Twitter Thread by Andrew Barry ■



Andrew Barry ■
@Bazzaruto



In the spirit of @threadapalooza, here are all my tweets on building courses, all in one place with 1 line summaries

Continually updating...

Everything I know about how to create a transformational online course

Let's go ■

1/ The thread that started it all, a collection of my essays and checklists on the topic

https://t.co/AJ5463pQnD

> Do you have an online course?
>
> I want to tell you a little about learning architecture.
>
> My agency partners with content experts to help them create courses, and I've written extensively about it.
>
> If you want to learn about educational design, here's a start \U0001f447
>
> — Andrew Barry \U0001f981 (@Bazzaruto) October 18, 2020

2/ There are two stages to building a successful online course business - launch and your first students

They require mastering different skill sets

https://t.co/T4rHsTTZsv

> As my friend @BillyBroas pointed out to me last week: online courses are moving upmarket.
>
> What does this mean if you want to create an online course these days?

Think of it in two stages

— Andrew Barry \U0001f981 (@Bazzaruto) October 28, 2020

3/ Avoid the same mistakes I made over the last 15 years doing this

https://t.co/EjRC7Ym6xA

Some of the mistakes I've made creating online courses make me cringe

This coming week I'm going to share a few lessons I've learned from mistakes like these

— Andrew Barry \U0001f981 (@Bazzaruto) November 23, 2020

4/ Great online courses are not about the transfer of knowledge

They're about the transformation of students

https://t.co/OoJgLvK2SL

\u2018Education is the kindling of a flame, not the filling of a vessel.\u2019

\u2013Socrates

— Andrew Barry \U0001f981 (@Bazzaruto) November 23, 2020

5/ Let students uncover it

https://t.co/PRUP4CaOx1

Don\u2019t try to cover the content in your course

Let students uncover it

— Andrew Barry \U0001f981 (@Bazzaruto) November 11, 2020

6/ The 5 non-negotiable ingredients for a transformational course

https://t.co/1MFJ4ePg8V

These are non-negotiable ingredients for learning your students need:

1\ufe0f\u20e3time
2\ufe0f\u20e3goal-orientation (motivation)
3\ufe0f\u20e3supportive feedback

4\ufe0f\u20e3accumulated successful practice
5\ufe0f\u20e3frequent review

— Andrew Barry \U0001f981 (@Bazzaruto) November 12, 2020

7/ The 9 overarching steps to creating an online course

https://t.co/VgyiQRLE6R

The way I see it, there are 9 steps to the material development of an online course

\U0001f530Conduct a needs analysis
\U0001f530Evaluate your existing content
\U0001f530Key in on the prior knowledge of students

— Andrew Barry \U0001f981 (@Bazzaruto) November 23, 2020

8/ The Job to be Done is your course promise, your transformation - you must clarify this before doing anything

https://t.co/7pccnu8DCl

Never forget: people will buy your course to help them make progress or improve their lives

Always be thinking about the Job to be Done

— Andrew Barry \U0001f981 (@Bazzaruto) November 24, 2020

9/ In case you missed it, it's ALL about the transformation

https://t.co/A7oJjEsPan

\u201cChange is the end result of all true learning.\u201d

\u2013 Leo Buscaglia

— Andrew Barry \U0001f981 (@Bazzaruto) December 25, 2020

10/ There are 4 types of groups you should consider having in your course

https://t.co/NzcTtpehcg

My thinking has evolved on the idea of group learning

In my mind, there are now 4 types of groups to consider

\U0001f534 Destination

\U0001f7e1 Journey - Mentor
\U0001f7e2 Journey - Peer Supporter
\U0001f535 Accountability

— Andrew Barry \U0001f981 (@Bazzaruto) December 23, 2020

11/ The two main groups must have very different leaders

https://t.co/hEbOPl1YNP

Destination Leaders and Journey Leaders in online learning

You need both to make a transformational course

But what is each better at than the other?

Let's explore

— Andrew Barry \U0001f981 (@Bazzaruto) December 24, 2020

12/ Your students will learn a lot from you, but some may learn best from people only 1 step ahead of them

https://t.co/ob6h9LpRqR

.@ShaneAParrish on the power of mentors:

The only real shortcut in life is to understand it backwards.

It's easier to solve a maze backwards and the same holds true with life.

Learn from people further down the path than you and make their hindsight your foresight.

— Andrew Barry \U0001f981 (@Bazzaruto) November 1, 2020

13/ Spend time understanding how working memory, active processing, and long term memory function

https://t.co/NHLM6L00y7

If you're creating an online course here are 3 things to keep in mind:

1) We have separate channels for processing verbal & visual info
2) Our working memory has limited capacity
3) Learning requires active processing

The takeaway?

