Best Practices for Teaching 
**Blended (or Hybrid) Courses**

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Welcome to the most difficult pedagogy possible!
Institutional Context
Professional Graduate School
Institutional Context
Dually Accredited by SACS and ATS (Assoc. of Theo. Schools)
Institutional Context

Denominational School
SBTS Students

- Community College Demographics
- “Divinely” Motivated Students
- Strong Preference for In-Person Education
SBTS Hybrid Program

- Started in 2012
- Began by offering 6 hybrid courses each semester
- 21 hours on-campus time (19.5 actual) over two days

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Sample

450 Hybrid Students

- 57% On-Campus
- 28% Online
- 15% Extension Center

Instrument

- Asked 4 Questions about On-Campus Experience
- Asked 4 Questions about Online Experience
- Asked 2 Questions about Overall Experience
Data Gathering

- Internet survey administered over one week period
- Follow up email sent out 3 days after main invite

Data Analysis

- Analyzed and coded qualitative data
- Arranged themes
- Summarized findings into a faculty development resource

“Top 13 Suggestions for Hybrid Course Instructors”
Teaching Blended Courses

What **Doesn’t Work**

- Lecturing the whole time.

What **Works**

- Online content that is assessed

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**What Doesn’t Work**

Repeating lecture material already assigned online.

**What Works**

Building on the information students learned online before class.

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### What *Doesn’t* Work

Chasing student questions exhaustively.

### What *Works*

- Having a plan for on-campus time
- Moderating lectures, discussions, and other course activities more effectively.
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### What Doesn’t Work
Making it one entire online course + another half on-campus time.

### What Works
Making it **one course** that fully integrates online and face-to-face elements.
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What Doesn’t Work

Reusing an old non-hybrid syllabus.

What Works

Crafting a current, hybrid-specific syllabus.
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What **Doesn’t Work**

Wasting your students’ time on-campus.

What **Works**

Emphasizing purposeful time on task.
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What *Doesn’t Work*

Assigning meaningless group work.

What *Works*

Using groups and discussions effectively.
Testing during the hybrid time (unless absolutely necessary).

Teaching your students and involving them in their learning.
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What Doesn’t Work
Treating the on-campus time as disconnected from the online portion.

What Works
Planning how face-to-face time fits into the overall flow of the course.
Creating a seamless flow.
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What Doesn’t Work

Doing all the talking.

What Works

Having students be actively involved.
Thinking the face-to-face is the only part of the course that you need to interact with and “be present” in.

Interacting and “being present” with students throughout the entire course.
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**What Doesn’t Work**
Leaving students guessing what they will do during the on-campus time.

**What Works**
Giving students a plan for the on-campus portion of the class.
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**What Doesn’t Work**

Trying to have students do an entire semester’s worth of work before they come to campus.

**What Works**

Spacing the course material out evenly.
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