PLEASE NOTE: This is a machine transcription. Some punctuation and spelling weirdness are to be expected.

Did you know that there are scientifically proven strategies you can use when designing an online course that will not only make it more likely for your students to finish your courses, but so that it will make it easier for them to get the results you're promising as well? I did not know this, but I have a special guest on the show today who studied this in fact, she has worked with universities and colleges and she has helped them to design their curriculum so that their students get better results and she is with us today to teach us everything she knows. She has designed what she calls the Summit First Framework, which is a backwards planning model for creating courses that virtually guarantees that your students will get better results. So stick around because we are going to dig into this on today's episode of the podcast.

Hey, it's Cindy, and thanks for spending a few minutes of your day with me. You'll find the show notes and the recommended resources for this episode at TinyCourseEmpire.com/124 While you're there, be sure to hit the subscribe button. New episodes drop every Monday morning, and next week we're going to take a

deep dive into launching a brand new course. I'm going to give you my top tips for creating a buzz about an upcoming launch, some pricing strategies you might want to consider, and three ways that you can build an audience, even if this is your first course. But that is next week. This week is all about designing a course that gets results for your students, and I have invited a guest expert to share her insights with us. Lisa Tussey is a learning design expert helping solopreneur course creators who love their communities. She's created and teaches the Summit First Framework, which uses a backward design approach to course creation, and I can't wait to get into that with her. Lisa, welcome to the Tiny Course Empire podcast. Thank you so much for agreeing to join me i'm so excited to talk to you about course creation from your point of view so I gave the listeners a little bit of an introduction, but I want you to tell me your story tell me what it is you do. I know it's something about learning design, but I don't really know what that means. Can you tell me more about that and how you came to kind of embrace that as as like your field and and what you're doing with that right now?

Lisa

Yeah, and thank you for the opportunity i'm so thrilled to be here. It's really an honor thank you, Cindy. Yes so learning design is designing learning in a way that learners will be successful. And so it's not the curriculum part of it, It's not the content part of it, it's the designing part of it. And so you ask questions like, would learners learn this better if they built something or if they read about it or they watched a video or if they had an infographic or all of the above? Like what is the best way for them to learn something? So that's kind of at the heart of learning science. And then there is kind of a Seminole work called Understanding by Design that was written several decades ago now, and it's referred to as backwards design. And the goal of that is you start with the end goal in mind and then you work backwards from that. And so the learning science then is built around that not all learning design follows that kind of a model, but it's the model that I've embraced and that I follow.

Cindy

I love that design it backwards i talk about that in a lot of different areas in, in what I teach because often times it's, it's really the best way to get to where you're going right, is by figuring out where where that end point is and then working backwards so I love that that this is kind of the model that you teach. So you mentioned that it's not about the curriculum, it's not about the, the, the information that's being shared it's about how the information is shared did I understand that correctly?

Lisa

Yes, that's correct.

Cindy

So, so can you give me an example i, I know that you the, the reason side note, you guys, the reason Lisa is on the podcast today is because she took my course Tiny Corse Empire and she deconstructed it on her blog and said these are all the good things about Tiny Corse empire. I don't know that you mentioned any bad things hopefully you did because there's, there's always bad things. So, so, so she wrote about it on her blog about why Tiny course Empire fits into this learning design model that that she's created. So can you give me some examples and doesn't have to be from my course, obviously, but it can be from anything but give me some examples of how learning design impacts students impacts somebody who's taking an online course maybe?

Lisa

Yeah, absolutely and I will say that I also took your course creation course quick and easy course quick.

Cindy

And easy course creation, yeah.

Lisa

And the challenge I think like last year took the course creation challenge so I'd encourage anybody if when those come up again, take the opportunity because they are really excellent, so.

Cindy

Let me let me interject here that course creation challenge is coming up.

