A GUIDE TO

ACTIVE LEARNING SPACES IN HIGHER EDUCATION

THE PLANS AND PEDAGOGY BEHIND GETTING THESE SPACES RIGHT

nureva™

WHY ACTIVE LEARNING?

Postsecondary institutions are searching for ways to improve students' job prospects and make them ready to take on the challenges that await them after they graduate.

And yet...

College students don't feel prepared...

2 in 3

higher ed students don't feel they have the skills to succeed in the work world.

(2017 Strada and Gallup report)

Business leaders agree...

1 in 10

business leaders strongly agree that postsecondary graduates have the skills their business needs.

(2013 Lumina Foundation and Gallup report)

Active learning can help...

NACE identified active learning as one of the keys to preparing students for the workplace.

(2017 NACE Trends and Predictions article)

YOU MAY NEED THIS BOOK IF...

- You're creating a brand new active learning space on your campus and need tips to get started
- You're involved in your campus's current active learning spaces and want to make them better
- You're looking for new technology to add to your existing spaces
- You want to know how colleges and universities are using active learning
- You want to make your institution stand out among other colleges and universities
- You want to ensure that your students succeed in their first job and beyond

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INTRODUCTION

The final exams are handed in. The last essay is submitted (and possibly forgotten). But after graduation day has come and gone, do your students have what they need to succeed?

In January 2016, the World Economic Forum (WEF) created a stir when it published *The Future of Jobs*. Based on insights from leading global employers, the report argued we were marching toward a fourth industrial revolution, a massive shift that would affect the workplace – and the students entering it.

The WEF identified the top three skills needed for success in 2020: complex problem solving, critical thinking and creativity. And it wasn't alone in this assessment. The WEF echoed an increasing number of thought leaders arguing that soft skills, not technical knowledge, are and will continue to be the most critical gap in the workforce.

If you work in higher education, this won't surprise you. Universities, colleges and other postsecondary schools have long been searching for new ways to equip students for the world that waits. And more and more often, the answer isn't a fancier lecture hall or a better final exam.

Instead, institutions are increasingly drawn to a different approach – active learning. Part method and part mindset, active learning acknowledges that deep learning comes from doing, not passively consuming. It shifts the focus from professor to student, and in doing so develops skills that are harder to come by in traditional classroom environments.

But making the shift isn't without potential pitfalls. What happens when professors are stuck in lecture halls that are built for sages on the stage, not guides on the side? Or when a cutting-edge new space is designed for technology instead of pedagogy, so the time and money invested comes to nothing? For active learning to truly take hold, it needs spaces that place the focus where it needs to be – on students developing the skills that really matter.

That's where this eBook comes in. It draws on experiences and ideas from postsecondary educators who are addressing every angle of stellar active learning – the students, the spaces, the tools and the technology. You'll find practical checklists and guides for building these spaces and a selection of activities tailor-made for them. We'll also profile a few leading colleges and universities that are using our collaborative technology to create outstanding active learning environments for their students.

Maybe you just got a grant to build your institution's first active learning classroom. Or you already have active learning spaces – and you want ideas to take them even further. No matter where you are on your active learning journey, we're excited to help you create spaces that will support educators and students every step of the way.

When you were a teenager, did you take driving lessons? You likely started in a classroom, learning the rules of the road or the theory behind switching gears. Maybe you could ace every test and nail every question. But when you got behind the wheel of the car – it was a whole new ball game.

9 REASONS ACTIVE LEARNING ENVIRONMENTS ARE ON THE RISE

Whether it's your first car or first job, you've certainly felt the gap between what's learned by reading or listening and what's learned by doing. That's where active learning comes in. The concept can be quite broadly defined – in 1991, Bonwell and Eison described it as "anything that involves students doing things and thinking about the things they are doing." But at its core active learning puts students at the center and values meaningful creating and collaborating over passively consuming.

Another way to put it? During class time, ask yourself who's working the hardest. If it's the professor and not the students, then it's probably not a fully active learning environment.

