

CONTACT INFORMATION	University of Connecticut Department of Physics 1084 Shennecossett Rd Groton, CT 06340 <i>Email:</i> erin.scanlon@uconn.edu	
EDUCATION	<p>Ph.D., Developmental Education 2017 Texas State University, San Marcos, Texas Dissertation: Introductory Physics Students' Physics and Mathematics Epistemologies</p> <p>M.S., Physics 2012 Georgia Institute of Technology, Atlanta, Georgia</p> <p>B.S., Physics 2011 Michigan Technological University, Houghton, Michigan Minor: Mathematical Sciences</p>	
PROFESSIONAL APPOINTMENTS	<p><i>Assistant Professor in Residence</i> 2020 - Present <i>University of Connecticut</i></p> <p><i>Preminent Postdoctoral Scholar</i> 2017 - 2020 <i>University of Central Florida</i></p> <p><i>Instructor</i> 2012 - 2017 <i>Texas Lutheran University</i></p> <p><i>Lecturer</i> 2013 <i>Texas State University</i></p>	
TEACHING EXPERIENCE	<p>* indicates courses developed, † indicates studio-style courses</p> <p>University of Connecticut</p> <ul style="list-style-type: none"> • PHYS 1201Q: General Physics F20 • PHYS 1502Q: Physics for Engineers II † F20 <p>Texas Lutheran University</p> <ul style="list-style-type: none"> • PHYS 141: General College Physics I * F13, Su14, F14, F15, Sp16, Su16, F16 • PHYS 141-L: General College Physics I Lab * F13, Su14, F14, Su15, Sp16, Su16, Sp17 • PHYS 142: General College Physics II * Sp14, Su15, Sp16 • PHYS 142-L: General College Physics II Lab * Sp14, Su15, Su16, F16 • PHYS 143-L: Physics of Modern World Issues Lab * F15 • PHYS 179/144: Conceptual Physics * † S14, Sp15, Sp16, Sp17 • PHYS 279: 20th Century Physics * † F13 • PHYS 279-L: 20th Century Physics Lab * F13 	

- PHYS 421: Senior Seminar Sp14
- Texas State University**
- PHYS 1315: General Physics I Sp13
- Georgia Institute of Technology** (Graduate teaching assistant)
- PHYS 2211: Introductory Physics I Recitation Sp12
 - PHYS 2212: Introductory Physics II Recitation and Lab F11
- Michigan Technological University** (Undergraduate teaching assistant)
- PH 1100: Physics by Inquiry Lab I F08, F09, Sp10, F11, Sp11
 - PH 1200: Physics by Inquiry Lab II Sp09

PUBLICATIONS

(*graduate student author, **undergraduate student author)

Refereed Journal Articles:

11. *James, W., **Bustamante, C., **Lamons, K., Scanlon, E., & Chini, J. J. (2020). Disabling barriers experienced by students with ADHD in postsecondary introductory physics *Physical Review Physics Education Research*. <https://journals.aps.org/prper/abstract/10.1103/PhysRevPhysEducRes.16.020111>
10. **Bustamante, C., Scanlon, E., & Chini, J. J. (Accepted). Supporting students with ADHD in introductory physics courses: 4 simple steps for instructors *The Physics Teacher*. <https://arxiv.org/abs/1907.12448>
9. *Lannan, A., Scanlon, E., & Chini, J. J. (Accepted). Resources for supporting students with and without disabilities in your physics courses. *The Physics Teacher*. <https://arxiv.org/abs/1907.07301>
8. Scanlon, E., *Zamarripa Roman, B., **Ibadlit, E., & Chini, J. J. (2019). A Method for Analyzing Instructors' Purposeful Modifications to Research-Based Instructional Strategies. *International Journal of STEM Education*, 6 (12). <https://doi.org/10.1186/s40594-019-0167-2>
7. Scanlon, E., Legron-Rodriguez, T., *Schreffler, J., **Ibadlit, E., Vasquez, E., and Chini, J. (2018). Postsecondary chemistry curricula and universal design for learning: Planning for variations in learners' abilities, needs, and interests. *Chemistry Education Research and Practice*, 19 (4). <https://doi.org/10.1039/C8RP00095F>
6. Martinez Ortiz, A., Rodriguez Amaya, L., Kawaguchi Warshauer, H., *Garcia Torres, S., Scanlon, E., & Pruett, M. (2018). They Choose to Attend Academic Summer Camps? A Mixed Methods Study Exploring the Impact of a NASA Academic Summer Pre-Engineering Camp On Middle School Students in a Latino Community. *Journal of Pre-College Engineering Education Research (J-PEER)*, 8 (2). <https://doi.org/10.7771/2157-9288.1196>
5. Scanlon, E., *Schreffler, J., *James, W., Vasquez, E., and Chini, J. (2018). Postsecondary physics curricula and universal design for learning: Planning for diverse learners. *Physical Review Physics Education Research*, 14. <https://doi.org/10.1103/PhysRevPhysEducRes.14.020101>
4. Rosen, R., Scanlon, E., & Smith, J. (2016). Aquatic science education pathway from headwaters to ocean is a model for place-based experiential learning for protecting and stewarding gulf states' freshwater and marine resources. *Gulf Coast Association of Geological Societies Transactions*, 66. http://archives.datapages.com/data/gcags/data/066/066001/475_gcags660475.htm
3. Holschuh, J., Scanlon, E., Shetron, T., & Caverly, D. (2014). Techtalk: Mobile apps for disciplinary literacy in science. *Journal of Developmental Education*, 37(3).

