

# Executive Summary

- Who we are
  - What is a community?
  - Why did we do this? (what problem were we looking to solve)
  - How did we do this?
  - Who were the main leaders of the community?

For anyone wanting to learn more about how to build an effective community to drive outcomes for those in the community and your company



# Hello!

## Leif Jackson

VP of Content and Community at  
Cybrary

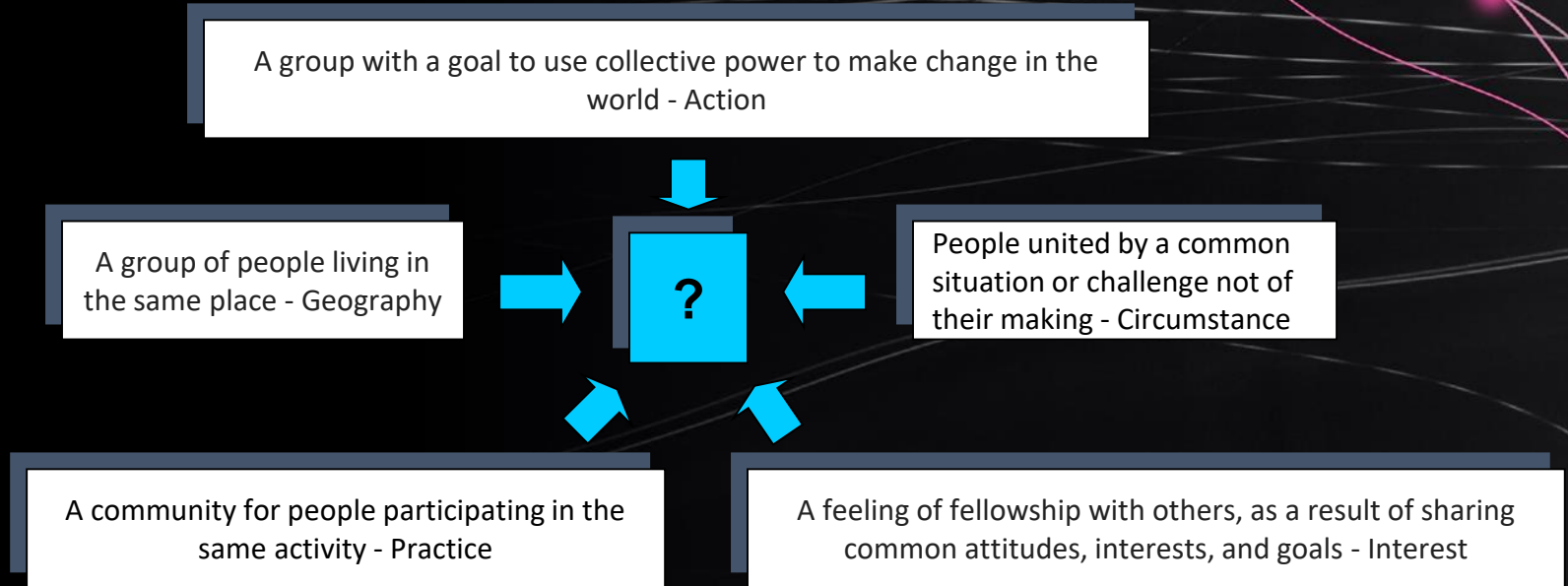
Lived in four continents in one year  
been to 50 countries

Contact me: [leif@cybrary.it](mailto:leif@cybrary.it)

**CYBRARY**



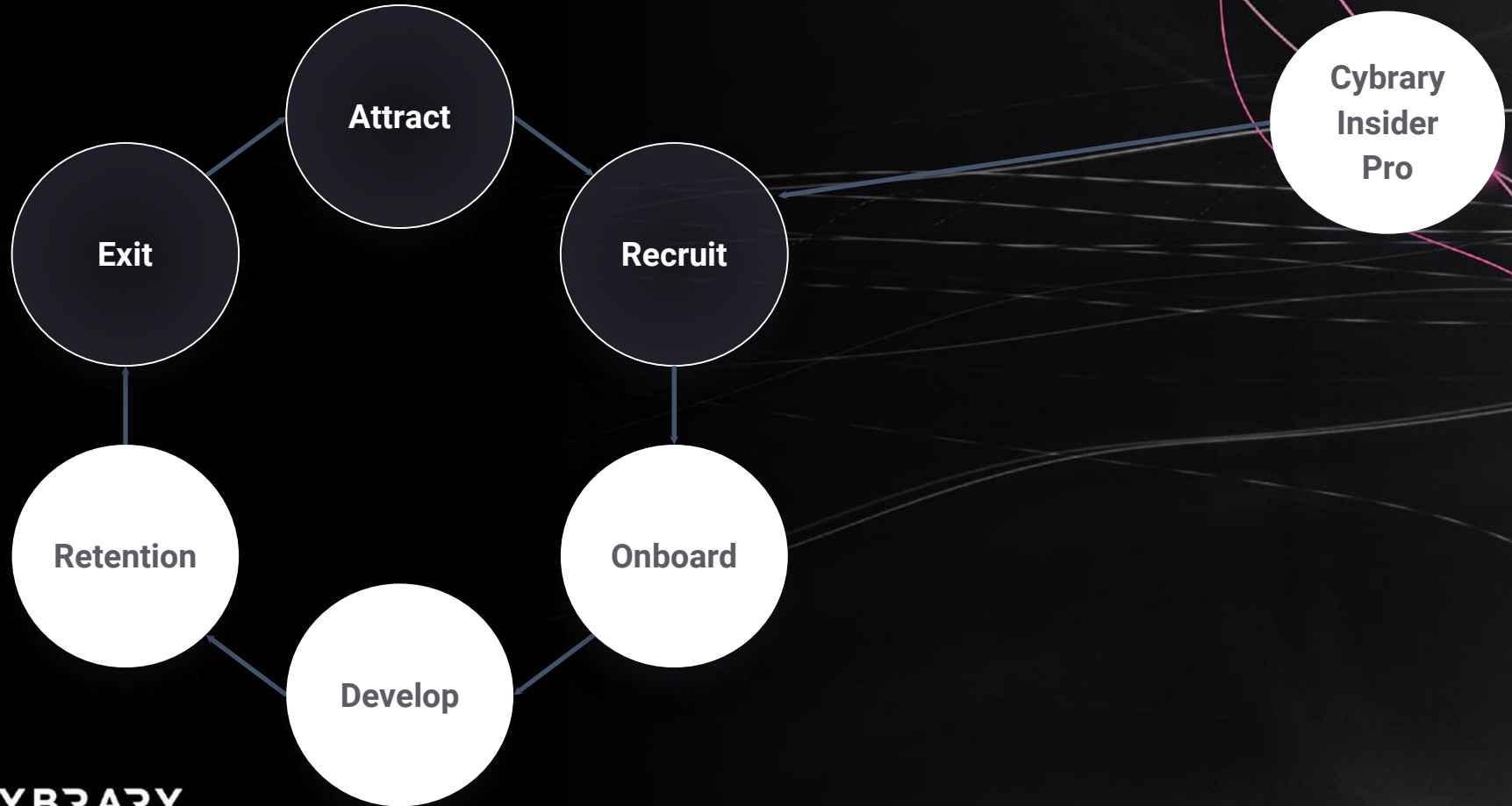
# Community defined- What is it? 5 Types