— Andrew Barry \U0001f981 (@Bazzaruto) November 9, 2020

14/ The 4 most important things to consider when researching your course

https://t.co/KbWzyccPUZ

> How To Teach Effectively - Discovery
>
> > Clarify the prior knowledge of your students
> > Concepts and principles, not facts and formula
> > Ask multiple WHY\u2019s to find the 1st principles of your topic
> > Weed out anything unrelated to these principles or can be found in a quick search
>
> — Andrew Barry \U0001f981 (@Bazzaruto) November 2, 2020

15/ The 6 most important things to consider when designing your course

https://t.co/OdHV3XERKS

> How To Teach Effectively - Design
>
> > Make structure explicit by signposting
> > Organize content by scaffolding it around each 1st principle
> > Lead with the WHY
> > Anchor to prior knowledge
> > Present in multiple contexts
> > Provide opportunities to practice in new contexts
>
> — Andrew Barry \U0001f981 (@Bazzaruto) November 2, 2020

16/ The 3 most important things to consider when delivering your course

https://t.co/h4oJpn1UmG

> How To Teach Effectively - Delivery
>
> > Ensure ample opportunities for students to interact with you
> > Encourage active monitoring of progress by sprinkling in liberal moments for feedback
> > Gradually remove support & guidance as your student becomes more proficient in the topic
>
> — Andrew Barry \U0001f981 (@Bazzaruto) November 2, 2020

17/ Organize your course into modules that make up a Learning Sprint

https://t.co/KSR6J0q3gY

> Trying to learn something in a single block of time isn\u2019t nearly as effective as learning that same thing, in shorter blocks of time spread out over a longer period.

Think back to when you learned how to drive a car.

— Andrew Barry \U0001f981 (@Bazzaruto) November 21, 2020

18/ Capturing attention is the key to staking your claim on your student's working memory

https://t.co/j5IaAKl6Hx

So how do we overcome the limited capacity of working memory?

You must first capture your student's attention

The best way to do this is to connect with someone on an emotional level

— Andrew Barry \U0001f981 (@Bazzaruto) November 9, 2020

19/ Knowing what emotion you want your students to feel is the key to capturing attention

(h/t @RobbieCrab)

https://t.co/Rw0N5z7Ush

Emotion shapes the information we receive

When our emotions are aroused, our attention is heightened

Attention is one of the most valuable commodities we possess

Any good teacher must find a way to capture and hold the attention of their students

— Andrew Barry \U0001f981 (@Bazzaruto) November 9, 2020

20/ Video is a powerful medium for capturing attention. Use these multimedia principles to sprinkle learning magic in your video

https://t.co/EOQuwPQOUU

Video has a powerful quality to tap into emotion

The combination of images, music, and sounds can elevate any written text or spoken word into a potent concoction that captivates emotion

Videos are also excellent for pre-traininghttps://t.co/1zxNuHd3tc

— Andrew Barry \U0001f981 (@Bazzaruto) November 10, 2020

21/ Capturing attention is the first of 4 factors for keeping students motivated

https://t.co/o4CNOim6IA

> Emotional connection produces motivation
>
> For students to become and remain motivated, online courses must satisfy four conditions:
>
> \u2611\ufe0fcapture and maintain attention
> \u2611\ufe0fhold relevance
> \u2611\ufe0fpromote confidence
> \u2611\ufe0fdeliver satisfaction
>
> — Andrew Barry \U0001f981 (@Bazzaruto) November 9, 2020

22/ Provide ways for students to tap into intrinsic motivation

https://t.co/K2kXc8MtM8

> The most important factor to consider in learning is motivation.
>
> Although extrinsic rewards & punishment affect behavior, we\u2019re naturally motivated to develop competence & solve problems.
>
> If we weren\u2019t, our ancestral line would have stopped, frozen to death in a cave
>
> — Andrew Barry \U0001f981 (@Bazzaruto) October 21, 2020

23/ You definitely want motivated students

https://t.co/ZuQKZSQomS

> Motivated learners engage more with content, finish courses in less time and retain more of the knowledge after the course
>
> — Andrew Barry \U0001f981 (@Bazzaruto) November 10, 2020

24/ How you organize content will influence pattern recognition for students

https://t.co/kCgsjquAEp

> How many times do the players in white pass the basketball?https://t.co/MqXgTzJydK
>
> This classic study on selective attention proves a crucial point in learning design.
>
> We only see what we aim at.

How you organize content will influence pattern recognition.

— Andrew Barry \U0001f981 (@Bazzaruto) October 21, 2020

25/ Begin at the end and lead with why your student should care about your course

https://t.co/b8pvRZr6RO

Stimulate intrinsic motivation for learning by focusing on WHY.

Begin at the end.

Intrinsic motivation is why I'm not a believer in \u2018gamifying\u2019 content.

