

# Sam von Gillern

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## PROFESSIONAL EXPERIENCE

Associate Professor of Literacy Education, Beginning Fall 2026  
Department of Learning, Teaching, and Curriculum, University of Missouri

Assistant Professor of Literacy Education, Fall 2019 – Present  
Department of Learning, Teaching, and Curriculum, University of Missouri

Honors Affiliate Faculty Member, Fall 2022 – Present  
Honors College, University of Missouri

Clinical Assistant Professor of Literacy, 2017 – 2019  
Department of Teaching, Learning, and Culture, Texas A&M University

## EDUCATION

Iowa State University, Ames, Iowa

**Ph.D. in Education, May 2017**

*Emphasis in Digital Literacies*

Certificate: Teaching English as a Second/Foreign Language

Dissertation: *Young children, computer coding, and story creation: An examination of first- and second-grade children's multimodal stories and literacy practices when engaged with a multimedia coding application.*

Major Professors: Dr. Donald Bear and Dr. Larysa Nadolny

Committee: Dr. Denise Crawford-Schmidt, Dr. Anne Estapa, and Dr. Constance Beecher

Iowa State University, Ames, Iowa

**M.S. in Education, Summer 2012**

*Emphasis in Historical, Philosophical, and Comparative Studies in Education*

Thesis: *Accessing an undergraduate program in the United States: Latin American male experiences and perceptions*

Iowa State University, Ames, Iowa

**B.S. in Marketing, May 2008**

Major in Business Marketing

Minor in Psychology

Study Abroad: University of the South Pacific, Fiji Islands (Summer/Fall 2006)

## PUBLICATIONS

\* Indicates publication with graduate student.

### Peer-Reviewed Journal Articles

1. Wright, G., Díaz, B. & von Gillern, S. (2026). Science Educators' Attitudes and Perspectives on Artificial Intelligence (SEAP-AI) Scale. *Journal of Science Education and Technology*. [2024 impact factor = 5.5].
2. LaMear, R.\* & von Gillern, S. (2026). Video games and family literacy: Practices and perspectives of children and parents. *English Teaching: Practice & Critique*. [2024 impact factor = 1.2].
3. von Gillern, S., Wright, W., & Winger, K.\* (2025). Teachers' perspectives on benefits and concerns of artificial intelligence in literacy education. *Literacy Research and Instruction*.  
<https://doi.org/10.1080/19388071.2025.2557795>. [2024 impact factor = 1.1].
4. von Gillern, S., Hutchison, A., Rose, C., & Gage, N. (2025). Establishing the Literacy Educators' Attitudes and Perspectives on Artificial Intelligence (LEAP-AI) Scale: Teacher perceptions on protectionism, empowerment, and preparedness. *Journal of Literacy and Technology*, 26(3), 12-38. [2024 impact factor = N/A].
5. von Gillern, S., Gould, H.\*, & Pérez Cortés, L. (2025). Preservice teachers' perceptions on digital game-based learning in Elementary English language arts. *Journal of Digital Learning in Teacher Education*, 41(4), 178-191.  
<https://doi.org/10.1080/21532974.2025.2540638>. [SJR 2024 cites / doc (2 years) = 4.25].
6. LaMear, R.\* & von Gillern, S. (2025). "AI is like 50% good and 50% bad": Exploring strengths and challenges of AI in the elementary writing classroom. *The Reading Teacher*. [2024 impact factor = 1.5]
7. von Gillern, S., Obubo, L.\*, Lannin, A., & Hutchison, A. (2025). Analyzing, creating, then sharing messages about cyberbullying in the middle- and high-school classroom. *Journal of Literacy and Technology*, 26(1), 56-74. [2024 impact factor = N/A].
8. von Gillern, S., Robinson, B., & Czauderna, A. (2025). Pedagogical practices in a gaming affinity space and the motivating sting of Elden Ring. *E-Learning & Digital Media*, 22(3), 193-212.  
<https://doi.org/10.1177/20427530241232496>. [2024 impact factor = 2.6].

9. Gould, H.\*, von Gillern, S., Korona, M. & Haywood, A. (2024). ELA and social studies teachers' perspectives on the importance of media literacy for student learning. *Journal of Media Literacy Education*, 16(3), 45-61. <https://doi.org/10.23860/JMLE-2024-16-3-4>. [SJR 2024 cites / doc (2 years) = 2.589].
10. von Gillern, S., Olsen, A., Nash, B., & Stufft, C. (2024). An examination of teachers' views on video games and learning: Establishing the Games and Literacy Education (GALE) Scale. *Computers & Education*, 223, 105155, 1-15. <https://doi.org/10.1016/j.compedu.2024.105155>. [2024 impact factor = 10.5].
11. von Gillern, S. & Nash, B. (2024). Video games and literacy learning: Exploring the research on serious and entertainment games. *Technology, Knowledge, and Learning*, 30, pp. 509-537. <https://doi.org/10.1007/s10758-024-09787-6>. [2024 impact factor = 3.5].
12. von Gillern, S., Rose, C., & Hutchison, A. (2024). How students can be effective citizens in the digital age: Establishing the teachers' perceptions on digital citizenship scale. *British Journal of Educational Technology*, 55(5), 2093-2109. <https://doi.org/10.1111/bjet.13434>. [2024 impact factor = 8.1].
13. von Gillern, S., Korona, M., Wright, W., Gould, H.\*, & Haskey-Valerius, B.\* (2024). Media literacy, digital citizenship, and their relationship: Perspectives of preservice teachers. *Teaching and Teacher Education*, 138, 104404, 1-10. <https://doi.org/10.1016/j.tate.2023.104404>. [2024 impact factor = 3.9].
14. Robinson, B., Czauderna, A., & von Gillern, S. (2024). "I think I get why y'all do this now": Reckoning with Elden Ring's difficulty in an online affinity space. *Games and Culture*, 20(3), pp. 316-334. <https://doi.org/10.1177/15554120231203134>. [2024 impact factor = 1.6].
15. von Gillern, S., Gould, H.\*, Gannon, M., & Haskey-Valerius, B.\* (2024). Digital citizenship and its relationship to literacy education: Perspectives of preservice teachers. *Australian Journal of Language and Literacy*, 47, 73-90. <https://doi.org/10.1007/s44020-024-00059-5>. [2024 impact factor = 1.1].
16. Czauderna, A., von Gillern, S. & Robinson, B. (2024). Informal social emotional learning in gaming affinity spaces: Evidence from a Reddit discussion thread on Elden Ring. *Simulation & Gaming*, 55(1), 30-50. <https://doi.org/10.1177/10468781231209697>. [2024 impact factor = 1.8].
17. von Gillern, S., & Nash, B. (2023). Accessibility in video gaming: An overview and implications for English language arts education. *Journal of*

*Adolescent and Adult Literacy*, 66(6), 382-390.  
<https://doi.org/10.1002/jaal.1284>. [2024 impact factor = 1.5].

