

BKSK

A photograph showing the backs of several students looking out of a large, circular window. One student in a red shirt is pointing towards the view. The scene is set indoors, likely in a school setting.

LEARNING AT THE EDGES

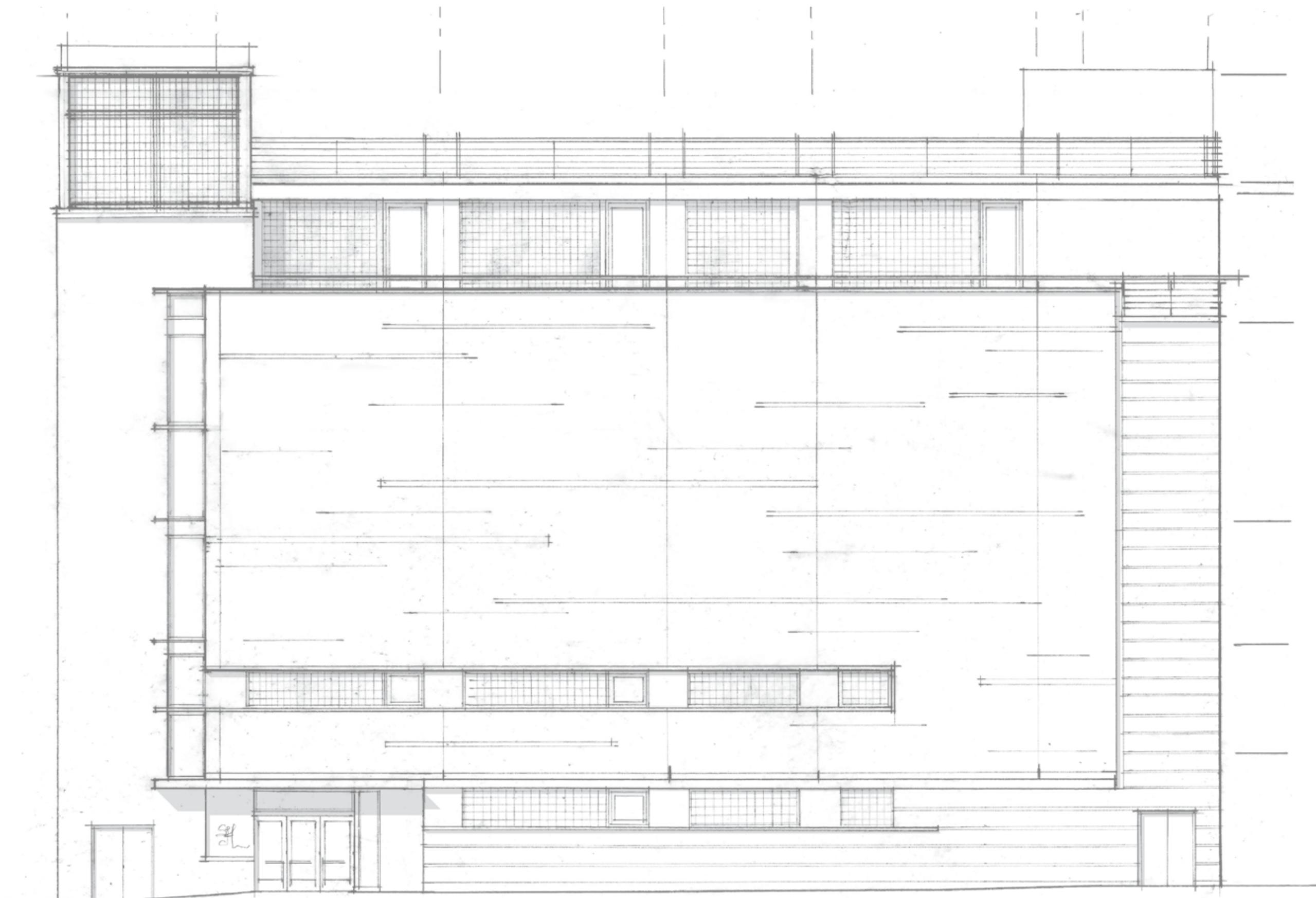
Select Learning Environments
by BKSK Architects

What do we mean by “Learning at the Edges”?

