you the opportunity to ask maybe a final question before we, you know, ask where we can find Rosan in her work. Russ, what would you like to ask?

Rus (co-host)

00:57:36:00 - 00:58:01:29

Yeah, I would just like to ask Rosan why, for architects out there who might be in the hotel industry, residential, etc. And they're really passionate about the education space. I mean, a conversation I'm having, whether that be people in the celebrity world or that be in almost any world. People want to help in education. I think there's a genuine vibe there that people want to get involved in education, they want to help.

Rus (co-host)

00:58:01:29 - 00:58:17:15

They want to not just invest, but they want to contribute. And for people who are in the architectural community and do you have any recommendations, any tips for getting involved in the betterment of schools and school structures?

Rosan Bosch (guest)

00:58:17:23 - 00:58:25:12

I mean, just to mean, a recommendation to architects, how to start working with the profession. Is that what you're asking?

Rus (co-host)

00:58:26:16 - 00:58:37:02

Yeah, I'm just curious, are there any online groups, communities or where would an architect start if they wanted to pivot and help out in the education world? Any advice?

Rosan Bosch (guest)

00:58:37:02 - 00:58:59:15

Well, yes, actually, I'm I would say well, apart from, you know, reading my book, to learn that, you know, that's a start, you know, I mean, I'll be okay. But all in all respect, it's because, you know, I wrote it actually for I think I wrote it, especially for the architects and other people like to work with this because this is where it comes.

Rosan Bosch (guest)

00:58:59:22 - 00:59:20:15

Next point is that because it relates to architecture from my education point of view, I mean, I don't make this distinguished, you know, it's like when we started to talk about, you know, why, you know, why do the schools look like a prison? It's because of this and this. And why should you know, why is this is because we want to learn in this way.

Rosan Bosch (guest)

00:59:20:15 - 00:59:51:17

I mean, the difference is that a lot of architects, if you ask me this, not all architects, there are many different architects out there. And so this is very, you know, generalizing. But often when I meet architects that already are working with the school organization and we are kind of Colden, you know, and then the second unit of the interior, because we are actually not really certain that the architects have captured what it is we want because that happens, you know, often what happens is that the architects do, in my opinion, two things wrong.

Rosan Bosch (guest)

00:59:51:17 - 01:00:14:23

And it's not that easy, by the way. They can't just change it. It requires practice anyway. The first thing is that they have not wondered now that you know, wonder and wonder, they have not wondered. They have not been curious to learn what is important for a teacher. How does a child actually learn? You know? So they did not ask themselves the big questions.

Rosan Bosch (guest)

01:00:14:23 - 01:00:33:06

And because of that, they have a different way of thinking. They have asked, what is it you want? And they said, Well, we want a school for 800 kids, we want to have a gym and we won't need a cantina that can service so many. So they didn't ask these questions, the real questions, they just kind of took the program.

Rosan Bosch (guest)

01:00:33:06 - 01:00:50:22

And in a way, they have been in a way, a bit lazy. I mean, they are a product of their own industry. But that's what happens. You know, people say, oh, you want to have a hotel for how many people what is it you want? And then you get a program. And then as an architect, you sort of do the exercise and you don't start asking, why do you want to have a hotel?

Rosan Bosch (guest)

01:00:50:25 - 01:01:13:17

You know, what is it for? You know, couldn't that just sleep outside in a tent? You know, I mean, your right to have their authentic, you know, I don't know Bedouin experience. I'm just saying something. But asking questions. Yes. I mean, the first thing is being honestly interested in the people you are designing something for and then doing a process together with them.

Rosan Bosch (guest)

01:01:13:24 - 01:01:41:04

So you understand that from them, from the inside out. The first school I did, the entire school, which was actually my first year, was the high school to former the very first school I was allowed to do. They actually told me and this was very interesting for me at the time they said, okay, we had a design team of children from different schools of their organization, not from the school, because there was nonexistent school, but some others from different ages.

Rosan Bosch (guest)

01:01:41:04 - 01:01:59:20

So they were not supposed to go there. That just gave input and they said, We want you to present this for the kids. And then if the kids have approved it, you can present it to us from the leadership. But first I have to proof. So I presented the design, the first design we did, and the kids said, Nope, you know.

Rosan Bosch (guest)

01:01:59:25 - 01:02:25:21

And I said, Well, what's wrong? And it's like too many chairs and tables. And I'm like, Okay, what do you mean by that? I mean, how then do you want to sit and. Well, you know, and then you showed me we love to sit in this little corner here on the floor and we know it's up. And then, you know, okay, we went back and we started to draw again and we made this kind of seating islands in the middle and different ways of putting your and stuff like that and the many different ways of sitting.

