

## **eLearning - where to from here?**

Much of the interest in innovative teaching practices over the past decade has revolved around the use of the World Wide Web to develop online subjects and courses. Unfortunately, too often what is passed off as "innovative teaching" is in fact little more than an automation of existing classroom practices, with only rare examples of qualitatively different teaching practices which have resulted in high quality learning outcomes for students.

Not surprisingly, many of the funding bodies and administrators who funded these "innovations" are wondering what went wrong. Many had expected improved student learning outcomes with decreased costs, while others had hoped to attract a global online learning student body. While some of these objectives have been achieved to a small degree, online teaching and learning has not become the "disruptive technology" that many expected, and funding opportunities for these developments are quickly drying up.

Despite the growing pessimism, this paper will argue that we have yet to realise the promised potential of eLearning, largely because of a failure of existing evaluation and research activities. The paper will argue that we need to pursue a new direction, one which is based around design-based research in eLearning development.