18. von Gillern, S. & Stufft, C. (2023). Multimodality, learning, and decision-making: Children's metacognitive reflections on their engagement with video games as interactive texts. *Literacy*, 57(1), 3-16.  
<https://doi.org/10.1111/lit.12304>. [2024 impact factor = 1.5].
19. LaMear, R.\* & von Gillern, S. (2023). Super smash sisters: Critical literacy, gender, and video games in the elementary classroom. *Changing English*, 30(4), 359-372. <https://doi.org/10.1080/1358684X.2023.2237948>. [2023 impact factor = 0.7].
20. von Gillern, S., Gleason, B., & Hutchison, A. (2022). Digital citizenship, media literacy, and the ACTS Framework. *The Reading Teacher*, 76(2), 145-158. <https://doi.org/10.1002/trtr.2120>. [2024 impact factor = 1.5].
21. Stufft, C. & von Gillern, S. (2021). Fostering Multimodal Analyses of Video Games: Reflective Writing in the Middle School. *Journal of Adolescent and Adult Literacy*, 65(3), 245-255. <https://doi.org/10.1002/jaal.1198>. [2024 impact factor = 1.5].
22. von Gillern, S. & Stufft, C. (2021). Video game literacies: Middle-school children's multimodal analyses of video gameplay. *Journal of Literacy & Technology*, 22(2), 2-43. [2024 impact factor = N/A].
23. Thompson, C. & von Gillern, S. (2020). Video-game based instruction for vocabulary acquisition with English language learners: A Bayesian meta-analysis. *Educational Research Review*, 30(100332), 1-23.  
<https://doi.org/10.1016/j.edurev.2020.100332>. [2024 impact factor = 10.6].
24. Silva Dos Santos, L., von Gillern, S., Lockwood, J. & Geluso, J. (2020). Digital mindsets: College-level ESL instructors' perceptions of multimodal technologies and video games for language instruction. *The European Journal of Applied Linguistics and TEFL*, 9(1), 131-152. [SJR 2024 cites / doc (2 years) = 0.795].
25. Gleason, B. & von Gillern, S. (2018). Digital citizenship with social media: Participatory practices of teaching and learning in secondary education. *Educational Technology & Society*, 21(1), 200-212.  
<https://www.jstor.org/stable/26273880>. [2024 impact factor = 5.7].
26. Walters, L. & von Gillern, S. (2018). We learn in the form of stories: How digital storytelling supports critical digital literacy for pre-service teachers. *International Journal of Digital Literacy and Digital Competence*, 9(3), 12-26. DOI: 10.4018/IJDLDC.2018070102. [2024 impact factor = N/A].

27. Bear, D.R., von Gillern, S., & Xu, W. (2018). Learning to spell in English by Chinese students: A cross-sectional study. *TESOL International Journal*. [SJR 2021 cites / doc (2 years) = 1.107].
28. von Gillern, S. (2017) Multimodality, collaborative learning, and the classroom community. *Reading in Virginia*, 39, 37-46. [2024 impact factor = N/A].
29. von Gillern, S. (2016). The gamer response and decision framework: A tool for understanding video gameplay experiences. *Simulation and Gaming*, 47(5), 666-683. <https://doi.org/10.1177/1046878116656644>. [2024 impact factor = 1.8].
30. von Gillern, S. & Alaswad, Z. (2016). Games and game-based learning in instructional design. *The International Journal of Technologies in Learning*, 23(4), 1-7. [SJR 2024 cites / doc (2 years) = 0.565].
31. von Gillern, S. & Gallagher, J. (2016). Communicating conclusions and taking informed action through multimodal texts: Practical tools for dimension four of C3 inquiries. *Iowa Journal for the Social Studies*, 26(2), 47-57. [2024 impact factor = N/A].

### **Peer-Reviewed Book Chapters**

32. von Gillern, S., Obubo, L.\*, Lannin, A., & Hutchison, A. (2024). Digital Citizenship via analyzing, creating, then sharing messages on cyberbullying. In. T. Cherner and R. Blanksenshp (Eds.) *Research highlights in technology and teacher education 2024* (pp. 167-178). Association for the Advancement of Computing in Education (AACE).
33. von Gillern, S., LaMear, R.\*, LaMear, P., & Gould, H.\* (2024). The literacy practices of elementary students creating video game reviews. In. D. Gibson, M. Ochoa, and Y. Jin (Eds.) *Research highlights in technology and teacher education 2023* (pp. 47-53). Association for the Advancement of Computing in Education (AACE).
34. von Gillern, S., Gould, H.\*, & Urban, A.\* (2022). Video games in the elementary English language arts classroom: An examination of how gaming activities can support learning. In. D. Gibson & M. Ochoa (Eds.) *Research highlights in technology and teacher education* (pp. 41-45). Association for the Advancement of Computing in Education (AACE).
35. von Gillern, S., Stufft, C., & Gould, H.\* (2022). An examination of preservice teachers' attitudes on game-based learning. In. D. Gibson & M. Ochoa (Eds.) *Research highlights in technology and teacher education* (pp. 47-51). Association for the Advancement of Computing in Education (AACE).

