**TEMPLATE**

**Pecha Kucha proposal – Maximum two (2) pages**

This document provides a template for all PECHA KUCHA proposal submissions to the **ASCILITE 2025** 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.

PECHA KUCHA proposals should demonstrate:

* relevance to advancing Technology Enhanced Learning (TEL) research and practice;
* exemplary innovation of practice;
* a strong theoretical underpinning;
* applicability across diverse tertiary contexts; and
* a coherent and logical structure.

**Presentation format**: 20 slides in 20 seconds, with slides automatically advancing as the speaker presents.

Before you submit your final **PECHA KUCHA** **abstract**, please ensure you have done the following:

* The 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).
* Your document is saved in either a MS Word, RTF or OpenOffice document file format.
* Authors’ names have been removed, including where they appear in the reference list where you must use Author(s) & year, and you have deidentify the file 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:**

**Do not include author names and affiliations in your submission, this information is captured in the submission portal and if your paper is accepted for the conference will be automatically added to your final manuscript ready for publication.**

***Note:*** *Please ensure that all author details are included in the presentation submission portal when submitting your paper for review. The submitting author will serve as the primary point of contact throughout the review process. The system automatically uses this information to generate the table of contents and populate the abstract with author details. Therefore, please ensure that all names are correctly spelled and capitalised and that you provide accurate and reliable email addresses.*

Place your abstract here ... no more than 500 words … **[Abstract and keywords style]**

Keywords: One line of key or focus terms by which your paper can be indexed. **[Abstract and keywords 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. 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. (2025, Nov 30 – Dec 3). P Name [Pecha Kucha Presentation]. Australasian Society for Computers in Learning in Tertiary Education Conference, Adelaide, Australia. DOI: xxx. |
| Note: All published papers are refereed, having undergone a double-blind peer-review process.  |
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