
The study explores the relationship between ICT and learning in English schools. It draws on the preliminary results of the Interactive Education Project, which is concerned with learning within the subject areas of English, history, geography, mathematics, music, modern foreign languages and science. It is predicated on the view that ICT alone does not enhance learning. The author argues that much of the hype around e-learning is fundamentally flawed in that it fails to take into account the social, cultural and historical aspects of learning. It misleads teachers who often think that they can devolve the responsibility for learning to ICT alone.

**Keywords:** Subject learning; Primary/Elementary education; Secondary education; England.