

A photograph showing the backs of several students looking out of a large, arched window. They are wearing casual clothing, including red and black shirts. The scene is bright and airy.

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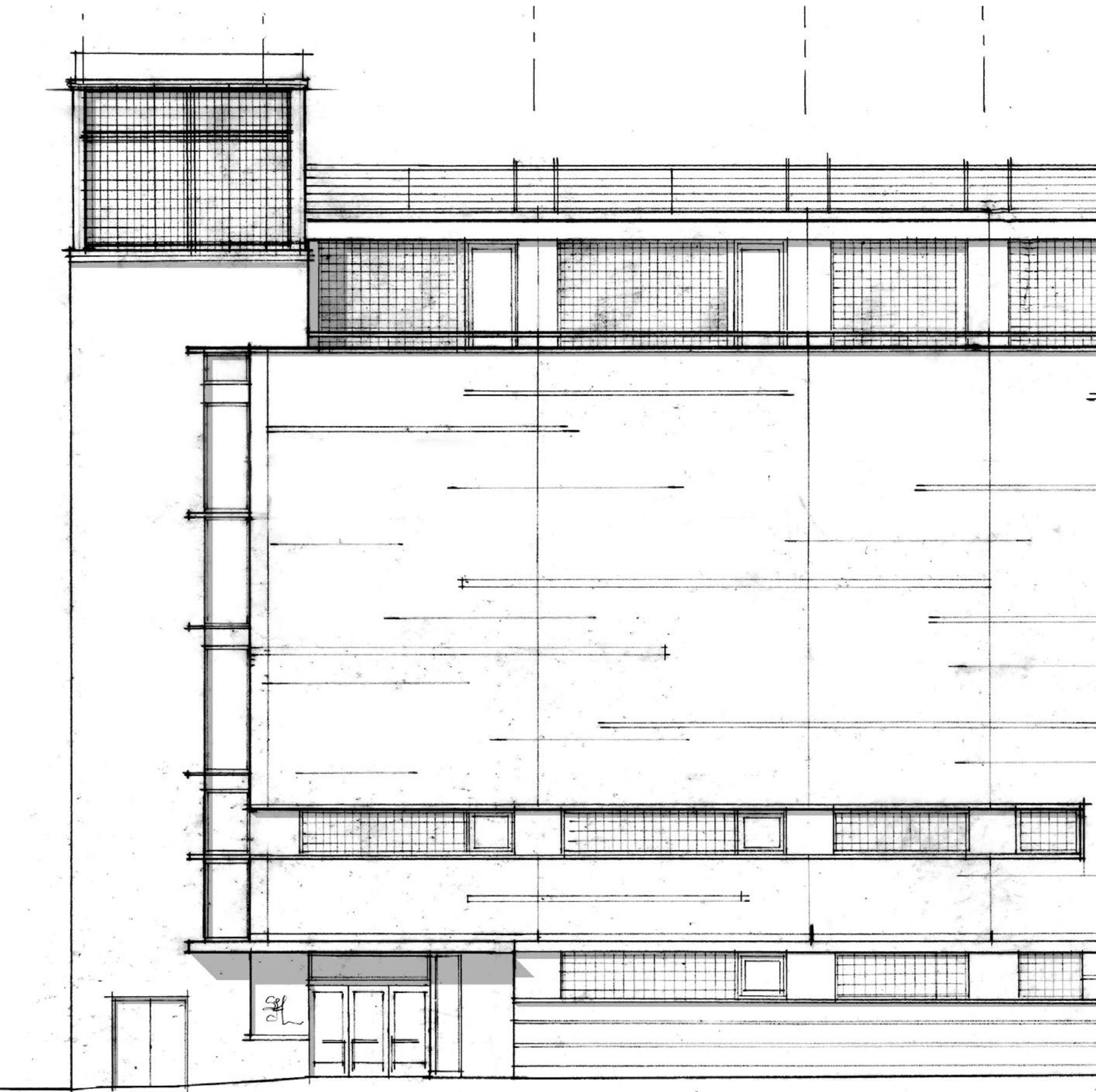
LEARNING AT THE EDGES

