

Abstract

Emerging methodological and technological systems designed to accommodate students unprecedented demand and needs, which incorporate both in-class learning methods and digital technologies learning environments, invite students to engage in the given learning activities. This study investigated the relationship between students' conceptions of constructivist learning and their engagement in constructivist based blended learning environment (CBLE). A mixed research methods design was used to collect data from 722 students at the Mzumbe University, Tanzania. The results indicated a significant positive correlation between students' conceptions of constructivist learning and their engagement in CBLE. The results showed that students had positive conceptions of constructivist learning. The results offer significant contributions to constructivist educators and education stakeholders about what should be considered while encouraging student engagement in CBLE. The study concludes that students' conceptions are essential to the success of their learning in CBLE since their active constructivist engagement in diverse learning activities depends on their constructivist conceptions.

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