



**SPI 224**

# **Hack Teaching—A Discussion about Education and Getting Results with Mark Barnes**

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Pat: This is the Smart Passive Income Podcast with Pat Flynn, session number two hundred twenty-four. Here we go.

Announcer: Welcome to the Smart Passive Income Podcast, where it's all about working hard now, so you can sit back and reap the benefits later. Now your host. He plays Minecraft with his six year-old son, Pat Flynn.

Pat: What's up, everybody? Thank you so much for joining me today. This is session two hundred twenty-four of the Smart Passive Income Podcast. It's definitely going to be worth your time, because we are speaking with long time educator and bestselling author Mark Barnes, who is from the Hack Learning series. You can find him at [hacklearning.org](http://hacklearning.org). He has a podcast also has a book with a ton of people following his every step because he, being a popular keynote speaker and education presenter, he's helping people figure out how to teach better. At [hacklearning.org](http://hacklearning.org) you can learn about him and his team and all that they're doing.

We're going to be talking about some interesting parallels between how he's been able to help fix education, and what he's doing to help fix education and helping teachers with their students, and helping them make a bigger impact, and how that can actually translate into what all of us are doing online, through our blogs, through our podcasts, through our courses. There's a lot of similarities there, obviously, because we're trying to teach people. We also need to know how we can best reach those on the other end who are taking action, be it our students or people who are taking our courses or what have you.

We're going to get right into this interview with Mark Barnes from [hacklearning.org](http://hacklearning.org). Here we go. Hey, what's up, everybody? Pat here. I'm here with Mark Barnes from [hacklearning.org](http://hacklearning.org) and Hack Learning books, and Hack Learning Podcast. Mark, what is this Hack Learning thing? We're going to get into all that, but first of all, Mark, just thank you for being here. I really appreciate your time.

Mark: Hey, Pat. I'm really thrilled to be on. I appreciate you having me.

Yeah, Hack Learning, sometimes it gets a bad rap. People are used to the word hack or hackers having a negative connotation. I like to think that we're trying to put the positive in hacking. We're hacking learning by taking professionals, and looking at problems through a different levels. We've got educators, teachers, school leaders, thought leaders who look at problems in ways that most people don't, and take a look at all kinds of assets and say, "how can we hack these? How can we put them together in ways that other people aren't doing?" That's what we're up to.

Pat:

I love that. I think there's definitely this trend as of late to think of hacking in a good way. A lot of people, I think even FBI agents have hired hackers so that they can better understand what's going on to fight the bad hackers, I guess you could say. Maybe we're not talking about that kind of hacking here, but I think hacking is great, because it's sort of a shortcut to doing certain things. For all of us who are building businesses online, and learning, and educating others, if we know how to do it the better way, then that's going to be a win for everybody. I think we're going to definitely talk about that today.

I also want to just give a shout out to Monica who is the one who actually connected us on Twitter. She had randomly tweeted me or at replied me. She said, "@markbarnes19," which is your Twitter handle, "Have you been on Pat Flynn's podcast?" That's kind of how we started this conversation. I just want to thank you, Monica, and thank everybody else out there who has just referenced or referred people to me. This is how we find the best guests here on the show. Thank you, Monica. Mark, thanks again for taking the time to be here today.

Before we get into learning and hacking and that kind of thing, just talk about kind of what you were doing before, or what is it that you know, and why did you get into what you're doing?

Mark:

Yeah, well I'm an educator. I have been most of my life. I was a classroom teacher in both middle school and high school for, oh about twenty-three years. I had this sort of interesting evolution as

a teacher. In the beginning of my career, for a long time, probably a decade or more, I was very sort of old school, and my way or the highway guy, sort of militant, and lived by the textbook and the workbook and all of that. It just struck me. I sort of had an epiphany at the end of a school year when my kids were hating me and failing. I said, “Man, there’s got to be a better way.”

Anyways, I just spent a summer sort of reflecting and researching, grabbing everything I could that would help me see education through a different lens. I think that’s sort of what ultimately got me to where I am now, with Hack Learning. I learned that there’s different ways to educate kids and people in general. I sort of rebuilt myself as a teacher. That ultimately changed everything for me and for my students, and led me to write a few books and got me to create my own publishing company, where now we sort of take that idea. We’ve created Hack Learning. It’s a better way.