Select Learning Environments by BKSK Architects

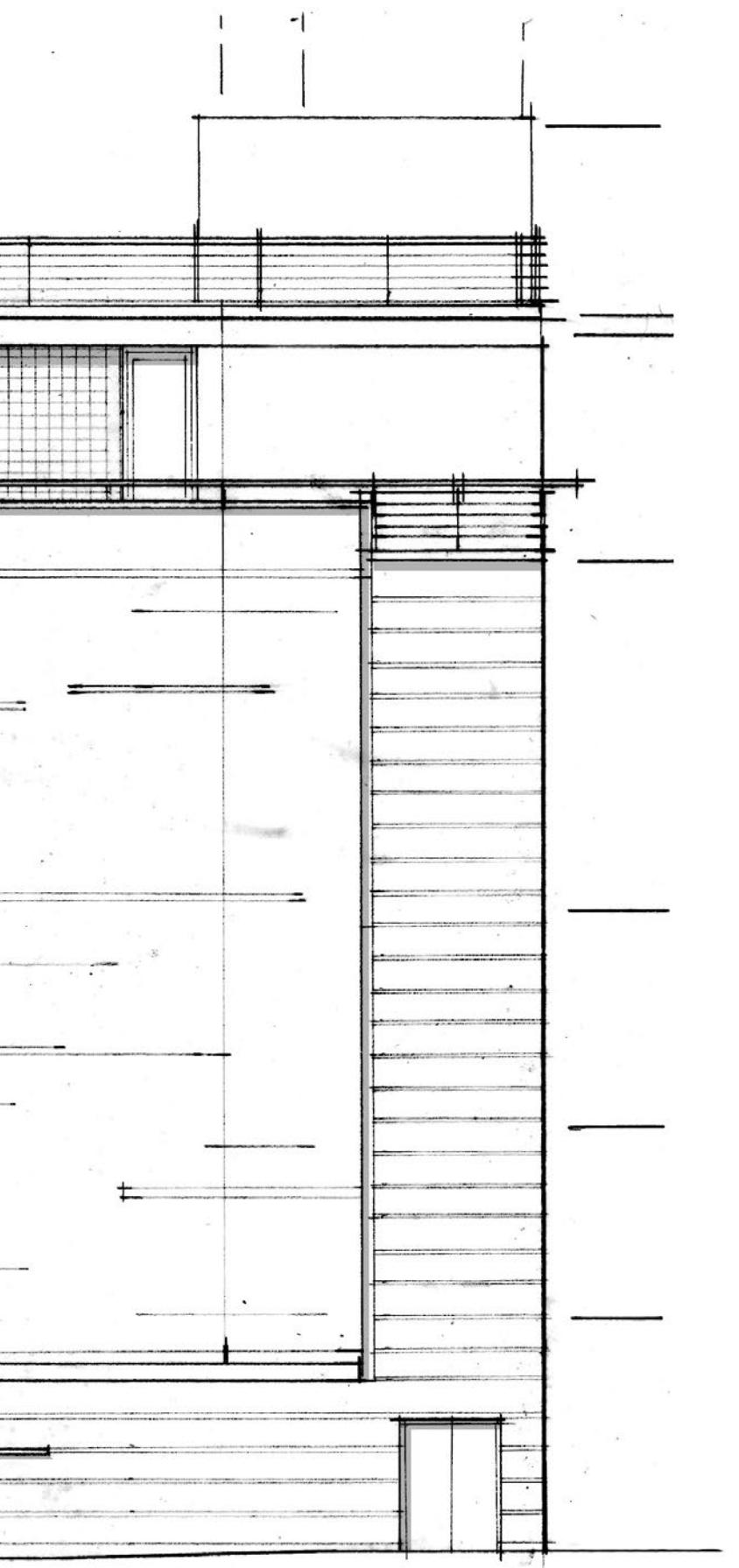
Founded in 1985, BSK Architects is a 6-partner, 50-person New York City-based firm specializing in design that is socially, contextually, and ecologically engaged. The firm's diverse range of work includes award-winning educational, cultural, civic, liturgical, and residential projects. On the following pages, we present some examples of those projects, specifically the ones that play with the physical boundaries and manifestations of learning. Whether we are designing a school building or a botanical garden's visitor center, we believe in the potential of architecture to teach.