If you have to rely on leaderboards & badges, at best you haven\u2019t clarified your WHY.

At worst, you don\u2019t have one.

— Andrew Barry \U0001f981 (@Bazzaruto) October 21, 2020

26/ Use Advance Organizers

https://t.co/mgMMU4eGdx

If you're creating an online course, you should always attempt to integrate new material with previously presented information.

Use comparisons and cross-referencing of new and old ideas.

Tomorrow I'm going to talk a bit about Advance Organizers...

— Andrew Barry \U0001f981 (@Bazzaruto) October 22, 2020

27/ Advance Organizers are not the same as overviews

https://t.co/cNpxXHV4UD

Advance Organizers are not the same as overviews and summaries which simply highlight key ideas.

Advance organizers are presented at a higher level of abstraction and generality.

— Andrew Barry \U0001f981 (@Bazzaruto) October 22, 2020

28/ Advance Organizers help students build on prior knowledge

https://t.co/jz3aHvo6yk

Knowledge builds on prior knowledge

\u201cThe most important factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly\u201d \u2013 David Ausubel.

Use Advance Organizers in your learning design to help students organize new incoming information

— Andrew Barry \U0001f981 (@Bazzaruto) October 22, 2020

29/ Stories are a great example of Advance Organizers

https://t.co/yXfZ4sE13Y

A good example of an Advanced Organizer - stories.

David Foster Wallace\u2019s story about two young fish asking an older fish what water is, to illustrate the lesson that the most obvious, important realities are often the ones that are hardest to see.

— Andrew Barry \U0001f981 (@Bazzaruto) October 22, 2020

30/ Two suggestions for using Advance Organizers

https://t.co/MN34VhX61f

A few practical ways to activate prior knowledge (PK) in designing your online course

> Ask students to predict what a training session will be about and justify based on PK

> Ask them questions before they\u2019re exposed to new content and have them justify based on PK

— Andrew Barry \U0001f981 (@Bazzaruto) October 23, 2020

31/ Two additional suggestions for using Advance Organizers

https://t.co/OgEp5WvMgh

Two more ways to activate prior knowledge in learning design

> Ask students to identify diffs btwn what they already know and what they\u2019re discovering

> Ask Why questions before new content is presented (Why is grit important?) \u2013 even wrong answers can lead to higher retention

— Andrew Barry \U0001f981 (@Bazzaruto) October 23, 2020

32/ Strive for getting your students to give you their WHY

https://t.co/2joWdQl8Dm

> I\u2019d frame this differently.
>
> Instead of figuring out why and what YOU want them to learn
>
> Try to figure out why THEY would want to learn
>
> Try to get this in their own words https://t.co/HMO7JTA9Be
>
> — Andrew Barry \U0001f981 (@Bazzaruto) October 25, 2020

33/ Pushed Consumption vs Pulled Consumption - offer both in your course

https://t.co/FCN4iIMgAf

> If you offer live cohorts for learning, should you provide playback options broken into segments?
>
> To answer this, consider the nature of content consumption. \U0001f447
>
> — Andrew Barry \U0001f981 (@Bazzaruto) October 26, 2020

34/ Give students the means for monitoring their own progress

https://t.co/aoAekkiCaL

> Our ability to retrieve knowledge when needed is as important as our ability to acquire it in the first place.
>
> Engage students in deliberate practice, which means they:
>
> > monitor their own learning
> > seek and use feedback about their progress
>
> — Andrew Barry \U0001f981 (@Bazzaruto) October 26, 2020

35/ Create trust in your learning experience and then create tension for learners to really move the needle

https://t.co/7bFvKLKReL

> Signpost your learning content
>
> You're making it harder for your students to retain what you're teaching if you don't
>
> Signposting gives them an outline to hang your ideas (and their notes) on.
>
> — Andrew Barry \U0001f981 (@Bazzaruto) October 27, 2020

36/ Signpost your content to give students an outline to hang your ideas (and their notes) on

https://t.co/AS9SfSY4ho

> Creating tension in a learning experience
>
> How do you balance giving learners what they want and getting them to explore on their own?
>
> It's a spectrum of informational on one side and explorative on the other.
>
> — Andrew Barry \U0001f981 (@Bazzaruto) October 27, 2020

37/ The concept of Scaffolding has 3 components which should all be in your course

https://t.co/ZlJUotlgQy

> What is scaffolding in learning design?
>
> It's the support given to a student & consists of 3 elements:
>
> > interaction with you, the expert
> > your awareness of your student's current level of knowledge
> > your gradual removal of support & guidance as proficiency increases
>
> — Andrew Barry \U0001f981 (@Bazzaruto) October 28, 2020

38/ Dig into your topic until you reach the first principles

https://t.co/4UymPICOKT

> "When you first study a field, it seems like you have to memorize a zillion things.
>
> You don't.
>
> What you need is to identify the 3 to 12 core principles that govern the field.
>
> All thought you had to memorize are simply various combinations of the core principles."
>
> John Reed
>
> — Andrew Barry \U0001f981 (@Bazzaruto) November 4, 2020

39/ There is a difference between knowing the name of something and deeply understanding it

https://t.co/GncTOVRSQy

True knowledge transfer is affected by the degree to which we learn with real understanding.

