

建筑立场系列丛书 No. 52

# 地域文脉与大学建筑 University Buildings in Context

汉英对照  
(韩语版第368期)

韩国C3出版公社 | 编  
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史虹涛 时真妹 马莉 张琳娜 周一 王忠倩 | 译

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地域文脉与大学建筑

# University Buildings

无论大学与历史遗留建筑、标志性建筑、一个地区或一个国家的联系有多紧密，这个词的概念都是以不断的发展、变迁、扩大或是缩小为基础的，且它的本质就是志同道合的人组成的共同体。大学以其价值观体系和求知探索为第一要务，吸引着那些愿意分担此责任的人们。从这个意义来讲，大学超越了时空的限制。它们还充当社会压缩器，变多元化为共同体。

大学活动必定需要场所，而建造这样的场所很有可能需要超越地理的维度。然而，大学可以让世界各地慕名而来的人们通过实地或互联网的方式访问这里。大学的校址与首都一样具有价值的源动力，可以产生广泛的效益。校区、城市、甚至国家都能因此产生神奇的魅力，它不仅仅用于文化创造，还能进一步对地区经济产生实在的影响。

建筑兼顾于功能与空间，在满足实用性的同时，首要考虑的是空间品质。建筑要符合场地的需求，这需要与所属社区协调并达到一致，以此来决定与现存自然景观或城市肌理的融合度和不同特点。最后，建筑还要传达大学的目标和价值观，能够充当教学工具，用自己形式和功能性语言，传递观点，激发想象，促进创新。

本文个案研究中选取以下案例，目的是展示区域或地方背景下大学建筑的理念。

However tied universities might be with a heritage building, an iconic establishment, a place or a nation, the very word is actually founded on the notion of an ever-evolving, shifting and moving, expanding and contracting, association of individuals who are incorporated into a body of shared aspirations and function. The university is, first and foremost, a set of values and an endeavor of the exploration of knowledge, appealing to those who are apt to take on the shared burden of the task. By this definition universities transcend the limitations of place and space. They also act as a social condenser, turning diversity into community.

By necessity though, this activity is bound to happen somewhere. It is also likely to invest this "somewhere" with appeal that extends further than mere geography. Likewise, the crowd that is attracted to that "somewhere" now comes from all over the world, in physical or digital space. Seen as a generator of such interest, the locality of the university amounts to a capital that establishes value on a wider scale. Campuses, cities, even nations, achieve even mythical appeal because of this activity, which is not only limited to cultural production but also extending to an actual economic impact on the place. Architecture comes in at the gap between function and place, reinstating spatial qualities as the foremost property of an otherwise utilitarian endeavor. It responds to the requirements of the site, it negotiates the terms of accessibility of and to the attached community, and it decides the level of integration or distinction to the existing natural landscape or urban fabric. Finally it communicates the university's aims and values, or it can act as a pedagogical tool by using its own formal and functional language to convey ideas, ignite the imagination, or foster creativity.

The selection of the case studies for this article was made in order to showcase the idea of building for the university, in the context of a regional or local condition.



新加坡南洋理工大学学习中心\_Learning Hub in NTU/Heatherwick Studio  
邦德大学Abedian建筑学院\_Abedian School of Architecture at Bond University/  
CRAB Studio

迭戈波塔利斯大学经济商贸学院\_Economics and Business  
Faculty at Diego Portales University /Rafael Hevia + Rodrigo Duque Motta  
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地域文脉：大学和地区\_In the Context of Place: Universities and Regional  
Localities /Angelos Psilopoulos

# in Context

## 地域文脉：大学和地区

根据定义，大学代表一个集体。大学一词源于拉丁文“Universitas”，指团体、全体、机构，或是有共同追求的教师和学者的组织（Universitas Magistrorum and Sclolarium<sup>1</sup>）。有趣的是，这个词以其学术活动概括了团体的精神，但并没有考虑希腊语“akadēmeia”所指代的机构空间的概念<sup>2</sup>。从这个意义上讲，大学是以吸引志同道合的人为功能的中心。

大学以其管理自主和学术自由<sup>3</sup>的基本特征，徘徊于现实和宗教之间。也因此让大学在数百年来广纳贤客，成为挑战知识局限，探寻研究之道的中心。此外，大学还摆脱了场地和空间的限制，以致一些最有趣的大学都隐藏在不起眼的地方，老师和学生应学术活动的要求而自由往来。总之，大学是一个协会。尽管大学的本质是不断发展，但它仍然需要特定的场所<sup>4</sup>。场所要考虑周围环境，正是基于这点，成就了大学对当地