36. von Gillern, S., Stufft, C., Marlatt, R., & Nadolny, L. (2022). Minecraft and elementary literacy learning: The perspectives and ideas of preservice teachers. In C. Lane (Ed.), *Handbook of Research on Acquiring 21<sup>st</sup> Century Literacy Skills Through Game-Based Learning*. (pp. 320-343). IGI Global.
37. von Gillern, S. (2021). Communication, cooperation, and competition: Examining the literacy practices of esports teams. In M. Harvey & R. Marlatt (Eds.), *Esports research and its integration in education* (pp. 148-167). IGI Global.
38. von Gillern, S. (2018). Games and their embodied learning principles in the classroom: Connecting learning theory to practice. In M. Khosrow-Pour (Ed.), *Gamification in Education: Breakthroughs in Research and Practice* (pp. 554-582). IGI Global.
39. von Gillern, S. (2016). Games and their embodied learning principles: Connecting learning theory to practice. In D. Russell & J. Laffey (Eds.), *Handbook of Research on Gaming Trends in P-12 Education* (pp. 55-84). IGI Global.

#### **Peer-Reviewed Conference Proceedings**

40. von Gillern, S. (2025). Preservice elementary literacy teachers' preparedness with artificial intelligence. *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 976-978). Orlando, FL, United States: Association for the Advancement of Computing in Education (AACE).
41. von Gillern, S. (2025). Creating children's literature with artificial intelligence: Experiences and perceptions of preservice teachers. *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2228-2230). Orlando, FL, United States: Association for the Advancement of Computing in Education (AACE).
42. von Gillern, S. (2024). High-School Teachers' Views on Artificial Intelligence in Literacy Education. *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 81-86). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE).
43. von Gillern, S., Obubo, L.\*, Lannin, A., & Hutchison, A. (2024). Digital Citizenship via analyzing, creating, then sharing messages on cyberbullying. *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 171-175). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE).

44. Gould, H.\*, von Gillern, S., Boyd, H., & Griffin, J. (2024). Mission Vita Nova: Gaming for media literacy and digital citizenship. *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 53-60). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE).
45. von Gillern, S., LaMear, R.\*, LaMear, P., & Gould, H.\* (2023). The literacy practices of elementary students creating video game reviews. In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 574-580). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE).
46. von Gillern, S., Decker, J.\* & Gould, H.\* (2023). Preservice elementary teachers and digital citizenship: A survey of their activities and perspectives. In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1493-1500). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE).
47. Gould, H.\*, Mahapatra, S.\*, & von Gillern, S. (2023). Preservice teachers' perspectives on the importance of media literacy. In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1509-1516). New Orleans, LA, United States: Association for the Advancement of Computing in Education (AACE).
48. von Gillern, S., Nash, B., Stufft, C, & Gould, H.\* (2022). Literacy educators' attitudes on video games and learning. In *Proceedings of European Conference on Game-Based Learning* (pp. 793-802). Lisbon, Portugal. Academic Conferences International (ACI).
49. von Gillern, S., Stufft, C. & Gould, H\*. (2022). An Examination of Preservice Teachers' Attitudes on Game-based Learning. In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 533-538). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE).
50. Gould, H.\* & von Gillern, S. (2022). Video Games in the English Language Arts Classroom: Strengths and Concerns According to Preservice Teachers. In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 514-519). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE).
51. von Gillern, S., Xu, X., Stufft, C. & Gould, H.\* (2022). Preservice Teachers' Experiences with and Attitudes about Video Games. In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher*

*Education International Conference* (pp. 539-544). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE).

52. Haskey-Valerius, B.\*, Gould, H.\*, & von Gillern, S. (2022). Preservice Teachers' Conceptualizations of Media Literacy, Digital Citizenship, and their Relationship. In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1378-1383). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE).
53. von Gillern, S., Gould, H.\*, & Urban, A.\* (2022). Video Games in the Elementary English Language Arts Classroom: An Examination of How Gaming Activities Can Support Learning. In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 545-550). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE).
54. von Gillern, S., Gould, H.\*, & Haskey-Valerius, B.\* (2022). Preservice Teachers' Perspectives on Digital Citizenship and its Relevance for English Language Arts Education. In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1391-1395). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE).
55. von Gillern, S. (2016). Towards an understanding of player decisions and learning during video gameplay: The gamer response and decision framework. Games and Learning Society 2016 Conference Proceedings. Madison, WI.
56. von Gillern, S. (2016). Perceptual, decision-making, and learning processes during video gameplay: An analysis of *Infamous - Second Son* with the Gamer Response and Decision Framework. Games and Learning Society 2016 Conference Proceedings. Madison, WI.

### **Other Publications**

1. von Gillern, S. (2021). Young Children's Digital Literacy Practices: Storytelling and Computer Coding. *Practical Literacy: The Early and Primary Years*, 26(3), 24-26.
2. von Gillern, S., Stufft, C., & Harvey, M. (2021). Integrating video games into the ELA classroom. *Literacy Today*, 38(6), 64-65.
3. von Gillern, S. (2021). Gamification in Education: Integrating Game Elements in the Classroom. *International Society for Technology in Education (ISTE) – Teacher Education Network Newsletter*. ISTE.

## **SCHOLARLY WORK UNDER REVIEW**

1. von Gillern, S., Hutchison, A., and Rose, C. (under third review). A Survey of Literacy and Social Studies Educators via the Teachers' Perceptions of Digital Citizenship Scale (T-PODS). *Human Behavior and Emerging Technologies*.
2. von Gillern, S., Romine, W., Nash, B., and Díaz, B. (under review). Establishing the High-school AI Literacy (HAIL) Scale and Evaluating a Language Arts–Based Intervention in a Rural U.S. High School. *Education and Information Technologies*.
3. Stufft, C., Ortegren, A., & von Gillern, S. (under review). Preservice teachers' views of AI in elementary literacy instruction: Benefits and challenges of using AI in the English language arts classroom. *Journal of Digital Learning in Teacher Education*.

## **MANUSCRIPTS IN PREPARATION**

1. von Gillern, S., Olsen, A., & Korona, M. (in preparation). An examination of language arts and social studies teachers' perspectives: A comparison of results from the Media Literacy Scale and the Teachers' Perspectives on Digital Citizenship Scale.
2. von Gillern, S. (in preparation). AI qualitative data analysis without the cloud: Five use cases and a checklist for running AI models locally.