Understanding promotes flexibility in the face of changing contexts.

Challenge your students with new problems, in new contexts, to help them make the relevant concepts their own.

— Andrew Barry \U0001f981 (@Bazzaruto) November 4, 2020

40/ You're learning every time you do something - not all your students will realize this

https://t.co/7fLtef5591

\u2018Never let formal education get in the way of your learning.\u2019

\u2013Mark Twain

— Andrew Barry \U0001f981 (@Bazzaruto) November 8, 2020

41/ Encourage your students to unlearn what they know and begin with an open mind

https://t.co/J82OtCXM9g

\u2018It is what we know already that often prevents us from learning.\u2019

\u2013Claude Bernard

— Andrew Barry \U0001f981 (@Bazzaruto) November 10, 2020

42/ 3 ways to promote active learning

https://t.co/mvE8NWSrhZ

Promote active learning

\u27a1\ufe0fworking through problem-solving scenarios
\u27a1\ufe0fparticipating in a facilitated discussion
\u27a1\ufe0fpausing and replaying sections of videos

All help to promote active learning

— Andrew Barry \U0001f981 (@Bazzaruto) November 11, 2020

43/ Include plenty of real-world practice and time for reflection

https://t.co/A6baoyuyfE

\u2018Tell me and I forget. Teach me and I remember. Involve me and I learn.\u2019

\u2013Benjamin Franklin

— Andrew Barry \U0001f981 (@Bazzaruto) November 12, 2020

44/ Be ruthless with your content - students will remember 3-5 things at best

https://t.co/mfvviy5WNm

When designing your curriculum, ask a series of 5 WHY\u2019s to reach the first principle of any complex concept you cover

Be ruthless about eliminating anything unrelated to the core concept

Students will only remember 3-5 things at best, so be precious with your takeaways

— Andrew Barry \U0001f981 (@Bazzaruto) November 13, 2020

45/ Tell a story with your online course

https://t.co/TbfnoldHqf

Craft a narrative flow for your online course content

Narrative flow works best within a structure:

\U0001f530Hook
\U0001f530Signpost
\U0001f530Sensitize
\U0001f530Elucidate
\U0001f530Reinforce
\U0001f530Conclude

Let's dive a little deeper into each...

— Andrew Barry \U0001f981 (@Bazzaruto) November 13, 2020

46/ Always ascertain what your students already know about something

https://t.co/4FtFia90En

Once you have your 3-5 takeaways for each topic in your curriculum

Pinpoint the level of prior knowledge of your learners and anchor your content to this

— Andrew Barry \U0001f981 (@Bazzaruto) November 13, 2020

47/ There are 4 primary ways you can deliver your online course content

https://t.co/UyNOUxb3At

> Let's talk delivery options for online learning
>
> There are 4 main types to consider
>
> 1\ufe0f\u20e3Pre-recorded video or audio
> 2\ufe0f\u20e3Written words & diagrams
> 3\ufe0f\u20e3Live video
> 4\ufe0f\u20e3Curation
>
> \U0001f53dA quick thread \U0001f53d
>
> — Andrew Barry \U0001f981 (@Bazzaruto) November 13, 2020

48/ The 8 principles of multimedia teaching

https://t.co/7Bz7K6bK3w

> Less is more
>
> The Coherence principle
>
> Be ruthless about weeding out words, images, animations and sounds that are not central to achieving your learning objective
>
> — Andrew Barry \U0001f981 (@Bazzaruto) November 16, 2020

49/ The question to answer to arrive at a great learning outcome

https://t.co/juqLYEzstu

> Organize your content by scaffolding it around learning objectives framed from the perspective of the student
>
> What do you want them to be able to do differently after completing each section?
>
> Limit yourself to one learning objective per section
>
> — Andrew Barry \U0001f981 (@Bazzaruto) November 14, 2020

50/ Remind your students that not only is it ok to make mistakes, it's encouraged

https://t.co/lakXHDcVT7

I constantly beat the drum about principles over facts. Sir Richard said it best.

