

Teaching Biblical Studies Online

Due to recent events, many of you will find yourselves teaching courses online for the first time. We would like to help. The Society of Biblical Literature hosts [Bible Odyssey](#), an open-access site that contains various resources created by SBL members for the general public. Take a look at the videos, articles, timelines, and more that we offer that can assist with your transition to online teaching.

BIBLE ODYSSEY

Articles

Need readings to supplement your coursework? Send students to our website, where they can explore the historical, literary, and reception history contexts of biblical passages.

[Caesarea Philippi](#)

Learn about the historical context of Caesarea Philippi, a site mentioned in the New Testament. Create a quiz on your university's online platform to test student comprehension.



[The Reception of Job in Visual Art](#)

Explore how communities portrayed the book of Job in art. In a discussion post assignment, ask students to examine how a piece of art portrays a biblical passage of their own choosing.

[Passover](#)

Discover the historical roots of
Passover. Create an essay prompt
that asks students to compare a
modern festival or practice with its
biblical origins.



Need More?

Check out [ANE Today*](#), a newsletter hosted by the American Schools of Oriental Research that highlights recent developments and current debates in Near East archaeology.

Bible Odyssey publishes three to four new articles each month. To stay informed of new postings, subscribe to our monthly newsletter. And please forward this email to colleagues who may find this information useful.

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* Recognizing the increased need for online resources, SBL staff has chosen this external resource because we feel it may be useful for those who teach the Bible. The Society is committed to providing as many resources as we are able, and staff make every effort to vet external resources, but please be aware that the nature and availability of these resources change on a daily basis. Inclusion in emails or on the SBL site does not constitute or imply an endorsement, recommendation, warranty, or favoring of products or services by the Society or constitute or imply an exclusive arrangement with the Society. The views and opinions of external resources do not necessarily reflect the views or opinions of the Society. The Society neither controls nor endorses the content of external sites or the product promoted therein.

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