## **SCHOLARLY WORK BY INVITATION**

1. von Gillern, S. (forthcoming). The digital literacies of artificial intelligence. In. E. Baker (Ed.) *The Research Handbook of Digital Literacies*. Elgar Publishing.
2. von Gillern, S. (2025). Analyzing, creating, then sharing civic media messages with the ACTS Framework: Holistic engagement with important community issues. *Literacy Today*.
3. Gould, H.\*, von Gillern, S., Korona, M., and Haywood, A. (2025). Teacher perspectives on Media Literacy [Online seminar]. Media Education Lab.
4. Sroka, M. (Host). (2023). Accessibility in Video Gaming with Dr. Sam von Gillern. [Audio podcast episode]. In *Journal of Adolescent and Adult Literacy Podcast*.

5. McElroy, D. (Host). (2021). The International Society for Technology in Education (ISTE) Teacher educator network. [Audio podcast episode; von Gillern portion: Gamification]. In the Teacher Educator Network Monthly Podcast. ISTE.

## **EXTERNAL AND INTERNAL FUNDING**

### **External Grants (funded)**

January 2026 – December 2030 – Co-I – U.S. Department of Education. Amplify Literacy Learning: Research-based PD that Comes Alongside Classroom Teachers to Increase the Impact of Evidence-based Literacy Instruction. \$9,614,707.

June 2019 to May 2022 – PI of Subaward – National Institute of Health – Small Business Innovation Research – Phase II Research and Development Grant – *Mol: An Interactive Learning Platform to Address Difficult Organic Chemistry Concepts*. Subaward - \$115,790; Co-PI of Primary Award - \$1,499,481.

### **Internal Grants (funded)**

Fall 2023 – Fall 2024 – PI – Examining and Supporting English Language Arts Teachers with Artificial Intelligence Education. University of Missouri – College of Education and Human Development – Rural Schools Initiative Grant. \$48,955.53.

Fall 2020 – Spring 2021 - Faculty Sponsor: *Learning & Collaboration to Develop Effective Literacy Instructional Practices*. \$1,000 awarded by the Missouri Partnership for Educational Renewal - Collaborators: Camdenton R-III School District.

Fall 2019 – Spring 2020 - Faculty Sponsor: *Learning & Collaboration to Develop Effective Literacy Instructional Practices*. \$1,000 awarded by the Missouri Partnership for Educational Renewal - Collaborators: Camdenton R-III School District.

Summer 2016 – Co-PI, United Way of Story County – Community Impact Grant – Ames Community Preschool Center Reads Program. \$7,669.

Fall 2015 – Sole Author – Iowa State University School of Education Computational Advisory Committee (SOE-CAC) Grant for Technology Hardware and Software Purchases for School of Education. \$3,725.92.

Spring 2012 – Co-Author – Iowa State University Liberal Arts and Sciences Computational Advisory Committee (LAS-CAC) Grant for SMART Board and supplementary technologies for the ISU Writing and Media Help Center. \$10,187.54.

## **External Grants (not funded)**

Fall 2024 – PI of Subaward - \$166,233 - U.S. Department of Education – Institute of Education Sciences – Statistical and Research Methodology in Education - Quantifying the Writing Process. Co-PI of Primary Award– \$897,244.00

Fall 2024 – PI – National Science Foundation – Discovery Research PreK-12 (DRK-12) - Enhancing AI Literacy Across Disciplines in Rural High Schools. \$2,433,355.

Fall 2024 – Co-PI – National Science Foundation – ECR Core Research - Crossing Boundaries between Mathematical Reasoning and Civic Education: A Quasi-Experimental Study of Critical Thinking in Adolescents. \$1,498,733.

Fall 2023 – PI – US Department of Education – Institute of Education Sciences – Education Research Grants Program - MediaLiterate: Utilizing Game-based Learning to Support Middle Schoolers' Media Literacy, Digital Citizenship, and AI Awareness. \$2,000,000.

Fall 2023 – Co-PI – National Science Foundation – ECR Core Research - Crossing Boundaries between Mathematical Reasoning and Civic Education: A Quasi-Experimental Study of Critical Thinking in Adolescents. \$1,499,995.

Summer 2022 – PI – Education Innovation and Research Program – US Department of Education – MediaLiterate: Engaging Middle Schoolers in Media Literacy and Digital Citizenship via Game-based Learning. \$3,856,318.

Fall 2021 – PI – Education Innovation and Research Program – US Department of Education – MediaLiterate: Engaging Middle Schoolers in Media Literacy and Digital Citizenship via Game-based Learning. \$3,673,103.

Fall 2021 – Co-PI – Spencer Foundation – Research Grant on Education: Small, Playing into Reading: Using Narrative-Driven Video Games as Text in Elementary Classrooms. \$59,591.

Summer 2021 – Co-PI – Spencer Foundation – Research Grant on Education: Small, Playing into Reading: Using Narrative-Driven Video Games as Text in Elementary Classrooms. \$59,591.

Spring 2021 – Co-I – National Science Foundation – Convergence Accelerator Program Phase I – Fostering Authenticity by Building Trust Around Information Within Communities. \$749,994.

Fall 2020 – Co-PI, Department of Education – Education Innovation and Research Grant – Early Phase – *TechnoLiterate: Engaging Middle Schoolers in Computer Science and Media Literacy via Game-Based Learning*. \$3,979,042.

Fall 2020 – Co-PI, National Science Foundation – Discovery Research K-12 Grant – Early Phase – *CompuLiterate: Promoting Computational Thinking and Media Literacy for Middle School Children via Game-Based Learning*. \$2,999,999.

Fall 2018 – Co-PI, National Science Foundation – Advancing Informal STEM Learning Grant – Pilot and Feasibility Study – *Coloring to Learn STEM Concepts in Early Childhood*. \$300,000.

Spring 2018 – Co-I, United States Department of Education – Office of Innovation and Improvement – Supporting Effective Educator Development Program - *Building Out Opportunities in STEM for Teachers: Impacting Instructional Capacity for Diverse Learners in High-Needs Schools*. \$17,989,494.