的意义和影响力。

大学的制度化涉及选址的问题。位于巴黎的“老师和学者的大学（协会）”是最古老的协会机构，在建立之初曾面临搬迁的威胁。1229年的罢工发生在协会从巴黎搬走<sup>5</sup>之后，明确地展示了学术工作被剥夺，以至于老师和学生考虑另谋出路，城市是怎样失去吸引力的。经济活动的缺失，将导致国家和附近区域（本案例中指拉丁角）受到巨大的经济压力。随着学生从欧洲各地汇集此地，大学又变得重要起来。

当下的情况又是如何呢？现实是大学正在进行“前所未有的扩张”<sup>6</sup>，先进的通讯技术信息的广泛传播，以及学生和老师的流动都能超越场所的限制。学生不用亲自到校就可远程学习知识，补充、完成大学课程。学者可以进行国际合作，通过期刊、会议和教学交流，在全球范围内发表他们的研究成果。院系合作通过联合项目和联合会得以实现。发展中国家和曾经的殖民国家可从世界各地招聘教师，招收学生，而不必

## In the Context of Place: Universities and Regional Localities

By its very definition, the university stands for a collective. Deriving from the Latin word “Universitas”, the word refers rather to a whole, a total, an institution and a body of teachers and scholars (“Universitas Magistrorum and Scholarum”<sup>1</sup>) sharing a common endeavor. Interestingly enough, the word encapsulates the spirit of corporation through scholarly activity instead of a place of instruction, that the Greek akadēmeia would stand for<sup>2</sup>. In that sense, Universities act as centers of gravity for a function that, in turn, attracts a collection of individuals into a recognized body of shared aspirations.

Standing in the gap between secular and religious authority, the university is fundamentally characterized by its corporate autonomy and academic freedom<sup>3</sup>. This has allowed it to act through the centuries as a welcoming hub for challenging the limits of knowledge and the methodology of inquiry. Likewise, it has existed past the limitations of given place and space; indeed some of the most interesting universities were sheltered in unassuming environments while the mobility of teachers and students is normally

thought in direct relationship to the appeal of a scholarly practice. All in all, the university is a guild. Yet, in spite of its ever-evolving nature, it is necessarily bound to a certain situatedness<sup>4</sup>. It needs to take place in context, and it is at that point where it becomes impactful and meaningful to a place.

The very institutionalization of the university is attached to a question of settlement. Indeed the founding act of the “University [cf. association] of Masters and Scholars” in Paris, argued to be the oldest institution of the sort, has taken place on a threat to leave. An account of the strike in 1229, followed by the migration of the guild from Paris<sup>5</sup>, shows explicitly how the city stands to lose much of its attractiveness if the scholarly work was to seize and the masters and students assumed their practice elsewhere; likewise a large economic strain would apply to the state, as well as to the immediate neighborhood (in this case the Quartier Latin), due to the loss of economic activity. With students coming in from all parts of Europe, place suddenly becomes important.

How does this mirror the current situation? For one thing Universities are now subject to “an unprecedented expansion”<sup>6</sup>. Similarly, the wide dispersion of information through advances in com-



再将学生派遣到西方国家。已有院校也不仅限于在本土“经营”和扩大影响。这只是全球社会乃至全球知识首都的局部呈现。尽管如此，我们并没有偏离交流活动的基本模式，比如，在中世纪大学的“使用拉丁语这门通用语言在教师、学生之间交流思想”的模式，和早期现代大学<sup>7</sup>的“恢复思想启蒙运动时期的传统知识和科学发现等领域的展开合作”的活动都证明了这点。

