

Adrienne L. Traxler

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Education

2006–2011	PhD in Applied Mathematics and Statistics , University of California Santa Cruz, Santa Cruz, CA.
2004–2006	MS in Teaching (physics concentration) , University of Maine, Orono, ME.
2000–2004	BS in Physics , University of Maine, Orono, ME.

Professional Experience

2022–present	Associate Professor of Science Education , University of Copenhagen, Copenhagen, Denmark. Deputy head of department for research (viceinstituttleder for forskning), 2024–
2019–2022	Associate Professor of Physics , Wright State University, Dayton, OH, USA.
2014–2019	Assistant Professor of Physics , Wright State University, Dayton, OH, USA.
2011–2014	Assistant Director of Research Programs , Department of Physics, Florida International University, Miami, FL, USA.
March–July 2011	Postdoctoral Researcher , Department of Applied Mathematics and Statistics, University of California Santa Cruz, Santa Cruz, CA, USA.

Publications

Journal Articles

2024	Adrienne L. Traxler, Camila Mani Dias do Amaral, Charles Henderson, Evan LaForge, Chase Hatcher, Madison Swirtz, and Ramón Barthelemy. Person-centered and qualitative approaches to network analysis in physics education research. <i>Physical Review Physics Education Research</i> , 20(2):020132, October 2024
	Justin A. Gutzwa, Ramón Barthelemy, Camila Mani Dias do Amaral, Madison Swirtz, Adrienne Traxler, and Charles Henderson. How women and lesbian, gay, bisexual, transgender, and queer physics doctoral students navigate graduate education: The roles of professional environments and social networks. <i>Physical Review Physics Education Research</i> , 20:020115, September 2024
	Colin Green, Eric Brewe, Jillian Mellem, Adrienne Traxler, and Sarah Scanlin. Sentiment and thematic analysis of faculty responses: Transition to online learning. <i>Physical Review Physics Education Research</i> , 20(1):010151, June 2024

2022	<p>Steven F. Wolf, Timothy M. Sault, Tyme Suda, and Adrienne L. Traxler. Social network development in classrooms. <i>Applied Network Science</i>, 7(1):1–31, May 2022</p> <p>Adrienne Traxler. Networks and learning: A view from physics. <i>Journal of Learning Analytics</i>, 9(1):111–119, March 2022</p> <p>Kelley Commeford, Eric Brewe, and Adrienne Traxler. Characterizing active learning environments in physics using latent profile analysis. <i>Physical Review Physics Education Research</i>, 18(1):010113, February 2022</p>
2021	<p>Kelley Commeford, Eric Brewe, and Adrienne Traxler. Characterizing active learning environments in physics using network analysis and classroom observations. <i>Physical Review Physics Education Research</i>, 17:020136, November 2021</p> <p>Eric Brewe, Adrienne Traxler, and Sarah Scanlin. Transitioning to remote instruction: Strong ties and anxiety. <i>Physical Review Physics Education Research</i>, 17:023103, July 2021</p>
2020	<p>Adrienne L. Traxler, Tyme Suda, Eric Brewe, and Kelley Commeford. Network positions in active learning environments in physics. <i>Physical Review Physics Education Research</i>, 16:020129, Oct 2020</p> <p>Adrienne Traxler and Jennifer Blue. Sex and gender as non-binary: What does this mean for physics teachers? <i>The Physics Teacher</i>, 58(6):395–398, September 2020</p> <p>James Wells, Rachel Henderson, Adrienne Traxler, Paul Miller, and John Stewart. Exploring the structure of misconceptions in the Force and Motion Conceptual Evaluation with Modified Module Analysis. <i>Physical Review Physics Education Research</i>, 16:010121, April 2020</p>
2019	<p>James Wells, Rachel Henderson, John Stewart, Gay Stewart, Jie Yang, and Adrienne Traxler. Exploring the structure of misconceptions in the Force Concept Inventory with modified module analysis. <i>Phys. Rev. Phys. Educ. Res.</i>, 15:020122, Sep 2019</p> <p>Jennifer Blue, Adrienne Traxler, and Geraldine Cochran. Resource letter: GP-1: Gender and physics. <i>American Journal of Physics</i>, 87(8):616, July 2019</p> <p>Rachel Henderson, John Stewart, and Adrienne Traxler. Partitioning the gender gap in physics conceptual inventories: Force Concept Inventory, Force and Motion Conceptual Evaluation, and Conceptual Survey of Electricity and Magnetism. <i>Phys. Rev. Phys. Educ. Res.</i>, 15(1):010131, May 2019</p>
2018	<p>Adrienne Traxler, A. Gavrin, and Rebecca Lindell. Networks identify productive forum discussions. <i>Phys. Rev. Phys. Educ. Res.</i>, 14(2):020107, September 2018</p> <p>Rachel Henderson, Paul Miller, John Stewart, Adrienne Traxler, and Rebecca Lindell. Item-level gender fairness in the Force and Motion Conceptual Evaluation and the Conceptual Survey of Electricity and Magnetism. <i>Phys. Rev. Phys. Educ. Res.</i>, 14(2):020103, July 2018</p> <p>Jennifer Blue, Adrienne L. Traxler, and Ximena C. Cid. Gender matters. <i>Physics Today</i>, 71(3):40–46, March 2018</p> <p>Adrienne Traxler, Rachel Henderson, John Stewart, Gay Stewart, Alexis Papak, and Rebecca Lindell. Gender fairness within the Force Concept Inventory. <i>Phys. Rev. Phys. Educ. Res.</i>, 14(1):010103, January 2018</p>

