

PA-ABE-917

**PROEXAG**

13A 65179

**P R O E X A G  
NON-TRADITIONAL AGRICULTURAL EXPORT SUPPORT PROJECT**

**WORDPERFECT TRAINING REPORT**

**Assignment Number: ST/89-20**

**Contract Number: 596-0108-C-00-6060-00**

**SUBMITTED TO:**

**Regional Office for Central America and Panama (ROCAP)  
U.S. Agency for International Development  
Guatemala City, Guatemala**

**SUBMITTED BY:**

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**through**

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**July 1989**

## **Introduction**

At the request of Dr. Bruce Brower, of the PROEXAG project, the WordPerfect Corporation prepared and presented Spanish language training for WordPerfect version 5.0 to the federations of the region.

Version 5.0 offers significant improvements over earlier versions of the program, particularly the implementations in Spanish. The program is well positioned to exert a major influence in the computer software market of the region.

As the corporation widens its influence in the world software market, it is also attempting to broaden the training opportunities it offers. Prior to this particular effort, WordPerfect has not offered training nor established authorized representation in Central America. The PROEXAG request was seen as an opportunity to both develop training materials in Spanish as well as explore marketing opportunities in Central America.

The fundamental objective of this assignment for PROEXAG was to provide twenty hours of training divided among half day sessions over the course of one week, in each of three locations. The course was presented in Guatemala, Honduras, and Costa Rica. Participants from El Salvador were invited as well.

As will be seen in the presentation of the specific course results, the training was effective and well received. Only one consistent criticism arose, that students wished the course had been longer. The summary observations of both WordPerfect instructors was that the participants in all three of the locations were uncommonly apt students. Program principles were absorbed quickly by most students. As a result, it was possible to cover more than the program basics. Significant intermediate and some advanced features were therefore included in the instruction.

The courses were so oversubscribed that additional sessions were held in both Guatemala and Costa Rica. In all classes, more students were accommodated than had been originally planned. It had been expected to train 30 to 40 individuals among the federations. Close to 100 people actually participated among the classes with others

being turned away. The heavy response underscores the importance of text processing in normal computer environments. It suggests that while text processing might not be considered by some to be central to technical, development programs, it is so recognized by the staff of such programs. The response to these courses suggests that future computer related training planned for development related organizations should include emphasis on word processing. Since there is no other text processing program in the world which offers the program, manual, training materials, spelling checker, and thesaurus all in Spanish, WordPerfect should be strongly considered for such training.

**Instructor Comments:**  
**Craig Bushman**

The following are comments based on experience with the courses taught in Guatemala and Honduras.

As a member of the WordPerfect Corporation Corporate Training team, one of my responsibilities as a Training Coordinator is to provide on-site training to clients of WordPerfect Corporation. Previous to this experience, our charter was to provide training only to clients within the United States, however, in our desire to expand our clientele base in latinamerica, we felt it would be in our best interest to accept the invitation of Mr. Bruce Brower of PROEXAG to provide training in Central America for interested parties in spanish version 5.0 of WordPerfect. As this has been our first international training experience, we feel that it has provided us with valuable insight in the market of WordPerfect in Central America, the user base, as well as future training considerations and recommendations to WordPerfect's International Department. This experience has helped us to better understand our weaknesses in training internationally and will help us to better establish guidelines for future training ventures.

My observations for the courses over all are very positive. Results were much higher than expectations in my estimation. Since we are used to only training 10-12 people at a time and also with each person at a machine, I was somewhat skeptical at what results could be achieved with 20-25 people per class sharing machines, but under the circumstances, results were high. Student interest was high and the level of understanding of

advanced techniques in word processing was higher than expected. Bruce provided a pre-test evaluation at the beginning of each course which provided us valuable information on each course's progress. This is a recommendation I will give to WordPerfect Corporation to use in-house.

The course in Guatemala was smooth and went along as scheduled. The greatest recommendation on the part of the students was a lack of time to learn more. This is a common comment that we receive wherever we go. I see no real remedy to this. It is a natural consequence of learning, once we whet their appetite, they want it all.