Lisa

Don't miss that one for sure. You know, even with my, you know, even with my expertise and my background, I really found that really helpful to go through and it really guided me well and kept me focused. And so I really appreciated that the when I did the blog on the Tiny course Empire, one of the things or the thing I guess that I pulled out was you done a welcome video. And not only did you connect with your learners, because that's a big part of who I am, is connection and community. You know, by them, seeing you, right, seeing them, talking to them, it was I think under 2 minutes. You know, it doesn't have to be something really elaborate, but in those two minutes you connected with them, you let them know what was in the course you let them know where to find the things that were in the course you let them know if they had technical problems, what they should do, if they had questions, what they should do. And then at the end, you gave them some advice on how to be successful and that really communicated that you really cared and that you were really connecting and so that's one element of course design that really helps learners be successful because they, especially with an online course, you can feel kind of alone. And so that let them know that they weren't just doing this into a void. Like if, you know, if they had questions, there was someone to go to and at the end when they had accomplished, you know, creating something that you were interested in seeing it. And so that's a big thing like

having your learning, being able to share it with someone. One of my favorite examples of of bad course design is I was in a course that was ridiculously expensive it was a career coaching course. And the navigation they used, well, I won't say the name of the.

Cindy

Yeah, don't. Don't let's not, let's not throw anybody under the bus.

Lisa

Won't say the program that they had used, but it was so badly done, the navigation, you would have to go backwards in the bread crumbs to get back to anything like once you had gotten to an end point, you would have to work your way backwards. And one of the people, one of the colleagues I was with in the course had actually taken sheets of typing paper or printer paper and taped them together and drew a map of where everything was so when she wanted to find something and it took more than one piece of paper, it took like 4 sheets. I remember her holding that up to me and thinking. I remember thinking it should never be that hard to navigate a course.

Cindy

Yeah, that's bad. That's bad.

Lisa

That puts, you know, and I designed courses for colleges and universities and one of the things that research shows, as well as what they knew about their, their students, we had a rule that you could never click more than I think 2 was the ultimate and they preferred 1 to get to anything. You should be able to get one click

and so that's just kind of some examples of caring about the learner, caring about making sure that they keep going, that they keep persisting. And then as far as like on the content side, designing it, it is things like making sure that that end goal is communicated really clearly. And we'll talk about the backwards design bit of it in a little bit. But some of the other things are taking the material and putting it into chunks or what I call kindling size pieces because I use a hiking theme with everything. Because if you just keep telling people information and information information, your brain doesn't have any place to put it, to categorize it. And so this is one of the most interesting things that I learned about like how our brains work and store information is if you see, we, we store like the the types of dogs right in our brain so we might like, you know, a Saint Bernard and, you know, a German shepherd and a poodle and they kind of all go when the same little group is the dogs. And this is one of the reasons when you meet someone and they tell you that their name is their last name is Shepherd, the next time you see them, you might say their last name is Bernard or think their name is Bernard because it kind of went in that same little category it's one of the reasons we make those mistakes. And so you can really help learners be more successful by giving them those categories and then they only have to remember those categories, and it's easier to remember the things in the categories.

Cindy

Got it and that.

Lisa

Makes it early learning science says like 3 to 5 is ideal you can go up to seven. After that, you start losing people.

Cindy

Yeah, I really struggle with that. I, I tend to my, my course style, as you know, is tiny courses and they're usually 7 to 9 video lessons and I really struggle with keeping

the video lessons short. My ideal is probably like 5 to 10 minutes and I never have get there. They're all 20 minutes or more for whatever reason that's just the, that's the, that's where my, my, I don't know that's where I land do you have any tips for like chunking things down further like how can we look at our course information how can we look at what it is we're teaching and break it down further what's a good, what's a good way for us to look at that?

Lisa

Yeah, that's a great question and I would also put a caveat that no, we've all watched fascinating hour long things on YouTube that held our attention so oh for sure, Lord of the Rings 3.

Cindy

And a half hours we never move.