- 2017 Rachel Henderson, Gay Stewart, John Stewart, Lynnette Michaluk, and Adrienne Traxler. Exploring the gender gap in the conceptual survey of electricity and magnetism. *Phys. Rev. Phys. Educ. Res.*, 13(2):020114, September 2017
- Noah L. Schroeder and Adrienne L. Traxler. Humanizing instructional videos in physics: When less is more. *Journal of Science Education and Technology*, 26(3):269–278, June 2017
- 2016 Adrienne L. Traxler, Ximena C. Cid, Jennifer Blue, and Ramón Barthelemy. Enriching gender in physics education research: A binary past and a complex future. *Phys. Rev. Phys. Educ. Res.*, 12(2):020114, August 2016
- 2015 Adrienne Traxler and Eric Brewe. Equity investigation of attitudinal shifts in introductory physics. *Phys. Rev. Spec. Top. - Phys. Educ. Res.*, 11(2):020132, November 2015
- 2014 Isis Artze-Vega, Leslie Richardson, and Adrienne Traxler. Stereotype threat-based diversity programming: Helping students while empowering and respecting faculty. *To Improve the Academy*, 33(1):74–93, September 2014
- 2013 Eric Brewe, Adrienne Traxler, Jorge de la Garza, and Laird H. Kramer. Extending positive CLASS results across multiple instructors and multiple classes of Modeling Instruction. *Phys. Rev. Spec. Top. - Phys. Educ. Res.*, 9(2):020116, 2013
- 2012 Giovanni M. Mirouh, Pascale Garaud, Stephan Stellmach, Adrienne L. Traxler, and Toby S. Wood. A new model for mixing by double-diffusive convection (semi-convection). I. The conditions for layer formation. *The Astrophysical Journal*, 750(1):61, 2012
- 2011 Erica Rosenblum, Pascale Garaud, Adrienne Traxler, and Stephan Stellmach. Turbulent mixing and layer formation in double-diffusive convection: Three-dimensional numerical simulations and theory. *The Astrophysical Journal*, 731(1):66, 2011
- Adrienne Traxler, Pascale Garaud, and Stephan Stellmach. Numerically determined transport laws for fingering (“thermohaline”) convection in astrophysics. *The Astrophysical Journal Letters*, 728(2):L29, 2011
- Stephan Stellmach, Adrienne Traxler, Pascale Garaud, Nicholas Brummell, and Timour Radko. Dynamics of fingering convection. Part 2 The formation of thermohaline staircases. *Journal of Fluid Mechanics*, 677:554–571, 2011
- Adrienne Traxler, Stephan Stellmach, Pascale Garaud, Timour Radko, and Nicholas Brummell. Dynamics of fingering convection. Part 1 Small-scale fluxes and large-scale instabilities. *Journal of Fluid Mechanics*, 677:530–553, 2011

Book Chapters

- 2024 Ángel Hernández-García, Carlos Cuenca-Enrique, Adrienne Traxler, Sonsoles López-Pernas, Miguel Ángel Conde, and Mohammed Saqr. Community detection in learning networks using R. In *Learning Analytics Methods and Tutorials: A Practical Guide Using R*, pages 519–540. Springer Cham, 2024
- 2023 Ramón Barthelemy, Jennifer Blue, Adrienne Traxler, and Madison Swirtz. Research on gender, intersectionality, and LGBT+ persons in physics education research. In Mehmet Fatih Taşar and Paula R. L. Heron, editors, *International Handbook of Physics Education Research: Special Topics*, chapter 3. AIP Publishing, 2023
- 2020 Adrienne Traxler and Jennifer Blue. Disability in physics: Learning from binary mistakes. In Allison J. Gonsalves and Anna T. Danielsson, editors, *Physics Education and Gender: Identity as an Analytic Lens for Research*, number 19 in Cultural Studies of Science Education, pages 129–152. Springer International Publishing, Cham, 2020
- Adrienne L. Traxler. Who belongs in science: Numbers are not enough. In Samina Azad, editor, *Addressing Gender Bias in Science & Technology*, volume 1354 of *ACS Symposium Series*, pages 73–90. American Chemical Society, January 2020

Conference Proceedings

- 2024 Liv Nøhr, Viktor Holm-Janass, Adrienne Traxler, Jesper Bruun, Daniel Spikol, and Morten Misfeldt. Critical reviews with quantitative ethnography: Theory use in literature on quantified group work in educational settings. In Yoon Jeon Kim and Zachari Swiecki, editors, *Advances in Quantitative Ethnography*, pages 74–88, Cham, 2024. Springer Nature Switzerland
- 2019 Carissa Myers, Elizabeth Fox, Adrienne Traxler, and A. Gavrin. Quantifying the linguistic persistence of high and low performers in an online student forum. In Michael B. Bennett, Steven Wolf, and Ying Cao, editors, *2019 Physics Education Research Conference*, PER Conference, pages 402–407, Provo, UT, 2020
- Kelley Commeford, Eric Brewe, and Adrienne Traxler. Characterizing active learning environments in physics: Network analysis using exponential random graph models. In Michael B. Bennett, Steven Wolf, and Ying Cao, editors, *2019 Physics Education Research Conference*, PER Conference, Provo, UT, 2020
- 2018 Carissa Myers, Adrienne Traxler, and A. Gavrin. Content analysis of instructor tools for building a learning community. In Adrienne Traxler, Ying Cao, and Steven Wolf, editors, *2018 Physics Education Research Conference*, PER Conference, Washington, DC, August 2018
- 2016 Adrienne Traxler, Andrew Gavrin, and Rebecca Lindell. CourseNetworking and community: Linking online discussion networks and course success. In Dyan L. Jones, Lin Ding, and Adrienne Traxler, editors, *2016 Physics Education Research Conference*, pages 352–355, Sacramento, CA, 2016
- Emily Sandt and Adrienne Traxler. Non-traditional students’ conceptual scores and network centrality in SCALE-UP classrooms. In Dyan L. Jones, Lin Ding, and Adrienne Traxler, editors, *2016 Physics Education Research Conference*, pages 296–299, Sacramento, CA, 2016