建筑又是什么情形呢？它该如何构建，拓展校区理念并实现自己的愿景呢？不要忘记，建筑最终是要服务于需求的，如果其建设只局限于人体工程学特性就不太可能使建筑满足需求的目的。前面我们已经讨论过，建筑的功能不仅仅是教学。按照我们描述的架构，对建筑最起码的要求是尽力而为：生成空间，聚集群体，创造意义。要将空间转化为居所，建筑需要因地制宜，而不是削足适履。据此，我们研究的项目需与当地情形相得益彰并建立可持续的关系，要成为一处景观，它要协调好与

munication technology and the significant mobility of students and teachers transcend the limitations of a situated institution. Students can have remote access to knowledge, complement or finish their studies in universities other than their own. Academics collaborate on an international basis and present their findings to the international audience through journals, conferences and teaching exchanges. Faculties collaborate on joint programs and federations. Institutions in developing countries or former colonies no longer send their students to the West, but recruit faculty and attract students from all over the world. Established institutions “franchise” and expand their presence outside their national borders. These are mere fractions of evidence to a global society – and perhaps even a global knowledge capital. Yet in spite of these developments we are still not far from the foundational model of a corporate activity, namely of “exchanging teachers, students and ideas through the lingua franca of Latin” for the universities in the Middle Ages, and the “cooperat[ion] in the recovery of ancient learning and the scientific discoveries of the Enlightenment” of the early modern ones<sup>7</sup>.

What then of architecture? How does the production of building, extending to the idea of campus, serve this picture? For one thing we need to remember that architecture ultimately serves a pur-

当地社区的关系，以及与历史和地理场地的关系。此外，建筑具有向世人宣传的作用，邀请那些心怀共同抱负的人来到大学。在此背景下，我们研究的项目要彰显院校的个性和价值观，用最明了的形象展现它的立场。最后，建筑最重要的功能之一是为人们和活动提供场所。我们所研究的建筑设计初衷是为教学、讲座、实验、服务等提供适合的空间，因此通过嵌入过渡空间、打破边界、创造未知的交锋来推动社区的发展。

由CRAB工作室设计的Abadian建筑学院位于澳大利亚昆士兰州，邦德大学西北角。Abadian建筑学院高三层，发展为一串彼此相连的荷叶结构。整个体量由一系列的“风斗”铰接而成：混凝土浇筑的凹形区有节奏地排列在中央“脊柱”干道一侧，一直延伸到室内的底层和顶层。为了与周围景观地形融为一体，该建筑“由内而发”，蜿蜒起伏，向外延伸。同时，建筑的内部开阔，人们很容易不期而遇；且学校活动不再被局限在有限的区域内，来鼓励合作、互动和社交生活。

pose; yet, limiting itself to the mere facility of ergonomic requirements would unlikely serve the purpose well, as we have shown it to be far more than the mere function of teaching. Taking into consideration the framework we described, it becomes evident that the architecture bottom line is called upon to do what it does best: to establish place, to generate society, to excite or foster meaning. In order to turn space into a living situation, it pursues the abstract empowerment of a site rather than the formal manipulation of it. In this context the projects we examine negotiate and set sustainable terms with a local condition, be it the landscape, a relationship with the local community or a historically and semantically charged site. Furthermore, it is called upon to address a global audience, aiming to invite all that share the same aspirations into the universitas. In that context the projects we examine aim to manifest the identity and values of the institution, and to symbolize its stance with as clear an image as possible. Finally, in one of the most primal functions of architecture, it aims to shelter people and activity. The buildings we examine are designed to provide suitable spaces for classes, lectures, experiments, services, inasmuch as they are fostering community by introducing intermediate spaces, transcending rigid boundaries, and generating haphazard collisions.



由Rafael Hevia和Rodrigo Duque Motta设计的迭戈波塔里斯大学经济商贸学院看似是一个截然相反的案例。建筑群致力于表达强烈的身份特征,且由两个不同的塔楼组成,一个是正方体,一个是板状,位于下沉结构的两侧,而结构嵌入缓坡内。两座塔楼的设计语言互补,相互呼应,与四周沉闷的环境形成鲜明对比。不论是在楼上还是楼下,都能看到山坡和一系列的庭院。通过增建楼顶花园、几处露台和露天走廊,“日常生活与远处的地貌联系在一起”。

BUSarchitektur建筑事务所设计的奥地利维也纳金融大学(WU)校区的教学中心傲然挺立于众多明星楼宇之中,这个建筑群被戏称为“鸡尾酒会的嘉宾”<sup>8</sup>。该建筑群将奥地利维也纳金融大学分散的楼宇整合到一个校园,并且很好地融入城市中。这些建筑分布在一条长廊的两侧,既赏心悦目,又兼顾实用性。其中,教学中心独树一帜,外墙覆盖着暗橙色的考顿钢,使整座建筑像巨大的石柱,气势恢宏。这根“石柱”中