Active learning, at its best, is motivating, meaningful and collaborative. It gives students hands-on practice at the skills they need – including critical thinking, creativity and problem solving. But there's a challenge. Many classrooms, especially in older institutions, are simply not built for this kind of approach. It's possible to create a highly collaborative course in a 400-seat lecture hall, but it's not easy.

To pave the way for a better education, a growing number of institutions are investing in spaces that enable a different kind of teaching and learning. The benefits of these spaces are clear:

1

Develop collaborative skills

Collaboration is a pillar of most active learning approaches. By working together in breakout groups, students develop the abilities they'll need in increasingly team-oriented workplaces.

2

Encourage risk taking

Students may initially resist the move to active learning – after all, it's easy to sit and take notes (or zone out) until the talking is done. Active learning pulls students out of their comfort zone by creating an environment where risk taking is encouraged.

3

Require student preparation

A student might be tired. Disengaged. And it might go unnoticed in a large classroom, where there's room in the back to hide. But in an active learning classroom, no one's invisible. There's greater motivation to show up – in mind and body.

4

Increase engagement

Students who are actively learning are actively engaged. Whether solving a problem, debating an issue or researching a concept, they are processing ideas and forging deeper understanding.

5

Improve critical thinking

In a world where fake news has become part of our daily discourse, the ability to identify a legitimate source or spot a faulty argument is only becoming more important. When students share ideas, they learn to build stronger arguments, challenge presumptions and recognize leaps of logic.

6

Increase retention

According to Dale's Cone of Experience, students remember about 10% of what they read, 20% of what they hear, but 90% of what they do. In active learning classrooms, the focus on action helps solidify student learning.

7

Make tech more powerful

In contrast to lecture halls, which can rely on display technology used only by the instructor, many active learning classrooms are filled with collaborative tools that are used by the students themselves.

8

Spark creative thinking

Creativity is one of the key skills needed for the workplace of the future and one of the hardest to teach using traditional methods. Active learning helps students understand that creativity goes beyond the Eureka moment – it develops with effort and hard work.

9

Foster real problem solving

The ability to solve complex problems was called out by the WEF as the most important skill needed for future jobs. Students in active learning classrooms understand that no one has all the answers, so it's up to them to figure them out.

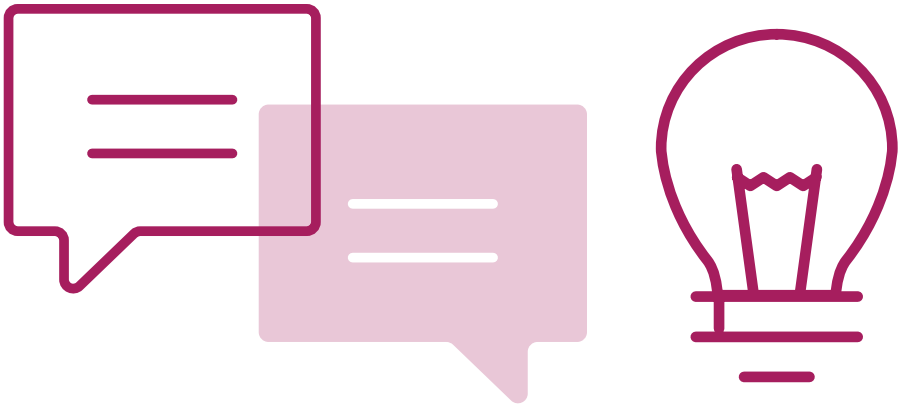
ACTIVE LEARNING IN ACTION: TU DELFT

Delft University of Technology (TU Delft) is one of Europe's top institutes, with a rich 175-year history and a longstanding reputation for world-class research and education. But faculty and staff know that higher education is evolving, and what has worked in the past won't be sufficient to prepare students for the future.

To tackle this challenge head on and help students develop the strong collaboration skills that are now essential in the work world, Delft began modernizing its learning spaces. Piet van der Zanden, the university's Education Expert AV-IT in Learning Spaces, is at the forefront of the transformation, guiding the university's search for technology tools and teaching practices that will prepare its 24,000 students for their future careers.