# Current Cybrary Users

- 2.5 Million Users | 96% of the Fortune 1000
- Five different key persona types come to our platform:
  - Students (20%)- Trying to decide if they want to come into cyber security/IT, supplement their curriculum- Nothing here potential market for universities
  - Career Changers (17%)- Decision on next steps in their career- Insider Pro
  - **IT professionals** (33%)- Trying to grow their IT career or switch into Cyber Security- Business
  - **Cyber Security professionals** (23%)- Cyber Security Career development- Business
  - Cyber Security Management (7%)- Further- Business careers in management

# Talent Lifecycle- Adding to Talent Cycle



# The Why?- Find the Why!

- 2.5 Million Users | 96% of the Fortune 1000
- The Problem: people want to get into the field and develop themselves- 1M jobs open and growing, no professional development
- People need to be guided in the industry-  $\frac{2}{3}$  of people don't know
- Our tools: Free video content - tons of goodwill - "I really want to give back", Mentorship
- Creator network - Grow the catalog - Cybrary, grow my brand, empower me to learn more, and give back

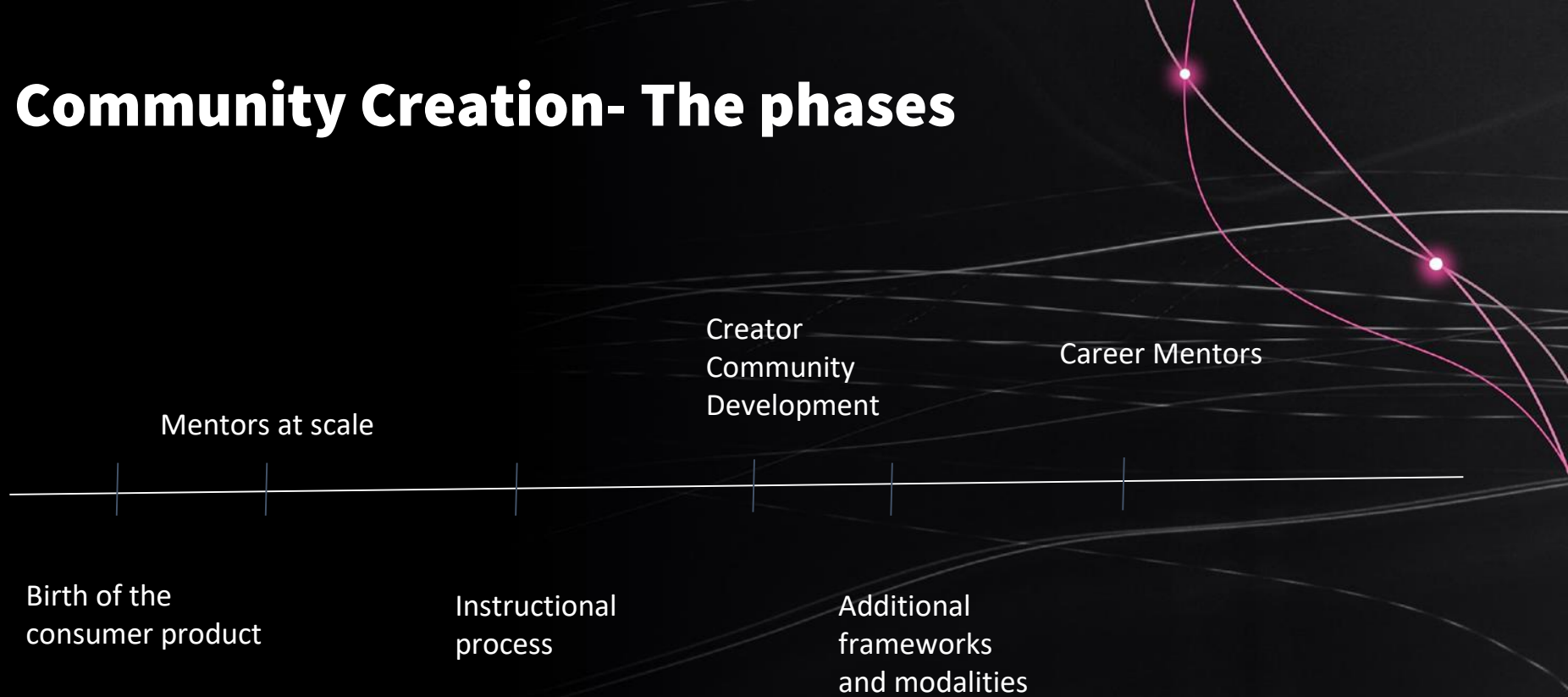


# The Results

## Results:

- Built Insider Pro to empower new professionals to enter the Cyber/IT field and grow in Cyber/IT field. 0 to 10K people in 20 months
- Built creator community in 2019, more opportunities to give back, grow your brand 1500 currently
- Catalog size grown 370% from 318 to 1176 items

# Community Creation- The phases



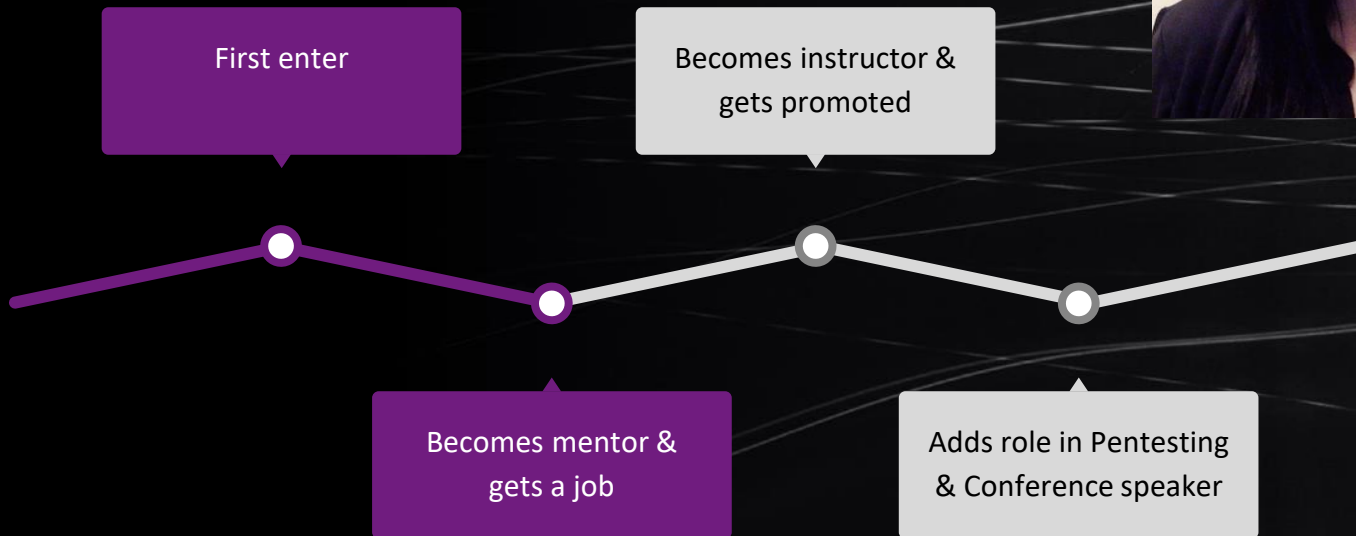
WHO HELPED US GET THERE?