Lisa

So, so the time itself isn't problematic, but there was a study that they did early on in the days of Moocs, which are massive on massive open online courses you might remember those. And they found that if a video was, and I'm not going to remember the exact numbers, but I think it was if they were, the videos were 6 minutes or less, people watched all 6 minutes. If it were 7 or 8 minutes, they might have watched 5 minutes once it got to like 20 minutes, they were down to watching a minute. So interestingly enough, fascinating yeah but the way to prevent that and you do this well in your courses is within that 20 minute less than you make sure that you categorize within that lesson. So it might be, you know, first I'm going to introduce to you what a tiny course is and then I'm going to give you 3 examples of a tiny course and then I'm going to give you 5 tips on creating your own tiny course and so now they've got 3 anchors to put that information in and so it, it also helps you, your brain likes to know how far along you are in a video. And so it's like, oh, OK, now, now she's giving us the examples we're done with

introductions she gives us samples. We're about two, you know, we're about a third of the way there. We're making progress we like to like know we're, you know, I mean, it's amazing the impact those little progress bars that they have in courses now, Like I won't do a course without a progress wheel or progress bar. And all your courses have those. And it's just like there's something about watching that, Phil, you want to fill it, you want to finish it, you want to finish that lesson so that you fill that progress bar. And so that really helps your brain a lot be able to complete and get through the content.

Cindy

That is 100 % true in my in my experience i was just watching a YouTube video yesterday that was 27 minutes long, which is long for a YouTube video. And in the beginning she said in Part 1, I'm going to teach you this and in Part 2 we're going to talk about that and in part three we're going to talk about something else. And that really did make the 27 minutes not seem so daunting because I'm, I'm really good at looking at a video and saying that's three I 3 minutes i don't have time to watch a 3 minute video come on right. But I sat and watched that 27 minute video because she told me what the milestones were so yeah, that's that's 100 % true.

Lisa

And I don't think we have a new video players any longer that don't. I have a progress bar of the video playing, but I still have had experiences, usually HR videos right where they're you're forced to watch some kind of training and it, and you don't know how long it is. You don't it, it doesn't give you any indication where this video is 20 minutes or three minutes and it's absolute torture because you don't know what you're in for. You don't know how long it's going.

Cindy

To be the only, The only ones I can think of today are webinar replays or they don't give you the option to speed up the video or pause it or rewind it in any way you're

just forced to sit there and watch it as don't do that to your people first of all, I think that's really terrible design.

Lisa

Especially when you're teaching, you know, you get distracted, your dog barks or the kids come in or whatever and you miss something and you want to go back and you want, you know, you want to make sure you got that point. Having a 10 second rewind is really important so that you're not like fiddling with some like tedious little bar. I'm finding that a little bit hard to find and some of the course.

Cindy

Platforms that's a good point, yeah.

Lisa

That's a solution I'm looking for because I want a player that has that 10 seconds so that you can go back and make sure you don't miss that point or maybe you wanted to take a note and you want to make sure you got it right.

Cindy

Excellent that's a good point that's a good point. So how did you, you mentioned, you mentioned community. You're, you're, you're big into community as well, which I find fascinating because these two things and, and in Full disclosure, I've known Lisa for a while and when she first told me that she had two kind of two, two passions in life and one was course design and one was community building i'm like, I don't know how those two things go together, but they really do so can you tell me a little bit about your, your community? What I don't even know what you what you really call it community what community building community

engagement community.

Lisa

Community and connection.

Cindy

Community connection oK. Yeah, I and I know you do this locally and that's why I had a hard time kind of seeing the seeing the connection there. You because you you kind of focus on local, but this really has a huge connection in the online course world as well so how is that how does that fit in with online course design?

Lisa

I'd actually read a book. Gosh, it's probably been five years now by Johann Harry called Lost Connections and it really resonated with me. And he talked about our, you know, the crisis that we have with anxiety and depression and that that basically we're anxious and depressed because we have explicit of good reason to be anxious and depressed. And then he goes on to talk about lost connections to other people, lost connections to meaningful employment, lost connections to nature, to good health, to activity and these kinds of things and then he talks about this kind of in a personal way, but also a societal way. And so I really wanted to start to address those kinds of things and you may remember that.

Cindy

I I.

