

**Assessing dispositions of the online learner (DOL):
to improve learning gains**

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ABSTRACT [250 max; 250 words not including keywords]

The exponential growth of evolving technologies necessitates learners be equipped not just with software skills but dispositions to master information overload. It is the attitude of the individuals which shapes these dispositions that ultimately supports their ability to persevere and master competencies in an online environment. Using the Educator Dispositions Assessment instrument (Almerico, Johnston, & Wilson, 2017) as a framework, the intent of this study was to gather dispositions as determined by those in the field and produce an instrument to measure them. The study began with a review of the literature and standards developed by organizations focused on educational technology and distance education. A survey was then developed to include any standard or research that was perceived to be a disposition for a successful online learner. Distributed to members of the International Society for Technology in Education, the Association for Educational Communications and Technology, and the United States Distance Learning Association, over one-hundred online educators rated dispositional indicators. An open-ended question to provide dispositions not included was also included. The survey was delivered a second time with additional dispositions collected from the first survey. Online educators were then asked to engage in digital card sorting to determine what behaviors might look like to describe these dispositions. All data collection instruments were tested and validated by graduate level students. It is the goal that the Dispositions of the Online Learner instrument to be developed may be used as part of the online learner's admission process as well as to track progress.

Keywords: dispositions, attitudes, online learner, e-learner, assessment