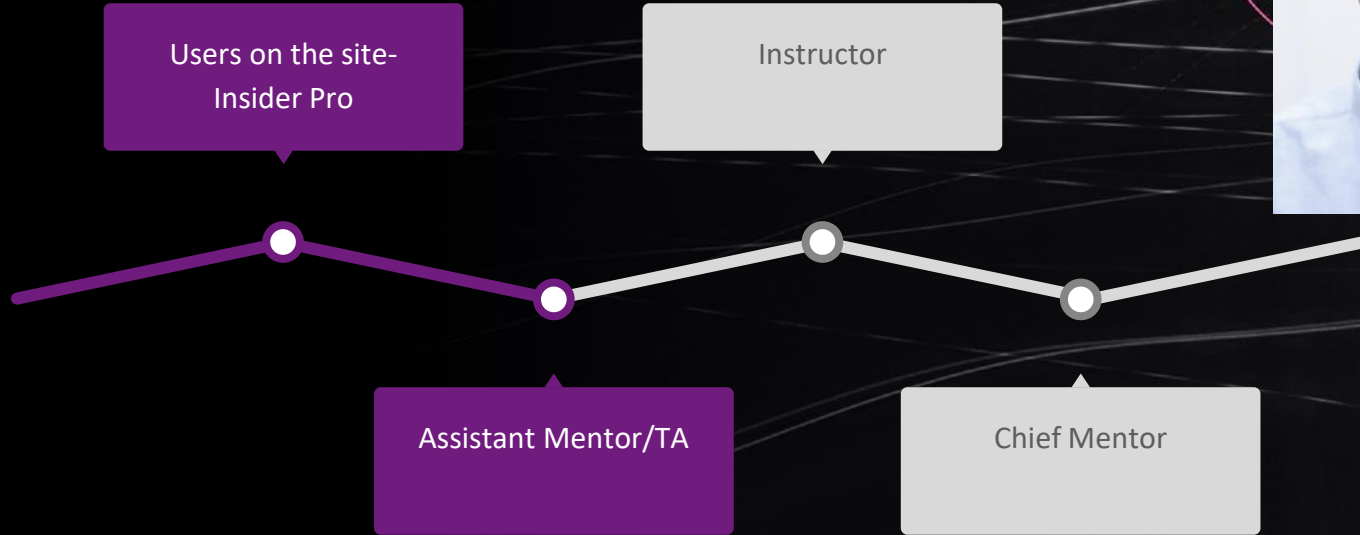
# Mark Nibert and Shane Markley- Early mentors



# Gabby Hempel



# Will Carlson- Chief Mentor/Instructor



# Blooms Taxonomy

**Evaluating Tasks:** content Q+A  
and career guidance, blogs

**Analysing Tasks:**  
Slack, Assistant  
mentor



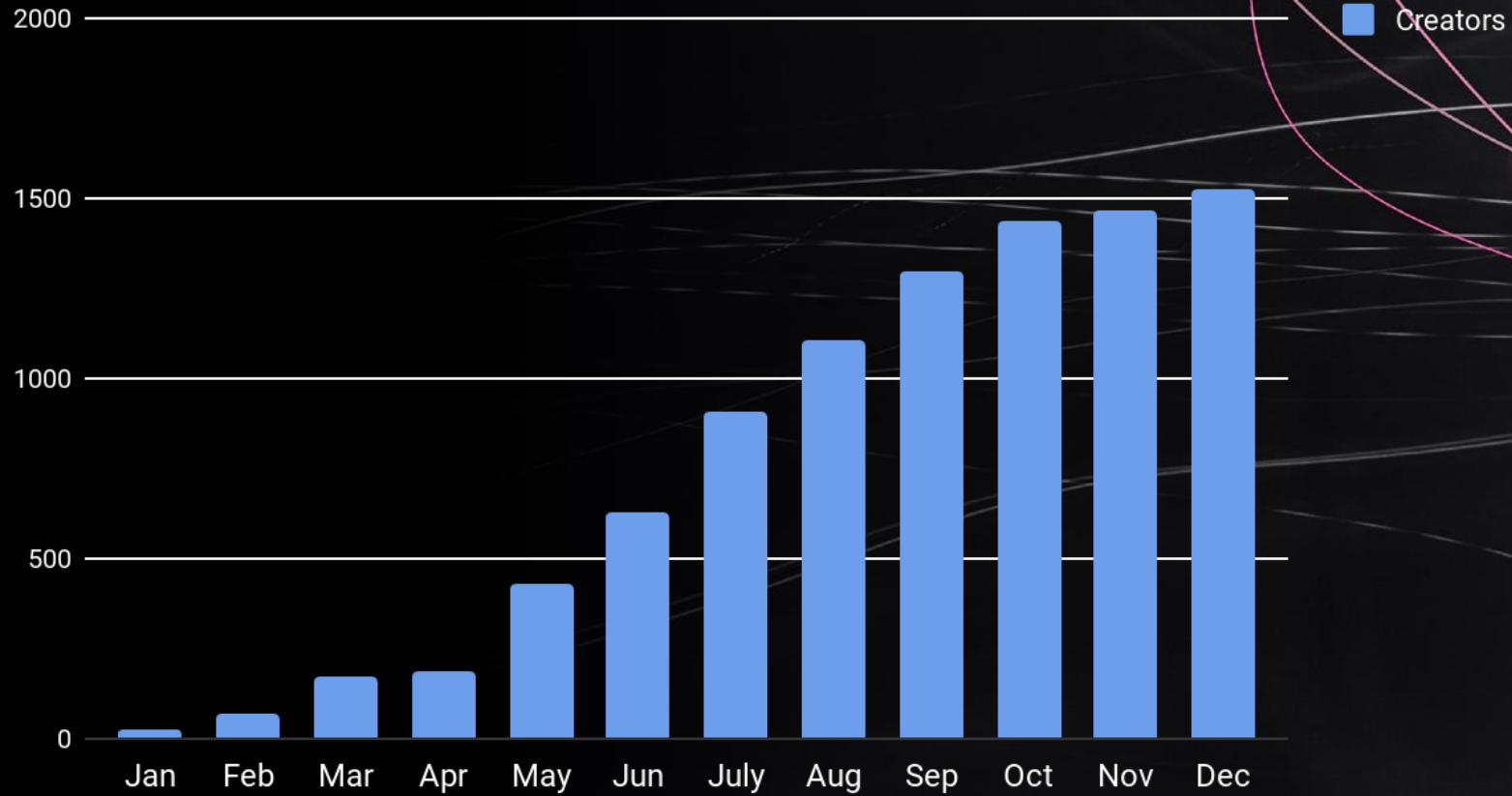
**Creating Tasks:** Video content,  
lab content, assessments