Pat: I love it. Hacklearning.org is the website. You have a number of books there. Like you said, a podcast as well. What are some of these books about, specifically?

Mark: The primary audience, I would say is educators or people who are, we call them education stakeholders. I think a lot of parents read the books too to discuss better ways with their teachers or principals where their kids go to school. We have, the first book in the series is called Hacking Education: 10 Quick Fixes for Every School. I’m the coauthor of that book. That’s the only one in the series that I’ve actually written. I wrote that with someone named Jennifer Gonzalez, who is now an education entrepreneur. She’s a big fan of yours, Pat.

Pat: That’s awesome.

Mark: She writes a blog called Cult of Pedagogy. She’s very much in this same lane, sort of, “What can I do to make teaching and learning better?” She and I had a fascinating talk. We got connected through the blog world and Twitter and ultimately Voxer, a really cool communication tool. We just started talking about, “How can we

fix some of the big problems?” First, what are the problems that we were hearing in our networks? We said, “Man, there’s got to be a way to fix this.” The next thing you know, our conversation and brainstorming turned into ten problems and ten quick fixes, and hacking education was born. From there, the whole Hack Learning series. Beyond that now, we’ve hacked assessment. We’re hacking leadership, writing, just all kinds of things. We’ve got great stuff coming.

Pat: That’s great. What are some of those big problems that you’re seeing in education that then you talk about in that book?

Mark: One thing is we don’t tackle the global concerns, the standardization. I mean, we do have a book on the Common Core and standardization, but in that book we’re not covering that. We’re not covering poverty. We’re not solving those kinds of problems. What we’re looking at are the everyday problems that educators and school leaders face. One of them, for example, is time. Time is a very precious commodity for educators. They’ll all tell you, “We don’t have enough of it. With all of the things that happen in a given day.”

We started talking about that, even in the business world. You think about what people do in the private sector. Time is very precious. We’re consumed with meetings, both as educators and in the business world. There’s always a meeting. We said, “You know, in today’s world, we shouldn’t have to meet face-to-face all the time. We could very easily look at the assets that we have, the incredible technology, Cloud-based platforms, and we could place information in those places, and then we could use back channels like Twitter and Voxer to carry on the conversation about whatever the agenda is, and we don’t always have to meet face-to-face.”

That’s one. In fact, that’s hack one in the book. We call it Meet Me in the Cloud. We talk about how we can really eliminate almost all face-to-face meetings with the amazing tools that we have in the digital world today.

Pat: I love that. For everybody out there listening, I want you to think about how often you meet with other people in person, whether you have a nine to five, or you're an entrepreneur, and you have a team. Even meeting in person on Skype, that still does take time away from other things that you could be doing. I know personally that, I remember when I was in the nine to five job working as an architect, it just seemed like there were meetings every day, and they were just a complete waste of time. I know that if we had a little bit more technology like we do today, we might have been able to solve a lot of those problems. I think a lot of us just have to be conscious about that first. That's the first step.

You had mentioned a tool called Voxer, which I actually got familiar with when I came onboard as an advisor for Leadpages. Clay Collins, the CEO there, he told me to get on Voxer, because that's how we would communicate. I didn't understand because I had never had heard of that before. Now, after using it for over a couple years now or over a year actually, it's been amazing, because we can leave these great voicemails, and it's on our own time. It's sort of like texting, but with your voice, but it's very organized.

We also use Slack. I don't know if you've heard of Slack, Mark, but Slack has just been an amazing tool to cut out those one-to-one in person meetings, group meetings, but also email. Email is also a big time suck for people too. I love that you're mentioning tools already. People who are listening to this show love those tools. I think if you have a team, and you want to talk voice-to-voice, Voxer, V-O-X-E-R is a great one to use. What are some of the other problems, besides those sort of meeting times, which is definitely a big one. I think that does save people a lot of time. What are some other things that you found to be a problem? How do we solve them?