Spring 2018 – Consultant, National Institute of Health – Small Business Innovation Research – Phase I Feasibility Grant – *A 3D Adventure Game to Promote Evidence-based Reasoning and Science Practice*. \$225,000.

Summer 2016 – Consultant, National Science Foundation – Small Business Innovation Research – Phase I Feasibility Grant – Educational Technology and Applications (EA) – Simulations and Gaming Category – *NODE: A comprehensive Next Generation Science Standards-aligned STEM game platform*. \$225,000.

## **REFEREED PRESENTATIONS**

\* Indicates presentation with graduate student.

\*\* Indicates presentation with undergraduate student

### **National and International Presentations**

1. LaMear, R.\* & von Gillern, S. (2025). Student Perspectives and Experiences with AI-Assisted Writing in the Elementary Classroom. National Council of Teachers of English Convention. Denver, CO.
2. von Gillern, S., Olsen, A., Nash, B., & Stuft, C. (2025). Educators' Perspectives on Digital Games and Learning via the Games and Literacy Education (GALE) Scale. American Educational Research Association Conference. Denver, CO.
3. von Gillern, S., Hutchison, A., & Rose, C. (2025). A Survey of Teachers via the Literacy Educators' Attitudes and Perspectives on Artificial Intelligence (LEAP-AI) Scale. American Educational Research Association Conference. Denver, CO.
4. von Gillern, S. (2025). AI in Literacy Teacher Education: A Mixed-Methods Study of Preservice Elementary Teachers. Hawaii International Conference on Education. Honolulu, HI.

5. von Gillern, S., LaMear, R. \*, & Lannin, A. (2024). Elementary Students' Examination of and Advocacy for Educational Accessibility. Literacy Research Association Conference. Atlanta, GA.
6. von Gillern, S. & Hutchison, A. (2024). A survey of elementary teachers' perspectives on artificial intelligence in literacy education. Literacy Research Association Conference. Atlanta, GA.
7. LaMear, R. & von Gillern, S. (2024). Examining educational accessibility through digital citizenship in the elementary classroom. National Council of Teachers of English Convention. Boston, MA.
8. von Gillern, S. (2024). High-School Teachers' Views on Artificial Intelligence in Literacy Education. Society for Information Technology in Teacher Education Conference. Las Vegas, NV.
9. von Gillern, S., Obubo, L. \*, & Lannin, A. (2024). Digital Citizenship via analyzing, creating, then sharing messages on cyberbullying. Society for Information Technology in Teacher Education Conference. Las Vegas, NV.
10. Gould, H. \*, von Gillern, S., Boyd, H., & Griffin, J. (2024). Mission Vita Nova: Gaming for media literacy and digital citizenship. Society for Information Technology in Teacher Education Conference. Las Vegas, NV.
11. von Gillern, S., Obubo, L. \*, and Lannin, A. (2023). Utilizing the analyze, create, then share (ACTS) framework to learn about cyberbullying: The experiences of middle- and high-school children. Literacy Research Association Conference. Atlanta, GA.
12. LaMear, R. \*, von Gillern, S., LaMear, P., and Wright, W. (2023). Video games, critical literacy, and gender in the elementary classroom. Literacy Research Association Conference. Atlanta, GA.
13. von Gillern, S. & LaMear, R. \* (2023). Video game reviews in the ELA classroom. National Council of Teachers of English Convention. Columbus, Ohio.
14. LaMear, R. \* & von Gillern, S. (2023). Examining gender and video games in the elementary classroom. National Council of Teachers of English Convention. Columbus, Ohio.
15. von Gillern, S., LaMear, R. \*, LaMear, P., & Gould, H. (2023). The literacy practices of elementary students creating video game reviews. Society for Information Technology in Teacher Education Conference. New Orleans, LA.

16. von Gillern, S., Decker, J.\*, & Gould, H.\* (2023). Preservice elementary teachers and digital citizenship: A survey of their activities and perspectives. Society for Information Technology in Teacher Education Conference. New Orleans, LA.
17. Gould, H.\*, Mahapatra, S.\*, & von Gillern, S. (2023). Preservice teachers' perspectives on the importance of media literacy. Society for Information Technology in Teacher Education Conference. New Orleans, LA.
18. von Gillern, S., Stufft, C., & Nash, B. (2022) Video gaming and learning: A survey of English language arts teachers. Literacy Research Association Conference. Phoenix, AZ.
19. von Gillern, S. & Hutchison, A. (2022). English language arts attitudes on media literacy and digital citizenship. Literacy Research Association Conference. Phoenix, AZ.
20. von Gillern, S., Gould, H.\*, & Haskey-Valerius, B.\* (2022). Digital citizenship and its relevance for English language arts education: Perspectives of preservice teachers. Literacy Research Association Conference. Phoenix, AZ.
21. Nash, B., Stufft, C., & von Gillern, S. (2022). Traversing boundaries between understanding and experiencing story: Using video games in learning and research. Literacy Research Association Conference. Phoenix, AZ.
22. von Gillern, S., Stufft, C. Harvey, M., Marlatt, R., & Nash, B. (2022). Incorporating video games into ELA classrooms as a culturally relevant pedagogy. National Council of Teachers of English Conference. Anaheim, CA.
23. von Gillern, S. & Gould, H.\* (2022). A Systematic Review of Video Game Research in Literacy Journals. European Conference on Game-Based Learning. Lisbon, Portugal.
24. von Gillern, S., Nash, B., Stufft, C, & Gould, H.\* (2022). Literacy educators' attitudes on video games and learning. European Conference on Game-Based Learning. Lisbon, Portugal.
25. von Gillern, S., Gould, H.\*, & Nash, B. (2022). Video games in literacy journals: A systematic review. The European Conference on Education. London, England.
26. von Gillern, S., Li, J., Fang, L., Pennington, J. & Schneller, W. (2022). Gamified Organic Chemistry: Student Learning and Perceptions. European Conference on Research in Chemical Education. Rehovot, Israel.