\u2018You don\u2019t learn to walk by following rules. You learn by doing, and by falling over.\u2019

\u2013Sir Richard Branson

— Andrew Barry \U0001f981 (@Bazzaruto) November 15, 2020

51/ Community unlocks peer-to-peer learning, the only truly scalable way you can transform thousands

https://t.co/h5PEUNIGMC

\u2018It is not from ourselves that we learn to be better than we are.\u2019

\u2013Wendell Berry

Go find your learning groups, I'll be joining another one tomorrow with @AliAbdaal's PTYA

— Andrew Barry \U0001f981 (@Bazzaruto) November 15, 2020

52/ Think up many different ways your students can apply what you are teaching and prompt them to take action

https://t.co/3cUdEFJnPe

Provide ways for students to practice in new contexts

Behavior is shaped by its consequences

Consistency and timing play important roles in shaping new behaviors.

— Andrew Barry \U0001f981 (@Bazzaruto) November 16, 2020

53/ Be available for your students

https://t.co/WJpU9ZDpdm

All the great online courses provide ways for students to interact with the expert

You should offer that too

— Andrew Barry \U0001f981 (@Bazzaruto) November 16, 2020

54/ Bring all your energy to any student interaction

https://t.co/dZmk9VwHsu

The tone or mood of an online course is heavily influenced by your voice and body language, no matter what format you choose

Consider tone from the perspective of the student

— Andrew Barry \U0001f981 (@Bazzaruto) November 16, 2020

55/ Three examples of ways you can get students learning by doing

https://t.co/iyOSfxajQ6

Students should be doing, building, or exploring in online courses.

The design of your program should reflect that.

— Andrew Barry \U0001f981 (@Bazzaruto) November 17, 2020

56/ Add checkpoints for students to measure or reflect on their progress

https://t.co/cECcZNlWzM

Check in regularly on the progress of your students

Provide an instant \u201cpulse check\u201d for students to calibrate their progress in your course

— Andrew Barry \U0001f981 (@Bazzaruto) November 17, 2020

57/ Use peers, support and deadlines to move your students through their learning journey

https://t.co/PyiK7KeFqT

The hardest part of learning is knowing what to do and when to do it.

It\u2019s not access to content

But as a course creator you can\u2019t always respond to everyone in an individual capacity

Peers, support, and deadlines provide a structure to help you do this.

— Andrew Barry \U0001f981 (@Bazzaruto) November 18, 2020

58/ We learn best from each other - make this easy for your students

https://t.co/hxMuROP5oX

Encourage a \u201cbuddy\u201d system in your online course

Get students to pair up and check-in with each other at regular intervals

Social exchanges serve to build cohesiveness and community

— Andrew Barry \U0001f981 (@Bazzaruto) November 18, 2020

59/ Ideas for post-course support to ensure you're transforming students

https://t.co/2oKn4YOiZY

In designing your online course, consider the support you will provide students after the course is over

Some ideas to follow below \u2935\ufe0f

— Andrew Barry \U0001f981 (@Bazzaruto) November 18, 2020

60/ Combine words and images in your presented content in a thoughtful way

https://t.co/PKiLoeJzD2

Our brains are wired to receive information from multiple sources, i.e. be multi-modal

The best learning occurs when words and images are combined intentionally

Richard Mayer has done by far the most research on how best to do thishttps://t.co/1zxNuHd3tc

— Andrew Barry \U0001f981 (@Bazzaruto) November 19, 2020

61/ A 3-step formula for your modules:

1) provide plenty of opps to reflect
2) show, don't tell, how it's done
3) give specific promotes to action

https://t.co/8hNBnhodz2

\u2018By three methods we may learn wisdom:

First, by reflection, which is noblest;

Second, by imitation, which is easiest;

and third by experience, which is the bitterest.\u2019

\u2013Confucius

— Andrew Barry \U0001f981 (@Bazzaruto) November 20, 2020

62/ Giving your students ways to reflect on their personal meaning for taking your course will help them see it as their journey, not yours

https://t.co/IIT2AthPwF

"Knowledge, which is acquired under compulsion, obtains no hold on the mind."

-Plato

— Andrew Barry \U0001f981 (@Bazzaruto) November 20, 2020

63/ Information is abundant, the guidance you provide is scarce

https://t.co/vTlgr2qcH9

As access to information becomes easier, students assume more responsibility for their own learning

As they do this, your role as a course creator changes

It shifts from being an instructor and sole information source to a facilitator, coach or mentor.

— Andrew Barry \U0001f981 (@Bazzaruto) November 20, 2020

64/ Another timely reminder from The Dragon about the importance of doing

https://t.co/m7s17eacLb

\u2018Knowing is not enough;

We must apply.