2. Caballero, M., Burk, J., Aiken, J., Douglass, S., Scanlon, E., Thomas, B., & Schatz, M. (2014). Integrating numerical computation into the modeling instruction curriculum. *The Physics Teacher*, 52. <https://doi.org/10.1119/1.4849153>
1. Sua, Y., Scanlon, E., Beaulieu, T., Bollen, V., & Lee, K. (2011) Intrinsic quantum correlations of weak coherent states for quantum communication. *Physical Review Letters A*, 83. <https://doi.org/10.1103/PhysRevA.92.022124>

Under Review:

4. Scanlon, E., *Taylor, Z. W., & Chini, J. J. (Under Review). Physics webpages create barriers to participation for people with disabilities: Five steps to increase digital accessibility. *International Journal of STEM Education*. <https://arxiv.org/abs/1907.02906>
3. Scanlon, E., **Ibadlit, E., **Carolus, S., & Chini, J. J. (Under Review). Changes instructors make while implementing SCALE-UP: Views from instructors and staff at one institution. *Physical Review Physics Education Research*.
2. *James, W., **Lamons, K., **Spilka, R., Scanlon, E., & Chini, J. J. (Under Review). Disabling barriers experienced by students with diagnoses characterized by variations in executive functions in postsecondary STEM courses. *International Journal of STEM Education*.
1. *James, W., Schreffler, J., *Cartegena, S., Scanlon, E., Vasquez, E., & Chini, J. J. (Under Review). Using Universal Design for Learning to investigate and improve the inclusiveness of STEM courses. *International Journal of STEM Education*.

Refereed Conference Proceedings:

9. Scanlon, E., *Oleynik, D., & Chini, J. J. (Accepted). Practicing physicists' knowledge about disability: Development of the Disability and Physics Careers Survey (DPCS). *Proceedings of the Physics Education Research Conference*.
8. Scanlon, E., & Chini, J. J. (2019). Physics instructors' views about supporting learner variation: Modifying the Inclusive Teaching Strategies Inventory. *Proceedings of the Physics Education Research Conference*, Provo UT. <https://doi.org/10.1119/perc.2019.pr.Scanlon>
7. *James, W., **Lamons, K., **Spilka, R., **Bustamante, C., Scanlon, E., & Chini, J. J. (2019). Hidden walls: STEM course barriers identified by students with disabilities. *Proceedings of the Physics Education Research Conference*, Provo UT. <https://doi.org/10.1119/perc.2019.pr.James>
6. Scanlon, E., & Chini, J. J. (2018). Ability profiles: A framework for conceptualizing dimensions of ability. *Proceedings of the Physics Education Research Conference*, Washington DC. <https://doi.org/10.1119/perc.2018.pr.Scanlon>
5. Martinez Ortiz, A., Rodriguez Amaya, L., Kawaguchi Warshauer, H., *Garcia Torres, S., Scanlon, E., & Pruett, M. (2017). They Choose to Attend Academic Summer Camps? A Mixed Methods Study Exploring the Impact of a NASA Academic Summer Pre-Engineering Camp On Middle School Students in a Latino Community. *Proceedings of the American Society of Engineering Education Conference*. <https://www.asee.org/public/conferences/78/papers/19230/view>
4. Rosen, R., Scanlon, E., & Smith, J. (2017). Future water stewardship and fact-based water policy: An aquatic science education pathway model. *Proceedings of the XVIIth IWRA World Water Congress*. https://iwra.org/member/index.php?page=286&abstract_id=3748
3. Rosen, R., Scanlon, E., and Smith, J. (2016). Aquatic science education pathway from headwaters to ocean is a model for place-based experiential learning for protecting and stewarding gulf states' freshwater and marine resources. *Proceedings of the Annual Gulf Coast Association of Geological Societies Convention*. http://archives.datapages.com/data/gcags/data/066/066001/475_gcags660475.htm

