

Abstract

Students employ diverse learning approaches when they are engaged in learning activities. Their choices on the type of approach to use are affected by many factors, including learning environments, instructional design and types of learning activities assigned. This study examines students' conceptions of learning approaches and their engagement in blended learning environments (BLEs). The study involved students from two universities in Tanzania. The study used descriptive statistics, correlations and multiple linear regression analyses. The results indicate that students hold compelling conceptions of surface approach compared to deep and strategic approaches in BLEs with a high level of engagement in BLE learning activities. The results further reveal that there was a significant negative relationship between students' conceptions of learning approaches and their engagement in BLE learning activities. The deep approach was a significant negative predictor for BLE learning activities while the surface approach was an insignificant negative predictor for BLE learning activities. The study proposes an appropriate redesign of BLE learning activities to encourage a deep learning approach by students

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