The course in Honduras was quite a surprise. After the first day, I was quite impressed with the knowledge level of the students. They are the most advanced group I have taught since training at WordPerfect Corporation. I was worried that I would run out of information since they were learning so fast.

One of the challenges I observed during the training was the knowledge level of the students. Since it was not possible to have all students at the same level, for some the first two days were boring and for others it was too fast, it is always difficult to find a happy medium when there exists a wide range of levels. One of the future possibilities would be to divide the class in two groups for advanced and beginning users. This would depend upon the available time for training and the availability of trainers.

A second challenge was the variation in machines that were used. At WordPerfect Corporation, all of our training is done on the same machines, providing consistency in our training. It was difficult at times to have some people using laptops and others using portables and others using hard drives. Considering the circumstances, I saw no alternative.

The last challenge I saw was the noise level in the classrooms. In most training situations that I do, students are usually very attentive and quiet. In these classrooms, it was very difficult at times to get their attention as some would be doing something else and others were trying to tell someone else what they were doing wrong. At first I attributed it to the difference in cultures, but have since surmised that it is due to the

difference in levels of learning of the students. This would be resolved by pre-screening students.

In conclusion, this experience has been very rewarding. I know WordPerfect Corporation has benefitted greatly from the experience and hopefully the students have also. It has been a pleasure working with Mr. Bruce Brower, who was helpful in every way. I appreciate the opportunity to work in the development of these countries and would hope to be able to provide training again should the need arise.

**Instructor Comments:**  
**Terry Brown**

The following comments are based on experience teaching the courses in Costa Rica.

It has been a pleasure to work with Bruce Brower in Costa Rica. I have been teaching WordPerfect for almost 8 years now and I cannot think of a more rewarding experience. This is due in large part to Bruce's attention to detail before, during and after the course. His reputation and the apparent trust shown in his judgement and skill by those at the Camara Nacional de Agricultura, made the challenges of this particular task both enjoyable and rewarding.

The challenges included the number of students per class, seating 2 students to a machine, the diverse backgrounds and skill levels of each student and, of course, our teaching a technical course in a foreign language.

In talking with the students after the course, a great desire was manifest by each to attend advanced classes on WordPerfect. It seems that all our efforts to develop a 16 hour course in WordPerfect have been worth while.

The students were especially responsive to the "work time" offered on Friday where they created and refined their own tasks. I was impressed with their retention of the large amounts of information taught during the preceding 4 days. They were all able to synthesize the concepts to create complex documents using many of the format, graphics and font capabilities.

Bruce added a nice touch on the last day by presenting certificates to each student. I know that he spent a great deal of time on previous nights creating and printing the certificates. Judging by the reaction of each class member, it was not wasted time.

Although I am very busy with all of my responsibilities, I would strongly consider any invitation to return and work with Bruce and these fine people.

### **Course Results: Guatemala**

Tables 1 and 2 show the results of the student evaluations for both the morning and afternoon classes in Guatemala. The two lowest average evaluations given had to do with the materials given out for students to keep and the length of the course. Both are common criticisms

Many students expressed a desire to have more written material to keep. That criticism is the result of fact that the best written materials that could be given for the course would be the manual. Other handouts could only repeat the software manual. The difficulty is that the manual must be purchased. With each copy of the software there is a workbook that can be used for step-by-step self instruction. Extra copies of the workbook were purchased for the course. Each of the federations received extra copies of the workbook, in addition to the one complete copy of software per federation, provided by PROEXAG.

The length of the class is sufficient to give most students a good working knowledge of the program. However, it is also true that much more information is given out during the course than the average student can retain. Thus, there is a natural frustration on the part of students as they realize there is a great deal more they could have learned and could have mastered had the course been longer. Practical considerations, such as time away from the office, make it difficult to consider a longer time frame.

The generally high marks given for all of the evaluation reflect overall success of the instruction.