27. von Gillern, S. Nash, B., & Gould, H.\* (2022). A Systematic Review of Research on Video Games in Literacy Journals. European Conference on Literacy. Dublin, Ireland.
28. von Gillern, S., Haskey-Valerius, B.\*, & Gould, H.\* (2022). Digital Citizenship and Literacy Education: Perspectives of Preservice Teachers. European Conference on Literacy. Dublin, Ireland.
29. von Gillern, S. & Stufft, C. (2022). Examining Multimodality in Video Gameplay: Metacognitive Reflections from Middle-School Children. European Conference on Literacy. Dublin, Ireland.
30. von Gillern, S., Stufft, C., & Gould, H.\* (2022). An examination of preservice teachers' attitudes on game-based learning. Society for Information Technology in Teacher Education. San Diego, CA.
31. Gould, H.\* & von Gillern, S. (2022). Video Games in the English language arts classroom: Strengths and concerns according to preservice teachers. Society for Information Technology in Teacher Education. San Diego, CA.
32. von Gillern, S. Xu, X., Stufft, C., and Gould, H.\* (2022). Preservice teachers' experiences with and attitudes about video games. Society for Information Technology in Teacher Education. San Diego, CA.
33. Haskey-Valerius, B.\*, Gould, H.\* , & von Gillern, S. (2022). Preservice teachers' conceptualizations of media literacy, digital citizenship, and their relationship. Society for Information Technology in Teacher Education. San Diego, CA.
34. von Gillern, S., Gould, H.\* , & Urban, A.\* (2022). Video games in the elementary English language arts classroom: An examination of how gaming activities can support learning. Society for Information Technology in Teacher Education. San Diego, CA.
35. von Gillern, S., Gould, H.\* , & Haskey-Valerius, B.\*. (2022). Preservice teachers' perspectives on digital citizenship & its relevance for English language arts education. Society for Information Technology in Teacher Education. San Diego, CA.
36. von Gillern, S., Li, J., Fang, L., Pennington, J. & Schneller, W. (2022). Gamification in organic chemistry: Undergraduate student learning and their perceptions. American Chemical Society Conference. San Diego, CA.
37. von Gillern, S. & Gleason, B. (2021). *Preservice teachers' perspectives on digital citizenship, media literacy, and the Analyze, Create, Then Share (ACTS) Approach*. Literacy Research Association Conference. Atlanta, Georgia.

38. von Gillern, S. & Gleason, B. (2021). *Promoting digital citizenship through the Analyze, Create, Then Share (ACTS) Approach*. National Council of Teachers of English. Online.
39. von Gillern, S. & Stufft, C. (2021). Children's metacognitive comprehension of video games as multimodal texts. European Conference on Game-based Learning. Online.
40. von Gillern, S. & Stufft, C. (2020). *Video game analysis: An examination of the Gamer Response and Decision Framework and its use by middle-school students*. Literacy Research Association Conference. Online.
41. von Gillern, S. & Stufft, C. (2020). *Multimodal analysis of video gameplay in the middle school: Considerations for teachers and teacher educators*. Society for Information Technology and Teacher Education (SITE) Conference. Online.
42. von Gillern, S. (2020). *Storytelling and computer coding: A case study with first- and second-grade children*. Ethnographic & Qualitative Research Conference. Las Vegas, NV.
43. Stufft, C. & von Gillern, S. (2019). *Multimodal analysis of video gameplay: Experiences and perceptions of middle-school students*. Literacy Research Association. Tampa, Florida.
44. Thompson, C. & von Gillern, S. (2019). *Video games and ESL/EFL Vocabulary Development: A meta-analysis*. American Educational Research Association (AERA) Conference. Toronto, Canada.
45. von Gillern, S., Walters, L., McIntush, K., and Keese, J. (2019). *Preservice teachers' perspectives on the value of digital storytelling and instructional approaches for integration*. American Educational Research Association (AERA) Conference. Toronto, Canada.
46. Stufft, C. & von Gillern, S. (2019). *Video games analysis with the Gamer Response and Decision Framework: Experiences of middle-school children*. American Educational Research Association (AERA) Conference. Toronto, Canada.
47. von Gillern, S. (2019). *Fiction in the Realm of Digital Storytelling: An Examination of Young Children's Fictional Digital Stories*. Society for Information Technology and Teacher Education (SITE) Conference. Las Vegas, NV.

48. von Gillern, S. (2018). *Diverse children, computer coding, and storytelling: An examination of young children's Scratch Jr stories*. International Conference on Urban Education. Nassau, Bahamas.
49. Harvey, M. & von Gillern, S. (2018). *Video games in the language arts classroom: Theoretical and empirical perspectives and strategies for implementation*. National Council of Teachers of English (NCTE) Conference. Houston, TX.
50. von Gillern, S., Harvey, M., Stuft, C. & Keese, J., & Smith, B. (2018). *Engaging diverse students through video game analysis: Facilitating analytical thinking & writing activities to promote student motivation & learning*. International Literacy Association (ILA) Conference. Austin, TX.
51. von Gillern, S. & Nadolny, L. (2018). *Preservice elementary teachers' perspectives on using Minecraft for game-based learning in their future classrooms*. American Educational Research Association (AERA) Conference. New York, NY.
52. von Gillern, S. & Harvey, M. (2018). *Digital literacies and immersive worlds: Preparing educators to teach students analytical thinking and writing activities through video game analysis*. Society for Information Technology in Teacher Education (SITE) Conference. Washington, DC.
53. von Gillern, S., Silva dos Santos, L., Geluso, J., & Lockwood, J. (2017). *Multimodal activities and video games: ESL educators' experiences and perceptions*. TESOL 2017 International Conference. Seattle, WA.
54. von Gillern, S. (2016). *Towards an understanding of player decisions and learning during video gameplay: The gamer response and decision framework*. Games and Learning Society Conference. Madison, WI.
55. von Gillern, S. (2016). *Perceptual, decision-making, and learning processes during video gameplay: An analysis of Infamous - Second Son with the Gamer Response and Decision Framework*. Games and Learning Society Conference. Madison, WI.
56. Bear et al. (2016). *Word study: Phonics, vocabulary, and spelling*. Study Group facilitated at the Literacy Research Association (LRA) Conference. Nashville, TN.
57. Xu, W. & von Gillern, S. (2013). *Cross-Linguistic Analyses of the Spelling of Mandarin Chinese Speakers Learning English as a Foreign Language*. Colloquium presented at the Literacy Research Association (LRA) Conference, Dallas, Texas.