2. Scanlon, E. (2016). Introductory physics students' epistemological resources. *Physics Education Research Conference Proceedings*, 304-307. <https://doi.org/10.1119/perc.2016.pr.072>
1. Aiken, J., Caballero, M., Douglass, S., Burk, J., Scanlon, E., Thomas, B., & Schatz, M. (2012). Understanding student computational thinking with computational modeling. *Proceedings of the Physics Education Research Conference, USA, 1513*. <https://doi.org/10.1063/1.4789648>

Invited Articles:

1. Scanlon, E. (2019). Physics education research and disability. *Physics Education Research Consortium of Graduate Students (PERCoGS) Newsletter*. <https://drive.google.com/file/d/1Y675eNFfi8odY5FJbZgVyVd6f6skdnL0z/view>

PRESENTATIONS

Invited Talks:

14. Scanlon, E., & Chini, J.J. (2020, June). *Physics and Disability: Supporting the Variety of Peoples' Needs, Abilities, and Interests*. Invited talk presented at Fermilab's Inclusion, Diversity, and Equality Seminar.
13. Scanlon, E. (2019, December). *Physics Instructors' Views about Supporting Learner Variation*. Invited talk presented at the Designing for Equity and Achievement for All Learners: A UDL-IRN Florida Regional Event.
12. Scanlon, E. (2019, October). *Instructors' Purposeful Modifications to SCALE-UP: A Look Across the Country*. Invited talk presented at the Texas Section of the American Association of Physics Teachers conference, Lubbock, TX.
11. Scanlon, E. (2019, October). *Physics and Disability: Supporting the Variety of Peoples' Needs, Abilities, and Interests*. Invited talk presented to Michigan State's PER seminar, East Lansing, MI.
10. Scanlon, E. (2019, October). *Physics and Disability: Supporting the Variety of Peoples' Needs, Abilities, and Interests*. Invited talk presented to University of Central Florida's DBER seminar, Orlando, FL.
9. Scanlon, E., Schreffler, J., James, W., Vasquez, E., & Chini, J. J. (2019, July). *What Are the Supports and Barriers in Introductory Physics Curricula for Students with Disabilities?* Invited talk presented at the American Association of Physics Teachers conference, Provo, UT.
8. Scanlon, E., Schreffler, J., Legron-Rodriguez, T., James, W., Ibadlit, E., Vasquez, E., & Chini, J. J. (2018, April.) *Postsecondary STEM Curricula: Preparing for Diverse Learners*. Invited talk presented at UCF's Physics Women Society Research Symposium, Orlando, FL.
7. Scanlon, E., Schreffler, J., Legron-Rodriguez, T., James, W., Ibadlit, E., Vasquez, E., & Chini, J. J (2018, February.) *Postsecondary STEM Curricula: Preparing for Diverse Learners*. Invited talk presented at FIU DBER group lunch, Miami, FL.
6. Scanlon, E. (2018, January.) *Physics Education Research*. Invited workshop presented at the Conference of Undergraduate Women in Physics, Jacksonville, FL.
5. Scanlon, E. (2017, April.) *How to Sell Yourself to Prospective Employers*. Invited talk presented at Texas State University's Developmental Education Brown Bag series, San Marcos, TX.
4. Scanlon, E. (2017, February.) *A Graduate Student's Thoughts on Conferences*. Invited talk presented at the University of Texas Physics Education Forum, Austin, TX.
3. Scanlon, E. (2016, November). *Epistemology: This, That, and the Other*. Invited talk presented at the University of Texas Molotov Seminar, Austin, TX.