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| 2015 | Adrienne Traxler. Community structure in introductory physics course networks. In Alice D. Churukian, Dyan L. Jones, and Lin Ding, editors, <i>2015 Physics Education Research Conference</i> , pages 331–334, College Park, MD, 2015 |
| | Adrienne Traxler, Jonathan V. Mahadeo, Daryl McPadden, and Eric Brewster. Multiple representations and epistemic games in introductory physics exam solutions. In Paula V. Engelhardt, Alice D. Churukian, and Dyan L. Jones, editors, <i>2014 Physics Education Research Conference</i> , pages 247–250, Minneapolis, MN, 2015 |
| 2014 | Jonathan V. Mahadeo, Adrienne L. Traxler, and Eric Brewster. Epistemic games analysis of common exam questions across course formats. In Paula V. Engelhardt, Alice D. Churukian, and Dyan L. Jones, editors, <i>2013 Physics Education Research Conference</i> , pages 241–244, Portland, OR, 2014 |
| 2010 | Adrienne L. Traxler, Katherine A. Kretke, and P. Garaud. A fluid dynamics activity for prospective graduate students. In Lisa Hunter and Anne Metevier, editors, <i>Learning from Inquiry in Practice</i> , volume 436, pages 258–263, Santa Cruz, CA, December 2010. Astronomical Society of the Pacific |
| 2006 | Adrienne L. Traxler, Katrina E. Black, and John R. Thompson. Students’ use of symmetry with Gauss’s law. In Laura McCullough, Leon Hsu, and Paula Heron, editors, <i>2006 Physics Education Research Conference</i> , volume 883, pages 173–176, Syracuse, NY, July 2006. American Institute of Physics |

Other Publications

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| 2011 | Adrienne L. Traxler. <i>Double-diffusive convection at high and low Prandtl numbers</i> . PhD thesis, University of California Santa Cruz, 2011 |
| 2010 | Adrienne Traxler. Linear stability of Su-Gardner equations to small two-dimensional perturbations. Technical Report WHOI-10-01, Woods Hole Oceanographic Institution, 2010 |
| 2006 | Adrienne L. Traxler. Assessment and modification of an introductory astronomy laboratory lesson on astronomical time-keeping. Master’s thesis, University of Maine, 2006 |

Funded Research

Danmarks Frie Forskningsfond: NETMAP: Expanding borders of network analysis in physics education and history. December 2024–November 2027. Budget: 3.16M DKK. PI.

Novo Nordisk Foundation: LIFE Research Initiative proposal 0081371. Courageous Collaborative Science. May 2023–April 2027. Budget: 7.65M DKK. Co-PI (with Morten Misfeldt, PI, Daniel Spikol co-PI, and Rune Müller Kristensen, University of Aarhus).

National Science Foundation: DUE-2111275. Collaborative Research: Further Characterizing Active Learning Environments in Physics. October 2022–September 2025. Budget: \$599,995 total, \$135,398 to Wright State University. PI (collaborative proposal with Eric Brewster, Drexel University).

National Science Foundation: DUE-2100024. Collaborative Research: Mapping professional support networks of women and gender and sexual minorities in physics. July 2021–June 2024. Budget: \$498,733 total, \$63,481 to Wright State University. PI (collaborative proposal with Ramón Barthelemy, University of Utah, and Charles Henderson, Western Michigan University).

National Science Foundation: DUE-2027963. RAPID: Collaborative Research: Faculty Networks Supporting Rapid Transitions to Online Physics Teaching During the COVID-19 Pandemic. May 2020–April 2021. Budget: \$86,978 total, \$15,083 to Wright State University. PI (collaborative proposal with Eric Brewe, Drexel University).

National Science Foundation: DUE-1742339. WSU Students ASK... A Success & Scholarship Program for Students Applying Scientific Knowledge. August 2017–August 2022. Budget: \$997,589. Co-PI (with Jason Deibel, PI, and Meredith Rodgers, co-PI).

National Science Foundation: DUE-1712341. Collaborative Research: Characterizing Active Learning Environments in Physics. July 2017–June 2020. Budget: \$299,981 total, \$73,485 to Wright State University. PI (collaborative proposal with Eric Brewe, Drexel University).

National Science Foundation: HRD-1436702 (subaward). Implementation Project: Improving Pathways for STEM Retention and Graduation. August 2015–July 2016. Budget: \$56,011. PI at Wright State University (co-PIs Noah Schroeder, Douglas Petkie), subcontract from Central State University.

Invited Talks and Workshops

2024	Adrienne Traxler. Counting and context: Gender, physics, and methods in tension. Keynote talk at 2024 Nordic Network for Diversity in Physics conference, May 2024
2023	Adrienne Traxler. Inclusive teaching: Ideals, imperfections, and community, October 2023. Keynote talk at Another physics is possible! conference, Uppsala, Sweden
	Adrienne Traxler. Gender and physics education: Systemic issues and levers for change. Physics department colloquium at University of Helsinki, June 2023
	Adrienne Traxler. Using interaction networks and observations to characterize active classrooms. Invited talk at 2023 HelsinkiNode symposium, June 2023
2022	Adrienne Traxler. Characterizing active learning environments in physics: Networks and classroom observations. Seminar at Center for Computing in Science Education, University of Oslo, December 2022
	Adrienne Traxler, Jason Deibel, and Meredith Rodgers. Supporting student research with a methods course. Seminar at Discipline-Based Science Education Research Center, University of Pittsburgh, May 2022
	Adrienne Traxler. Structure and centrality in online class discussion networks. Physics department colloquium at University of Dayton, February 2022
2021	Adrienne Traxler and Steven Wolf. Social positions in group exam networks. Invited talk at American Association of Physics Teachers winter meeting, January 2021
2020	Adrienne Traxler, Eric Brewe, and Sarah Scanlin. Transitioning to online physics teaching: Empathy and above average quality. Invited talk at Southern Ohio Section AAPT Spring meeting, October 2020
	Jennifer Blue and Adrienne Traxler. Talking about genders in the classroom. Invited talk at American Association of Physics Teachers virtual summer meeting, July 2020

