**TEMPLATE**

**Workshop proposal – Maximum two (2) pages**

This document provides a template for all WORKSHOP submissions to the **ASCILITE 2022** conference. The correct formatting is embedded using Word Styles that can be accessed via the home panel above. These Word Styles are also indicated in **bold**, along with examples, in the template following this page of instructions**.**

Workshop proposals contribute towards professional development in educational technology related topics. In many cases workshops are derived from staff development activities conducted previously at the presenters’ own institutions. Workshops enable participants to engage with colleagues and experts in specific fields, to acquire knowledge, enhance skills and develop broader perspective. Workshops will take place on Sunday 4 December 2022, prior to the official commencement of ASCILITE 2022.Please note you may only submit ONE WORKSHOP proposal as lead author.

**WORKSHOP proposals should include the following**

* The presenters’ name/s, contact information and organization(s).
* The workshop title.
* A clear statement of the objectives of the workshop.
* A detailed description of the workshop format including activities workshop participants will be expected to engage in.
* The intended audience and degree of expertise required to participate in the workshop.
* What is necessary in terms of room and technical requirements on the day.
* The maximum and minimum number of participants who may enroll.

**Review criteria and other things to consider when preparing your WORKSHOP proposal:**

* alignment with conference theme and streams;
* approximate costs per person are $150 for a half-day workshop and $300 for a full day;
* workshops offered by ASCILITE SIGs are offered at a reduced rate;
* workshop presenters are expected to provide all necessary materials for participants;
* presenters wil be informed if their workshop will go ahead after registrations close; and
* if a workshop is cancelled due to insufficient numbers, those registered will be informed and offered the option of enrolling in another workshop or having their money refunded.

**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);
* **named using the following protocol: ASCILITE2022\_WORKSHOP**;
* 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).

For any questions regarding this template or you submission please contact our ASCILITE 2022 Event Convenors: ascilite2022@sydney.edu.au

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

Insert your title here [Paper title style]

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 200 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. (2022, December 4-7). Workshop Name [Workshop]. Australasian Society for Computers in Learning in Tertiary Education Conference, Sydney, NSW, Australia. DOI: xxx. |
| Note: All published papers are refereed, having undergone a double-blind peer-review process.  |
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