Figures 1 and 2 show test results. Prior to each class, students were given an exam. As should be expected, most performed poorly. At the close of each course, the same test was re-administered. This pre and post test strategy provides an objective indication of the effectiveness of the course. As can be seen in Figures 1 and 2, students tended to go from an average of about 10 percent correct answers before the course to about 70 per cent correct following the course.

All questions were multiple choice. Each question had five possible responses. Thus, by chance alone, the average person should get 20 per cent correct responses. To correct for that bias, wrong answers were penalized one quarter point. On the average, for an entire class, this correction nullifies the effect of random guessing. However, for an individual student, this correction factor can result in a negative score, as is seen in a few instances among the test results.

**Class Results:**  
Honduras

The pattern of evaluation scores given by the students who participated in the class in Honduras is very similar to those of the Guatemala. As with Guatemala, students tended to give superior scores to all aspects of the course.

The class at FEPROEXAAH in Honduras was somewhat different from the other classes in that all but one of the students was an employee of FEPROEXAAH. The fact that the students knew one another before the course resulted in higher group interaction, and more noise, as was noted in Craig Bushman's instructor comments.

There was an important difference between the average student in Honduras and the other countries. Most of them had already had one day of training earlier in the year given by Bruce Brower. That fact seemed to be reflected by the average evaluation given regarding the length of the course which was more positive than was generally given by other classes. Students in Honduras were apparently less frustrated than those in the other countries regarding how much more they felt they could have learned.

Figure 3 shows the test score results for students in Honduras. The prior experience and training with the program is reflected in the pre test scores. Students approached an average of 50 per cent correct responses prior to the class. Interestingly, the post test results are no better than for the other classes. This resulted from the fact that some students did poorly in the course, more so than in other countries. Two actually regressed, getting a lower score on the post test than on the pre test. Nevertheless, Honduras had the highest proportion of students with very high scores on the post test.

**Class Results:**  
Costa Rica

As with Guatemala, two courses were taught in Costa Rica, one in the morning and one in the afternoon.

Costa Rican students, as with their counterparts in the classes offered in the other countries were very pleased with the course. As with the other classes, in addition to giving very high marks to the class, the written comments were complimentary and positive.

A preponderance of students in each of the classes took the time to write additional comments on their evaluation forms. Negative comments were limited to wishes for more time and a manual. Most comments were very flattering and reflected the fact that the students found the course highly applicable to their needs and that the course was enjoyable.

Figures 4 and 5 show the results of the pre and post tests administered in Costa Rica. As with Honduras, there were a few students who had taken an extended course in WordPerfect from a local computer store. Their proficiency is reflected in some of the pre-test scores. Most of these individuals were concentrated in the morning class. Whereas in Honduras, most of the students had some experience or training in the use of WordPerfect, in Costa Rica, experienced students were in the minority.

**Conclusions:**

The schedule of the courses required three weeks of intense effort. While that was difficult for the instructors, it was necessary in order to optimize the time of the instructors in the region.

Future, similar courses should always plan on assistant or "shadow" instructors to assist students while the main instructor leads the class. In those instances where such assistance was not available, the instruction pace was substantially slowed.

The instruction was judged by the participants as highly useful and appropriate to their needs. Student evaluations were, on the whole, extremely complimentary.

The students encountered in the region were above average compared to the average experience of the instructors. Their ability made it possible to move through most of the course material with ease. Capable students make the process of teaching very rewarding.

Those who took the courses are good candidates for follow-up, more advanced instruction. To the extent that the organizations trained intend to produce documents for public dissemination, additional training in the concepts of design, style and effective communications is warranted.

An evaluation of the student responses to the exam used suggested that two questions should probably be changed. Questions two and four were so consistently missed as to suggest that they were confusing to students and that wrong answers were likely due to the nature of the questions rather than a lack of student understanding. A copy of the exam is included at the end of this report.

In summary, the classes were very successful, both from the viewpoint of the students and the instructors. The content of the instruction was clearly timely and useful to the needs of the students.