Lisa

I feel very proud of myself that I honed down to only 5 businesses, only businesses I'd like to do, and I've only launched 2 feel like I'm really restraining myself here. And so that's really important to me because I think we need some global societal solutions to these kinds of things. And I was very involved with Simon Zenick during the pandemic and his his communities, and we had this international community that built up around his and we did like book clubs and people from all over the world that I just recently connected with again this week. And so, you know, just that emphasis on how do we help people have meaningful work and Simon Zenik talks about start with why. So that was a big focus on that. And so when I did was looking into wanting to do, I knew I wanted to do an online business where I taught people something, right. And I knew I wanted to connect with people and at first I really wasn't going to do the learning science, the and learning science instructional design angle because kind of like you said, it was like, where's you know, where's the connection there, right i was going to help people connect to nature through hiking and kayaking and those kinds of things or connect to meaningful employment. And then I realized this is helping people connect to meaningful employment this is helping course creators have a meaningful business in which they are having such an impact on their life and it's helping them connect to that. One of those key things that can really make a difference in your life and really make an improvement in your life and then in the lives of people that you are teaching. And I noticed that there are. You know, there are courses for sales and some of the sleazy webinars where, you know, all they care about is that big launch and selling a bunch of courses and then they're done. Like I've taken some of those courses they're done like there is no community there is no contacting the creator you get the course and that's it. But I've been in communities like yours and Kelly Mccoskys and Jennifer Burks, and what I saw was people who really care about their learners. You know, if if you're teaching about cat behavior, you really care that the cat owners have a good relationship with our cats you know, if you're teaching Wicker artwork, you really can, you know, care that people's projects turn out well.

Cindy

Or if you're teaching.

Lisa

Mindset coaching, you really care that people have a transformation and, and so you need to be connected to your learners in order to do that and good course design helps you connect to your learners to do that. So sort of an underlying motivation or inspiration for me for all this really has to do with addressing depression and anxiety. It's not really blatantly part of what I talk about or what I write about in my about sections, but ultimately that's kind of what's underneath all of it.

Cindy

Oh, that's interesting. So that's kind of your why.

Lisa

That's my why, Yeah, is connecting to ideas, people and resources so that we have a better sense of belonging or so that everybody has this place. Sense of belonging and meaningful employment is a really big part of that. It really makes a difference in your life and yeah, yeah, your mental health.

Cindy

So you mentioned a little while ago that you were going to talk more about backwards design. Tell me about that.

Lisa

Yeah, so backwards design is you start at the end goal. And Cindy, you do a really good job with this whether you're teaching people how to create a sales page or

how to create a course or how to write an email it's, like what's the purpose? What is it you're trying to accomplish? Right and so it's the same thing with course design. And the question that you want to ask with course design is what do you want the learner to be able to do? What to be able to want them to demonstrate? Because knowing how to knit a scarf is not the same as them being able to knit a scarf at the end. So you don't want to teach them how to knit a scarf, you want them to knit a scarf at the end, right? And so you have to ask themselves and when I was working with a college and university courses, we would always ask an assessment question. Well, how will we know? How will we know they've learned to knit a scarf what can we do to prove they know how that they can prove that they know how to knit a scarf, Right like, what's the endless assessment well, it in that case it would be you have to knit a scarf.

Cindy

There's a there's a scarf.

Lisa

There's a scarf in the.

Cindy

There's a scarf in the end, yeah.

Lisa

So things like that are pretty easy you know what is a scarf or you know, or a Wicker basket or you know your cat's behaving better than it was behaving before. Some of the other things like maybe mindset coaching or some of those things. It's the same thing, you know, you, you find a way to objectively measure it, given it like a