In your ongoing discussions about the evolving nature of education, we hope that you have started a dialogue about the physical frameworks that best support this evolution. We look forward to continuing in that dialogue with you.

HARRY KENDALL
Partner
hkendall@bksk.com



Convent of the Sacred Heart Athletics & Wellness Center



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THE VALUE OF LEARNING AT THE EDGES

In the midst of the debate between STEM, STEAM, and STREAM, a unifying interest in holistic student development has re-emerged. The best educational environments of today nurture the mind, body, and soul of students and also stay on mission (and on budget).

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



THE SURPRISE VALUE OF IN-BETWEEN

Walking down the hallway, up the stairs, and through the other “in-between” spaces of our schools: these are all opportunities for spontaneous learning. Thoughtfully designed campuses encourage these interactions, which are perhaps more important than ever in the digital age of education.

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



THE SURPRISE OUTCOMES OF LEARNING

The 52nd Street project appreciates the multi-faceted impact that teaching can have on students. As the organization says, “the Project is not about teaching children to act, although they will learn to... It is about giving them an opportunity to prove that he or she has something of value to offer.”

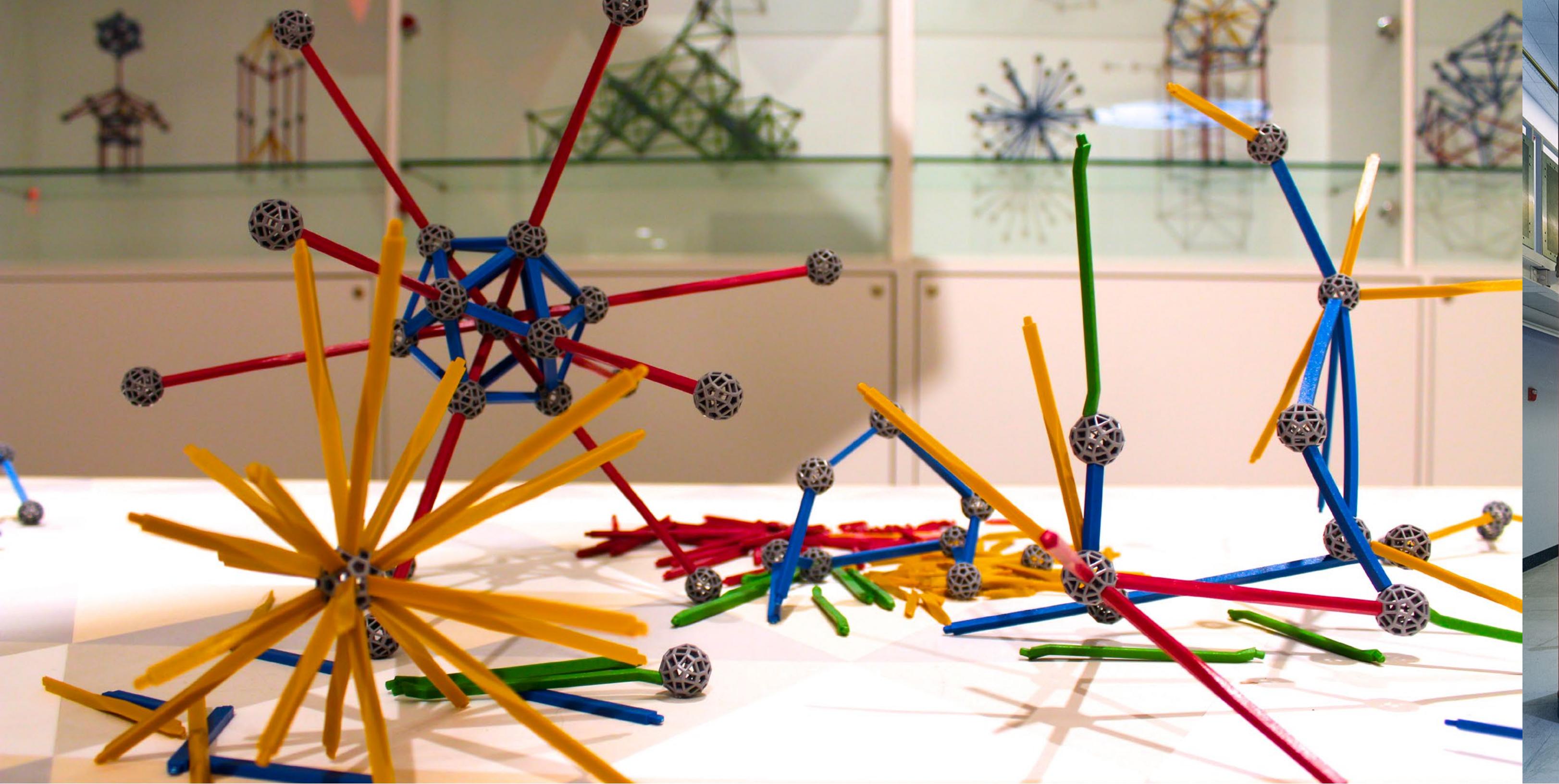
[+ LEARN MORE](#) about The 52nd Street Project performance and teaching space