Students at Delft use design thinking, scrum and a variety of problem-solving strategies to help them communicate and work together effectively. This big-picture thinking requires a collaborative approach, which is where Nureva visual collaboration solutions come in. Already, the Nureva™ Wall system and Span™ Workspace are taking many of the activities professors and students use and making them better.

"We see great potential because the system really fits within the processes as we practice them," Piet says. "It takes our natural way of working and facilitates it in a digital way." **Read the full story.**



ESSENTIAL QUESTIONS TO ASK AS YOU CREATE ACTIVE LEARNING SPACES

Postsecondary students are on campus a lot – perhaps more than anywhere else. The spaces they spend time in matter. And though it's certainly possible to engage in active learning while stuck in a cavernous lecture hall or bare seminar room, everything gets easier when your space is aligned with your goals.

But like Rome, learning spaces aren't built in a day. The process of going from vision to reality can be filled with tough decisions (and often too much red tape). And even when everything's finished, there's no time to relax because the work of making sure your space delivers on its promise is just beginning.

The bureaucratic process of creating an active learning environment, or sprucing one up, will be different for every institution. But no matter the steps you need to follow, asking yourself some questions along the way can help you keep focused on what's important.

BEFORE

What's your mission?

Before you start thinking about standing desks or 3D printers, it's crucial to take stock of your values. If your school's or department's philosophy is lived and breathed every day, you'll need to decide how to represent it in the space. But if not, press pause and figure it out.

What story does your space tell?

If you have an active learning space you'd like to enhance, it's helpful to look at it with fresh eyes. Imagine that a visitor from another campus walks into your space and is asked to guess your approach to teaching and learning. How close would they get? Asking new students this same question is another way to make sure your space reflects your purpose. If you're creating a brand new space, it's still worth thinking about the story it will tell before you start.

Who can help you achieve your goals?

There's no way to deny it – remaking or creating new learning spaces can be a beast. You'll need support from the right people, but if you try to include everyone in every step, the process can grind to a halt. Try starting with small groups of passionate staff who can kickstart the effort and then spread their enthusiasm. And when you need to get buy-in from a broader range of people, collaborative tools like Span Workspace can help you easily collect input from a range of people.

DURING

What are the essentials?

Maybe you've received a seven-figure endowment and don't need to ask this question (lucky you!). But for everyone else, decide which tools are needed and which are a bonus. It helps to start with the elements you know are essential for the activities your faculty plans to try and then add or subtract as you go.

Can you work in your in-progress space?

Even if your space is flashy enough to be featured on your admissions brochure, you won't know how well things are working until it starts getting used by students and faculty. If it's safe and permitted, consider holding classes in your space as it develops. What you learn can help you fine-tune the design or adjust problem spots.

How will you get feedback?

You don't need to wait until the last chair is placed or projector installed to give your space a workout. As the space starts to take shape, invite key faculty and administrators to experience it. And don't just ask them to take a quick look – try holding a workshop there and then ask for their impressions.

AFTER

How will you bring the rest of the faculty on board?

Once your space is complete, there will be some professors who can't wait to start using it. But others might need more nudging. Make sure to hold meetings there to give all faculty a low-risk introduction. Identify your early adopters as mentors who can give new people the lay of the land. Run specific workshops to train everyone on the new tech, and keep things focused on the pedagogy, not the technology bells and whistles.

Has your space changed teaching and learning?

After the dust settles, you need to see how your space is actually being used. Conduct surveys or have informal chats to find out which active learning activities are favorites or which tools are getting the biggest workout. Build in time for faculty members to see how others are using the space, either through direct observation or the use of video.

What comes next?

The best active learning spaces are never truly finished. Schedule regular check-ins with stakeholders to evaluate how well things are working. Set up a process for making ongoing additions and improvements. Don't be afraid to experiment with software trials and pilot initiatives – and then watch to see what happens.