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Table 1: Summary of WordPerfect Course Evaluations for the Morning Class in Guatemala. Average evaluations are given based on a scale from 1 to 5, with 5 being superior.

	Average Score
<b>El Catedratico</b>	
Conocimiento del tema	4.9
Metodologia docente	4.5
Utilizacion de ayudas audiovisuales	4.6
Habilidad para comunicarse	4.6
Responsabilidad (puntualidad, asistencia)	4.9
Cualidades de instruccion	4.8
<b>Grupo</b>	
Responsabilidad del grupo hacia tareas	4.5
Interes manifestado por el grupo	4.6
Participacion del grupo en discusiones	4.1
Comunicacion dentro del grupo	3.8
<b>El Modulo</b>	
Contendio programatico	4.5
Bibliografia y material	3.6
Aplicacion a realidad	4.6
Utilidad practica	4.8
Adquisicion de conocimientos	4.7
Sistema de evaluacion	4.4
Duracion del curso	3.4
En totalidad, que tan util	4.9
<b>Administracion</b>	
Promocion del Modulo	4.5
Salon de Clase	4.4
Apoyo Administrativo	4.8

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Table 2: Summary of WordPerfect Course Evaluations for the Afternoon Class in Guatemala. Average evaluations are given based on a scale from 1 to 5, with 5 being superior.

	Average Score
<b>El Catedratico</b>	
Conocimiento del tema	5.0
Metodologia docente	4.7
Utilizacion de ayudas audiovisuales	5.0
Habilidad para comunicarse	4.8
Responsabilidad (puntualidad, asistencia)	5.0
Cualidades de instruccion	5.0
<b>Grupo</b>	
Responsabilidad del grupo hacia tareas	4.5
Interes manifestado por el grupo	4.5
Participacion del grupo en discusiones	4.3
Comunicacion dentro del grupo	4.4
<b>El Modulo</b>	
Contendio programatico	4.7
Bibliografia y material	3.5
Aplicacion a realidad	4.8
Utilidad practica	4.9
Adquisicion de conocimientos	4.4
Sistema de evaluacion	4.8
Duracion del curso	3.7
En totalidad, que tan util	4.9
	4.1
	3.9
<b>Administracion</b>	
Promocion del Modulo	4.4
Salon de Clase	4.9
Apoyo Administrativo	4.7
	3.0

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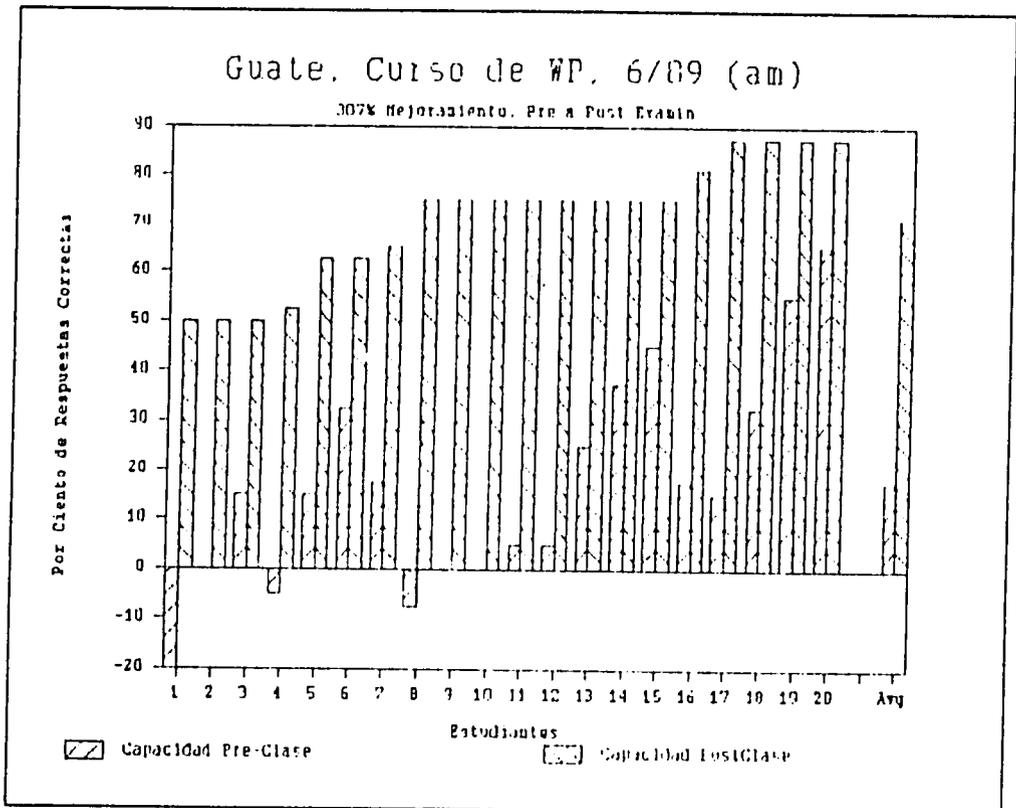