Mark: Yeah, well in Hacking Education, we wanted to really take problems that face teachers, classroom teachers, where they walk in every day going, "Oh, man, how am I going to handle this today?" They keep cropping up. Somethings that we look at is simple, like classroom management. That's one that comes up all the time. There's so many issues with classroom management. We said,



“Well, there’s got to be a really easy way to build rapport with kids.”

We looked at various ways, and not all technology. We’re talking about technology, and I think it’s great to do. I think we have to look at the digital tools that make us better. The one thing about Hack Learning is it isn’t always about the digital tools. We want to also say, “Well, if someone doesn’t have immediate access to the internet or social media or something like, like Twitter or Voxer, let’s give them another way.”

One of the things we do is we talk about collecting data that isn’t the traditional data. It’s not the testing data. We said, “What if we collect data on the whole child?” One of the hacks we call the 360 Spreadsheet. You can write it on a sheet of paper, or you could actually create it on a spreadsheet on a computer if you wanted to. Basically, what we do is put categories in there that are more about people than they are about learning. You know, this isn’t ... One of the things about Hack Learning is it isn’t all brand new. Some of it is we’re taking things that have already existed, and we’re sort of wiping off some of the dust, and making them a little better.

What teachers used to do, and I think maybe some still do is they would start their school year, and distribute note cards, index cards, and hand those to the kids, and ask them to write a little bit about themselves. I did it many years ago, decades ago. Then invariably what happens is you take those cards, and you stuff them aside, and you really never see them anymore. You’re too busy with everything else to use them.

What the 360 Spreadsheet does is it’s a quick reference. You do collect that information from the kids, and you could do it on an index card or a notebook or on a Cloud-based system. All you do is you set it up like a chart, and you put the kids’ names down. You have your categories like recreation. What do you do for recreation? What are your hobbies? How many siblings do you have? What’s unique that most people don’t know about you?

What happens is you have this sheet in front of you with a group of

kids, and you've learned a ton about them. That really helps with rapport. We tend in education to go about classroom management the wrong way. The old carrot and stick. We setup the rules and say, "If you do this wrong, you're going to get this punishment." Well, what we've learned by talking to great educators all over the world is that the best way to manage your classroom is to get to know kids. Once you build rapport with them, they tend to be a whole lot less of a problem because they like you. They like the way you run your classroom. They like the fact that they see you as more as a someone who just dispenses information, maybe as a mentor and a friend.

Again, I think this is one of those things that you can carry into the private sector. This is what I personally love about Hack Learning is even though our primary audience is educators, I think so many of the hacks are really good for the private sector too, because when you think of small business, wouldn't it be great if you got to know everyone who worked for you in that personal way? You think of the rapport you can build and the close relationships you can build. When you can do that, you've got people who will run into the wall for you.

Pat: Yeah, no I completely agree. I and my team, we do a good job of keeping each other informed on things outside the business, on what we're up to, who's getting married, where we're going on vacation, what we've been up to. We just kind of have that kind of culture. That definitely makes the entire company grow, and just be in a better mood most of the time. I definitely agree. That's why I wanted you here, Mark, because a lot of these things that relate specifically to education in the way that you're teaching and for your primary audience, can definitely relate to what we're doing too.

In terms of people out there who are listening who have courses, for example, who have their own students, who may not be in a classroom setting, many of them are virtual. I think one of the big problems that we face as educators online is just people don't always take the action that they need to take. They have the content there in front of them. They signup for these courses,



many spending hundreds if not thousands of dollars, yet not being completely motivated to go through the coursework for whatever reason. What are some things that you've learned through your years of teaching, through Hack Learning that we can use to make our help our students, the people taking our courses, actually do the work that they need to do?

Mark:

Yeah, that's a great question. I think that ... I do some teaching online as well. I've encountered exactly what you just said, Pat, that idea that people maybe access information. Then they don't come back to it. I teach some courses online that run for nine weeks. Someone will sign up three weeks before the course starts. Then you're in the ninth week, and I've never heard from them. A lot of times it's scrambling. It's like, "Okay, what do I do now?" Then in the classroom, it's the same thing. You give kids a project or something and they say, "Okay, I'm going to do that later." They push it off. They forget about it.