PARTNERS, NOT PROVIDERS

When designing a new space or sprucing up an old one, you need all the help you can get. Forming strong relationships with furniture companies, technology providers and other vendors can reduce costs and future hassles. Here are some questions to ask:

What's their involvement with higher education?
Look for companies that have invested in working with colleges and universities.

What happens when you need help?
Find out how customer support works, how actual human beings respond to issues and how easy it will be to get on-site help.

Who are their customers?
Talk with a few other postsecondary institutions to get the inside scoop on what being a customer is like.

Will the technology get stale?
Look for providers who focus on innovation and continual improvement, and when possible choose cloud-based software-powered solutions that will grow with you.

Can you test drive?
Use software trials and pilots to get a taste of both the product and the company.

ACTIVE LEARNING IN ACTION: UNIVERSITY OF MISSOURI

Budget constraints, teacher shortages, the imbalance in education access and opportunities – these issues are concerning for just about anyone involved in K–12 education. At the University of Missouri College of Education, faculty and students want to take on these challenges directly.

This approach requires highly collaborative learning spaces, ones that have all the elements needed for students to collectively find solutions to shared problems. “Traditional classrooms must be transformed into flexible, just-in-time, technology-supported environments,” says Dean Kathryn Chval.

The ability to collaborate in the room and at a distance is a key priority for Mizzou. In the past, the technology often let them down. Participants sometimes had to juggle multiple software applications. They struggled to hear each other and interactions felt stilted and unnatural.

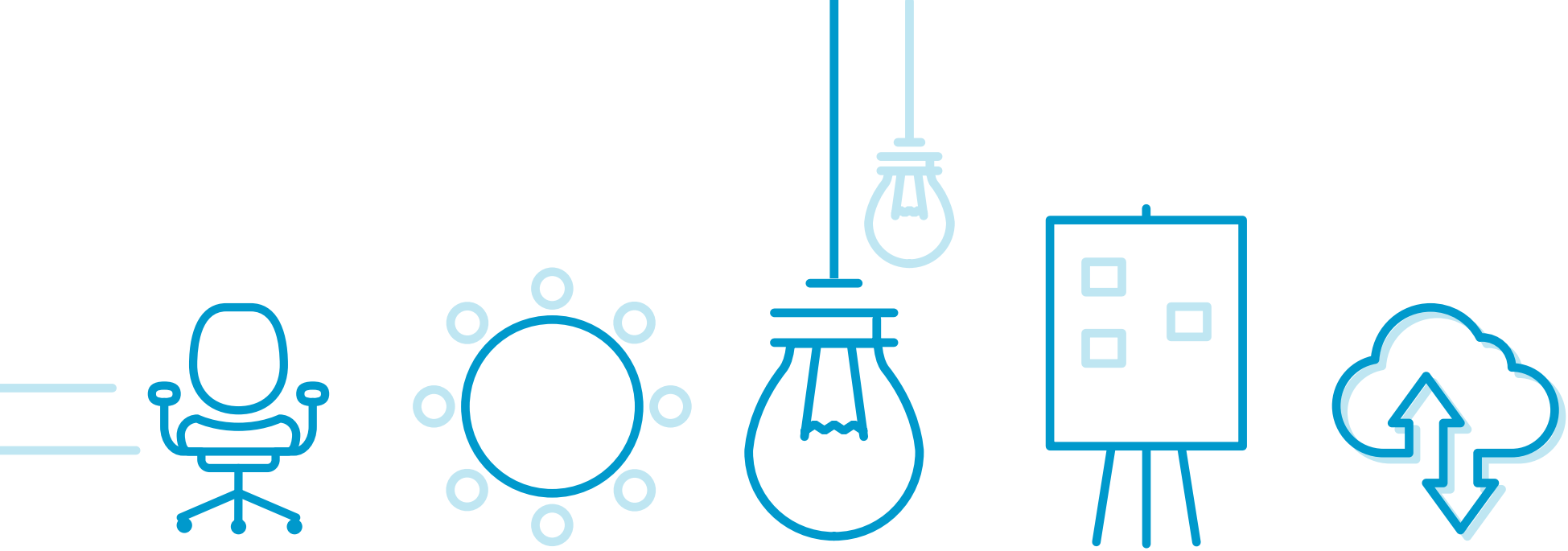
To support active learning, remote collaboration and problem solving, in 2017 the College of Education created a new space called the Nureva Collaboration Room. It features a dual Nureva Wall system, Span Workspace and an HDL300 audio conferencing system. The result has been a more natural and productive collaboration experience for everyone.