Figure 1 Results of student test administered before and after the morning class in Guatemala.

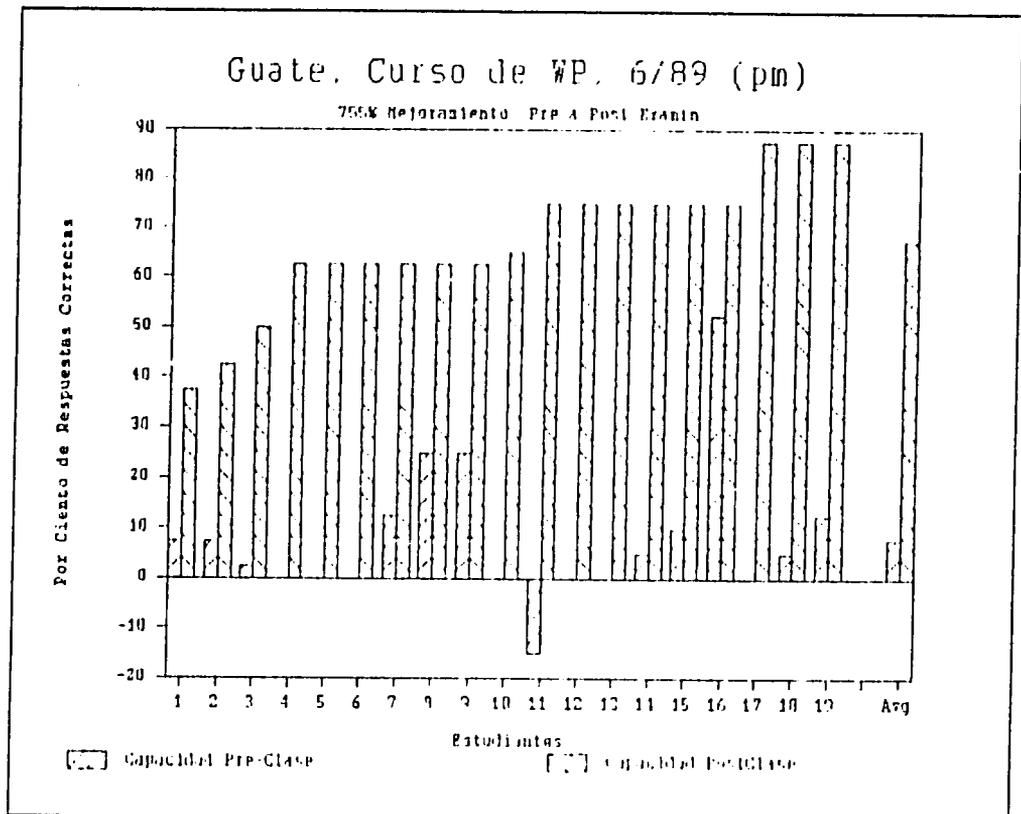


Figure 2 Results of student tests administered before and after the course.

