
AIHE International Research Conference on Polycrisis and the Future of Education 2026

Abstract Submission Guidelines & Template

Thank you for your interest in presenting at the AIHE Research Conference. Please read the guidelines below carefully, review the worked example, and then complete the template on the final page of this document for submission.

Key Submission Details

Word limit	<i>250–300 words (+10%), excluding title and keywords</i>
Submission deadline	<i>Friday, 3 July 2026</i>
Submission method	Email: researchconference@aihe.sa.edu.au
File format	Microsoft Word (.docx) — please do not submit as PDF.
File naming	AIHE_RC_ABS_[SurnameOfFirstAuthor] <i>Example: AIHE_RC_ABS_Tan.docx</i>
Notification of outcome	<i>14 July 2026</i>

Page & Font Setup

- Paper size: A4
- Margins: 2.54 cm (1 inch) on all sides
- Font: Arial throughout the entire abstract
- Line spacing: Single (1.0) for the abstract body

How to Structure Your Abstract

Your abstract must contain the following five elements, in this order, formatted exactly as specified:

1. **Title** — Arial, 14pt, Bold, Centred. Concise and descriptive of the research.
2. **Author(s) and affiliation(s)** — Arial, 11pt, Centred. List full names and institutional affiliations. Mark the presenting/corresponding author with an asterisk (*) and provide their email address on the line below.
3. **Topic**— Arial, 12pt, UPPERCASE, Centred, Bold.
4. **Abstract body** — Arial, 11pt, Justified, Single line spacing, within the word limit above. Should briefly cover: background/context, objective, methodology, key findings, and implications.
5. **Keywords** — Arial, 11pt, Italic. Maximum of five keywords, separated by commas.

Example

The example below is fictional and shown purely to demonstrate correct formatting.

Integrating Adaptive Learning Technologies into Undergraduate STEM Curricula

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Adaptive learning platforms are increasingly proposed as a means of personalising instruction in large undergraduate STEM cohorts, yet evidence of their impact on conceptual understanding remains mixed. This study examined the effect of an adaptive quiz engine on first-year engineering students' performance across a 12-week mechanics course. Two cohorts ($n = 184$ and $n = 176$) were compared, with one group receiving adaptive weekly formative quizzes and the other receiving fixed-format quizzes of equivalent content. Outcomes were measured via a validated conceptual inventory administered pre- and post-course, alongside qualitative interviews with a subsample of 18 students. Students in the adaptive condition showed a significantly greater gain in conceptual inventory scores ($\Delta = 14.2\%$) compared to the control group ($\Delta = 8.1\%$, $p < .01$), with the largest gains observed among students who entered the course with below-median preparedness. Interview data suggested the adaptive group valued immediate, targeted feedback but expressed some frustration with item difficulty calibration early in the term. These findings suggest adaptive quizzing can narrow preparedness gaps in large STEM courses, while highlighting calibration as a key design consideration for future deployments.

Keywords: *adaptive learning, formative assessment, STEM education, conceptual understanding, personalised feedback*

Your Submission Template

Replace all bracketed placeholder text below with your own details, then save the file using the naming convention above and submit. Do not alter the formatting that is already applied to each field.

[Insert Your Title Here]

[Author Name 1]^{1*}, [Author Name 2]²

¹[Affiliation 1], ²[Affiliation 2]

**Corresponding author: [email address]*

[Begin your abstract text here. Write in full sentences covering background/context, objective, methodology, key findings, and implications, within the word limit specified on page 1. Replace this entire placeholder paragraph with your own text.]

Keywords: [keyword 1, keyword 2, keyword 3, keyword 4, keyword 5]