“It has just been incredible to see how this innovation has inspired new ideas and solutions related to teaching and learning. It’s reaching new audiences that have been limited by geography, finances or human resources,” says Kathryn. “The impact will be extraordinary.” **Read the full story.**

INGREDIENTS OF A SUCCESSFUL ACTIVE LEARNING SPACE

The most effective active learning classrooms all have one thing in common – and it's not a style of furniture or brand of conferencing system. It's a clear focus on learning goals and student needs, which every item in the space reflects.

Still, common elements are found in most dynamic environments. Whether you're designing from scratch, repurposing an old room or fine-tuning an existing spot, consider adding these ingredients to the space:



Movable furniture

Choose flexible options that support many teaching strategies. Tables on rollers or chairs that rotate help you adjust the room for individual work, group collaboration and front-of-room mini lectures or presentations. Modular designs also make it easy to continually add to your space.

Collaborative seating

Make it easy for students to work together. Consider circular or triangular tables, or individual desks that can be pushed together. Check that you haven't packed too much furniture into a room – it should be quick for students to move into productive breakout groups.

Helpful lighting

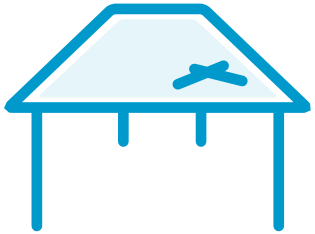
Whenever you can, choose active learning spaces that have natural light and views – it's actually shown to increase mood and productivity. If you're not that lucky, try to get lights that operate on a dimmer. You could even add lamps to soften the mood.

Working space

Ensure students have enough room to visualize ideas and plans. For a low-tech solution, cover your walls with sticky notes and chart paper. If you can go higher tech, an interactive working wall like the Nureva Wall helps students also use images, templates and more to plan and complete their work.

Access to information

Choose technology tools that can be used in your space or anywhere else. Software should be cloud-based and accessible on the devices your students use the most – whether laptops, tablets or their phones.



Shared workspaces

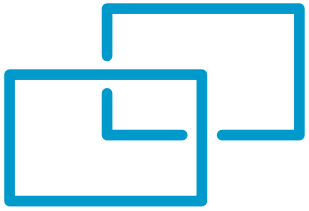
Make sure that you have enough collaborative tools so students don't need to huddle around a single laptop. Turning tabletops into dry-erase boards with a little whiteboard paint can give multiple breakout groups ways to share ideas.

Easy conferencing

Equip your rooms with conferencing tools that let students bring outside experts into the conversation or call into class when they're sick. Look for audio solutions that work even when people get up from their desks and that are also easy to move and reinstall if you change your spaces.

Student-centered tools

Equip students with options to enhance project work. Consider applications that make it easy for multiple students to edit a document at the same time or collaboration software, like Span Workspace, that gives groups a shared digital space to contribute ideas.



Flexible technology

Let instructors and students share their screen or present ideas from anywhere in the room, so no time is wasted with people fumbling as they pass control to the next person.

Access to essentials

Put in more power outlets for student laptops than you think you'd need, and add charging stations for phones. Ensure Wi-Fi will be fast and reliable. Make sure that nothing will prevent students from being prepared to learn.

ACTIVE LEARNING IN ACTION: DAWSON COLLEGE

Dawson College in Montreal, Canada, has been a leader in active learning research and pedagogy for many years. They've found that student-focused instruction works best when it's supported by the right space and tools. Room design has to encourage collaboration, and technology has to make it easy for students to work together to construct knowledge. That's the essence of what active learning is all about.

