

## Research

This book was written for practitioners and so does not reference research throughout as you might see in an academic publication. However, the authors are all well-published researchers in the area of K-12 blended and online teaching.

If you are interested in the research related to the K-12 Blended Teaching Readiness model that is used to organize this book, below are some references that you can look up. Also, please feel free to reach out via email to [charles.graham@byu.edu](mailto:charles.graham@byu.edu) or any of the other authors.

- Graham, C. R., Borup, J., Pulham, E., & Larsen, R. (2017). *K-12 blended teaching readiness: Phase 1 - instrument development*. Lansing, MI. Retrieved from <https://edtechbooks.org/-JgM>
- Graham, C. R., Borup, J., Pulham, E., & Larsen, R. (2018). *Blended teaching readiness: Phase 2 – instrument development*. Lansing, MI. Retrieved from <https://edtechbooks.org/-vWnY>
- Pulham, E., Graham, C. R., & Short, C. R. (2018). Generic vs. Modality-Specific Competencies for K-12 Online and Blended Teaching. *Journal of Online Learning Research*, 4(1), 33–52. Retrieved from <https://edtechbooks.org/-rXmo>
- Pulham, E. B., & Graham, C. R. (2018). Comparing K-12 online and blended teaching competencies: A literature review. *Distance Education*, 39(3), 411–432. <https://edtechbooks.org/-Noyv>
- Graham, C. R., Borup, J., Pulham, E. B., & Larsen, R. (2019). K-12 blended teaching readiness: Model and instrument development. *Journal of Research on Technology in Education*, 51(3), 239–258. <https://edtechbooks.org/-Pbg>
- Arnesen, K. T., Graham, Charles, R., Short, C. R., & Archibald, D. (2019). Experiences with personalized learning in a blended teaching course for preservice teachers. *Journal of Online Learning Research*, 5(3), 251–274. <https://edtechbooks.org/-WEzU>
- Archibald, D. E. (2020). Validating a blended teaching readiness instrument for primary/secondary preservice teachers. Unpublished MS thesis, Brigham Young University, Instructional Psychology and Technology.
- Archibald, D. E., Graham, C. R., & Larsen, R. (2021). Validating a blended teaching readiness instrument for primary/secondary preservice teachers. *British Journal of Educational Technology*, 52(2), 536–551. <https://edtechbooks.org/-Rtye> ([Link to Instrument Items](#))
- Short, C. R., Graham, C. R., & Sabey, E. (2021). K-12 blended teaching skills and abilities: An analysis of blended teaching artifacts. *Journal of Online Learning Research*, 7(1), 5–33.
- Short, C. R., Graham, C. R., Holmes, T., Oviatt, L., & Bateman, H. (2021 in press). Preparing teachers to teach in k-12 blended environments: A systematic review of research trends, impact, and themes. *TechTrends*.
- Short, C. R., Hanny, C., Jensen, M., Arnesen, K. T., & Graham, C. R. (2021). Competencies and practices for guiding k-12 blended teacher readiness. In A. G. Picciano, C. D. Dziuban, C. R. Graham, & P. D. Moskal (Eds.), *Blended learning: Research perspectives, Volume 3* (pp. 193–213). Routledge.
- Hanny, C. N., Arnesen, K. T., Guo, Q., Hansen, J., & Graham, C. R. (2021 in press). Barriers and enablers to k-12 blended teaching. *Journal of Research on Technology in Education*. <https://edtechbooks.org/-JnSX>
- Short, C. R., & Graham, C. R. (2021 in review). Blending and personalizing: A cross-disciplinary analysis of k-12 blended teaching practices for personalization.

Below are some publications related to the PICRAT framework that we use in [section 2.3 of the book](#) as a tool for evaluating blended activities.

<https://edtechbooks.org/-hCJ>

- Kimmons, R. (2020). Technology Integration: Effectively Integrating Technology in Educational Settings. In A. Ottenbreit-Leftwich & R. Kimmons (Eds.), *The K-12 Educational Technology Handbook*. EdTech Books. <https://edtechbooks.org/-zqvn>



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