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Table 3: Summary of WordPerfect Course Evaluations for the Class in Honduras. Average evaluations are given based on a scale from 1 to 5, with 5 being superior.

	Average Score
<b>El Catedratico</b>	
Conocimiento del tema	4.9
Metodologia docente	4.7
Utilizacion de ayudas audiovisuales	4.9
Habilidad para comunicarse	4.6
Responsabilidad (puntualidad, asistencia)	4.9
Cualidades de instruccion	4.8
<b>Grupo</b>	
Responsabilidad del grupo hacia tareas	4.5
Interes manifestado por el grupo	4.5
Participacion del grupo en discusiones	4.6
Comunicacion dentro del grupo	4.6
<b>El Modulo</b>	
Contendio programatico	4.7
Bibliografia y material	4.6
Aplicacion a realidad	4.3
Utilidad practica	4.7
Adquisicion de conocimientos	4.6
Sistema de evaluacion	4.6
Duracion del curso	4.3
En totalidad, que tan util	4.8
<b>Administracion</b>	
Promocion del Modulo	4.7
Salon de Clase	4.8
Apoyo Administrativo	4.7

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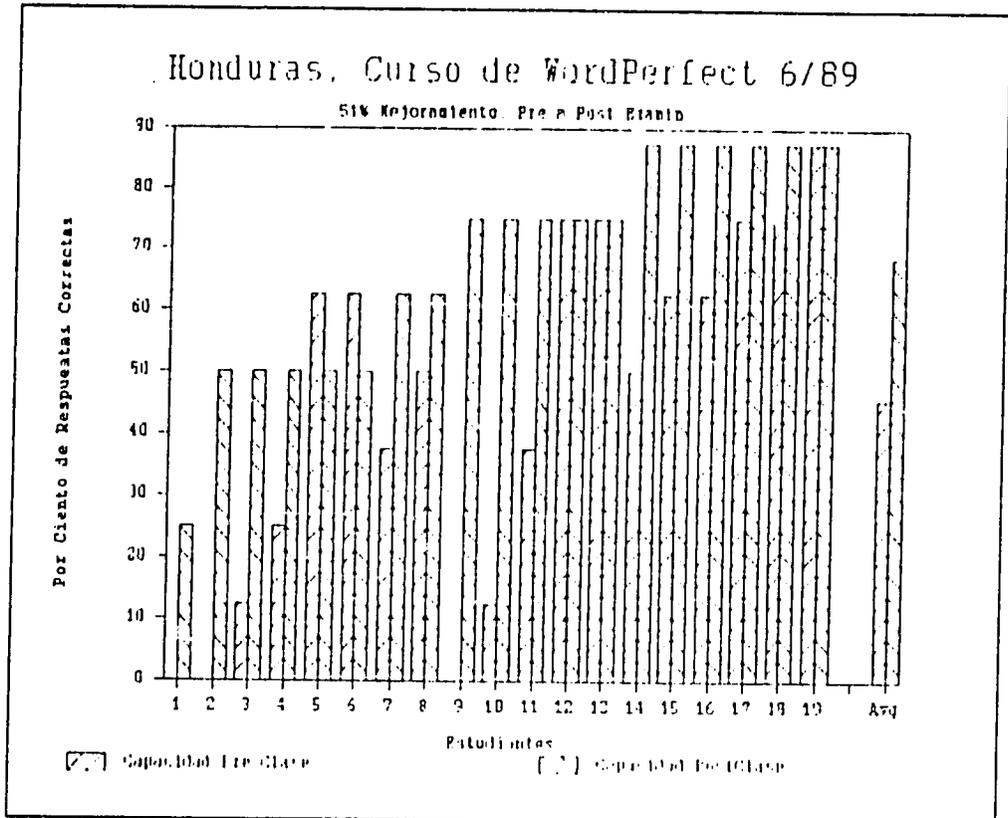


Figure 3 Results of student tests administered before and after the class in Honduras.

