**TEMPLATE**

**Panel/Debate – Maximum two (2) pages**

**To submit: Create a user profile and submit your formatted paper via the APUBS submission process** [**https://publications.ascilite.org/index.php/APUB/about/submissions**](https://publications.ascilite.org/index.php/APUB/about/submissions)

This document provides a template for all PANEL/DEBATE submissions to the **ASCILITE 2024** conference. **Please note you may only make ONE submission as lead author.** The correct formatting is embedded in this document, using Word Styles accessible via the home panel above, and examples are indicated in **bold** in the template following this single page of instructions.

The aim of this format is to bring experts or impassioned colleagues together to explore topical issues and involve the audience in their deliberations. Symposia/Panel/Debate proposals should aim to demonstrate:

* a challenge or defence of a position, theory, model or concept;
* identify areas of dispute; or
* offer alternative interpretations of well-known studies and findings.

**Presentation format:** a55-minute presentation including Q&A (5 mins to move between rooms).

**Submission format Two (2) pages maximum (including references) detailing the following:**

* an outline of the area of focus, relevant theoretical frameworks, research studies and references;
* a summary of the ideas to be explored and why this topic will be of interest to others;
* the names of proposed panel members and a description of the views they represent;
* an outline of the symposium format, including strategies to engage those in attendance; and an indication of intended audience, expected outcomes, and key takeaways.

**Symposia will be reviewed based on the following criteria:**

* addresses a relevant contemporary topic aligned with the conference theme and streams;
* presents a range of different perspectives relevant to the chosen theme;
* poses questions and/or raises points for participants to debate; and
* together with contributions from the delegates extends an aspect of knowledge in a manner that facilitates the emergence of new ways of understanding.

**Before submission, please ensure your document is:**

* formatted using this template(i.e., submit this document, having deleted the first page and used “saved as” to change the name of the document);
* saved in either a Microsoft Word, or OpenOffice document file format; and
* cleared of identifying information by [following these steps](https://support.microsoft.com/en-us/topic/remove-hidden-data-and-personal-information-by-inspecting-documents-presentations-or-workbooks-356b7b5d-77af-44fe-a07f-9aa4d085966f)

***Note***: Delete the above information prior to submitting.

Insert your title here [Paper title style]

Please note that we do not accept completely online panels.

Author Names (in order of contribution to paper - do not include author names when submitting for peer review, only when finalizing the paper for copyediting if the paper has been accepted. When submitting for peer review, put ‘Author 1’, ‘Author 2’, etc.)

Institution or Organisation (for final copy only)

Place your abstract here ... no more than 150 words … **[Abstract and keywords style]**

Keywords: One line of key or focus terms by which your paper can be indexed. **[Abstract and keywords style]**

First level heading [First level heading style]

Body of your paper … use Times New Roman 10 point, left aligned, single spaced. Blank lines before and after headings and paragraphs are to be sized the same as text lines, i.e., 10 point (Times NR).

For paragraphing, use a single blank line between each paragraph, and no indents. Do not use *Spacing Before* or *Spacing After* your paragraphs. **[Paper body style]**

Second level heading [Second level heading style]

Put a blank line before and after the second level heading. **[Paper body style]**

Third level heading **[Third level heading style]**

Do not include a blank line after a third level heading. Use bulleted or numbered lists in preference to third level headings where possible. **[Paper body style]**

[This is a quotation] Use Times New Roman 10 point, left aligned, single spaced, indented 1.0 cm left and right, not italicised, without quote marks, one blank line before and after. Indents may be varied slightly from 1.0 cm to improve the fit. Referencing for the quotation may be given in the running text immediately before the quotation, or may be appended to the end of the quotation. In general, very short quotations using only a few words should be given with quote marks in your running text, whilst only longer quotations using a line or more should be formatted as quotations. (reference) **[Quotation style]**

References [First level heading style]

Use APA 7th edition style for references. This style prescribes alphabetical order by first author. Use Times New Roman 10 point, left aligned, hanging indent 0.5 cm, with no blank lines. Wherever possible, insert DOIs or URLs for references, with DOIs having priority. However, do not insert URLs for publications that only offer pay per view, institutional subscriber, or on campus only access to full text. The date of viewing may be omitted for journal and proceedings URLs considered to be of high reliability. Note: “et al.” always has a full stop after “et al”. The following list provides examples of referencing for the main kinds of publications [**References style is used for all the references]**:

Ally, M. (Ed.). (2009). Mobile Learning: Transforming the Delivery of Education and Training. Athabasca University Press. <https://www.aupress.ca/books/120155-mobile-learning/>

Bannister, B., Cornish, L., Bannister-Tyrrell, M., & Gregory, S. (2015). Creative us of digital technologies: Keeping the best and brightest in the bush. Australian and International Journal of Rural Education, 25(1), 52–65.

Beetham, H., & Sharpe, R. (Eds.). (2013). *Rethinking Pedagogy for a Digital Age: Designing for 21st Century Learning* (2nd ed.). Routledge Taylor & France Group. doi:10.4324/9780203961681

Bower, M., Cram, A., & Groom, D. (2010). Blended reality: Issues and potentials in combining virtual worlds and face-to-face classes. In C. H. Steel, M. J. Keppell, P. Gerbic, & S. Housego (Eds.), Curriculum, technology & transformation for an unknown future - Proceedings of the 27th ASCILITE Conference (pp. 129–140). The University of Queensland. <https://www.ascilite.org/conferences/sydney10/procs/Bower-full.pdf>

Dalgarno, B., Hedberg, J., Harper, B., Williamson, A., Gunn, C., Young, A., & Clear, T. (2002). The contribution of 3D environments to conceptual understanding. 149–158. <https://www.ascilite.org/conferences/auckland02/proceedings/papers/051.pdf>

Herrington, J. (2006). Authentic e-learning in higher education: Design principles for authentic learning environments and tasks. In T. Reeves & S. Yamashita (Eds.), Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2006 (pp. 3164–3173).

Kearsley, G., & Shneiderman, B. (1998). Engagement theory: A framework for technology-based teaching and learning. Educational Technology, 38(5), 20–23.

Salmon, G. (2000). E-Moderating: The Key to Teaching and Learning Online. Kogan Page.

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| Author Surname/s, Author First Name Initial/l. (2024). Paper Name. In Editors names (Eds.), *Navigating the Terrain: Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies*. Proceedings ASCILITE 2024. Melbourne (pp. xxx–xxx). DOI: xxx |
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