- Adrienne Traxler. Network positions in active learning physics classes. Colloquium at Michigan State University, February 2020
- 2019 Adrienne Traxler. Role analysis of introductory physics collaboration networks. Physics department colloquium at Miami University, October 2019
- Adrienne Traxler. Asking different questions: Critical Theory lessons for physics education. Panelist at Physics Education Research Conference, Provo, UT, July 2019
- Adrienne Traxler. ASK the right questions: Student experiences in an undergraduate research program. Workshop at Institutional Change through Faculty Advancement in Instruction and Mentoring, Jackson State University, Jackson, MS, May 2019
- Adrienne Traxler. Dimensions of success: Aligning learning goals with instruction in introductory science courses. Workshop at Institutional Change through Faculty Advancement in Instruction and Mentoring, Jackson State University, Jackson, MS, May 2019
- 2018 Adrienne Traxler. Equity in physics education: A snapshot of a complex system. Seminar at Center for the Advancement of STEM Teaching and Learning Excellence, Drexel University, October 2018
- Adrienne Traxler. Gender matters: Patterns of inequity in physics and STEM. Seminar at IC-FAIM Workshop, Jackson State University, May 2018
- Adrienne Traxler. Network analysis in education. Seminar at IC-FAIM Workshop, Jackson State University, May 2018
- Adrienne Traxler. Gender in physics education: Looking back and looking forward. Plenary talk at OSAPS/MI-AAPT 2018 Spring meeting, Michigan State University, March 2018
- 2017 Adrienne Traxler and Jennifer Blue. Disability in physics: Lessons from the binary view of gender. Invited talk at European Science Education Research Association meeting, Dublin, Ireland, August 2017
- Adrienne Traxler. “What are you?” – considerations and best practices in operationalizing identity through demographic variables. Panelist at Physics Education Research Conference, Cincinnati, OH, July 2017
- Adrienne Traxler. As exceptional as any monstrosity: Gaps analyses past and present. Invited talk at American Association of Physics Teachers meeting, Cincinnati, OH, July 2017
- Adrienne Traxler. Professional skills for graduate students. Panelist at American Association of Physics Teachers meeting, Atlanta, GA, February 2017
- Adrienne Traxler. Enriching gender in physics education research: A binary past and a complex future. Invited talk at 2017 American Physical Society April Meeting, Washington, DC, January 2017
- 2016 Adrienne Traxler. Multiplex network analysis of student interactions in an introductory physics course. Physics Education Research group seminar at The Ohio State University, October 2016
- 2015 Adrienne Traxler. Using network analysis to describe collaboration in introductory physics. Physics department colloquium at Miami University, September 2015
- Adrienne Traxler. Gender in physics education research: A binary past and a complex future. Physics department colloquium at Purdue University, September 2015

	Adrienne Traxler. Equity perspectives and attitude shifts in introductory physics. Invited talk at American Association of Physics Teachers summer meeting, College Park, MD, July 2015
	Adrienne Traxler. Attitude shifts in introductory physics: An equity perspective. Physics department colloquium at Michigan State University, February 2015
2014	Adrienne Traxler. Epistemic games as an analysis tool for physics final exam questions. Physics department colloquium at Wright State University, February 2014
	Adrienne Traxler. Attitudinal shifts in introductory physics through an equity lens. Invited talk at American Association of Physics Teachers winter meeting, Orlando, FL, January 2014
2013	Adrienne Traxler. A study of common exam questions and epistemic games in physics. Physics department colloquium at Purdue University, November 2013
	Adrienne Traxler. Positive attitudinal shifts in physics with modeling instruction. Global Physics Department colloquium, October 2013
	Adrienne Traxler. Physics exam problems as a deployment of epistemic games. Physics department colloquium at Ohio State University, October 2013
	Adrienne Traxler. Complexity of faculty change in the FIU Science Collaborative. Invited talk at American Association of Physics Teachers summer meeting, Portland, OR, July 2013
2012	Adrienne Traxler. Salt fingering at high and low Prandtl numbers. Physics department colloquium at Florida International University, February 2012
2011	Adrienne Traxler. Salt fingering in oceans and stars. Physics department colloquium at Sonoma State University, March 2011

Contributed Talks and Posters

2024	Adrienne Traxler, Justin Gutzwa, Chase Hatcher, Madison Swirtz, Camila Amaral, Charles Henderson, and Ramón Barthelemy. Epistemic network analysis of professional supports of women and LGBTQ physicists. Contributed poster at International Conference on Quantitative Ethnography, Philadelphia, PA, November 2024 ¹
	Morten Misfeldt, Liv Nøhr, Ida Laug, Viktor Holm-Janass, Zaibei Li, Adrienne Traxler, Jesper Bruun, Daniel Spikol, and Rune Müller Kristensen. Addressing shared reflective persistence through three different lenses. Contributed poster at International Conference on Quantitative Ethnography, Philadelphia, PA, November 2024
	Adrienne Traxler, Justin Gutzwa, Camila Amaral, Madison Swirtz, Lily Donis, Chase Hatcher, Charles Henderson, and Ramón Barthelemy. Instrumental support in the ego networks of women and LGBTQ+ physicists and astronomers. Contributed talk at 2024 INSNA Sunbelt Conference, June 2024
	Eric Brewe, Meagan Sundstrom, Justin Gambrell, and Adrienne Traxler. Characterizing student networks from active learning pedagogies in physics. Contributed talk at 2024 INSNA Sunbelt Conference, June 2024

¹Awarded best poster.