## **Regional and Local Presentations**

58. von Gillern, S. (2016). *Computer coding in literacy instruction*. Iowa Reading Association Conference, Ames, IA.
59. Huisinga, L., & von Gillern, S. (2016). *Augmented reality in literacy education*. Iowa Reading Association Conference, Ames, IA.
60. Johnson, D. & von Gillern, S. (2016). *Multimodal texts in a middle school literacy classroom*. Iowa Reading Association Conference, Ames, IA.
61. von Gillern, S. (2015). *Games in the classroom*. Colloquium presented at the Iowa Reading Association Conference, Ames, IA.
62. Azima, R., & von Gillern, S. (2013). *Learning Communities and the Writing and Media Center*. Learning Communities Institute, Ames, IA.

## **Invited Local Presentations**

63. von Gillern, S. (2025). The AI era: An inflection point. (Keynote Address). Missouri Partnership for Educational Renewal (MPER) Annual Operations Council Meeting.
64. von Gillern, S. (2025). Examining and supporting English language arts teachers with artificial intelligence education. University of Missouri – College of Education and Human Development – Research Day 2025.
65. von Gillern, S. (2021). Applying positive psychology in your life. LTC 4470: Teaching English Language Arts I, Reading Methods. University of Missouri.
66. von Gillern, S. (2021). The gamer response and decision framework: A tool for understanding video gameplay experiences. College of Education Research Alliance. The University of Missouri.
67. von Gillern, S. (2021). Game-based learning to support English vocabulary acquisition for emerging bilinguals. The Bridge. The University of Missouri.
68. McKinney, J. (Host). (2021, March). Understand how to assess and value learners' prior knowledge. (No. 1) [Audio podcast episode; von Gillern portion: Understanding Prior Knowledge]. In The University of Missouri - School of Medicine's Teaching Scholars Program Podcast. MU School of Medicine.

## **TEACHING EXPERIENCE**

### **University of Missouri**

LTC 4211: Literacy Assessment and Development.

LTC 4221: Contexts and Methods for Elementary Reading Instruction.

LTC 8682: Focus on Writing in the Classroom (online graduate course).

LTC 8900: Contemporary Perspectives on the Teaching of Reading (Course Creator; online graduate course).

LTC 8900: Foundations in Literacies Education and Research (doctoral course).

LTC 8900: Language and Literacies for Social Transformation Doctoral Seminar.

LTC 8950: Case Study Research Methodology (doctoral course)

GN HON 1050: Lessons from Positive Psychology on Happiness and Success (Course Creator).

GN HON 1050: Video Game Literacies (Course Creator).

### **Texas A&M University**

Reading 468: Essential Foundations of Language and Literacy for All Learners.

INST 363: English as a Second Language (ESL) Methods II.

Reading 461: Teaching Reading through Children's Literature

Reading 616: Organization and Supervision of Reading Programs.

Reading 351: Reading in the Elementary School.

EDCI 647: Curriculum Theory.

### **Iowa State University**

CI 456: Integrating Technology into the Reading and Language Arts Curriculum.

CI 452/552: Assessment of Literacy and Learning.

CI 488/588: Supervised Tutoring in Reading.

CI 377: The Teaching of Reading and Language Arts in the Primary Grades (K-3).

CI 204: Social Foundations of Education in the United States.

HCI 510X: Foundations of Game-Based Learning.

Human Sciences 150 – Dialogues on Diversity.

CI 201: Learning Technologies in the PK-6 Classroom

CI 202: Learning Technologies in the 7-12 Classroom.

Honors 321W: Lessons from Positive Psychology on Happiness and Success (Course Creator).

Psychology 131: Academic Learning Skills.

### **PK – 12 Experience**

Texas A&M University Reading Clinic Director, Spring 2018 – Spring 2019.

Teacher and Supervisor – Ames Community Preschool Center – Raising Readers Program, Fall 2014 – Spring 2017.

Iowa State University Reading Clinic Mentor, Spring 2013 – Spring 2016.

Assistant Teacher/Child Care Provider – West Des Moines Community School District – Kids West Day Care, June 2002 – March 2005.

## **ADVISING AND MENTORING**

### **Doctoral Advising**

*Program in Progress*

Rachel LaMear, Ph.D. in Learning, Teaching, and Curriculum

### **Doctoral Student Committee Member**

*Program in Progress*

Julia Dunn, Ph.D. in Learning, Teaching, and Curriculum

Wilson Castano, Ph.D. in School of Information Science and Learning Technologies

Elizabet-Kelcey Kalumbula, Ph.D. in Learning, Teaching, and Curriculum

Hillary Gould, Ph.D. in School of Information Science and Learning Technologies

Tarza Taha, Ph.D. in Special Education

Tenzin Phenthok, Ph.D. in Educational, School, and Counseling Psychology

*Graduated*

Irene Yoke Quin Wan, Ph.D. in Learning, Teaching, and Curriculum

**Masters Advisor***Elementary Education - Program in Progress*

Heather Akkerman

Bre Allen

Sherri Austin

Grace Buehler

Katie Camm

Kendall Carlson

Mya Chandler

Zeshaun Cheatam

Sophia Chelist

Lily Drah

Emma Gorombey

Haley Haring

Kaden Harmon

Sophia Heaman

Sydney Jordan

Megan Kirk

Camille Lease

Madisyn Lenk

Aubrey Maltsberger

Sydni Martin

Lindsay Picha

Katelyn Ravasini

Abbi Riek

Emily Steen

Madelyn Wilford

*Elementary Education – Graduated*

Chandler Alexander

Kaylee Betz

Olivia Bisges

Allison Bloebaum

Melaney Cotton

Jennifer Deters

Allison Durst

Melissa Finn

Allison Floyd

Megan Floyd

Ashley Gibbs

Lily Harding

Mara Hunt

Reilly Kent

Miranda Maly

Catie Polo

Maggie Robbins

Emily Scott  
Katelyn Schmidt  
Kendall Spraggins  
Kyle Sprague  
Lindsey Toombs  
Madelyn Wilford  
Carlee Wilt  
Emma Zahorsky  
Jessica Zhang