What I have found that really works best is to find multiple ways to engage. In the online world, we've been talking about it already, the idea of the back channel. A lot of people don't truly grasp the concept of the back channel. There are so many of them now. We're sitting here, and we're rattling off Twitter, Voxer, or Slack. There's so many ways to communicate. What I have really tried to do is first of all, maybe I don't focus on every single one, but I do try to be active on most of the popular social networks. I want to give students an option to connect with me in a variety of ways.

Some people dislike email. Right? It's old school. Even though it's in the digital world, it's still kind of old school. I say, "You know, that's fine. You can reach out to me through email." I'm always on Twitter. I tell all of my students. Even when I was still in the classroom with younger kids, even middle schoolers, you know, they love social media. When you would give them an opportunity to connect with you in a space that they're very comfortable with, then you can constantly stay connected. You can remind them, "Well, we've got this coming up," or "We're working on this."

If they're struggling. "Hey, I'm on this project, and I don't get this or that," they can't see you face-to-face, but they can reach out to you, and know that they can contact you through one of those back channels. I ran a website for my classes. Now in the online world for older people, teachers are really my students now, I do the same thing. There's always a space where you can communicate, whether it's a chat room, or just a comment section on an assignment. There's always something. Then I get pinged with an alert that someone has communicated with me. It creates sort of that twenty-four-seven feel. I think that connection is really what keeps learners engaged.

Pat: That's cool. I like that. What if ... Do you have anything in place to get notified or keep track of those who aren't taking action? Sometimes they slip through our fingers, or we just don't even notice. Those are the people who need the help the most.

Mark: Yeah, that's a great point too. I think it's sort of a two-pronged approach. I have a system in place where on a course site that I use, I use a platform called Kajabi for example, for one. There's so many out there. I'm not promoting any one over another. I'm just saying this is one that I use. What's great about it is it has a system setup on the backend where you can go in, and it will show you automatically in a column next to all of your registered people when they have last interacted with content.

What you're saying is true. We tend to really focus on those who are engaged and who are connected. I think the two systems work together. If I'm constantly getting pinged on a back channel by someone who's taking a course of mine, I know who's engaged right away. I'm thinking, "I know this person, because they're always hitting me on Twitter or Vox or somewhere." Then you sort of think, "Well, what about these other people that I'm not hearing from?"

That's when I think you need a tool where you can go in on the backside and see, "Okay, when did they last engage?" Then with my online system, I can then, right from that system, when I see that they haven't been in the content in maybe a week or five days

or whatever, I can right from there shoot them a message that they will get alerted in their email. It will say, “Hey, Mark Barnes has communicated with you.”

That’s really important to do. A lot of times you find that people have really legitimate reasons. They’re not just blowing off the work. Even kids, I used to say that a lot. You’d hear from colleagues who’d say, “Well, this kid never does anything.” I said, “Well, you know, have you connected with that kid to find out why he’s not doing it?” I think it’s true for adults too. I hear some people, like I said earlier, they get into a course early, and they kind of forget about it, because we’ve got busy lives. They go, “Oh, yeah that’s right. Boy, I’m really glad you reached out to me.” That goes back to that whole relationship building too, which is so important.

Pat: Right, it’s absolutely huge. When people see that you’re actually taking the time to consider where they’re at, to maybe help them out, I mean it just speaks so highly of why you’re doing what you’re doing. They’re going to be more of a fan. They’re maybe going to hopefully take action. If not, they’re going to share you with others because they trust you. They know that you’re in it for the right reasons.

Mark: Yeah, that’s a big one. I think, again, relationships. You just almost can’t say the word enough. It’s great. I’ve had people who maybe signed up for a course and didn’t take it. Then months later, someone came back to me and they said, “Hey, so and so recommended you.” I thought, “Well, they didn’t take my course.” We connected like you were just talking about. We communicated. They said, “Yeah, he’s really good at communicating.” That’s the whole digital world and the back channel thing. It’s so huge is I get people all the time who say, “Boy, he gets back to me so quickly.” I think the technology allows that, even if you’re really busy.