2. Scanlon, E. (2016, September). *Epistemology: This, That, and the Other*. Invited talk presented at the University of Texas Physics Education Forum, Austin, TX.
1. Scanlon, E. (2013, April). *Family Physics Night: The Good, The Bad, and The Ugly*. Invited talk presented at the University of Texas Physics Education Forum, Austin, TX.

Invited Panels:

1. Scanlon, E. (2020, January.) *Professional Skills for Students*. Invited panel at the American Association of Physics Teachers Conference, Orlando, FL.

Contributed Talks:

19. Scanlon, E., & Chini, J.J. (2020, July) *Practicing Physicists' Knowledge about Disability*. Talk presented at the American Association of Physics Teachers conference, virtual meeting.
18. Oleynik, D., Scanlon, E., & Chini, J.J. (2020, July). *Comparing Attitudes of Students and Faculty About Inclusive Teaching Practices*. Talk presented at the American Association of Physics Teachers conference, virtual meeting.
17. Scanlon, E., Ibadlit, E., Carolus, S., & Chini, J. J. (2020, January) *Instructors' Purposeful Modifications to Group Work: The Case of SCALE-UP at Nine Institutions*. Talk presented at the American Association of Physics Teachers conference, Orlando, FL.
16. Chini, J. J., & Scanlon, E. (2019, July). *Exploring assumptions of dis/ability in physics education*. Symposium talk presented at Physics Education Research Conference, Provo, UT.
15. Scanlon, E., Taylor, Z., & Chini, J. J. (2019, July). *Accessibility Analyses Demonstrate Physics Websites Create Barriers to Participation*. Talk presented at the American Association of Physics Teachers conference, Provo, UT.
14. Scanlon, E., & Chini, J. J. (2019, July). *Postsecondary STEM curricula: Preparing for diverse learners*. Talk presented at the Association on Higher Education And Disability (AHEAD) conference, Boston, MA.
13. Chini, J. J., James, W., Schreffler, J., Vasquez E., & Scanlon, E. (2019, July). *Inclusive teaching strategies can increase accessibility in physics education*. Panel presented at the American Association of Physics Teachers conference, Provo, UT.
12. Scanlon, E., & Chini, J. J. (2018, November). *Ability profiles: Preparing for variation in physics learners' needs, abilities, and interests*. Talk presented at the Discipline-Based Educational Research Seminar, Orlando, FL.
11. Chini, J. J., Scanlon, E., James, W., Schreffler, J., & Vasquez, E. (2018, August.) *Using Universal Design for Learning to Prepare for Learner Variation in Postsecondary Physics*. Talk presented at the American Association of Physics Teachers Conference, Washington DC.
10. Scanlon, E., James, W., Schreffler, J., Vasquez, E., & Chini, J. J. (2018, August.) *Investigation of Introductory Physics Curricula Through an Accessibility Lens*. Talk presented at the American Association of Physics Teachers Conference, Washington DC.
9. Chini, J. J., Scanlon, E., Wilcox, M., Klinger, N., & Von Korff, J. (2018, Jan.) *Variations in introductory studio physics across institutions*. Talk presented at the American Association of Physics Teachers Winter Meeting, San Diego, CA.
8. Scanlon, E. (2017, October.) *Introductory Physics Students' Physics and Mathematics Epistemologies*. Talk presented at the Discipline-Based Educational Research Seminar, Orlando, FL.
7. Scanlon, E. (2017, July.) *Epistemological Resources and Sign Usage*. Talk presented at the Physics Education Research Conference, Cincinnati, OH.
6. Scanlon, E. (2017, July.) *Introductory Physics Students' Mathematics and Physics Epistemological Resources*. Talk presented at the American Association of Physics Teachers Conference, Cincinnati, OH.

5. Scanlon, E. (2017, May.) *Introductory Physics Students' Epistemological Resources and Usage Patterns*. Talk presented at the International Congress on Qualitative Inquiry, Champaign, IL.
4. Scanlon, E. (2017, March.) *Introductory Physics Students' Epistemological Resources - Group Differences*. Talk presented at the Texas Section of the American Association of Physics Teachers Conferences, San Antonio, TX.
3. Scanlon, E. (2016, November.) *Introductory Physics Students' Epistemological Resources*. Talk presented at the International Research Conference, San Marcos, TX.
2. Acee, T., Flaggs, D., Hoang, T., Scanlon, E., & VanderLind, R. (2016, April.) *Value Interventions With Writing and Messages Facilitate Interest and Performance in Undergraduate Physics*. Roundtable session presented at the American Educational Research Association National Conference, Washington, D.C.
1. Scanlon, E. (2015, March). *What is Epistemology and Why Should You Care?*. Talk presented at the meeting of the Texas Section of the American Association of Physics Teachers, the American Physics Society, and the Society of Physics Students, Baytown, TX.