time and number, Like maybe it's you will interact with three people this week or you will interact with three people per week for a month. You know, something like that it's something that you can tell that they've made progress, that they've made the transformation that you are teaching them to make. And so that's the that's the very first thing is you have this big goal of something demonstrable, something they do. Then you ask yourself, what are the little goals that they need to be successful at to be successful at that big one because if you just try to jump into that, like if you know, somebody just tried to sit down and write a course, they're going to fail. You know, it doesn't matter how well you tell them, you know, create a course, they're not going to be able to do it unless you give them the steps that they need along the way. And so you ask yourself again, what are the little things, And I call them trail markers because I use this hiking analogy, what are the trail markers along the way that will make them successful at that end goal? And so if it were knitting a scarf, it might be they need to know how to cast on. They need to know how to make, you know, a Pearl and a knit stitch, and they need to know how to cast off and then they need to know how to finish the project, right. If they can't do one of those four things, they're not going to have a scarf at the end. And so again, it should be something demonstrable, something they do. And then when you have those identified, you work back from that and you look at each of those little goals and you say, what do they need to be able to accomplish this little goal or this little icon learner destinations? What do they need to accomplish that little or get to that destination, right? And so is it, do they need a video view demonstrating it do they need written instructions do they need a chart do they need a checklist do they need some kind of graphic or animation? And so you ask yourself, what's the best way for me to show them what it is they need to do or teach them what it is they need to do? And then you write all those out it's kind of a brainstorming session, right you gather all of that, you record what it is, and then that's all that goes into the course. It might be the history of knitting might be absolutely fascinating, but it's going to do nothing to make them successful with casting on, doing the stitches, casting off and finishing the project, right? So it doesn't go in the course so now not only have you made it more likely that your learner's going to be successful, you've made it easier on yourself. Because one of the questions I hear all the time is how do I know what to put in my course how do I know how much to give people? Am I giving them enough for what I'm charging them how? And that's not really the right question the right question is, and I've heard you say this in different ways as well, is however much it takes to to make them be successful with what it is you're trying to get them to do.

Cindy

That's how it goes, and not one sentence more.

Lisa

Nothing and nothing more, right? And and then after that, you organize it all you, what we were talking about before, kind of chunking it, what I call kindling size pieces you categorize it so that it makes sense, so that they can absorb it they don't have what's called cognitive overload, which they're just not like it's just so much information you can't remember. And so you put it into those categories for them so that it's very easy for them to know where they are, are in it, whether they've been successful, whether they're done with that and then it it helps with retention as well they'll be able to remember it better and be able to apply it better. And then the end is just kind of putting it all, putting it all together, putting it into the course.

Cindy

Online courses have such A and, and I've, I've, I've pulled this statistic out before that there is a, a very poor completion rate for online courses. Historically, it's, it's somewhere in the single digits. Do you think that by applying these principles of learning design that we can improve the completion rate? Because I can already see how this could really impact somebody finishing a course. Because if you dump the history of knitting into a course and all they want to do is make a scarf for a Christmas gift, you're going to lose them.

Lisa

Right yeah, they won't finish.

Cindy

They won't finish it, yeah.

Lisa

They won't finish it, they won't be successful and, and you know, and a key is being really clear what you want them to accomplish i mean, that's one of the things you do with your workbooks, right and you give people challenges and time frames even, you know, so that they can apply what they're learning right away that's really key like try to encourage them to apply it because if they apply it, then they are going to remember they're going to be ready for the next thing they're going to be ready for your next course. So getting them to apply it is really critical as well and I'm absolutely convinced and I'm going to be gathering a lot of data on that, on how this improves course completion for people because it's not going to take care of all the problems, right because some of the reasons we don't complete courses is because we're really busy or we change our minds about what we want to learn about or there can be lots of reasons but I see, I have, you know, experienced a lot of the courses in this, in this business, in this field of course creation. And there's so many unnecessary barriers, the learners that just, you know, really create those roadblocks and challenges and we don't need to make it any harder than it already is when we're pressed for time. And that's our number one.

Cindy

Challenge i've experienced this myself i've like you i've bought a lot of courses and the big thing for me is that they don't give. A lot of course creators don't give us a lot of different ways to absorb the information so I'm thinking of a course that I spent quite a bit of money on, and it was all video, which was fine. But when I went to apply what I had learned, it would have been really helpful to have a checklist so that I didn't have to go back and watch the video again. So I ended up having to make my own checklist and if the course creator had just supplied that to me, it would have made it would have made it easier for me to be.