Pat: Right, or you can have certain team members in place to be able to have that quicker response time, which is always going to be positive. One thing I remember when I was growing up and going to school, some of my favorite teachers or classes were ones

where there was a lot of interaction between myself and the other students. I think in the online space it's quite similar. We seem to enjoy not just the content that we get, but the communities we're involved with too. How do you balance that community aspect of learning with the idea of just managing such a thing? I think that's the big thing. Everybody wants a community in their course, but it's a very difficult thing to manage. I've tried to do one before, and it just, it fell flat.

If you have one of these forms available, it's going to ... If it's active, that's great. It's going to elevate everything that you do, and people are going to enjoy it more if you have a recurring payment, for example, to stay in there, people are going to pay because they want to be a part of that community, but it's also very difficult to manage. Do you have any advice or tips or solutions for, or at least something to think about for the community building aspect of learning?

Mark:

Yeah, I think one thing, and I may have mentioned this earlier, I think you have to give people a lot of channels, which can get busy for you. Then you have to be involved in all those channels. I think one of the things you want to do in that case is to find a tool that helps you manage your different channels. There's tons of those. Those are becoming more and more popular now. I use Buffer. Buffer is such a huge tool for me, because it allows me to take all of my social networks, and put them on one screen. Then I can communicate with people in a single click. I can type one message, and it will go to Facebook, Twitter, LinkedIn, and a variety of other places, Pinterest.

You send that one message, and if someone is involved in your community on Pinterest, but maybe not Twitter, they're still getting that message. I think tools like that really help, because you can't tell someone, and I've done this in the past. This is speaking from experience. I used to be very rigid about how I was going to work. I said, "This is our platform. This is where we're going to be, and this is where you have to be." I started losing people. It just struck me that in this evolving world of channels, social channels, back

channels, that people like different things. That was an epiphany for me. It helped me realize that you have to give people what you want in the digital ... What they want in the digital world. That's made a big difference.

Pat: You're absolutely right. People have their own preferred way of absorbing content. That's why I think Smart Passive Income has become so great over the years because it's not just blog content anymore. It expanded out onto YouTube. It expanded out on podcast episodes. They cross promote each other. Yes, there are people who will take content from each of those channels, but there's also ones that only have their own preferred way to either listen or watch or read. I wouldn't have been able to reach them otherwise. I think you're absolutely right there, in terms of content producer communicating to the content consumer.

When it's content consumers communicating with each other, I think that those channels, if they're available, have to be very specific on one platform. For example, if you're going to have a community where your people are going to talk to each other, it would be, for example a Facebook group. That's the one that sort of people today are using to add value to their own courses. It's, "Hey, we're going to have this Facebook community." I think it's Facebook currently, just because that's where everybody is. Communication is easy.

Then, my buddy Chris Ducker who runs Youpreneur.com, he has a great forum and a great community there. He's chosen to have primarily, at least in this point and time, a lot of his communication there. I also know it's very difficult. I guess what I'm trying to say here is it's kind of going to take a little bit of experimentation, depending on who your audience is. Am I right?

Mark: Yeah. The other thing, Pat, is I think that you have to, once your audience is established, you know if you're in a smaller group, if you're talking about dealing with people that you're moving a product out to, you're sending content out to, and it's one specific group. We're not talking about hundreds of thousands, I think it's important to, when you're deciding on that one, single place where



the group is going to meet, to come to an agreement as much as possible. For smaller groups, if you're doing a Mastermind group, if you have, I don't know, fifty or a hundred people in there, I think it's a lot easier to communicate with them, and in the beginning to say, "Okay, we're going to meet in this one place, or I'm going to put out a Google form, or something, and we're going to decide what's the best way for us to communicate and to collaborate."

Again, and I think you're right about Facebook. Most people are there. You can say, "We're going to start this Facebook group." I've had groups like that. I have a very large Facebook group, it's called Teachers Throwing Out Grades. We talk all about assessment. That was one of my first big ventures in the social media world as an educator. There's over six thousand members in this group global. They're just people who want to talk about assessment. At first, that group was really small. I said, "Is this the place you want to be?" That seemed to be what everyone wanted. They said, "Yeah, this is where I want to be. I like Facebook." Now, I've started other groups, and they've said, "You know, let's move this over to Voxer." You can do that up to about a hundred people, I think, on Voxer with some success.

Pat: Oh, I didn't realize that.