**Roles:** Instructors

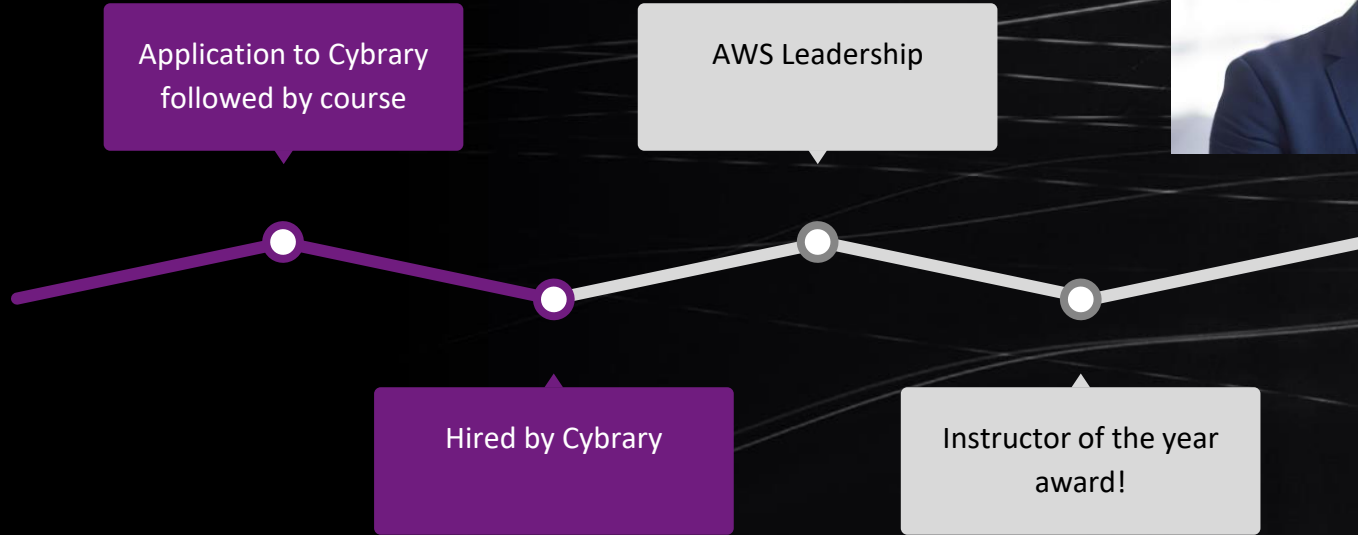
**Applying Tasks:** Slack,  
Hands on advanced  
content