Willing is not enough;

We must do.\u2019

\u2013Bruce Lee

— Andrew Barry \U0001f981 (@Bazzaruto) November 21, 2020

65/ Developing an online course is like writing a book, make sure you're writing the right book

https://t.co/8yzS62bze5

There is a saying in carpentry that goes \u201cmeasure twice, cut once.\u201d

Be absolutely sure of your approach before embarking down the path of no return

This is not always true when building something - you have to be scrappy to start

— Andrew Barry \U0001f981 (@Bazzaruto) November 23, 2020

66/ Encouraging personal reflection is the cheat code for personalizing your course for every student

https://t.co/JCa34Sptl2

\u2018Every student can learn, just not on the same day, or the same way.\u2019

\u2013George Evans

— Andrew Barry \U0001f981 (@Bazzaruto) November 24, 2020

67/ Each of your students has the ability to design their own transformation, you just need to guide them

https://t.co/edVsuJAXF8

"Learning isn't a way of reaching one's potential but rather a way of developing it. We can create our own potential."

Anders Ericsson, @PeakTheBook

— Andrew Barry \U0001f981 (@Bazzaruto) December 19, 2020

68/ The 3 main components of a needs analysis

https://t.co/710xcukPcs

So what does a good needs analysis look like?

There are 3 main components

\U0001f530Identify the Job to be Done for your student
\U0001f530Interview a wide range of them and look for expectation gaps
\U0001f530Use a learner-centered approach

— Andrew Barry \U0001f981 (@Bazzaruto) November 25, 2020

69/ Be aware of this trap as a course creator

https://t.co/fN9pGy8OUt

\u201cOnce we know something, we find it hard to imagine what it was like not to know it. Our knowledge has \u2018cursed\u2019 us. And it becomes difficult for us to share our knowledge with others, because we can\u2019t readily re-create our listeners\u2019 state of mind.\u201d

- from the book Made to Stick

— Andrew Barry \U0001f981 (@Bazzaruto) November 25, 2020

70/ Questions to ask yourself when writing your online course

https://t.co/VsIBQa464T

A lot of people ask me, what kind of questions do you ask when ghostwriting an online course?

So I decided to make a running list. Here goes...

— Andrew Barry \U0001f981 (@Bazzaruto) November 26, 2020

71/ Internalize these 6 assumptions about motivation for learning

https://t.co/3XDLCFNrbY

Never forget you\u2019re dealing with adults

Frame everything you do around the motivational needs of adult learners

Malcolm Knowles formulated 6 assumptions related to an adult\u2019s motivation for learning

\U0001f53dquick thread \U0001f53d

— Andrew Barry \U0001f981 (@Bazzaruto) November 27, 2020

72/ You have a ton of good content in the form of blogs, podcasts or old courses, here is how to evaluate them

https://t.co/7SPymCKYaB

When evaluating existing content for creating a new course or refreshing an old one

I like to ask the following questions

— Andrew Barry \U0001f981 (@Bazzaruto) November 27, 2020

73/ When coming up with new content, follow these 3 guidelines

https://t.co/sWpMK5VQNV

When ideating or designing a new course, there are 3 things I find most helpful

\U0001f530Get into a discovery mindset
\U0001f530Add artificial constraints to the discovery process
\U0001f530Always make it about the application of knowledge

Let's quickly explore each of these shall we?

— Andrew Barry \U0001f981 (@Bazzaruto) November 30, 2020

74/ Identify concepts or experiences familiar to your students and draw comparisons to this in your content

https://t.co/OxXdUlcFTy

Think about the last time you learned something new for the first time

Maybe it was new software

Maybe it was how to conduct a performance review at work

What did you do to help you learn the new skill?

— Andrew Barry \U0001f981 (@Bazzaruto) November 30, 2020

75/ When designing a live session or a video, try stick to 3 main points

https://t.co/X62TB9mP8l

Nelson Cowan showed in his 2010 research that adult learners can hold a maximum of 3-5 things in working memory at a time

This is SUCH a critical point to keep in mind when designing online courses

— Andrew Barry \U0001f981 (@Bazzaruto) November 30, 2020

76/ Here are 3 ways we use working memory in learning something

https://t.co/rlGmIOW7Gk

Working memory storage capacity is important

Because working memory is used in mental tasks

Here are 3 quick examples

— Andrew Barry \U0001f981 (@Bazzaruto) November 30, 2020

77/ Trust me, it's worth your time getting your learning outcomes right

https://t.co/duavVCB4RC

> To design a really good online course
>
> You better be able to write really great learning outcomes
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 1, 2020

78/ The framework we use for learning outcomes at Curious Lion

https://t.co/B6hA0ciw9v

> For learning outcomes, we use a taxonomy developed by David Krathwohl
>
> A THREAD on how to use this framework \U0001f447 pic.twitter.com/8LG3X0w94A
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 1, 2020

79/ Another useful framework for learning outcomes is to make them SMART

https://t.co/MSU3WvAKgq

> Another useful framework for creating learning outcomes is SMART
>
> \U0001f530Specific
> \U0001f530Measurable
> \U0001f530Attainable
> \U0001f530Relevant
> \U0001f530Time-bound
>
> Here's how you can apply it \U0001f447
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 3, 2020