	Meagan Sundstrom, Justin Gambrell, Adrienne Traxler, and Eric Brewe. Characterizing how different active learning pedagogies shape peer interactions using temporal exponential random graph models. Contributed talk at 2024 INSNA Sunbelt Conference, June 2024
	Lily Donis, Ramón Barthelemy, Camila Amaral, Alexis Buzzell, Madison Swirtz, Chase Hatcher, Justin Gutzwa, and Adrienne Traxler. Quantifying qualitative social networks for women and LGBTQ+ PhD physicists. Contributed poster at American Physical Society April Meeting, 2024
	Meagan Sundstrom, Justin Gambrell, Adrienne Traxler, and Eric Brewe. Comparing interaction network structures across active learning pedagogies in physics. Contributed talk at American Physical Society April Meeting, 2024
	Camila Amaral, Madison Swirtz, Adrienne Traxler, Charles Henderson, Ramón Barthelemy, Justin Gutzwa, and Chase Hatcher. How are DEI initiatives impactful for women and LGBTQ+ physicists: Insights from a social network analysis research. Contributed talk at American Physical Society April Meeting, 2024
	Madison Swirtz, Ramón Barthelemy, Camila Amaral, Justin Gutzwa, Adrienne Traxler, and Charles Henderson. Queer failure: a theoretical framework for reimagining career pathways in physics. Contributed talk at American Physical Society April Meeting, 2024
	Eric Brewe, Meagan Sundstrom, Justin Gambrell, and Adrienne Traxler. Characterizing active learning pedagogies in physics. Contributed talk at American Physical Society April Meeting, 2024
	Chase Hatcher, Camila Amaral, Lily Donis, Justin Gutzwa, Madison Swirtz, Adrienne Traxler, Ramón Barthelemy, and Charles Henderson. Coding qualitative data for social network analysis. Contributed talk at American Physical Society April Meeting, 2024
2023	Liv Nøhr, Viktor Holm-Janass, Adrienne Traxler, Jesper Bruun, Daniel Spikol, and Morten Misfeldt. What are we comparing? mapping group work literature and operationalization in education. Contributed poster at 2023 International Conference on Quantitative Ethnography, 2023
	Adrienne L. Traxler, Hannah Benston, and A. Gavrin. Interaction models for student networks in a physics class discussion forum. Contributed poster at Nordic Learning Analytics Summer Institute, May 2023
	Camila Mani Dias do Amaral, Ramón S. Barthelemy, Madison Swirtz, Adrienne L. Traxler, Justin A. Gutzwa, and Charles Henderson. Qualitative social network analysis in PER: Discussing possibilities from practice, April 2023. Contributed talk at American Physical Society April Meeting, Minneapolis, MN
	M. Swirtz, C.M.D. Amaral, R. S. Barthelemy, A. L. Traxler, J. A. Gutzwa, and C. Henderson. “I just got a vibe”: How women and LGBTQ+ physicists assess workplace inclusivity. Contributed talk at American Physical Society April Meeting, Minneapolis, MN, April 2023
2022	Jillian Mellen, Eric Brewe, Adrienne L. Traxler, Sarah Scanlin, and Colin Green. Predictors of faculty sentiment on their transition to online teaching. Contributed talk at American Association of Physics Teachers Summer Meeting, July 2022
2021	Chynna Spitler, Mark Moldwin, Brett McCuen, and Adrienne Traxler. High latitude signatures of SI and SSC events. Contributed poster at 2021 AGU Fall Meeting, December 2021

	Adrienne Traxler, Eric Brewé, and Sarah Scanlin. Crisis transitions to online physics teaching: Empathy and above average quality. Contributed talk at American Physical Society April meeting, April 2021
	Eric Brewé and Adrienne Traxler. Transitions to online physics teaching: Empathy and above average quality. Contributed talk at American Association of Physics Teachers Virtual Summer Meeting, August 2021
	Jillian Mellen, Eric Brewé, Adrienne Traxler, Sarah Scanlin, and Colin Green. Predictors of faculty sentiment on their transition to online teaching. Contributed talk at American Association of Physics Teachers Virtual Summer Meeting, August 2021
	Colin Green, Eric Brewé, and Adrienne Traxler. Sentiment analysis of faculty responses to the covid-19 teaching transition. Contributed talk at 2021 American Association of Physics Teachers conference, July 2021
2020	Adrienne L. Traxler, Jason Deibel, and Meredith Rodgers. Chili and mistakes: Students reflect on research. Contributed poster at 2020 Physics Education Research Conference, July 2020
	Adrienne L. Traxler, Tyme Suda, Eric Brewé, and Kelley Commeford. Role analysis of student networks in active learning physics classes. Contributed poster at American Association of Physics Teachers virtual summer meeting, July 2020
	Adrienne L. Traxler, Jason Deibel, and Meredith Rodgers. “Diving into a void:” student views of research. Contributed talk at American Association of Physics Teachers virtual summer meeting, July 2020
	Kelley Commeford, Eric Brewé, and Adrienne Traxler. Characterizing active learning environments in physics using COPUS. Contributed talk at American Association of Physics Teachers virtual summer meeting, July 2020
2019	Adrienne L. Traxler, Carissa Myers, Jason Deibel, and Meredith Rodgers. Network analysis of students’ descriptions of scientific research. Contributed poster at 2019 Physics Education Research Conference, Provo, UT, July 2019
	Carissa Myers, Elizabeth Fox, Adrienne Traxler, and A. Gavrín. Quantifying the linguistic persistence of high and low performers in an online student forum. Contributed poster at 2019 Physics Education Research Conference, Provo, UT, 2019
	Tyme Suda, Adrienne Traxler, Eric Brewé, and Kelley Commeford. Student network positions in active learning physics classrooms. Contributed poster at American Association of Physics Teachers summer meeting, Provo, UT, July 2019
	Kelley Commeford, Eric Brewé, and Adrienne Traxler. Characterizing active learning environments in physics. Contributed talk at American Association of Physics Teachers summer meeting, Provo, UT, July 2019
	James Wells, Rachel Henderson, John Stewart, and Adrienne Traxler. Exploring FCI misconceptions by gender using Modified Module Analysis. Contributed talk at American Association of Physics Teachers summer meeting, Provo, UT, July 2019
	Jason A. Deibel, Adrienne L. Traxler, and Meredith Rodgers. Applying Scientific Knowledge (ASK): A transformative approach to integrating and scaling up undergraduate research. Contributed talk at 2019 CUR Undergraduate Research Programs Conference, Columbus, OH, June 2019