The Abedian School of Architecture by CRAB Studio is located in Queensland, Australia. It is situated in the north-west quadrant of the campus of Bond University developing under a series of lily pad structures which shelter consecutive enclosures up to three levels high. The full volume of this space is run by a series of “scoops”, namely concrete coves rhythmically attached to the side of the interior spine expanding all the way to the full height of the interior. The building develops “from within”, sloping towards the outside almost in pursuit of dissolving into the landscape. At the same time, the interior of the building is open to encounters; it encourages collaboration, interaction and social life by refraining from limiting the school’s activity to well defined boundaries. The Economics and Business Faculty at Diego Portales University by Rafael Hevia and Rodrigo Duque Motta, seemingly, is a case of the exact opposite. Challenged with the task to articulate a strong identity, the complex consists of two distinctive towers, a cube and a slab, attached to the opposite sides of a sunken structure which is embedded in the sloping site. Sharing a complementary design language, the two expand as a dipole in dialogue with each other, yet with an unmistakable presence against an otherwise blunt surrounding. Nevertheless, the sloping landscape stays dominant on the eyes level with a series of courtyards, through

间有裂缝,可以看到建筑内部开放的公共空间,并与外面的空地相连。教学中心向社区敞开大门,公众在全年的每一个时刻都可以参观外部和大楼一楼。

可以说,由Henning Larsen建筑师事务所设计的南丹麦大学科灵校区是各种张力的汇集点:首先校区是科灵的新地标;其次,校区后面是景色优美的河畔公园,前面是休闲广场,校区内景与它们产生对话,构成“内部相连的城市空间”;另外,校区还是低能耗设计,利用自然的不利因素,把它转化成可持续能源和环境控制。虽然目前还不是很明显,但形式上采用的三角形主题将屋顶、阳台、遮阳板、墙壁等各种因素转变成和谐统一的流线、环境和形象。相互作用的阴影、半通透性和色彩使独特的外观更加惹人喜爱,且具有明显的标志性,这个经典之作表达了创新精神和群体精神。

由Legorreta+Legorreta设计的卡塔尔乔治城涉外事务学院不仅有

and underneath the buildings. Along with the addition of a roof-garden, a number of terraces and its exposed corridors, “everyday life is connected to a distant geography”.

The Teaching Center in WU Campus by BUSarchitektur stands proudly in a complex of star-studded buildings that has been likened to “guests at a cocktail party”<sup>8</sup>. The complex itself is the equivalent of Vienna University of Economics and Business(WU)’s consolidation of scattered buildings into a single campus, yet sustaining still a strong integration with the city. The buildings themselves act as veritable events to a promenade, featuring various formal responses to claims about their programmatic intentions. Among them, the Teaching Center owes its distinctive identity to the dark orange corten-steel cladding which gives it a monolithic appearance. This “monolith” is slit with ruptures which reveal open communal spaces in the interior of the building, as well as connect to the outside premises. In a generous offer to the community, the public is given access not only to the outside but also to the inside of the building on the ground level 24/7, 365 days a year.

University of Southern Denmark, Kolding Campus by Henning Larsen Architects could be argued to mark the spot for a fortunate convergence of various tensions; a landmark for Kolding, an “interconnected urban space” that puts its interior in dialogue with



222年的古老传统,还坚守学校“坚持国际参与”<sup>9</sup>的承诺,并且起到在两个相距11 000公里的校区之间协同的作用。学院的主要设计理念可能打破纪念碑式的建筑规模,强调开发小型部门,“更有家庭的感觉”。一系列的庭院和中庭体现同样的理念,提供更放松的氛围,更有亲切感,可以大大缓解在这所赫赫有名的高校学习的压力。最终形成一个综合体,即与当地环境融合的国际学校,以及与当地条件相一致的国际化建筑表达,非常符合学校“合二为一”的校训。

Stanton Williams建筑师事务所设计的伦敦艺术大学中央圣马丁艺术与设计学院的英王十字车站新校区的地理位置和维也纳金融大学新校区很相似。学校从原来位于伦敦中心的一座古建筑中搬出来,迁至英王十字车站区的一座改造的粮仓。“伦敦市中心的部分区域也注定要搬走。”Jane Rapley校长的讲话认为搬迁有好处。“我们处于交通枢纽……不仅是进来的问题……还关系到走出去,关系到联系世界。”<sup>10</sup>校区的各

both a scenic park on the adjacent river at the back and a recreational town plaza at the front, a low-energy design that harvests what ought to be natural impediments and turns it in sustainable energy and climate control. Although not apparent right away, its formal manipulations of a triangular theme turn its various elements – roofs, balconies, shades, walls – into a sweeping fugue of circulation, atmosphere and imagery. The soft interplay of shade, semi-transparency and color, energizes its distinctive facade in a welcoming, yet unmistakably iconic, expression of creativeness, and community.