**Remembering to  
Understanding:** Insider Pro,  
hands on content

## Creators

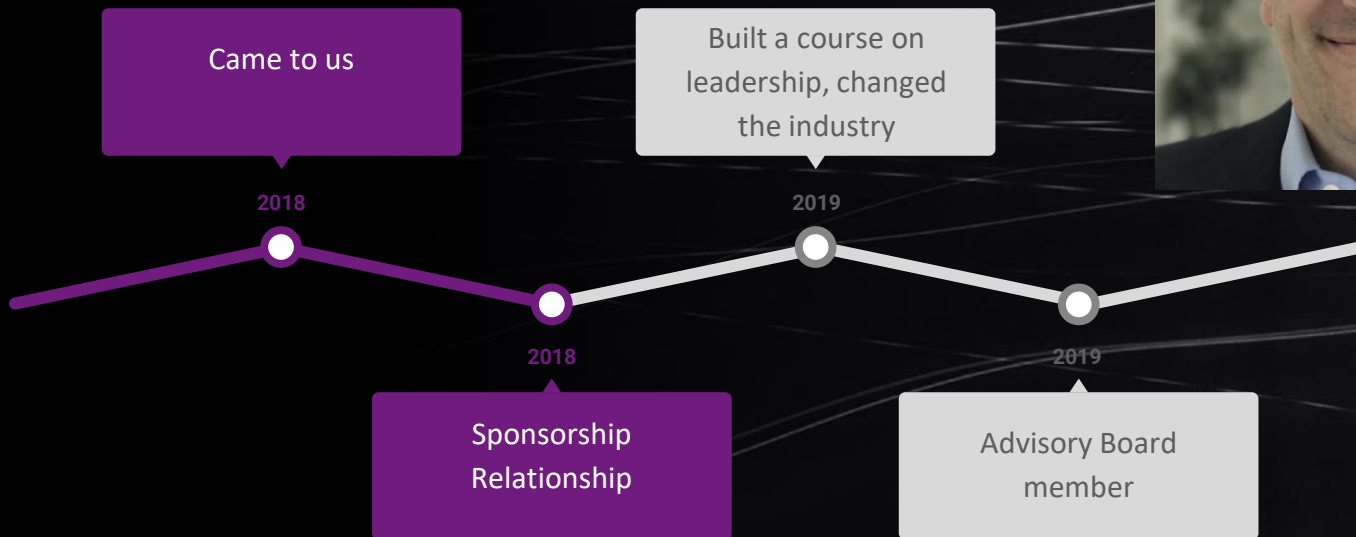


# Ken Underhill

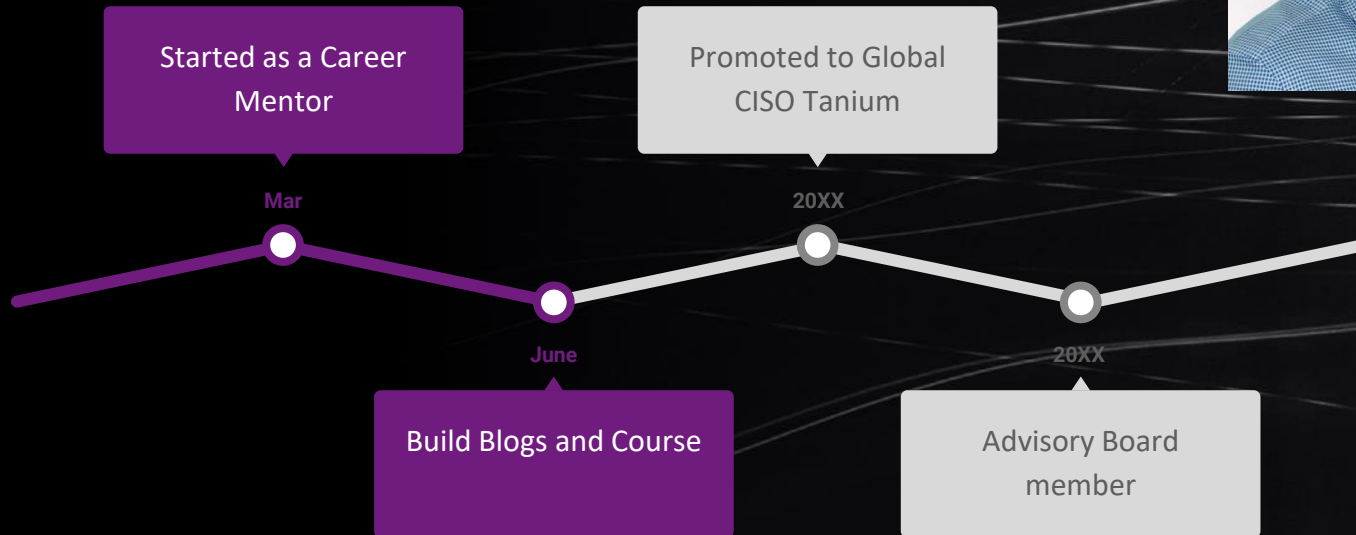




# Ed Amoroso



# Chris Hodson



# Lessons Learned

1. Expect the unexpected
2. Know your goals and what success looks like
3. Online communities need to be larger
4. You are stuck to the framework you originally built- Hard to change
5. Provide Guidelines and rules and seek to change them based on different scenarios
6. Empower the community with leadership and create a structure for growth
7. Provide multiple ways for people to join and develop
8. Train and guide people on their growth, allow the community to do so as well.
9. If the function is business critical/has a timeframe make sure you offer some compensation
10. Enjoy the ride and adapt, adapt, adapt

# The Results

## Results:

- Built Insider Pro to empower new professionals to enter the Cyber/IT field and grow in Cyber/IT field. 0 to 10K people in 20 months
- Built creator community in 2019, more opportunities to give back, grow your brand 1500 currently
- Catalog size grown 370% from 318 to 1176 items

# Appendix

# Content and Community Differentiators •

Our Content and community takes advantage of our large user base to give us several competitive advantages

- 2.5M users on the site. This is by far the most number of users in the industry.
- Catalyzing on our volume of users is our greatest opportunity for competitive differentiation. We have catalyzed our user base to give back.
- Started with Mentorship, 66% of cyber professionals, 120 mentors, nothing like it
- Empower our community to develop our content, quality assurance, and guidance. Only platform that designs a system for instruction.
- Grown to 1500 creators with approximately 10% active in a month
- Additional content but how to create tools and infrastructure to empower the community
- Creator community- empowers ways to give back, empowers growth of learning
- We are a platform and have the strength of ten vendors- this empowers a comprehensive learning experience for the community
- See more about the process and metrics in the appendix



# Blooms Taxonomy

Stages	Roles	Items	Catalog Items
Creating	Instructor, TA, Mentor	Video content, Lab content, Assessment content	Next Tech, Interview Mocha, Video Content
Evaluating	TA, Mentor, Author	Quality assurance and feedback	Rubric, Slack Channels
Analysing	Mentor, Assistant Mentor, Author, TAs	Slack Channel Discussions, Open posts	Slack, Open
Applying	Mentor, Assistant Mentor, User	Cydefe, Rangeforce, CybrScore	
Understanding	User	Kaplan, Practice Labs, Knowledge questions, CybrScore	
Remembering	User	Kaplan, Practice Labs, Knowledge questions	

# Key Questions and Topics

We will come to the board with key questions we are trying to answer and seek advice.

We move fast so often one quarter is a year for us in normal time so we know the following is our most pressing need right now:

We are looking for answers for our sales development side of the business:

- What problems do enterprises have that we can solve now?
- Are there other trending problems in the market that we can solve?
- How should we go about the process of sales to enterprises?
- How do we expand to new areas across technology?
- Who has been successful at selling you and why? Who hasn't been successful and why?

# Next steps

We want each of you to advise us on the messaging and packaging to small, medium, large, and enterprise for the below teams:

- Cyber security- SOC team
- CISO-Executive Management level
- IT- IT manager
- Executives- Board Level

Next steps:

Set up of on-going meetings

Cadance and structure of the meetings

Any Questions?

# Learning Experience- Current and Roadmap

## Current

- On-Demand Courses
- Multiple Choice Assessments
- Guided Labs
- Sandbox Labs
- Capture the flags
- Practice Tests
- Webinars
- Supplementals- Flashcards, glossaries, etc
- Case Studies
- Podcasts
- Blogs

## In-Progress

- Coding labs
- Programming
- Live training
- Hands-on Assessments
- Knowledge Checks
- Community discussion\*

## Heard about

- Gaming content and competition
- Cyber Ranges
- Placement Exams
- Project based learning

# Cybrary 2020 Catalog Expectations- Roadmap

Continued Workrole Curricula: Cyber Jobs and Cyber Enabled

Data Science [Machine Learning/AI]- Add a partner build out the content

DevSecOps [Secure Coding]- Add a partner

Leadership/General Management

# Levers to think about in the product

- Are we selecting the right content?- Overview of the process . Building it in the right way?- Modalities for learning
- Are we delivering/distributing the learning in the best way possible to the learner?- career paths and growth
- Are following the content selection process that we want?
- Free vs Paid content- What should be free and what should be paid
- Build, buy, partner for the content- We build the video based learning and partner for hands-on content, this can change
- **Opportunities:** Instructional Consulting- Largest Contract is this a market to tap- How we should be partnering with companies for content and content development.
- Critical partnership we should be developing for taxonomy- Burning Glass



# NICE/NIST Alignment

All content hours in the catalog have been tagged down to the NICE/NIST competency level.  
Most content hours have been tagged down to the KSA(Knowledge, Skills, Abilities) level.

## What does this mean?

- ❑ Training coverage for all work roles established within the NICE Cybersecurity Framework
- ❑ **Custom** curriculums matching the NICE/NIST competency levels and KSAs can be created
- ❑ 18 NICE/NIST curriculums developed
- ❑ We have found that this is good for government entities and want to lean into a consolidated framework for private enterprises.

# Vendor Offering

Practice Labs- Top Vendor- Certification labs and exams

Kaplan- Practice Tests, Certifications

CybrScore- Assessment Labs and Practice Labs

RangeForce- Mission based labs for secure coding

CyDefe- Capture the flag and fill in the blank platform- Needs to be replaced due to usability

**Interview Mocha**- Assessment Tool for Creators. Used for work role assessments, quizzes, also has 300 skill based assessments

**LearnOnDemandSystems** - Over 200 labs related to cloud, security, and IT.

Upcoming- Next Tech- Data Science, LOD- Custom Creation, DevSecOps- TBD

## A full-development lifecycle, guide users through every step of their career

- Surrounding materials for every level of the IT/cybersecurity world.
- A true career ladder/spiral for professionals at every level.
- Constant evaluation and assessment to ensure skills are fully learned and understood.
- Use of frameworks and industry-developed curricula to guide the development path.