So, when the college develops spaces for active learning, the guiding principle is to find interactive solutions that enhance both teaching and learning. "We felt that if you're really going to buy into the whole student-centered approach to education, why would you keep the most powerful learning tool in the hands of the teacher?" says physics professor Chris Whittaker.

The active learning spaces at Dawson include two low-tech rooms with whiteboards and other writable surfaces. Two high-tech classrooms have multiple interactive whiteboards.

But the third and newest classroom enhances student learning with eight Nureva Walls that provide a total of 56' (17.06 m) of digital workspace. This unique configuration is powered by Span Workspace and is the world's largest installation of Nureva visual collaboration solutions in a single classroom.

The Nureva products are bringing a new level of interactivity to student collaboration. "We're starting to understand how far an interactive touch surface can go," says Chris. **Read the full story.**

ACTIVE LEARNING ACTIVITIES – FROM FAST TO FOUNDATIONAL

Once the dust has settled and the new space is unveiled, it's time to put it to use. And this is where you can see all your efforts pay off. But if your faculty isn't immediately getting on board, don't despair. They may need a little help to discover the power of active learning.

NEED IDEAS FOR YOUR SPACE?

Here are several quick activities plus some in-depth approaches to help you make the shift.

6 QUICK ACTIVE LEARNING WARM-UPS

1 Think-pair-repair

In this twist on think-pair-share, pose an open-ended question to your class and ask students to come up with their best answer. Next, pair learners up and get them to agree on a response. Get two pairs together and the foursome needs to do the same thing. Continue until half the group goes head to head with the other half.

2 Brainwriting

You've probably tried brainstorming, but have you tried brainwriting? In this approach, students begin by coming up with their own ideas, either on paper or using visual collaboration software. Building in time for individual reflection leads to better ideas and less groupthink.

3 Idea line up

Choose a question that has a range of responses and then ask students where they stand – literally. Have them come to the front of the classroom and organize themselves in a line, based on where on the spectrum of answers they find themselves.

4 Concept mapping

Use your walls or displays to visually organize ideas. Collaborative concept mapping is a great way for students to step away from their individual perspectives. Groups can do this to review previous work, or it can help them map ideas for projects and assignments.

5 Real-time reactions

When students are watching a video, a mini lecture or another student's presentation, have them share their real-time reactions. This helps students spot trends and consider new points of view. You can set up a hashtag to allow for live tweeting, or use cloud-based collaboration software displayed at the front of the room to get the same effect with none of the distractions.

6 Idea speed dating

Have students cycle through your space, sharing insights about a topic or their elevator pitch for an upcoming project. As they present their learnings multiple times on several "speed dates," students' presentation skills and perspectives will grow.

PROJECT-BASED AND PROBLEM-BASED LEARNING

The approach

Students gain essential skills while investigating a real-life question or problem. The inquiry should be meaty and authentic, requiring substantial work and thinking. In PBL activities, students often work in groups, building communication and collaboration skills.

The benefits

PBL encourages students to take their learning deeper, developing soft skills like creativity, critical thinking and problem solving. It makes it easier to bring the world into the campus and help students make an impact. They become better able to take initiative and sustain work on long projects.

The challenge

Finding a line of inquiry that is both meaningful and manageable can be a challenge. For instructors new to PBL, careful management is needed to balance giving students guidance while encouraging them to be independent learners.

The ideal space

Groups need space to work and either paper-based or digital tools to map out their ideas. An audio conferencing solution helps bring outside expertise into the classroom. Spaces should be easily configurable to enable groups to present their findings.

RESOURCES TO GET YOU STARTED

Problem-Based Learning: Six Steps to Design, Implement, and Assess
A short guide to bringing PBL to your college or university from Faculty Focus.

Buck Institute for Education
A wealth of resources on PBL at the secondary and postsecondary levels.

Journal of Problem Based Learning in Higher Education
An academic journal, published annually, dedicated to postsecondary PBL.

Soft skills, such as communication, creativity and collaboration, are the biggest gap in workforce skills, according to the largest proportion (44%) of American senior executives.