80/ A checklist to use when you've finished the first draft of your online course

https://t.co/EABUc4x3xk

> When finalizing your online course, I highly recommend using Gagn\xe9's Checklist
>
> Robert M. Gagn\xe9 pioneered the science of instruction during WWII working with the Army Air Corps training pilots
>
> Here are his 9 Events of Instruction \U0001f447
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 7, 2020

81/ The 4 questions to ask when measuring the ROI of your course

https://t.co/slRsgBxVNb

> Don't forget to measure your course ROI
>
> I see a lot of creators leaving out this critical step
>
> If you want to take your course seriously, consider using Kirkpatrick's model for this \U0001f447
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 7, 2020

82/ Suggested questions for interviewing students, either for market research or in evaluating your ROI

https://t.co/Lh9cHgb2m0

> When interviewing future students, use Socratic questioning to start a thoughtful dialogue
>
> Allow them to examine their beliefs logically as you uncover the need and how you can help
>
> Here are some ideas for questions
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 9, 2020

83/ The 7 roles you need to fill if you want to build an online course business

https://t.co/4E2UTe5iw8

> If you really want to get serious about scaling your online course
>
> You need to build a team
>
> Here are 7 key roles to consider \U0001f447
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 10, 2020

84/ You need a Beginner's Mind to successfully create transformations for your students

https://t.co/d7crZlbN98

> Raising a son for the past 9 months has reminded me what it's like to be a beginner again
>
> A beginner human
>
> A Beginner\u2019s Mind is all about the mindset

When we are free from preconceived notions about something, we are willing to learn

— Andrew Barry \U0001f981 (@Bazzaruto) December 10, 2020

85/ What do I mean by Beginner's Mind?

https://t.co/vDKusNe9IV

What is a Beginner\u2019s Mind?

Shoshin is a word from Zen Buddhism meaning \u201cbeginner\u2019s mind.\u201c

It's an attitude of openness, eagerness, and lack of preconceptions when studying a subject

It\u2019s the open-minded wonder of a child

— Andrew Barry \U0001f981 (@Bazzaruto) December 15, 2020

86/ Here is why it's so difficult for you to adopt a Beginner's Mind

https://t.co/bXY3YtaeHG

If you\u2019re the expert, adopting a Beginner\u2019s Mind is often extremely difficult for you.

That\u2019s because of something known as the Earned Dogmatism Effect

— Andrew Barry \U0001f981 (@Bazzaruto) December 14, 2020

87/ The 5 things you can expect from adopting a Beginner's Mind

https://t.co/xh0nhna6sk

What can you expect from employing a Beginner's mindset in creating your course?

1) you'll identify the foundational first principles of your knowledge

2) you\u2019ll have reverse-engineered your expertise

— Andrew Barry \U0001f981 (@Bazzaruto) December 21, 2020

88/ Identify the leaps of understanding that you now take for granted

https://t.co/FIO3P4jID5

As an expert hoping to teach others, you must be the student

> You need a partner to ask you the right questions to uncover the leaps of understanding you will share with your students
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 16, 2020

89/ You never stop learning. Neither do your students. Think about how you can continue to support them once they've completed your course

https://t.co/FwvE0lZVzk

> \u201cAnyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young.\u201d
>
> \u2013 Henry Ford
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 20, 2020

90/ Imposter syndrome is real, but just remember to show up and be helpful - you know your shit

(h/t @mariepoulin)

https://t.co/0bbGlMBlDq

> If you feel pressure to be the expert, try this
>
> Just show up and be helpful
>
> Don't worry about expertise
>
> Others will recognize it in you if you deliver consistently valuable content
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 18, 2020

91/ A case study in how to use mentors/peer supporters in your course

https://t.co/nq5LNoR0Rw

> I had the privilege over the last 4 weeks of working with @AliAbdaal and his team
>
> With the help of 5 amazing peer supporters, we created a support system for students of his Part-Time YouTuber Academy course
>
> Here is what I learned
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 18, 2020

92/ Repetition is not a bad thing, just remember to change up the context

https://t.co/zamTCvhZOU

> \u201cYou don\u2019t understand anything until you learn it more than one way.\u201d
>
> \u2013 Marvin Minsky
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 18, 2020

93/ A case study for a capstone event for your course

https://t.co/n5h7VkBjkq

> Transformational Courses Update!
>
> Been struggling with how to make my online course transformational
>
> My problem is a long feedback loop for course creator students
>
> As a student, you won't see the results until you've finished your next cohort
>
> Here's how I'm solving this \U0001f447
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 18, 2020

