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“What?”: Moving Instruction Online

Since the spring semester of 2009, I have been teaching almost all of my undergraduate courses as “hybrid” or “blended” courses. These terms mean different things to different people at different institutions, but at Missouri State University, a “blended” course is a course in which a significant portion of the course content is online — up to 70 percent (more than this, the course is classified to be a fully online course). With this contribution to *Spotlight on Teaching*, I will discuss the “What” and “Why” in regard to moving my classes to this format.

I teach a regular rotation of “Introduction to the Hebrew Bible,” “Hebrew Prophets,” “Archaeology and the Hebrew Bible,” and “Archaeology and the New Testament,” repeating these classes on a regular basis over a two-year period. About 65 percent of the course materials for these classes is online. Most significantly, all of the course lectures are online, coupled secondarily with weekly quizzes, discussion and study guides, and reading and writing assignments. With this material online, instead of my classes meeting two times a week for a total of 150 minutes, my classes now meet face-to-face once a week for 50 minutes, the remaining 100 minutes of contact time being online.

The central element of my courses, which really defines my teaching as “hybrid,” is that all of the lecture content is now online in the form of podcasts and accessed through a guide that has links to the various segments ([click here](#)). For example, when I introduce the book of Deuteronomy, I break the lecture into ten segments, varying in length from about 8–11 minutes. These lecture segments were taped in a studio on our campus, using a software package called *Mediasite*. My goal was to break my long, monotonous lectures into more easily digestible portions, and since I state the length

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