(2013 Adecco Group study)

DESIGN THINKING

The approach

Teach students to bring a design mindset to any activity. Students go through several stages: Empathize (understand needs), Define (fully scope out a problem), Ideate (generate creative ideas), Prototype (draft solutions) and Test (understand what works).

The benefits

Design thinking offers a lens to view problem solving differently by shining a spotlight on specific needs. Following the stages of design thinking can make group work more meaningful and rigorous. The prototyping and testing focus means success is measured not simply by an assigned mark but also by how well students solve a real problem.

The challenges

Rushing through the stages of design thinking to get to an end product reduces the power of the approach. It's very important not to shortchange the Empathize and Define steps. Highly theoretical courses may not be as strong a fit for design thinking.

The ideal space

Students need large amounts of space to brainstorm ideas and keep track of prototyping and testing. A working wall with sticky notes and sketches is essential for visualizing ideas, and choosing an interactive working wall gives students even more options.

RESOURCES TO GET YOU STARTED

Using Design Thinking in Higher Education
Applies design thinking to the higher education space through a short guide from Educause.

IDEO U
Includes videos, free resources and courses that span all the stages of the design thinking process.

Stanford dSchool process guide
Outlines each stage of the process and offers several tips and techniques for each.

A survey of educators showed that 86% believe that students who excel at creative problem solving will have higher earning jobs in the future.

(2018 Adobe study)

AGILE

The approach

Agile, which has roots in software development, gives students essential project-management skills. Student groups divide work into 1–2 week sprints and then focus on what they can accomplish during that time. At the end of every cycle, time is built in to reflect on what worked and iterate as needed.

The benefits

This method fuels effective group work, making it more aligned and targeted. It builds in opportunities for students to reflect and adjust, helping them to grow their capabilities alongside the growth of the project. Agile also provides a framework for self-management and helps students be productive and resourceful when they enter the workplace.

The challenges

Because agile is more commonly used in education administration, not the classroom, it may be more challenging to find resources and support. Some class schedules may not lend themselves as well to this approach, which requires students being able to dedicate their attention to projects.

The ideal space

A large amount of space is needed to track work on projects and organize sprints. An empty wall and a pack of sticky notes will work, but an interactive working wall offers educators a digital alternative that can also be used for other instructional activities.

RESOURCES TO GET YOU STARTED

The Agile Classroom: Embracing an Agile Mindset in Education
One educator's description of how he uses learning sprints and learning squads in his classroom.

Agile Based Learning: What Is It and How Can It Change Education?
A short guide to how key aspects of the agile practice can be brought into the classroom.

Lean HE
A peer-based organization of people interested in bringing lean practices (which share similarities with agile) into higher education.

Students taught using active learning approaches had better developed core capabilities when they graduated than students taught with lectures.

(2005 Studies in Higher Education article)

ACTIVE LEARNING IN ACTION: MACROMEDIA UNIVERSITY

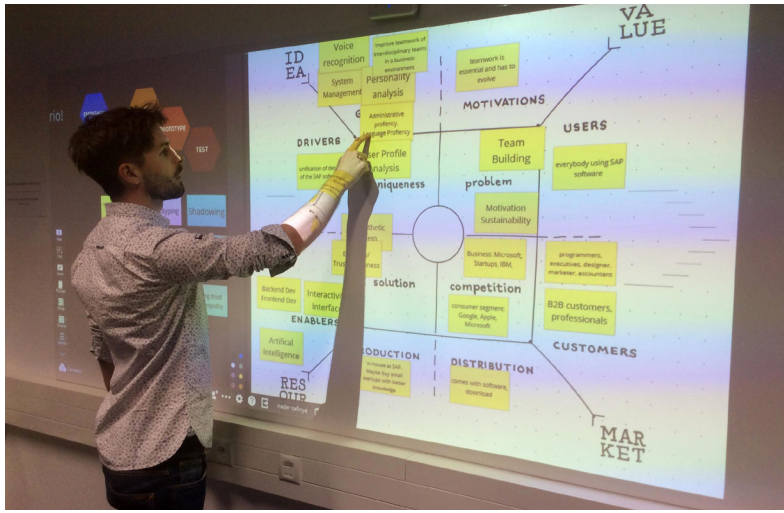
Design professor Oliver Szasz and his colleagues at Macromedia University face a daunting task: to prepare students for a digital world that seems to be changing every day. “We’re in the middle of a technology wave that is unprecedented,” says Oliver.