Table 4: Summary of WordPerfect Course Evaluations for the Morning Class in Costa Rica. Average evaluations are given based on a scale from 1 to 5, with 5 being superior.

	Average Score
<b>El Catedratico</b>	
Conocimiento del tema	4.9
Metodologia docente	4.5
Utilizacion de ayudas audiovisuales	4.6
Habilidad para comunicarse	4.6
Responsabilidad (puntualidad, asistencia)	4.9
Cualidades de instruccion	4.8
<b>Grupo</b>	
Responsabilidad del grupo hacia tareas	4.5
Interes manifestado por el grupo	4.6
Participacion del grupo en discusiones	4.1
Comunicacion dentro del grupo	3.8
<b>El Modulo</b>	
Contendio programatico	4.5
Bibliografia y material	3.6
Aplicacion a realidad	4.6
Utilidad practica	4.8
Adquisicion de conocimientos	4.7
Sistema de evaluacion	4.4
Duracion del curso	3.4
En totalidad, que tan util	4.9
<b>Administracion</b>	
Promocion del Modulo	4.5
Salon de Clase	4.4
Apoyo Administrativo	4.8

Table 5: Summary of WordPerfect Course Evaluations for the Afternoon Class in Costa Rica. Average evaluations are given based on a scale from 1 to 5, with 5 being superior.

	Average Score
<b>El Catedratico</b>	
Conocimiento del tema	4.8
Metodologia docente	4.6
Utilizacion de ayudas audiovisuales	4.6
Habilidad para comunicarse	4.6
Responsabilidad (puntualidad, asistencia)	4.8
Cualidades de instruccion	4.7
<b>Grupo</b>	
Responsabilidad del grupo hacia tareas	4.5
Interes manifestado por el grupo	4.7
Participacion del grupo en discusiones	4.8
Comunicacion dentro del grupo	4.6
<b>El Modulo</b>	
Contendio programatico	4.5
Bibliografia y material	4.4
Aplicacion a realidad	4.6
Utilidad practica	4.8
Adquisicion de conocimientos	4.5
Sistema de evaluacion	4.1
Duracion del curso	4.1
En totalidad, que tan util	4.6
<b>Administracion</b>	
Promocion del Modulo	4.5
Salon de Clase	4.3
Apoyo Administrativo	4.7

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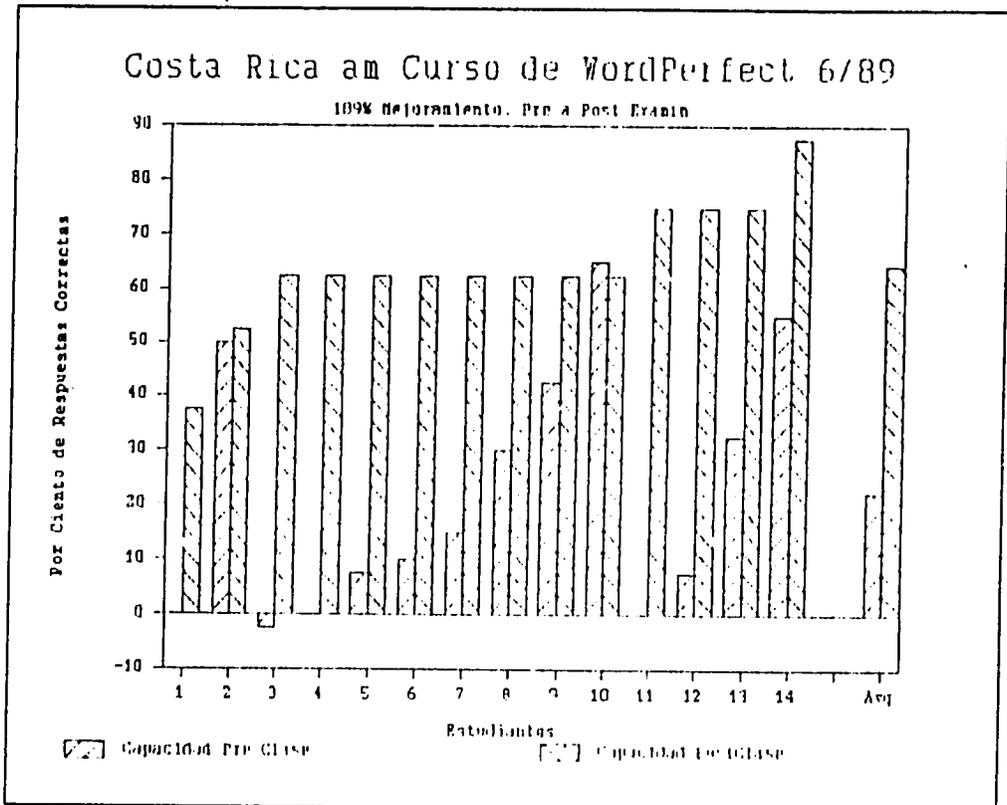