Lisa

Successful, that is that's huge i'm glad you brought that up because it's really important on 2 levels one, it is tedious to try and find something in a video. So you desperately need a transcript, a transcript then you could search, you can search for it you can find what it was the point that you needed, or you can scan it and read it really quickly. But more importantly, even than that, and, and it's absolutely critical that you give people multiple ways to digest it there should be an audio, there should be a video if there's video, video, audio transcripts, checklists, you know, any kind of way that you can help give them different ways and the number one reason for me is accessibility. So we have so many so you are, you know, you are automatically cutting yourself off from a big customer population when you don't make your material accessible. Unfortunately, I think most of the platforms we put are our content in now already take care of a lot of the accessibility your courses should be able to be read by a screen reader you probably don't need to worry about that. I still go through and test it with a screen reader myself because I want to know that it reads with a screen reader and and fix it. And screen readers aren't just for people who are totally blind they're for people with any kind of vision impairment, but they're also for people with mobility issues. And so a lot of people will navigate through a course or a website using their keyboard. And so they'll turn on the screen reader so that they can navigate through their keyboard rather than through.

Cindy

Oh, that's interesting. So just for for people who who don't know or who aren't familiar with that term screen reader. Screen reader is a an app that will read text out loud, typically used by people who are visually impaired, but also apparently people with mobility issues so that they can navigate through a website or through PDF or through another document without being able to necessarily see it. So yeah, super important and and this, this, this technology has gotten much better in recent years it used to be a much bigger issue than it is today even for example, Vimeo, which is the service that I used to host my course content, my videos, does automatic transcripts now so that the transcript is right on the screen. But I've also had people contact me and say can I get a transcript of this course because Vimeo

is not available in my country, so that's something to be aware of as well.

Lisa

And and when you think about accessibility issues like transcripts and post captioning and alt text which is describing any image that you've used, when you think about it makes it better for everyone.

Cindy

It does. It does.

Lisa

It's just amazing it doesn't matter if you're sighted or not, putting those principles in place makes it better for you one of my big pet peeves if if I could change the world, the one thing I would try to get people to do is when you, when you post a link, describe what the link is and then put the hyperlink on those words. And so instead of saying to access the tiny course empire course, click here and making the active link on the word here and you know, and access my challenge here and then you put the link on here and you know, access my access my podcast here and you put the link on here. What will happen is when people use the screen reader, they much like a actually like a sighted person might do is you go to a a website or a course and you kind of look at it and you see the title and you see the subtitles and you see the lessons and you see the pictures. And then you start reading through the course and you see the links and you come back and you look at those links at some point probably and click on them you usually don't do it as you're reading through. Well, screen reader kind of does that for for the person and so there are sections so you go to the section that tells you what all the titles are and what all the subtitles are and what all the images are and what the links are. So you know what you get.

Cindy

You get a whole list of.

Lisa

Here link, here link here link and they have no idea where those links are going to take them and.

Cindy

Then Oh my gosh.

Lisa

It's so frustrating and but worse than that, the worst thing you can do, and I think we finally normalized it, people don't do this anymore, but it's to actually put the URL in rather than attach it to text. And I had an experience when they were training us on this and an accessibility course and they, they ran a screen reader where somebody had made a bunch of mistakes like this, right and one of them was they put the URL in and so you hear link HTTP colon forward slash for about that time you're ready to scream and I was just like, I will never do that ever. It was so painful and they made us listen to the entire URL in the training and it really like seared in my brain don't don't ever do that to a person. But for sighted people too it, you know, or people with good mobility, I was, we had something sent out at work one time and they had used here and I knew what I was looking for and I knew the name of it i couldn't find it in the email it took me like 5 minutes to find it because they 'd use the word here rather than the session I was looking for and I thought it was just me because I'm hypersensitive to it but I talked to a couple of my colleagues and they all said like, yeah, I couldn't find that in the email either like I looked and looked and looked and couldn't find what I whatever I was supposed

to go, what I was supposed to click on.