Macromedia students work on research projects for some of the country’s top companies such as SAP, Bosch and BMW. The focus is on finding solutions to the challenges brought by digital change. Using the design thinking methodology helps students solve these problems while becoming more adaptable learners.

In the past, they used paper sticky notes to manage the process. But it wasn’t very efficient or dynamic. Once a wall or whiteboard was full of notes, the space was unusable to other project teams, and since the information was static, it was difficult for ideas to evolve.

That changed when students started using the Nureva Wall and Span Workspace. Now, all the complex information could be displayed on digital sticky notes and projected on an interactive surface. Students use their hands to physically interact with the material on a large digital canvas, grouping, combining and adding to ideas as they go. They can also contribute information and ideas from their laptops or personal devices from anywhere.

“It’s a fantastic tool for teams that work creatively,” says Oliver.
Read the full story.



WHY VISUAL COLLABORATION

The secret power of visual collaboration

Whether your students are planning presentations or developing prototypes, they need the space to shape ideas and share their understanding.

Here are three ways visual collaboration software can help:

SPACE

When you don't need to jump from page to page or slide to slide, it's easier to make connections and spot trends and outliers.

ACCESS

Bringing everyone into the same shared working space can break down barriers between students and help group work flow smoothly.

TIME

Cloud-based collaboration tools let students access the team's information wherever they are – the classroom, the library or at home.

THE TECH ADVANTAGE

The right tools can engage and empower students in many ways. Here's why so many active learning spaces incorporate technology:

- Makes it simpler and quicker for breakout groups to work together using shared digital tools
- Reaches disengaged students, giving them a different way to take part in group discussions
- Allows information to be shared and accessed anywhere
- Creates opportunities for both synchronous and asynchronous collaborative work
- Takes advantage of student laptops, plus the phone in every student's pocket
- Meets students where they are and prepares them for the work ahead once they graduate

CONCLUSION

As new jobs emerge and technology advances rapidly, employers are looking for graduates who can collaborate, communicate, solve problems and make decisions. It's equal parts thrilling and daunting to be an educator in this climate of change and progress.

Postsecondary institutions are meeting this challenge head on, with the help of new spaces and new approaches. At Nureva, we fully believe that active learning is changing the path of postsecondary students, honing all the skills that they'll need to find success – in work and in life, now and in the future. That's why we create technology solutions that support institutions as they move to this approach.

No active learning space is ever finished. There will always be ways to adjust and refine. We'd like to support your journey. Our collaboration solutions can give your students an extra boost as they solve problems, share ideas and create together – building the skills they'll need for future success.

Contact us today if you'd like a personalized demo of our Nureva Wall and Span Workspace or HDL300 audio conferencing system. Let us know if you're also interested in a Span Workspace trial for your students.

ABOUT NUREVA

The Nureva Wall, Span Workspace and HDL300 audio conferencing system combine to create powerful physical and virtual collaboration spaces – ideal for active learning where teamwork is crucial.

The Nureva Wall gives groups unprecedented space to take learning deeper. You'll have from 7' 6" (2.30 m) to 60' (18.29m) of digital space and advanced multitouch.

Span Workspace accelerates collaboration and strengthens learning on a shared canvas where everyone can post notes and images, share screens, develop templates and more.

The HDL300 audio conferencing system uses Microphone Mist™ technology to fill classrooms with 8,192 virtual microphones (16,384 with the Dual HDL300), meaning students and professors can be heard whether they are sitting down, moving around or standing in front of a display.

Find out whether Nureva can help your students develop the skills they need to be job-ready. Book your personalized demo of our audio conferencing and visual collaboration solutions.