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Online Assessment of Students' Inductive Reasoning Skills Abilities in Oshana Region, Namibia

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ABSTRACT In recent years, a large number of studies have highlighted the importance and benefits of technology-based assessment. The goals of this study were (1) to examine the feasibility and reliability of technology-based assessment in Namibia; and (2) to assess students' abilities and the development of their inductive reasoning skills, comparing it with data from a small Chinese sample (N=50; 27 boys; 23 girls) using the same instrument as an indicative benchmark. The data collection was conducted in Oshana region, Namibia (N=621; 268 boys; 348 girls). Both the Namibian and the Chinese participants' average age was 12 years. The Rasch model was used for scaling the data and analysis. The reliabilities of the test proved to be high (Cronbach's α: .846). Namibian students performed significantly lower (M=-1.38, SD=.84) in the test compared to the benchmark sample (M=2.17, SD=.83). The results also suggest that technology-based assessment is feasible and reliable in Oshana region and indicated that students from Namibia do not have explicit inductive reasoning training in this age-range at school.