Cindy

So the bottom line is make it easy for your for your students to be successful, Make it make it easy for them. Another example that that I thought of that may be applicable as well. I have a coaching client who purchased a course and she's having a lot of trouble getting through the course because the woman who is teaching it has an accent and she's having trouble understanding what she, what the the teacher is saying in the videos. And closed captioning would solve that problem yep instantly yeah. So we're, we're a global. We're, we're more and more global, right. I have customers, I have students all over the world and course creators, you know, coaches, you probably have students all over the world too so, and, and students of, of varying physical abilities so think about how you can make that, make it easier for them to be successful to finish and to accomplish the goal that that you've set out for them to accomplish with your course i think that's, I think it's really the bottom line.

Lisa

And there's two reasons one is you really care about your learners i mean, that's one of the things that I love about your community and the ones I'm in, like people really care about the learners so you want them to be successful, but also just on a real practical level, if they're successful and they complete your course, they're ready to buy your next course.

Cindy

Yes.

Lisa

And so just from a financial perspective, it's it's to our benefit to make sure that learners can complete their courses. But you know, with as much as we have control over that, Yeah, yeah.

Cindy

Hundred, percent i love that i'm going to, I'm going to end on that note because that's important. Lisa, where can people learn more about you?

Lisa

They can go to connectedcoursedesigns.com and that's where they can learn about everything that I do. And there is also a link that you can put in the show notes where they can get the free course if you sign up for my email, newsletter you get the free course that lays out the entire Summit First it's called the Summit First Framework, which is what I described as the backwards design. And I also do course review packages right now i probably won't do this for very long long, but right now I'm doing course review packages where I will review your course and I will point out five things that you could improve and give you detailed instructions on how to improve 3 The top three, most important, three of those. And for listeners of the podcast, you can get 50$ off with a coupon.

Cindy

And so we'll put the coupon in the show notes yeah OK, excellent.

Lisa

It'll be good for it'll be good till Halloween. I'll take it down Halloween and I'll give people a chance.

Cindy

To all right, all right, good so so if you're listening in the first five weeks or so that this podcast goes up because it will post on Monday the sixteenth. I had I had to do a little math in my head sorry. Monday the sixteenth is when this when this podcast will air. You guys, you should go get Lisa's free course it she threw me a little bit the summit first i just got it because she's been talking about her hiking metaphor so summit first, yes, get to the summit first, then work your way backwards. That's that's the the entire thing and here's why you should go get this free course it is a living, breathing example of these principles at work. And this is my absolute favorite way to learn anything is not by someone teaching me, although that's obviously important. But if you can learn by deconstructing the examples that they're putting out there, that's even more powerful so pick up Lisa's Summit First Framework course and pay attention not only to what she's saying, but how she presents the material. I think you'll learn a lot in that in that exercise. So we'll put the link to that in the show notes. Lisa, what should I have asked you that I didn't any any closing thoughts anything really important that you want to make sure that everybody knows about?

Lisa

Gosh, I don't think so i think we, I think we covered a lot.

Cindy

Yeah, we did we I had to i took a whole page of notes, you guys. So yeah, I think, I think we covered a lot. I've been making courses for six years now i've made 70 courses. I think in that time I've made a lot of courses and even I learned a few things today so Lisa, I want to thank you for that. This has been phenomenal i will

say 1.

Lisa

I will say one thing, your point, and it was actually a plan I put in my notes about, you know, following people, then modeling what they do. And that's very, I would say to the listeners, it's very true of Cindy's courses model what she does when you take her courses, model what she does because she knows course design from experience and she follows the principles that I teach. And so you will do well to model Cindy's courses as well.

Cindy

Excellent all right. Thanks for that. All right, thanks, guys thanks for joining us, Lisa thank you for being here on the show i really appreciate you and we will catch you all next week.

If you like what you hear on the Tiny Course Empire Podcast, you're going love all of the courses and workshops and support you'll find inside Six-Figure Systems. That's my monthly program where we dig into online marketing for regular people like you and me. We don't do big launches. We don't have the big headaches and we don't have the big expenses that come with them. Instead, we focus on creating repeatable, sustainable systems that continue to grow over time, and that don't suck up all of our energy or require a 10 person team to manage. You can come see what we're all about at sixfiguresystems.com and I'll see you on the inside