Georgetown School of Foreign Service in Qatar by Legorreta + Legorreta carries not only a 222 years old tradition but also the university's commitment to its “tradition of international engagement”<sup>9</sup>, acting as the vehicle of synergies between two campuses that stand “eleven thousand kilometers away”. Not unlikely then, the principal design principle was to eschew a monumental scale and focus instead on the development of smaller departments to “give the idea of being at home”. The same principle is manifested with a series of courtyards and atriums which provide for a more relaxing atmosphere and a sense of intimacy invaluable for decomposing the pressure of studying at a highly prestigious institution. The end result is a form of synthesis; an international school

个场所,穿过中心流线轴的悬浮的小径,教室、院系、建筑之间灵活的关系,现存和新材料之间的对话,都体现了转型的理念。这所建筑的设计为室内的人留出空间,以符合建造目标。

由HASSELL与Richard Kirk建筑师事务所联合设计的昆士兰大学现代工程学院大楼,位于布里斯班,该建筑确实实地体现了使学习便利化的目标。该建筑不仅特征很有吸引力,而且还依据创新的可持续发展策略,充分利用布里斯班温和的亚热带气候。自然通风符合就地取材和处理的再生资源的需求,这些资源包括用于结构和立面的胶合木材,而南面独特的赤褐色遮阳板不仅能遮挡阳光,还能随着光线的移动展现有趣的动画效果,成为交界面。整个空间被巧妙地分成不同的形状和高度,使整座建筑物好像从周围景观演变而来。同时,与建筑物等高的中央脊柱似乎是自然的一部分,源自大楼周围的自然环境,又与之融为一体。

in a local context and an international expression of architecture in according with a local condition, quite consistent to the university's motto “utraque unum” (both into one).

The New University of the Arts London Campus for Central Saint Martins at King's Cross by Stanton Williams Architects enjoys a locality not unlike to the new WU campus in Vienna. The School moved from its former premises on a heritage building at Central London to a converted granary at King's Cross, “where part of the shift of the center of London was bound to move”. The words of Head of College Jane Rapley deem this move beneficial: “we're in this transport hub (...) it's not about just coming in, but coming out (...) it's about connecting with the world”<sup>10</sup>. The notion of transitions is evident within the premises of the complex, with suspended walkways crossing the central circulation spine, as well as with the flexible relationships that are developed between classrooms, different departments or buildings, or the dialogue between existing and new materials. This building is designed to leave room for the people inside to match its ambition.

The University of Queensland Advanced Engineering Building in Brisbane by Richard Kirk Architect and HASSELL is a building that literally embodies the very subject of study it aims to facilitate. Apart from its appealing character, the building is organized



最后, 由Heatherwick工作室设计的新加坡南洋理工大学学习中心重新定义了现有环境。它的建造灵感是把许多独有的空间 (学习空间或者简单地教教室) 集中起来, 使它们聚集、叠加, 变成排列在开放且通透的中庭周围的凹形空间, 而中庭的设计符合当地气候条件和文化, 可以让光线射进来, 维持空气循环, Heatherwick工作室突破常规的大学建筑形式, 摒弃了笔直的大型走廊和整齐排列的无名教室。这种设计有一种无形的优点, 可以“促进聚会和社交”<sup>11</sup>。人们根据情况参与活动, 结成小组, 在中庭和阳台的开放空间会面, 在数字空间获取教学和研究资料。从外观看, 整体自然地演变成一个体量, 外观与南洋理工大学其他“常规”建筑形成鲜明对比。而最与众不同的措施是通向一层的通道不必再分等级, 整栋大楼360度全开放, 学生可以自由进出。

around innovative sustainability strategies taking advantage of the benign sub-tropical climate of Brisbane. Natural ventilation meets with locally sourced and treated renewable resources such as gulam timber for the structure and facade, while the distinctive terracotta shade on the south not only acts its purpose but serves as an interface for its playful animation with the passing of the light. With the clever break of its volume into parts of different shapes and heights, the building seems to evolve from the landscape; at the same time a full height central spine seems to be deriving as a natural sequence from – and towards – the natural surroundings of the building.