	Jason A. Deibel, Adrienne L. Traxler, and Meredith Rodgers. Applying Scientific Knowledge (ASK): A transformative approach to integrating and scaling up undergraduate research. Contributed talk at 2019 Ohio-PKAL Annual Conference, Dayton, OH, May 2019
	Kelley Commeford, Eric Brewe, and Adrienne Traxler. Characterizing Active Learning Environments in Physics: Preliminary results. Contributed talk at 2019 American Physical Society meeting, Denver, CO, April 2019
	Suhaela Eledkawi, Adrienne Traxler, and A. Gavrin. Talking physics online: Do different conversation models affect forum network structure? Contributed poster at 2019 Ohio Louis Stokes Alliance for Minority Participation Conference, Cincinnati, OH, April 2019
	Carissa Myers, Elizabeth Fox, Adrienne Traxler, and A. Gavrin. Recurrence quantification of student discourse. Contributed poster at CogFest 2019, Columbus, OH, March 2019
2018	Carissa Myers, Adrienne Traxler, and A. Gavrin. Content analysis of instructor tools for building a learning community. Contributed poster at 2018 Physics Education Research Conference, Washington, DC, August 2018
	Kelley Commeford, Eric Brewe, and Adrienne Traxler. Characterizing Active Learning Environments in Physics. Contributed talk at 2018 Physics Education Research Conference, Washington, DC, July 2018
	Rachel Henderson, John Stewart, and Adrienne Traxler. A synthesis of the gender gap on the conceptual inventories. Contributed talk at 2018 American Physical Society meeting, Washington, DC, July 2018
2017	Kelley Commeford, Eric Brewe, and Adrienne Traxler. Characterizing Active Learning Environments in Physics: Establishing a baseline. Contributed poster at 2017 Physics Education Research Conference, Cincinnati, OH, July 2017
	Andy Rundquist, Gillian Ryan, Adrienne Traxler, Jeremy Bailin, and Melissa Dancy. Lessons learned from facilitating Faculty Online Learning Communities. Contributed talk at 2017 American Physical Society meeting, Cincinnati, OH, July 2017
	Rachel Henderson, John Stewart, Adrienne Traxler, and Rebecca Lindell. Item Response Theory on the Force and Motion Conceptual Evaluation. Contributed talk at 2017 American Physical Society meeting, Cincinnati, OH, July 2017
	Adrienne Traxler, A. Gavrin, and Rebecca Lindell. Network analysis of physics discussion forums and links to course success. Contributed poster at 2017 American Physical Society April Meeting, Washington, DC, January 2017
	Rebecca Lindell and Adrienne Traxler. Uncovering introductory astronomy students' conceptual modules of lunar phases. Contributed poster at 2017 American Physical Society April Meeting, Washington, DC, January 2017
2016	Adrienne Traxler, A. Gavrin, and Rebecca Lindell. CourseNetworking and community: Linking online discussion networks and course success. Poster at 2016 Physics Education Research Conference, Sacramento, CA, July 2016
	Jesper Bruun and Adrienne Traxler. Investigating physics learning with layered student interaction networks: Combining time and modes of interaction. Invited poster at 2016 Physics Education Research Conference, Sacramento, CA, July 2016
	Sarah Hierath and Adrienne L. Traxler. Network analysis, conceptual gains, and gender in introductory physics. Contributed poster at 2016 Physics Education Research Conference, Sacramento, CA, July 2016