Contributed Posters:

10. Oleynick, D., Scanlon, E., & Chini, J.J. (2020, July). *Physicists' Views about Disability and Physics Careers*. Poster presented at the Physics Education Research Conference, Virtual meeting.
9. Scanlon, E., Oleynik, D., & Chini, J.J. (2020, July). *Practicing physicists' knowledge about disability: Development of the Disability and Physics Careers Survey (DPCS)*. Poster presented at the Physics Education Research Conference, Virtual meeting.
8. Scanlon, E., & Chini, J. J. (2019, July). *Physics instructors' views about supporting learner variation: Modifying the Inclusive Teaching Strategies Inventory*. Poster presented at the Physics Education Research Conference, Provo, UT.
7. Scanlon, E., Taylor, Z., & Chini, J. J. (2019, July). *Standards for Web Accessibility and Tips to Make Your Website More Accessible*. Poster presented at the American Association of Physics Teachers conference, Provo, UT.
6. Scanlon, E. & Chini, J. J. (2019, June). *Ability Profiles: A Framework for Conceptualizing Dimensions of Ability*. Poster presented at the Foundations and Frontiers of Physics Research conference, Bar Harbor, ME.
5. Scanlon, E., & Chini, J. J. (2019, March). *Ability Profiles: A Framework for Conceptualizing Dimensions of Ability*. Poster presented at the UDL-IRN International Summit, Orlando, FL.
4. Scanlon, E. (2018, August.) *Ability Profiles: A Framework for Conceptualizing Dimensions of Ability*. Poster presented at the Physics Education Research Conference, Washington DC.
3. Scanlon, E. (2018, April.) *Epistemological Resources and Sign Usage of Introductory Physics Students*. Poster presented at UCF's Research Week Kick-Off, Orlando, FL.
2. Scanlon, E. (2016, July). *Introductory Physics Students' Epistemological Resources*. Poster presented at the meeting of the American Association of Physics Teachers National Conference, Sacramento, CA.
1. Scanlon, E. (2015, July.) *Group Work in an Introductory Physics for Life Science Course*. Poster presented at the meeting of the American Association of Physics Teachers National Conference, College Park, MD.

Workshops:

1. Chini, J. J., Scanlon, E., & James, W. (2019, July) Using universal design for learning to prepare for variation in physics learners' needs, abilities and interests. Workshop presented at the meeting of the American Association of Physics Teachers Conference, Provo, UT.

SERVICE
TO FIELD

APS-IDEA Steering Committee
I serve as a founding steering committee member of the American Physical Society Inclusion, Diversity, and Equity Alliance (APS-IDEA).

Fall 2019 - Present

PERLOC Representative (Elected)
2019-2020: PERC Liaison
2020-2021: Vice Chair
2019-Current: Chair of the PERC accessibility task force

Winter 2019 - Present

Referee

Ad Hoc

- Physical Review: Physics Education Research
- Proceedings of the Physics Education Research Conference
- Chemistry Education Research and Practice
- The Physics Teacher
- California Education Learning Lab Grant Proposals

Family Physics Night Organizer
Organized outreach even at Texas Lutheran University

Fall 2013 - Fall 2016

MENTORING

Undergraduate Students

Rica Moellering (2014)
Alyssa Johnson (2017-2018)
Colin Lee (2018)
Steven Carolus (2018-2019)
Caroline Bustamante (2018-2019)
Elijah Ibadlit (2017-Current)

Graduate Students

Jasmine Byard (2019)

AWARDS

- 2018 PERC Proceedings Notable Paper (awarded to 3 out of 113 manuscripts)
- Physical Review: Physics Education Research Editor's Suggestion Paper 2018
- Honorable Mention Best Paper for the 2017 ASEE Annual Conference and Exposition
- 2018-2019 Texas State University Outstanding Dissertation Award in the Social Sciences
- 2010 Michigan Technological University's Woman of Promise Award
- 2009 Michigan Tech Physics Department Outstanding Teaching Assistant of the Year