There are a wide range of spaces that we consider “learning environments.” We view ourselves as architects, not only of traditional learning spaces, but of the peripheral zones that encourage meaningful interaction. On every project, we embrace holistic educational goals, seeing the design process itself as a collaborative exploration of the boundaries, seams, and leading edges of today’s educational possibilities.

We can help you imagine and deliver spaces that facilitate learning at every edge, and our hope is to be included in discussions about the program needs of your school, today and in the future.

HARRY KENDALL
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Convent of the Sacred Heart Athletics & Wellness Center
pictured above and on the cover



THE COMPETITIVE EDGE

A growing interest in holistic student development lies at the heart of the debate over STEM, STEAM or STREAM. School athletic centers can play a lead role in nurturing mind, body and spirit. With their new athletic and wellness center, NYC's Convent of the Sacred Heart school demonstrates their commitment to all three.

[+ LEARN MORE](#) about the Convent of the Sacred Heart Athletics & Wellness Center



Architecture by SmithGroupJJR with BKS Architects



THE SURPRISE VALUE OF IN-BETWEEN

Like John Lennon's vision that "life is what happens while you're busy making other plans," academic life is full of un-programmed time spent in-between classes – studying, eating, laughing, and ... learning. Enticing stairways and hallways line the street edges of New York Law School's main library and academic center, offering circulation spaces that encourage interaction and create welcoming facades.

[+ LEARN MORE](#) about New York Law School's vertical campus



ACTING OUT

How should the spaces of an acting school for Hell's Kitchen's kids feel? Funky, raw, and forgiving. As the organization says, "the Project is not about teaching children to act, although they will learn to ... It is about an opportunity to prove he or she has something of value to offer." The 52nd Street Project's home is an empowering and sophisticated urban clubhouse, wrapped around a world-class theater.