	Alexis Papak, Adrienne Traxler, and Rebecca Lindell. Viewing gender differences on the FCI through a psychometric lens. Contributed poster at 2016 Physics Education Research Conference, Sacramento, CA, July 2016
	Emily Sandt and Adrienne L. Traxler. Non-traditional students' conceptual scores and network centrality in SCALE-UP classes. Contributed poster at 2016 Physics Education Research Conference, Sacramento, CA, July 2016
	Adrienne Traxler, Gillian Ryan, Andy Rundquist, Joel Corbo, and Melissa Dancy. Improved recruitment to build a better Faculty Online Learning Community. Contributed talk at American Association of Physics Teachers summer meeting, Sacramento, CA, July 2016
	Alexis Papak, Adrienne Traxler, and Rebecca Lindell. Viewing gender differences on the FCI through a psychometric lens. Contributed poster at American Association of Physics Teachers winter meeting, New Orleans, LA, January 2016
2015	Adrienne Traxler. Multiple measures of active learning in physics. Contributed poster at Wright State University Teaching for Student Success Symposium, Dayton, OH, August 2015
	Adrienne Traxler. Community structure in introductory physics course networks. Contributed poster at 2015 Physics Education Research Conference, College Park, MD, July 2015
	Sarah Hierath, Emily Sandt, and Adrienne Traxler. Network centrality and conceptual gains in an introductory physics course. Contributed poster at Wright State University Celebration of Research, Scholarship and Creative Activities, Dayton, OH, April 2015
	Jennifer Blue and Adrienne L. Traxler. Enriching gender in physics education research: A binary past and a complex future. Contributed talk at Miami University Race, Class, Gender, and Sexuality Symposium, Oxford, OH, February 2015
2014	Adrienne L. Traxler, Jonathan V. Mahadeo, Daryl McPadden, and Eric Brewe. Multiple representations and epistemic games in introductory physics exam solutions. Contributed poster at 2014 Physics Education Research Conference, Minneapolis, MN, July 2014
	Adrienne L. Traxler, Laird Kramer, Eric Brewe, David Brookes, Joseph Lichter, and Marcy Lowenstein. Research-based reform: Faculty as change agents in multiple departments. Invited poster at 2014 Physics Education Research Conference, Minneapolis, MN, July 2014
	Seth Manthey, Eric Brewe, Sat Gavassa, Adrienne Traxler, Laird Kramer, George E. O'Brien, Eric von Wettberg, and Marcy Lowenstein. A multi-measure assessment of course type efficacy between traditional lecture and online instruction General Biology I at a large public Hispanic-serving university, July 2014. Contributed talk at Society for the Advancement of Biology Education Research Annual Meeting, Minneapolis, MN
	Seth Manthey, Eric Brewe, Eric von Wettberg, George E. O'Brien, and Adrienne Traxler. General biology students' attitudes towards biology at a Hispanic-serving university, July 2014. Contributed poster at Society for the Advancement of Biology Education Research Annual Meeting, Minneapolis, MN
2013	Adrienne L. Traxler, Eric Brewe, and Laird Kramer. An equity investigation of attitudinal shifts in introductory physics. Contributed poster at 2013 Physics Education Research Conference, Portland, OR, July 2013

- Jonathan Mahadeo, Adrienne L. Traxler, and Eric Brew. Epistemic analysis of common exam questions across course formats. Contributed poster at 2013 Physics Education Research Conference, Portland, OR, July 2013
- Adrienne L. Traxler, Laird Kramer, Eric Brew, David Brookes, Joseph Lichter, and Ophelia Weeks. Exploring faculty change in the FIU Science Collaborative. Contributed poster at American Association of Physics Teachers summer meeting, Portland, OR, July 2013
- Jonathan Mahadeo, Adrienne L. Traxler, and Eric Brew. Exploring different course formats via AP scores and epistemic games. Contributed talk at American Association of Physics Teachers summer meeting, Portland, OR, July 2013
- Konstantinos Kavallieratos, Adrienne L. Traxler, Joseph L. Lichter, C. Burns, L. Fernandez, M. Luzi, and J. Torner. Transforming the CHM 1033 “Survey of Chemistry” class for nursing students using the Learning Assistant (LA) model: Challenges and rewards. Contributed talk at 245th American Chemical Society National Meeting, New Orleans, LA, 2013
- 2012 Amber Frazier, Adrienne L. Traxler, and Laird Kramer. Do common exam question scores vary significantly between different modes of instruction? Contributed poster at 2012 Physics Education Research Conference, Philadelphia, PA, July 2012
- Adrienne L. Traxler, Laird Kramer, Eric Brew, David Brookes, Ophelia Weeks, and Joseph Lichter. Assessment opportunities and challenges in the FIU Science Collaborative. Contributed poster at 2nd Conference on Transforming Research in Undergraduate STEM Education, St. Paul, MN, June 2012
- 2011 Adrienne Traxler, Pascale Garaud, and Stephan Stellmach. Thermohaline mixing at low Prandtl numbers. Contributed talk at 217th American Astronomical Society Meeting, Seattle, WA, January 2011
- 2009 Adrienne Traxler, Stephan Stellmach, Pascale Garaud, Timour Radko, and Nicholas Brummell. Spontaneous layer formation in salt fingering simulations. Contributed poster at Fall Meeting of the American Geophysical Union, San Francisco, CA, December 2009
- 2008 Adrienne Traxler, Stephan Stellmach, Pascale Garaud, Timour Radko, and Nicholas Brummell. Spontaneous layer formation in three-dimensional simulations of thermohaline convection. Contributed poster at Fall Meeting of the American Geophysical Union, San Francisco, CA, December 2008
- Stephan Stellmach, Adrienne Traxler, and Pascale Garaud. Three-dimensional simulations of double-diffusive salt-finger convection and layer formation. Contributed talk at 61st APS Division of Fluid Dynamics Meeting, San Antonio, TX, November 2008
- 2006 Adrienne L. Traxler, Katrina Black, and John Thompson. Analysis of student understanding of symmetry in Gauss’ law. Contributed talk at American Physical Society New England Section Spring Meeting, Boston, MA, April 2006
- Adrienne L. Traxler, David Batuski, Neil Comins, and John Thompson. Refining understanding: redesigning an introductory laboratory on time. Contributed poster at 207th American Astronomical Society Meeting, Washington, DC, January 2006
- 2005 Adrienne L. Traxler, David J. Batuski, Neil F. Comins, and John R. Thompson. Student understanding of time in an introductory astronomy laboratory. Contributed poster at 206th American Astronomical Society Meeting, Minneapolis, MN, May 2005

Teaching Experience

University of Copenhagen

- **Introduction to University Pedagogy** (Nov2022, Jan2023, Apr2023, Sep2023, Dec2023, Apr2024, Nov2024) Week-long intensive course for university teaching, 20–24 participants.
- **University Pedagogy (Universitetspædagogikum)** (Nov2022, Aug2023, Aug2024) Theoretical and practical course in university teaching, 20–24 participants.