## Powering our platform via a community of content creators

- Over the next year, we'll be growing our creator network to more than 300 active creators per month.
- Clear, concise expectations
- Effective creator onboarding
- Ongoing coaching and rubric-based evaluation

# Phase I | Strategic Roadmapping

Learning Science

Data Set Analysis [Course Performance, User Interviews, Trends in the Space]

By analyzing multiple datasets in conjunction with modern learning science, we curate our:

Creator Tools (Outlines, Guides, Rubrics)

Content Roadmap (Skills, Topics, Certifications, Modalities, Vendors, etc)

Learning Experience (Assessments, Course Structure, etc)

# Course Creation Outlines, Rubrics, Examples

Instructor Name Course Title						
Intro/Course Outline		4	3	2	1	0
Prerequisites Stated	The instructor has listed and explained all prerequisites necessary to understand material in the course description, syllabus, and introduction.	The instructor has listed most prerequisites necessary to understand material in the correct fields.	The instructor has listed some prerequisites necessary to understand material in the correct fields.	The instructor has not listed all prerequisites necessary to understand material stated in the correct fields.		
	The instructor has listed and touched on all the major learning objectives that will be covered in the intro video and the course outline (as displayed in the syllabus) to provide overall structure for the learner.	The instructor has listed and touched on most of the major learning objectives that will be covered in the intro video and the course outline (as displayed in the syllabus) to provide overall structure for the learner.	The instructor has somewhat listed and touched on all the major learning objectives that will be covered in the intro video and the course outline (as displayed in the syllabus) to provide overall structure for the learner.	The instructor has barely listed and touched on all the major learning objectives that will be covered in the intro video and the course outline (as displayed in the syllabus) to provide overall structure for the learner.	The instructor has not listed nor touched on all the major learning objectives that will be covered in the intro video and the course outline (as displayed in the syllabus) to provide overall structure for the learner.	
Overall Learning Objectives						
About Me	The instructor introduces themselves within 30 seconds after the learning objectives, structure, and prerequisites are stated in order to bolster the instructor's ethos and credibility.	The instructor introduces themselves within 30 seconds, but does so before learning objectives, structure, and prerequisites are stated.	The instructor introduces themselves for longer than 45 seconds or shorter than 15 seconds and introduces themselves before learning objectives, structure, and prerequisites are stated.	The instructor introduces themselves, but it does not contain any useful information, is longer than 45 seconds or shorter than 15 seconds, and is stated before learning objectives, structure, and prerequisites are stated.	The instructor does not introduce themselves.	
PreAssessment	The instructor has created an effective preassessment that accurately measures the capabilities and preferences of the user so that they know where to go in the course and what is most valuable to them.	The instructor has created an effective preassessment that mostly measures the capabilities and preferences of the user so that they know where to go in the course and what is most valuable to them.	The instructor has created a somewhat effective preassessment that measures the capabilities and preferences of the user so that they know where to go in the course and what is most valuable to them.	The instructor has created a preassessment that barely measures the capabilities and preferences of the user so that they know where to go in the course and what is most valuable to them.	The instructor has not created an effective preassessment or has not created a preassessment.	
Course Materials	The instructor fully explains the supplementary materials that are needed or recommended as a part of the course.	The instructor mostly explains the supplementary materials that are needed or recommended as a part of the course.	The instructor somewhat explains the supplementary materials that are needed or recommended as a part of the course.	The instructor barely explains the supplementary materials that are needed or recommended as a part of the course.	The instructor does not include or explain supplementary materials that are needed or recommended as a part of the course.	
Standard Videos						
Design format						
Learning objectives	Learning objectives are clearly stated at the start of the video in under 60 seconds and fully explains the material that will be covered in this video.	Learning objectives are clearly stated within two minutes of the video, and/or could use more detail to explain the material covered.	Learning objectives are stated after two minutes and is somewhat clear or not fully explained in the video.	Learning objectives are barely touched on in the video and makes the video very difficult to follow.	No learning objectives are stated.	
Material follows the learning objectives	Material in the video directly follows the learning objectives and is condensed to 4-9 minutes* based on number of learning objectives.	Material in the video mostly follows the learning objectives and/or has a large standard deviation from the 4-9 minute range.	Material in the video loosely follows learning objectives and has a large standard deviation from the 4-9 minute range.	Material in the video barely follows learning objectives and has a large standard deviation from the 4-9 minute range.	Material in the video does not follow the learning objectives.	
	At the end of the video, a summary is present that fully encompasses all learning objectives within 60 seconds.	At the end of the video, a summary is present that encompasses most of the learning objectives and/or within 2 minutes.	At the end of the video, a summary is present that follows learning objectives for more than two minutes.	At the end of the video, a summary is present that barely follows learning objectives stated at the start of the video and is more than two minutes.	At the end of the video, a summary is present that does not follow the learning objectives stated at the start of the video, or it does not have a summary at all.	
Summary is clearly stated.						
Learning Modalities: Quizzes, questions, flashcards,	The instructor has provided several (2+) effective different learning modalities to supplement learning and retention of material within the	The instructor has provided 2 effective learning modalities to supplement learning and retention of	The instructor has provided 1 effective quality learning modality to supplement learning and retention of	The instructor has provided ineffective learning modalities to supplement learning and retention	The instructor has not provided any learning modalities to supplement learning and retention of material	

## CYBRARY

Julianus

### Information Security Fundamentals

Instructor Names: Rasha Sharif, Gerianne Roberts, Dustin Perry, Ken Underhill

Course Creation Date: 8/7/19

### Description and Goals

**Description:** Information Security Fundamentals is designed to give students fundamental security knowledge. We take a high-level overview of topics, like risk management, security policies, basic networking, password cracking, cryptography, malware, mobile security, and more. Students will start by learning fundamental topics in networking such as common network devices, TCP/IP, Firewalls, and the Network Topology. From there, the student will be able to understand the importance of protecting data, as well as common practices and policies used by information security practitioners. Afterwards, students will receive an overview on various offensive security topics including malware, password cracking, sniffing, and more! This is a great for students transitioning from an IT role or students pursuing a full career change. The will expose the student to both offensive and defensive topics to help the student identify areas of interest. By the end, the student should have a high level understanding of the fundamental concepts and practices used by information security practitioners.

**Prerequisites:** There are no specific prerequisites for this, but it is recommended that students have a basic knowledge of computers.