Mark: Once it gets bigger than that, I'm in a group that has about a hundred sixty people. It can get really noisy. Especially for smaller groups, it's great because we talked about Voxer earlier. You've got that voice aspect where you can hear people's passion, and you can think about what you want to sway. You can say it, and then they can listen later. Then they can think about their response. I think that's a really cool platform too. The key is what do people want to do? Where do they want to go?

Pat: Then also, the last thing I want to mention about communities, forums, is setting the expectation for what your involvement is. I've made this mistake before, where I set up a forum or a community. I think people expected me to be there and answer every single question when I had different expectations. Those expectations



they had weren't met. There were disagreements. People felt let down. You definitely don't want that to happen. I think if you're very honest with people, and you say, "Hey, I'm going to be in here, so and so during the week, maybe an hour, a day, or maybe just a couple hours a week," then people are going to be okay with that if you're not there the rest of the time. It's when those expectations are not met where things can kind of go bad for your community. You definitely don't want that to happen. I just wanted to share that through my own experience to make sure you set those expectations.

Here's a kind of a loaded question for you, Mark. Somebody who's putting a course together or some sort of teaching on maybe a blog post series or a series of YouTube videos, what's the perfect way to teach? What do people respond best to?

Mark: Boy, you said loaded question, you weren't kidding, right?

Pat: Yeah, well at least set you up for it. I didn't just come out of nowhere.

Mark: Well, a little bit. Yeah, I'll tell you, that's a really tough one. The best way to teach. Is that ...

Pat: Yep.

Mark: Did I put it in a nutshell there? The best way to teach.

Pat: How do you get students to learn the content that you have in your brain best?

Mark: I'll tell you the way that I found over a lot of years that worked best for me, and I know some educators, and they, if educators listen to this, they might immediately push back and go, "No, that's not right." For me, and it took me a long time to realize this, what worked best was really getting out of kids' way. I think that that's really hard in a traditional school. If you're talking about the K12 world, that's really, really hard to do. If you're talking even about college, it's really hard

to do, because what do professors do? They typically stand in front of a group and lecture.

Unfortunately a lot of teachers in the K12 world continue that method as well. It took me a long time to figure it out, and there's so much control that you're giving away. What worked for me, you used the phrase, "How do you get the ... What's in your head to them, or get them to learn what's in your head?" Which I love the way you say that.

What I learned is if I took a concept that I wanted my kids to learn, and I put it up on a board, whether it was a blackboard or an interactive whiteboard, and I said, "I need you to learn this today, and I'm going to let you learn it anyway you want to." That ultimately grew into this sort of messy, chaotic environment that in the end, brought far more results than if I stood in front of the group and disseminated the information, and hoped that it would somehow get into their brains.

That's the old school method. What happens is kids and adults, they start to collaborate. Even adults are, if you walk into a conference, and I know you've been and done tons of these things. If you go in front of a large group in a conference, and you ask the audience to do something, their first reaction is sort of that pause, just like kids. They'll look at each other, and go, "Oh, okay. What do we do? But I don't know all these people." Once you get people comfortable, and say, "It's okay to make mistakes, they'll start interacting, and they'll pull from each other. That's really an amazing thing.

What happens is you've got to move out of the way. You have to be more of a guide, more of a coach than a teacher or an instructor. To me, that's the best way to teach, is to just dangle a concept or a skill in front of your audience, and say, "Here are some ways you can find it, now go find it and help each other and ask questions." That really turns into something beautiful.

Pat: I know from my own experience ... Great answer, Mark. Thank you for that. Sorry to put you on the spot there. In my experience, in

terms of how I've been educated best, it's always been a, "You guide me. You point me in the right direction, but then let me go." I think I'm trying to adopt that as a parent as well. My son is in STEM school. That's how they teach. I've seen massive results with him, and how he's been able to teach himself things, which is amazing. I'm very blessed for that.

I think you're right. Asking questions, paying attention, and listening is going to help you best. I think a lot of us who create online courses, we go through the motions of wanting to help, and we put out the content that is going to help, and a lot of times we just think that when we go through the launch process, that we sell those courses or we sell access to those courses, we think that's it. It's kind of all in that person's responsibility to follow through. I think we still have to continue to work with people, or at least survey or keep track. Like you said, you use Kajabi. I know there's a lot of other tools out there that can help us keep track of where people are at.