THE FIRST EDGE OF LEARNING

Far from being a stand-in for the comforts of home, daycare and early learning centers have the opportunity to open children's eyes and inspire new curiosity about the world. Design choices such as playful colors and large windows provide a friendly face for this new era of discovery.

[+ LEARN MORE](#) about our work for the Jewish Board of Family and Children's Services



THE SIZE AND PACE OF LEARNING

Designing for children does not mean designing childishly. Architectural choices such as exposed fasteners, room to run or to pause, and an overarching invitation to “please touch!” acknowledge and encourage children’s natural enthusiasm for how the world works.

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



THE RAPID PACE OF INFORMATION

Today's libraries serve an incredibly diverse community of learners using tools and technology that are evolving at a more rapid rate than ever before. Distinctive architectural elements, such as a cone-shaped skylight, add character and natural light while also ensuring programmatic flexibility.

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



THE UNDULANT PACE OF UNDERSTANDING

When designed well, small spaces still hold big potential. The FDNY Fire Zone and the 9/11 Tribute Visitor Center each empower visitors of all ages to self-direct their learning about tough subjects.

More critically, these spaces have served the adapting needs of a healing community.

+ [LEARN MORE](#) about the 9/11 Tribute Visitor Center (pictured right)



ARCHITECTURE AS COMMUNITY BUILDING

The ongoing design and construction process for the Lambaye Learning Center in Senegal has been highly collaborative, despite the bilingual and cross-Atlantic nature of the team, due to a variety of communication tools (both low- and high-tech) and our firm's commitment to deep listening.

[+ LEARN MORE](#) about our most recent visit to Lambaye



PLAYGROUNDS AS LEARNING LANDSCAPES

Cleverly combining architectural interventions with a rolling landscape – while integrating the latest research on the cognitive development of children – results in exuberant environments for play and education alike, through the power of embodied learning.

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



BUILDINGS AS TEACHING TOOLS

The best buildings not only serve the functional, cultural, pedagogical, and sustainable needs of an institution, but actively demonstrate and reinforce lessons themselves.

[+ LEARN MORE](#)

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



A R C H I T E C T S L L P

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

We look forward to hearing from you. | 28 W 25th Street, New York NY | 212-807-9600 | bkskarch.com/learning