**Goals:** By the end of this, students should be able to:

- ☐ Understand basic computer networking
- ☐ Understand basic cryptography
- ☐ Understand different methods of password cracking

Brought to you by:

CYBRARY FOR BUSINESS



# Roadmapping

A	B	C	D	E
Topic	Priority	Level	Category   Vertical #1	Category   Vertical #2
AlienVault	L	Intermediate	Cybersecurity	
Android   Mobile Development	H	Intermediate	DevSecOps	
Android   Mobile Development	H	Beginner	DevSecOps	
Angular JS	M	Intermediate	DevSecOps	
Anonymous Browsing (TOR)	H	Beginner	Cybersecurity	
Ansible: Intro to Ansible	L	Beginner	DevSecOps	
Apple: Mac Management Basics	L	Beginner	IT	
Application management	L	Intermediate	IT	
Application Security (WAF & Application Security, Vulnerability Assessment)	H	Advanced	Cybersecurity	
Audit and Assessment: Fundamentals	H	Beginner	Cybersecurity	IT
AWS: Advanced	H	Advanced	Cloud	
AWS: Cloud Architecture	H	Beginner	Cloud	
AWS: Cloud Architecture	H	Intermediate	Cloud	
AWS: Certified Advanced Networking :	H	Advanced	Cloud	
AWS: Certified Advanced Networking : Design , develop and deploy cloud-based solutions using AWS		Advanced	Cloud	
AWS: Certified Advanced Networking : Design and maintain network architecture for all AWS			Cloud	

	Descriptions	3	2	1
Copyright		Go to google analytics and see trends of course		
Number of requests- shown via google analytics	Find out normal and look Either this a competitive differentiator or a hygiene for our business	4 or 0	3 or 1	2
Number of competitors offering	This is in years on current courses	3	2	1
Age of last update	This is for the L part in the course description and is determined by the job description	Essential- Course is essential for a particular job function	Highly valuable- Course is highly valuable for a particular job function	Nice to have- Course is nice to have for a particular job function
Need in job function		Significant versions changes that require a total update of the course, changes that make our current materials inaccurate/obsolete (format change, major category change)	Versions changes that require a partial update of the course (more than 25%)	Versions changes that require a partial update of the course that requires under one hour video to update
Version changes	There is a change to the previous version of the content			
Number of instructors that can support	The more unique the instructor capability the more likely we would like the more unique course	Low	Medium	High
New content*	Brand new certification test, brand new coding language for users	New mainline from Comptia, ISC2, ISACA, GIEC, ECC, essential for several job functions	New branch from Comptia, ISC2, ISACA, GIEC, ECC, recommended language for several jobs	Something new
Business customer suggested	% of requests from business customers (one per business), part of solicitation	50% or more	25-50%	10-25%
Business customer suggested- number of people	% of people that would be affected via our business customers, part of solicitation	50% or more	25-50%	10-25%
Number of insider pro requests	% of people that would be affected via our business customers	50% or more	25-50%	10-25%
Vendor surrounding materials	There are surrounding materials for the course from our vendors	Lab and the assessment is available	Lab or the assessment is available	Options to create via our tools is available
Number of verticals it covers	Is this in the Red, Blue, newbie category, etc	5+	3-5	3 or less

# Phase II | Recruitment

Once we have our roadmap established, we can start sourcing instructors.

Retroactive Creator Recruiting- Apply through the site

Proactive Creator Recruiting- Finding a part of content roadmap that needs to be filled

Once they pass the initial screening, we move forward with the audition process, where they produce a sample of the course they would teach.

After producing their audition, they generally submit a second audition after feedback. This shows they are coachable. We then start coaching these SMEs into instructors.

# Audition Phase



A presentation slide titled "Cybrary Audition Phase". The slide features a dark background with a large white curved shape on the left side. The title "Cybrary Audition Phase" is written in large white text on the right. The Cybrary logo is in the bottom left corner. A sidebar on the left shows a list of 9 slides, with the first slide highlighted. The main slide area has a timeline at the top with numbers 1 through 13.

**Cybrary**  
**Audition Phase**

CYBRARY

1 Cybrary Audition Phase

2 Hello!

3 Target Audience

4 Prerequisites

5 Learning Objectives

6 Audition Materials

7 What is the Process?

8 Start creating your first video

9

# Phase III | Creation

Creators then move on to the creation phase, where they receive a contract to produce a course/series in a given time frame.

They are provided additional resources like professional equipment, teaching assistants to help them produce the course, additional coaching, and an invitation to our creator community.

Our creator community is where all of our creation takes place. Everything from resource creation to project management happens there.

# CYBRARY



# Phase IV | Review

Everything produced by a creator undergoes careful review, where SMEs/instructors/and teaching assistants review the materials for accuracy, quality, and engagement.

If any adjustments need to be made, additional resources, coaching, and handheld guidance are provided to ensure quality + timeline.

# Phase V | “Completion”

By the time a course is “completed” all of the videos are completed/reviewed and they are usually accompanied by community sourced resources like quizzes, study guides, etc. to create a robust overall course.

“Completion” is in quotations because a course is never truly completed. There is always room for improvement, updates, and further resources to be provided for the course. Our instructors are constantly improving and creating new content.

The team monitors feedback and growth of the course. One month after release we review the metrics and feedback with the instructor. If there are changes to be made the instructor will often complete these changes and we will re-release the course with the updates/additions.



PERFORMANCE  
QUESTIONS  
AND  
ETHICAL PICKING

[Review this course](#)

## Supplemental Materials

## Syllabus and Outline

## Study Guide

### Note

## Glossary

## Flashcards

## Introduction: Common Ports

## Study Guide Part 1

## Study Guide Part 2

## Module 2: PreAssessment

## Module 2: PreAssessment Answer Key

## Module 2: Footprinting Google Hacking Strings for the CEH exam

## Module 2: Footprinting - Lab Intro

## Module 2: Footprinting - Lab 1 Nikto

## Module 2: Footprinting - Lab 2 the harvester

**Module 2: Footprinting - Lab 3 Shodan**  
**Module 2: Footprinting - Lab 4 Google Hacking**

## Module 3: PreAssessment

### Module 3: PreAssessment Answer Key

## Module 3: Scanning and Enumeration - Lab 1 Performing a Check for Live Systems

## Module 3: Scanning and Enumeration – Lab 2 Performing a Check for Open Ports

### Module 3: Scanning and Enumeration - Lab

© 2019 Cybrary | [Terms Of Service](#) | [Privacy Policy](#)

Penetration Testing and Ethical Hacking

### 3.4 Live Systems Lab Part 2 EH

[illegible]





