# Developing productive dispositions towards assessment in first-year business students

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Mediating students' learning experiences through curriculum and assessment (Kift, 2015) is particularly important at a regional university with highly diverse student populations. This study investigates the efficacy of an approach that aims to simultaneously develop first year business students' "productive dispositions" (Kilpatrick, Swafford & Findell, 2006) towards higher education assessment and written communication skills. With a view to maximising student engagement and achievement, we focussed on a 'live case' marketing blog and report, and developed clear and detailed assessment task descriptions, criteria-standards rubrics, and online support resources drawing on student exemplars. A mixed methods approach was used to generate data from the LMS analytics pertaining to student engagement with the online support resources, student assessment performance, and survey responses. Findings based on 472 students indicated that, across internal and external cohorts, access to the support resources was higher for students achieving a Distinction standard or above (i.e., $\geq 75\%$) on the assessment tasks in comparison with other students. Evaluation survey responses (n = 123; 26% response rate) show that, on average, students "agreed" that the resources helped them to understand and structure their responses to the assessment tasks. Nearly all students "behaviourally engaged" with the support resources, however, findings suggest that higher performing students had higher levels of "cognitive engagement", evidenced by higher use and investment of time in the resources (Fredericks, Blumenfeld, & Paris, 2004). While the online provision of detailed resources enabled a "readiness environment" (Mostafa, 2015) for effective and self-paced student participation, promoting engagement with online resources among students requires academic intervention.

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