I think it's our responsibility as content creators to do that if we truly want to help people in the best way possible. That's been the big debate that I've been talking about in a lot of my Mastermind groups, and just internally in my own head is how far do you go to help somebody after you've given them that content that they need? Shouldn't that be enough? I don't think that's enough. I think there should be a little bit more. I don't know if you have any response to that, but I'm just kind of thinking out loud, Mark.

Mark:

Well, no, I do. I think that you're talking about iteration too. This goes back to a little bit to my K12 world. One of our most popular books in the Hack Learning series is called Hacking Assessment. It's all about throwing out traditional grades. People say, "How does that work?" One of the most important words in there is iteration. You say, "Well, people are going to make mistakes. We have to give them a chance to make mistakes, and then we have to help them." That whole path to the mistake and sort of jumping that hurdle, and making another mistake, and jumping that hurdle, that's what leads to mastery.

I think when you're talking about the online course, and like you just said it, the old thinking is, "I'll put the information there. They can come get it, and that should be enough." It really isn't, because no matter what level the learner is, whether it's a kid or a high school kid or a college kid or an adult that we're sending our courses out to, they're going to make mistakes and they're going to struggle. The interaction has to be there. That sort of comes back to your whole thing about how do you manage your time and all that. That's all sort of the fascinating part about it is we have to look at all of the facets of it, and the layers of this onion, and say, "What's involved to make it the best that it can be?" I think iteration and collaboration are key.

Pat: I love it. This is going to be a great topic of discussion in the comment section here of this blog post, in podcast episode I think. I want to encourage everybody to come over and talk about what you think about education, about Mark said, about what I said, and see if we can add to this discussion. I think it's our job as content creators to figure out how we can best teach our students. I'd love to have you join in on that conversation. Mark, thanks again for coming on and sharing your information here. Super fascinating. Again, if you want to give a shout out or a link to where people can go find out more about you, that would be fantastic.

Mark: Yeah, it's all about Hack Learning. Hacklearning.org, everything is there. That's sort of the host for Hack Learning. There's links to books, the blog, the podcast, the team. There's really incredible educators there. They're not just for the K12 world. They've got amazing stuff for all learners. I'm on Twitter all the time, markbarnes19. That's the best place, really, to connect. I'd love to hear from people.

Pat: Awesome. Again, that's markbarnes19 on Twitter. Give him a shout and let him know what you think. Mark, thanks again for your time. We appreciate you. I feel like I could talk to you forever about education, because that's something I'm very big on right now with my son being six and in STEM school. I want to make some changes in this world, and education too, that's sort of my five ten year goal.

Hopefully we'll be talking again soon.

Mark: Sounds great. I'd love to. I've really enjoyed it. Thanks for having me.

Pat: All right. Thanks, Mark. All right, I hope you enjoyed that interview with Mark Barnes. Again, you can find him at [hacklearning.org](http://hacklearning.org). His Twitter handle is [markbarnes19](https://twitter.com/markbarnes19). Just fantastic conversation. Mark, thank you for coming on and sharing everything with us today. As always, you can get the show notes on the blog at [smartpassiveincome.com/session224](http://smartpassiveincome.com/session224). Again, that's [smartpassiveincome.com/session224](http://smartpassiveincome.com/session224). Yeah, thank you so much for joining me today. I appreciate it.

Just so you know, next week's episode is going to be really special. I'm bringing on a few different guests. Two of them you've heard from before in way back episodes, and one person who you've never heard here on the podcast. That is my family, so you're going to hear from my kids who have been on the show, I mean not as a guest, but really as just little inserts here and there. You hear their young baby voices. They've grown up since then. You're also going to hear from my wife April. That will be really interesting. Look forward for that one. That one's episode two twenty-five coming out next week. Yeah, it's going to be a fun one. Thank you so much. I appreciate you. Keep doing what you're doing, because you're helping to make change in this world. Keep it up. Cheers.

Announcer: Thanks for listening to the Smart Passive Income Podcast, at [www.smartpassiveincome.com](http://www.smartpassiveincome.com).



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