# Course Creation Rubrics

Instructor Name					
Course Title					
Intro/Course Outline	4	3	2	1	0
Prerequisites Stated	The instructor has listed and explained all prerequisites necessary to understand material in the course description, syllabus, and introduction.	The instructor has listed most prerequisites necessary to understand material in the correct fields.	The instructor has listed some prerequisites necessary to understand material in the correct fields.	The instructor has not listed all prerequisites necessary to understand material stated in the correct fields.	
Overall Learning Objectives	The instructor has listed and touched on all the major learning objectives that will be covered in the intro video and the course outline (as displayed in the syllabus) to provide overall structure for the learner.	The instructor has listed and touched on most of the major learning objectives that will be covered in the intro video and the course outline (as displayed in the syllabus) to provide overall structure for the learner.	The instructor has somewhat listed and touched on all the major learning objectives that will be covered in the intro video and the course outline (as displayed in the syllabus) to provide overall structure for the learner.	The instructor has barely listed and touched on all the major learning objectives that will be covered in the intro video and the course outline (as displayed in the syllabus) to provide overall structure for the learner.	The instructor has not listed nor touched on all the major learning objectives that will be covered in the intro video and the course outline (as displayed in the syllabus) to provide overall structure for the learner.
About Me	The instructor introduces themselves within 30 seconds after the learning objectives, structure, and prerequisites are stated in order to bolster the instructor's ethos and credibility.	The instructor introduces themselves within 30 seconds, but does so before learning objectives, structure, and prerequisites are stated.	The instructor introduces themselves for longer than 45 seconds or shorter than 15 seconds and introduces themselves before learning objectives, structure, and prerequisites are stated.	The instructor introduces themselves, but it does not contain any useful information, is longer than 45 seconds or shorter than 15 seconds, and is stated before learning objectives, structure, and prerequisites are stated.	The instructor does not introduce themselves.
PreAssessment	The instructor has created an effective preassessment that accurately measures the capabilities and preferences of the user so that they know where to go in the course and what is most valuable to them.	The instructor has created an effective preassessment that mostly measures the capabilities and preferences of the user so that they know where to go in the course and what is most valuable to them.	The instructor has created a somewhat effective preassessment that measures the capabilities and preferences of the user so that they know where to go in the course and what is most valuable to them.	The instructor has created a preassessment that barely measures the capabilities and preferences of the user so that they know where to go in the course and what is most valuable to them.	The instructor has not created an effective preassessment or has not created a preassessment.
Course Materials	The instructor fully explains the supplementary materials that are needed or recommended as a part of the course.	The instructor mostly explains the supplementary materials that are needed or recommended as part of the course.	The instructor somewhat explains the supplementary materials that are needed or recommended as part of the course.	The instructor barely explains the supplementary materials that are needed or recommended as part of the course.	The instructor does not include or explain supplementary materials that are needed or recommended as part of the course.
Standard Videos					
Design format					
Learning objectives	Learning objectives are clearly stated at the start of the video in under 60 seconds and fully explain the material that will be covered in this video.	Learning objectives are clearly stated within two minutes of the video, and/or could use more detail to explain the material covered.	Learning objectives are stated after two minutes and is somewhat clear or not fully explained in the video.	Learning objectives are barely touched on in the video and makes the video very difficult to follow.	No learning objectives are stated.
Material follows the learning objectives	Material in the video directly follows the learning objectives and is condensed to 4-9 minutes* based on number of learning objectives.	Material in the video mostly follows the learning objectives and/or has a large standard deviation from the 4-9 minute range.	Material in the video loosely follows learning objectives and has a large standard deviation from the 4-9 minute range.	Material in the video barely follows learning objectives and has a large standard deviation from the 4-9 minute range.	Material in the video does not follow the learning objectives.
Summary is clearly stated.	At the end of the video, a summary is present that encompasses most of the learning objectives within 60 seconds.	At the end of the video, a summary is present that encompasses most of the learning objectives and/or within 2 minutes.	At the end of the video, a summary is present that loosely encompasses most of the learning objectives for more than two minutes.	At the end of the video, a summary is present that barely follows learning objectives stated at the start of the video and is more than two minutes.	At the end of the video, a summary is present that does not follow the learning objectives stated at the start of the video, or it does not have a summary at all.
Learning Modalities: Quizzes, questions, flashcards,	The instructor has provided several (3+) effective different learning modalities to supplement learning and retention of material within the	The instructor has provided 2 effective learning modalities to supplement learning and retention of	The instructor has provided 1 effective quality learning modality to supplement learning and retention of	The instructor has provided ineffective learning modalities to supplement learning and retention of material	The instructor has not provided any learning modalities to supplement learning and retention of material

## Content Type

### Rubric V2

### Guided Lab [Step by Step]

### Multiple Choice Questions

### Multiple Choice Assessment

### Sandbox Lab

### CTF Assessment

### Assessment [Coding]

### Guided Lab [Coding]

### Coding Project Rubric

### Flash Cards

### Syllabus

### Outline

### Study Guides

### Glossaries

### Cheat sheets

### Mentor Guide

### Community Guidelines

### Instructor Guide

### Teaching Assistant Guide

### Audio/Video Recommendations

### Cybrary Live OBS Guide

### Cybrary Live Guide

### Course Slides

Content		
Section	Requirements	Comments
12. Accuracy	<input type="checkbox"/> The material in the video is confirmed with credible sources <input type="checkbox"/> All debatable issues are explained	
13. Content Cohesion	<input type="checkbox"/> The videos and visuals align with the content and topics presented to the learner	
14. Editing	All slides have the following: <input type="checkbox"/> Transitions <input type="checkbox"/> Summary <input type="checkbox"/> Proper grammar, spelling, and punctuation	
Presentation Skills		
Section	Requirements	Comments
15. Clarity	<input type="checkbox"/> The instructor is clear and easy to understand when speaking <input type="checkbox"/> The instructor is well-paced (about 100-120 words per minute)	
16. Energy	<input type="checkbox"/> The instructor presents information in an engaging and energetic manner <input type="checkbox"/> The instructor adds positive inflections to voice when presenting	

## CYBRARY

INSTRUCTOR

17. Explanation	<input type="checkbox"/> The instructor explains jargon and industry "buzzwords" <input type="checkbox"/> This includes any glossary necessary for the learner to refer to in modules/lessons	
18. Connector	<input type="checkbox"/> The instructor presents the information in a conversational manner <input type="checkbox"/> The instructor asks at least 2 direct questions to support understanding the content	
19. Examples	<input type="checkbox"/> The instructor effectively explains industry buzzwords and understands complex topics in a simplified way.	
20. Understand	<input type="checkbox"/> A learner with the proper pre-requisites understands the material presented.	
Conclusion		
Section	Requirements	Comments
21. Content Cohesion	<input type="checkbox"/> The content discussed effectively utilizes concepts and terminology from learning objectives discussed	
22. Summary	<input type="checkbox"/> The instructor provides a comprehensive summary that covers all major learning objectives discussed.	
Audio and Video		
Section	Requirements	Comments
23. Mic Quality	<input type="checkbox"/> The instructor's voice is not muffled <input type="checkbox"/> The instructor's voice is not distorted <input type="checkbox"/> There is no popping sound in audio <input type="checkbox"/> The instructor is clearly heard	
24. Noise	<input type="checkbox"/> There is no background noise such as air conditioning, coffee traffic, etc. <input type="checkbox"/> There is no echo	
25. Audio Cuts	<input type="checkbox"/> The audio is seamless <input type="checkbox"/> The instructor's voice is not cut off at any point	
26. Volume Level	<input type="checkbox"/> There are consistent volume levels throughout the video <input type="checkbox"/> The audio can clearly be heard at half volume	

# Our community Process

- We **are** the instructor developer platform. Competitors **only** look for highly qualified instructors to instruct on their platform.
- Our application is a lot more open and allows for multiple attempts to pass through the process.
- 7% of applicants pass through the process and become instructors on our site.
- Feedback from the community + us throughout your journey

## Turning SMEs into Creators