Last, Heatherwick Studio's Learning Hub at the Nanyang Technological University in Singapore, stands mostly as a redefinition of an existing context. For one thing its very form is built up from the idea of collecting a number of singularities – learning spaces, or, in plain talk, classrooms – into a stacked accumulation of coves or-

ganized around an open-air central atrium, an arrangement consistent with local climate and culture which lets light and natural air in. Heatherwick Studio was set to do away with large linear corridors and the nameless, orderly arranged classrooms that are the norm in university buildings. This arrangement was substituted with an intangible quality which aims to “foster togetherness and sociability”<sup>11</sup>: people organize in groups formed by occasion, they meet in the abstract openness of the atrium standing in balconies, and they access teaching and research material in digital space. On the outside the lot evolves organically into a volume whose appearance is in distinct contrast to its backdrop, formed by the other “regular” buildings of the NTU. In an ultimate act of redefining the ordinary, the building eschews the hierarchy of organized access to its ground level by opening up 360° around its large central core. Angelos Psilopoulos

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## 新加坡南洋理工大学学习中心

Heatherwick Studio

新加坡南洋理工大学学习中心是新加坡全新的教育建筑地标。作为南洋理工大学校园重建规划的一部分，这座学习中心被设计成一栋全新的多功能建筑，服务于33 000位学生。该建筑突破了传统教育建筑以长廊连接盒状教室的设计格局，追求更为优越、更适于现代学习模式的独特设计。数字革命使教学活动可以在任何地点展开，该建筑最重要的功能就是为各个专业的学生和教师提供聚集和相互交流的场所。期望在这里学生们能够遇到他们未来的生意合作伙伴，或者志同道合的朋友。

该建筑融社交与学习空间为一体，打造更加适合学生与教师之间的非正式或即时交流互动的动态环境。建筑包括十二座塔楼，每座塔楼由圆形辅导室叠加组成，环绕中部的宽敞中庭向底部逐渐收拢，形成五十六间没有拐角、没有明显前后之分的教室。

这种新一代的智能教室设计，能够提升分组教学过程中的交互性，有利于学生的自主学习，因此为南洋理工大学新型教学法的实施提供了支撑。灵活的教室布局既方便教师们按照教学需要组织安排学生，也为学生之间更好的相互合作提供便利。

围绕中庭的空间设置成公共流线，教室入口面向流线次第敞开。公共空间和不规则布局的花园露台在整栋建筑中随处可见，为学生创造视觉交互的机会，提供驻足、聚集、小憩的空间。

无论是新加坡的地方建筑法规，还是建筑本身所承载的高环保期望值，都决定了本案需要采用混凝土结构。在建筑设计过程中，遇到的首要难题就是如何运用这种质朴的材料呈现出美丽的建筑图景。

混凝土楼梯与电梯外墙立体浇筑了700幅特别设计的图画，内容涉及科学、艺术、文学等各种主题。这些重叠交错的图案由特别委托的插图画家Sara Fanelli设计完成，意在激发人们的模糊思维，留下想象力发挥的空间。61根倾斜角度各异的混凝土立柱为本案勾勒出独特的波浪结构。曲形的立面板材上铸有特别的水平纹理，这些纹理由10个可调节的硅树脂磨具制作而成，以经济实惠的方式打造出复杂的三维立体结构。项目采用各式各样的原始手法对混凝土材料进行处理，使整栋建筑呈现出粘土手工制作的效果。

由于新加坡的气温常年保持在25到31摄氏度之间，因此在确保使用可持续性能源的同时满足学生对室温舒适感的需求就显得尤为重要。

建筑开放、通透的中庭实现了自然通风效果，保证环绕塔楼教室的空气得到最大程度的循环流通，尽可能使学生感觉凉爽舒适。每间教室都设有静音制冷装置，避免人们对高能耗空调扇的依赖。学习中心大楼获得新加坡建设局颁发的绿色建筑标志白金奖，该奖项也有此类建筑所能达到的最高级别的环境标准。









