

## E-learning in New Zealand: Working toward institutional engagement.

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This paper examines relationships between policy, research, and practice in e-learning in New Zealand, with emphasis on the context of the tertiary sector and tertiary institutions. It will review and discuss government influence on the direction of e-learning research and practice in New Zealand, against a background of the broad areas of e-learning research and the overarching themes in international policy directions within e-learning. The paper develops the argument that while government policy is supportive of institutional involvement and institutions themselves are supportive of staff and student engagement in e-learning, there is little incentive to drive institutional engagement with e-learning in ways that might transform teaching and learning. The paper concludes with a discussion of the nature of evidence that would encourage institutional engagement within New Zealand and considers examples of such research.