Figure 4 Results of student tests administered before and after the morning class in Costa Rica.

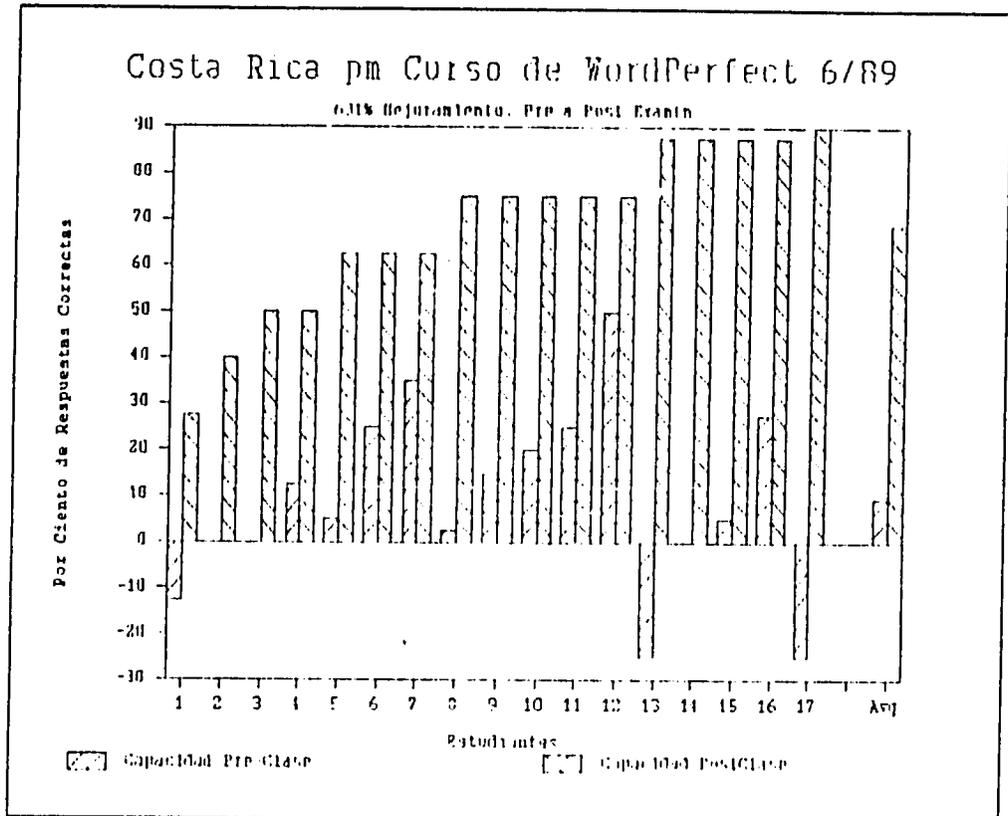


Figure 5 Results of student tests administered before and after the afternoon class in Costa Rica.