Rosan Bosch (guest)

01:02:25:21 - 01:02:55:17

And it's true. The question is, I mean, why would you I mean, who says we sit best on a chair? You know, that's not necessarily so. And this is this attitude of curiosity, of questioning. You have to have that. And then the next thing is to talk to the school. And then the third advice, you know, the fourth, apart from reading my book, you know, the the fourth advice, you know, the fourth advice is that you actually, you know, in the system internally in your studio, also question yourselves.

Rosan Bosch (guest)

01:02:55:17 - 01:03:14:11

I mean, that's what we do. And that's a pain in the ass because it always makes more work than you had the vision because then you criticize yourself or your colleagues. But we have this culture, we do this all the time and people go like, No, I don't have time to change that. And I'm just, yes, but why wouldn't it be better?

Rosan Bosch (guest)

01:03:14:16 - 01:03:37:05

And in the long run, that is the way that you create the best things you do. You know that you are open for change, for, say, your, for questioning, etc. So all the things we talk about in learning, apply to the architect as well as themselves, both the way they're supposed to communicate with the school. But also, you know, it's like what we said, walk the talk, you know, they have to do with themselves, you know.

Rosan Bosch (guest)

01:03:37:24 - 01:04:09:02

So that's my advice for architects. And then apart from that, there's also one last little thing I think that's maybe more personal. It's not necessarily architects. I mean, I live in a Scandinavian culture where we have also very minimalistic, very beautiful, you know, kind of design tradition, but sometimes it becomes too minimalistic if you ask me, in the sense that I also really believe that, you know, I mean, there are so many fantastic things out there.

Rosan Bosch (guest)

01:04:09:02 - 01:04:31:01

There are so many different shades and colors and materials and stuff like that. And why not play with that? You know this is the playfulness as an architect. I mean, play

experiments, you know, try things out, you know, and be aware that we have all these different senses and we have this huge imagination, you know? So go. I mean, don't be afraid.

Rosan Bosch (guest)

01:04:31:01 - 01:04:38:14

And I think a lot of architects try to do what they think other people think is nice instead of, you know, synthesizing a bit more freely. Right. You know.

Rus (co-host)

01:04:39:27 - 01:04:41:17

Yeah. Thank you. Thank you.

Rosan Bosch (guest)

01:04:42:07 - 01:04:44:01

So plays actually my advising.

Rus (co-host)

01:04:45:05 - 01:04:47:20

Just read the book and read the book and read the book.

Christian (co-host)

01:04:48:03 - 01:04:49:12

You know and we're going to.

Rosan Bosch (guest)

01:04:49:29 - 01:05:25:14

I tried really honestly because I had this question many times and you can never put all this information in an interview or in a talk for an hour. So in the book, you know, I really tried to, you know, give a ten I put it in a little bit in some kind of snippets. But to make if you are a young architect, your student, and you are seriously interested in this, or you are a teacher and you're seriously into your balls, will find this book super interesting because it takes it from different perspectives and they all, you know, really tell you how the physical environment design is a tool for change, how the physical environment and the learning are related. And there are lots of different aspects to that. It's a very interesting topic. You know, on the so I tried to put it out there to help other people to do what I do.

Christian (co-host)

01:05:37:08 - 01:05:51:00

Yeah, amazing. In addition to the book, which we will definitely share when this interview is published, where else can our viewers and audience members find you or maybe lean into some of the work you're doing? Social media websites, events you're going to be first. Or if they're in Copenhagen?

Rosan Bosch (guest)

01:06:02:13 - 01:06:21:22

Well, they can also yeah they can always go to <https://rosanbosch.com/> you know which is, of course, our website and from there they can see I mean by now we have done so many projects all around the world and then they can search and see if there's something in the vicinity of where they are based, you know.

Rosan Bosch (guest)

01:06:22:26 - 01:06:41:13

We also have most of our projects documented online and we have different social media. You can follow obviously like everybody else, you know. So I would say start with <https://rosanbosch.com/>. And from there on there are many routes to follow.

Rus (co-host)

01:06:41:13 - 01:06:44:29

So, it was fantastic having you on the podcast. Rosan, thank you so much.

Rosan Bosch (guest)

01:06:45:04 - 01:06:49:24

It was. Appreciate you. Pleasure talking to both of you.

Rus (co-host)

01:06:49:24 - 01:06:50:09

Thank you.