## **AWARDS**

Fulbright U.S. Scholar Award (Awarded April 2026)

- Project: *Empowering Rural Chilean K-8 Teachers in AI Literacy* (Residency: Spring 2027)
- Host Institutions: Chilean National Center on Artificial Intelligence & Pontifical Catholic University of Chile

American Education Research Association (AERA) – Technology, Instruction, Cognition, and Learning Special Interest Group’s Outstanding Early Career Researcher Award – 2020

Research Excellence Award – Iowa State University - 2017

Teaching Excellence Award – Iowa State University – 2014

## **EDITORIAL AND REVIEW WORK**

- |      |                                                                                                                                                                                          |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2026 | Journal of Digital Learning in Teacher Education<br>– Editorial Review Board Member<br>Computers & Education<br>Education and Information Technologies<br>The Reading Teacher            |
| 2025 | Journal of Digital Learning in Teacher Education<br>– Editorial Review Board Member<br>Computers & Education<br>Journal of Literacy Research<br>Literacy Research Association Conference |
| 2024 | Journal of Digital Learning in Teacher Education<br>– Editorial Review Board Member<br>Review of Educational Research                                                                    |

- British Journal of Educational Technology  
Education and Information Technologies  
Simulation & Gaming  
Literacy Research Association Conference
- 2023 British Journal of Educational Technology  
Simulation & Gaming  
Literacy Research Association Conference
- 2022 British Journal of Educational Technology  
Simulation & Gaming  
Literacy Research Association Conference  
Society for Information Technology and Teacher Education (SITE)  
Conference
- 2021 Literacy Research Association Conference  
Handbook of Research on Acquiring 21st Century Literacy Skills  
Through Game-Based Learning  
(Editorial Advisory Board Member)  
Esports Research and its Integration in Education  
(Editorial Advisory Board Member)  
British Journal of Educational Technology  
Simulation & Gaming  
Society for Information Technology and Teacher Education (SITE)  
Conference
- 2020 British Journal of Educational Technology  
Simulation & Gaming  
Society for Information Technology and Teacher Education (SITE)  
Conference
- 2019 British Journal of Educational Technology  
Simulation & Gaming  
Society for Information Technology and Teacher Education (SITE)  
Conference
- 2018 Simulation & Gaming  
American Educational Research Association (AERA) Conference  
Society for Information Technology and Teacher Education (SITE)  
Conference
- 2017 Simulation & Gaming  
Society for Information Technology and Teacher Education (SITE)  
Conference
- 2016 Simulation & Gaming  
Common Grounds Publishing

Games Learning Society Conference  
Handbook of Research on Gaming Trends in P-12 Education (Editorial  
Advisory Board Member)

## **PROFESSIONAL SERVICE**

### **Service to the Profession**

Co-Chair – Literacy Research Association – Area 1: Preservice Teacher Education in Literacy – Fall 2022 – Fall 2025.

Co-Chair - Society for Information Technology and Teacher Education – Games and Simulations Special Interest Group – Spring 2018 – Spring 2021.

Social Media Coordinator - American Educational Research Association (AERA) – Applied Research on Immersive Environments for Learning (ARIEL) Special Interest Group – 2016.

### **Service to University of Missouri Campus**

MU Artificial Intelligence Symposium – Presentation - AI Literacy Education, Spring 2025.

MU Institute for Data Science and Informatics – Data Science Week - Presentation - K-12 educators' perspectives on benefits and concerns of artificial intelligence in literacy education, Spring 2025.

MU Teaching for Learning Center – Guest Speaker - AI Critical Literacy [Audio Podcast Episode]. Host Jared Schroeder, Spring 2025.

### **Service to MU College of Education and Human Development**

College of Education and Human Development Policy Committee Member, Fall 2022 – Present.

Search Committee for Lead Grant Writer, Fall 2023.

Faculty Search Committee Member for Department of Special Education, Fall 2022.

Faculty Search Committee Member for School of Information Sciences and Learning Technologies, Fall 2021 – Spring 2022.

### **Service to MU Department of Learning, Teaching, and Curriculum**

Language and Literacies for Social Transformation Doctoral Program, Program Coordinator, Fall 2024 – Present.

Department of Learning, Teaching, and Curriculum - Faculty Awards Committee Co-Chair, Fall 2024 – Present.

Department of Learning, Teaching, and Curriculum - Faculty Awards Committee Member, Fall 2019 – Spring 2024.

Department of Learning, Teaching, and Curriculum - Care & Celebrations Committee, Fall 2022 – Present.

Course Coordinator, LTC 4221 - Contexts and Methods for Elementary Reading Instruction, Spring 2020 – Spring 2023.

Shoemaker Doctoral Scholarship Review Committee Member, Fall 2022.

Department of Learning, Teaching, and Curriculum - Educational Dispositions Assessment (EDA) Committee Member, Fall 2020 – Spring 2021.

### **Service to Texas A&M University**

Multicultural Education Faculty Search Committee Member, Fall 2018.

Ph.D. Curriculum Audit Committee Member, Fall 2018.

Undergraduate Committee Member, Fall 2018.

Clinical Faculty A-1 (Performance Evaluation) Committee Member, Fall 2018.

Study Abroad Faculty Leader, San Miguel de Allende, Mexico, Summer 2018.

Student Research Week Judge, Spring 2018.

Chillenius Game Jam Mentor, Fall 2017.

### **Service to Iowa State University**

Supervisor, Iowa State University Duffelmeyer Reading Clinic, Spring 2013 – Spring 2016

School of Education Scholarship Committee Reviewer, Spring 2017.

International Student Teacher Mentor – Ecuador Co-Supervisor, Spring 2015.

Iowa State University Literacy Faculty Search Committee Member, 2015.

## **PROFESSIONAL MEMBERSHIPS**

American Educational Research Association

Literacy Research Association

Society for Information Technology and Teacher Education