Wright State University

- **Undergraduate Physics Seminar I (PHY 1000, 1 credit.)** (F2018, F2019, F2020, F2021) Introductory undergraduate seminar, 5–10 students.
- **General Physics I (PHY 2400, 4 credits).** (F2014, Su2015, F2015, Sp2016, F2016, F2017, F2018, F2019, Sp2020, F2020) Introductory undergraduate, 10–220 students. Calculus-based course covering Newtonian mechanics.
- **Introduction to Astrophysics (PHY 3300, 3 credits).** (Sp2018, Sp2019, Sp2021) Upper-division undergraduate, 5–15 students. Developed new astrophysics course.
- **Analytical Mechanics (PHY 3710/5710, 3 credits).** (Sp2017, Sp2018, Sp2019, Sp2020, Sp2022) Upper-division undergraduate and cross-listed as graduate, 10–20 students. Newtonian mechanics using ordinary differential equations, with computational assignments in Matlab.
- **Senior Project (PHY 4940, 3 credits).** (F2017, Sp2018, F2018, Sp2019) Capstone undergraduate independent study format, 1–2 students.
- **Classical Mechanics (PHY 6800, 3 credits).** (F2021) Graduate, lecture format, 6 students. Mechanics including Lagrangian formulation, orbital dynamics, and oscillations.
- **Special Topics in Physical Science for Teachers (PHY 6990, 3 credits).** (F2017, F2018, F2020) Graduate, online format, 1–2 students. Developed new course for high school teachers seeking certification to teach college-credit physics courses. Pedagogical readings, writing, and discussion around introductory course content.
- **Minor Problems (PHY 7990, 3 credit hours).** (F2014, Sp2015) Graduate, independent study format, 1–2 students. Research credits taken by graduate students before formally submitting thesis proposal.
- **Research (PHY 8990, 3 credit hours).** (F2015, Sp2016, Su2016, F2017, Sp2017, Su2017, F2017, Sp2018, F2020, Sp2021) Graduate, independent study format, 1–3 students. Thesis project credits.

Florida International University

- **Calculus-based Physics I (PHY 2048, 4 credit hours).** (F2012) Introductory undergraduate lecture and laboratory (studio format), 25–30 students. Calculus-based.
- **Calculus-based Physics II (PHY 2049, 4 credit hours).** (Sp2013) Introductory undergraduate lecture and laboratory (studio format), 25–30 students. Second semester of Modeling Instruction course above (PHY 2048), covering electricity and magnetism.

Student Supervision

Graduate Students

- Hannah Benston (MS physics 2022)
- Kelley Commeford (co-advisor, PhD physics 2021), “Characterizing active learning environments in physics”
- Raym Alzahrani (MS physics 2016)

- Sarah Hierath (MS physics 2016)
- Emily Sandt (MS physics 2016)

Undergraduate Students

- Heather Robinson (Senior project, BS physics 2022)
- Chynna Spitler (Senior project co-advisor, BS physics 2022)
- Carissa Myers (Senior project, BS physics 2019)
- Tyme Suda (Senior project, BS physics 2019)
- Hannah Roth (Senior project, BS physics 2018)
- Jonathan Mahadeo (Research assistant, 2012–2014)
- Amber Frazier (PhysTEC REU student, 2012)

Thesis and Project Committees

- Current: Justin Gambrell (PhD physics)
- Past: Hope Strickland (EdD, 2023), Colin Green (MS physics, 2022), Russell Clark (MST, 2016), Melody Deitrick (MST, 2020)

Leadership Positions

University of Copenhagen

- **Department of Science Education:** Deputy head of department for research (viceinstitutleder for forskning), January 2024–

Professional societies

- **PERLOC** (Physics Education Research Leadership and Organizing Council); Member, January 2020–August 2021, Vice-chair, January–August 2021
- **Southern Ohio Section of the American Association of Physics Teachers** Vice-president for four-year colleges (Spring 2018–Spring 2019), treasurer (Spring 2019–Spring 2022)
- **American Physical Society** Forum on Education Member-at-Large, 2019–2021.
- **Physics Education Research Conference Proceedings** Editor, Spring 2016–Spring 2019
- **American Association of Physics Teachers** Committee on Women in Physics (member, 2015; vice chair, 2016; chair, 2017)
- **Faculty Online Learning Community** Peer Leader for APS/AAS/AAPT Physics and Astronomy New Faculty Workshop (Spring 2016–Fall 2017)

Other Service

Workshop instructor (The Carpentries)

The Carpentries workshops (Software Carpentry, Data Carpentry, and Library Carpentry) teach programming and data analysis tools to academic audiences.

- Library Carpentry: Virginia Tech (June 2021, lead instructor)
- Data Carpentry: North Carolina Central University (August 2020, assistant instructor), US Department of Agriculture (May 2021, assistant instructor), University of Baltimore (May–June 2022, assistant instructor).

Review work

- **Journals:** American Journal of Physics, CBE – Life Sciences Education, European Journal of Physics, International Journal of Research and Method in Education, Physical Review Physics Education Research, The Physics Teacher, Physics Education Research Conference Proceedings, Proceedings A, Research in Science Education, Science Advances, Topics in Cognitive Science,
- **Grants:** National Science Foundation (United States)