[+ LEARN MORE](#) about The 52nd Street Project performance and teaching space



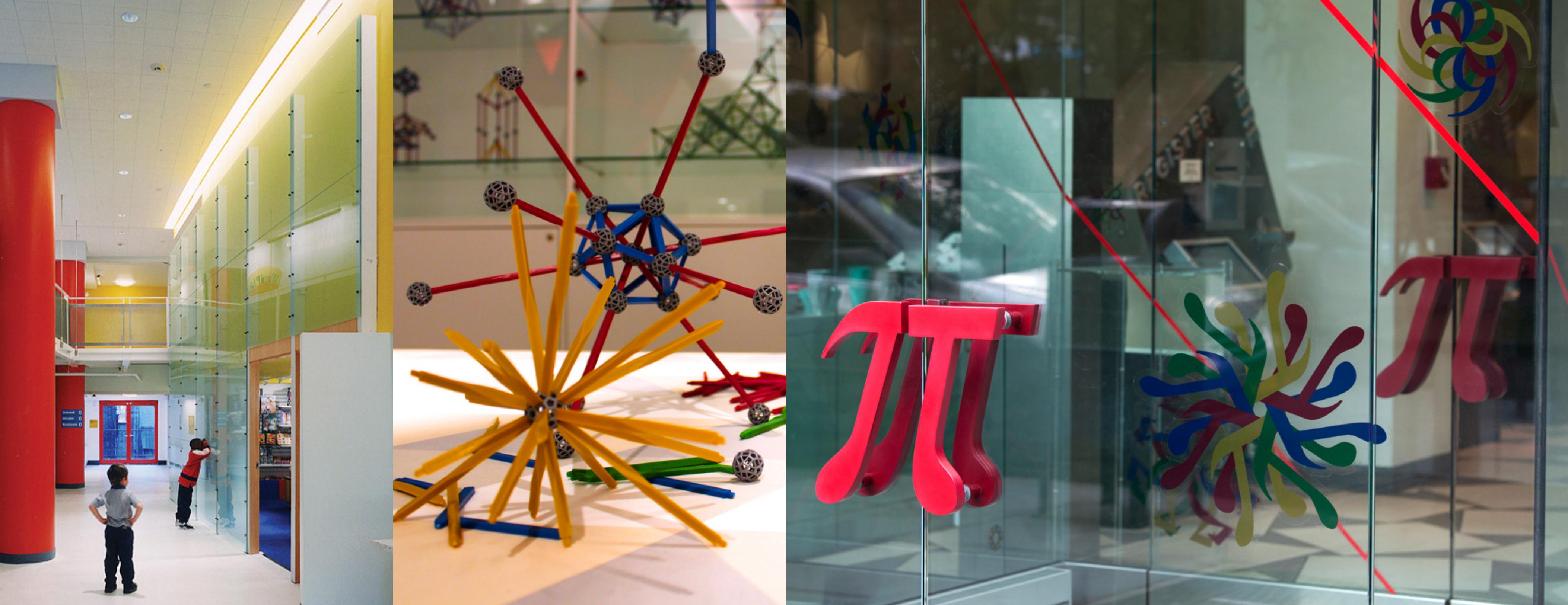
THE FIRST EDGE OF LEARNING

Children are sophisticated about design in their own way, sensing qualities of scale, materiality, and adaptability as key components of a welcoming space. We feel great responsibility when designing a child's first home away from home, and conscientiously uphold high standards of space-making that address and enrich these early sensory experiences.

[+ LEARN MORE](#) about the Imagine Early Learning Center

[+ LEARN MORE](#) about the Jewish Board of Family & Children's Services' Child Development Center

[+ LEARN MORE](#) about the Sephardic Community Center



EVERYTHING IS AN EXHIBIT

Designing for children does not mean designing childishly. Children are inherently curious, familiar with the authentic urban materials of their cities, and ready to be challenged. We design museum spaces that acknowledge children's natural enthusiasm for how the world works, where the architecture itself actively raises questions and asks for active participation.

[+ LEARN MORE](#) about our work for the Children's Museum of Manhattan (CMOM)

[+ LEARN MORE](#) about the Museum of Mathematics (MoMath)



SERIOUS PLAY: PLAYGROUND AS LEARNING LANDSCAPE

The line between playing and learning blurs when this edge is viewed through the lens of embodied learning. At the New York Hall of Science, physical activity is understood as an integral part of childhood education. Two age-appropriate areas within an outdoor teaching park demonstrate how architecture and the landscape blend to form a series of innovative classrooms.

+ [LEARN MORE](#) about our work for the New York Hall of Science



CONSTRUCTIVE INPUT: BUILDING AS TEACHING TOOL

Buildings talk to us. They tell us about how we live, gather, work and play. Some structures are conceived to communicate principles, to highlight possibilities, to be “teaching tools” for an educational institution. The Queens Botanical Garden’s visitor and administration center serves the functional, cultural, pedagogical, and sustainable needs of the Garden, demonstrating and reinforcing nature’s lessons.

+ [LEARN MORE](#) about the Queens Botanical Garden Visitor & Administration Center



COMMON KNOWLEDGE: STUDY HALL MEETS TOWN HALL

The importance of today's library has grown with the broadening of knowledge sources. Libraries serve as a critical source of connection to our growing global community, while our longstanding need to learn from each other, in person, remains clear. We design our libraries to honor tradition, embrace a wide range of educational functions, and be flexible enough to accommodate change.

+ [LEARN MORE](#) about the Plainsboro Public Library



RECIPROCAL LEARNING

Designing a new learning center in Senegal has reminded our team of the reciprocal benefits of bridging communities. A blend of low and high-tech tools has better connected local leaders and craftsmen with an inspired NYC-area Senegalese teacher and an energetic group of his students. While all are excited for the completed building, the process of learning from and with each other has been its own reward.

[+ LEARN MORE](#) about the Lambaye Learning Center



We want to learn about you. Every institution offers a unique perspective on learning, opening our team to new educational horizons and new design opportunities. Whenever you find yourself exploring a new edge of learning, consider inviting us to the table.

We're ready to listen.



Socially, contextually, and ecologically engaged architecture for learning and beyond.

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