94/ Pay attention to the basics, your students don't take these for granted, you shouldn't either

https://t.co/9EyH7UuVqW

> In any physical exercise, there are certain foundational movements you take for granted
>
> Especially as you get more advanced
>
> It\u2019s almost like you think, I\u2019ve got this, I don\u2019t really need to pay attention
>
> That's when you get injured
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 16, 2020

95/ Uncover your hidden biases

https://t.co/uHbvrXXlss

> The stories we tell ourselves define much of our reality

Watch out for these when designing your course

Your reality doesn't match your student's reality so you have to uncover your hidden biases

— Andrew Barry \U0001f981 (@Bazzaruto) December 17, 2020

96/ Consider the alternatives

https://t.co/n7nHX8P5vw

Few things in life are black and white

Yet we are quick to jump to conclusions when we think we recognize patterns

Often these patterns are hiding unconscious biases

— Andrew Barry \U0001f981 (@Bazzaruto) December 16, 2020

97/ Recall the anchors you used when you first started learning that which you're an expert in now

https://t.co/pcOXzeiJmg

Use the familiar as your anchor

When creating your online course, recall how you usually learn something new

If you're like most people, you look for ways to connect new ideas with prior knowledge

— Andrew Barry \U0001f981 (@Bazzaruto) December 20, 2020

98/ Don't worry about bells and whistles, focus on content and student experience

https://t.co/zYlr2mneIw

Heard a good analogy for the bells & whistles you could add to an online course:

- VR
- micro
- gamifiy, etc

The tools are an amplifier

If you turn up really bad music, it's an awful experience

If you turn up really good music, you have a party

Your content is the music

— Andrew Barry \U0001f981 (@Bazzaruto) December 22, 2020

99/ Reasons why group learning works pt1

https://t.co/2Myr3xNoQU

Group learning works because of tight feedback loops

Getting feedback early helps you course-correct sooner

Giving feedback forces you to internalize concepts in a way you can\u2019t when consuming them passively

— Andrew Barry \U0001f981 (@Bazzaruto) December 24, 2020

100/ Reasons why group learning works pt2

https://t.co/BK38misiGp

Group learning works because mentors can help us find shortcuts

What do Plato, Alexander the Great, and Justin Bieber have in common?

— Andrew Barry \U0001f981 (@Bazzaruto) December 24, 2020

101/ Reasons why group learning works pt3

https://t.co/3X1T0vnFvL

Group learning works because we learn more from the struggles of others

Here's why \U0001f447

— Andrew Barry \U0001f981 (@Bazzaruto) December 24, 2020

102/ Reasons why group learning works pt4

https://t.co/BwX89tH7sK

Group learning keeps you accountable

We show up for each other

If there are four people who you\u2019ll let down if you don\u2019t show up and bring your full self, you are more likely to show and bring your full self

— Andrew Barry \U0001f981 (@Bazzaruto) December 24, 2020

103/ Reasons why group learning works pt5

https://t.co/C9QXjzNQdm

> Group learning helps us set big hairy goals
>
> We\u2019re less likely to perform at our peak when we\u2019re reaching low
>
> Groups push us outside our comfort zone
>
> They encourage us to reach higher
>
> But don't discount the role rivalry plays
>
> Gates v Jobs
>
> Agassi v Sampras
>
> Each pushed higher
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 26, 2020

104/ Reasons why group learning works pt6

https://t.co/Eh3Criz9lD

> Group learning helps you build and sustain momentum
>
> \u201cof all the things that can boost emotions, motivation, and perceptions, the single most important is making progress in meaningful work\u201d
>
> - The Progress Principle
>
> So how do you trigger this in your online course?
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 27, 2020

105/ Reasons why group learning works pt7

https://t.co/hJvrLziFrw

> Group learning introduces constraints which are excellent enablers of creativity and innovation
>
> Quick, try this experiment
>
> Tell me a story...
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 27, 2020

106/ Reasons why group learning works pt8

https://t.co/wNuLTMftZF

> Group learning keeps you honest
>
> We saw how Attribution Theory can prevent us from learning from our setbacks
>
> Another is Confirmation Bias - we are the best at finding evidence to support our existing views
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 27, 2020

107/ Reasons why group learning works pt9

https://t.co/LVPoQeDriM

> Group learning makes us feel less alone
>
> Vonnegut said it best
>
> \u201cWhat should young people do with their lives today? Many things, obviously. But the most daring thing is to create stable communities in which the terrible disease of loneliness can be cured.\u201d
>
> — Andrew Barry \U0001f981 (@Bazzaruto) December 28, 2020

108/ Learning doesn't end... (and neither does this thread)

https://t.co/HeknRgs0tz

> \u2018The illiterate of the 21st century will not be those who cannot read and write,
>
> but those who cannot learn, unlearn, and relearn.\u2019
>
> \u2013Alvin Toffler
>
> — Andrew Barry \U0001f981 (@Bazzaruto) November 14, 2020