

Between “gamification,” “disciplinary (literacy),” “multimodal,” “autonomy,” and “engagement,” the one that stands out most to me is disciplinary (without literacy) because it is the first word in this list that does not have an immediate positive response. Discipline, especially in the educational field, is a word used when authorities exert control over their students, often in line with taking away autonomy and resulting in decreased engagement. However, when we add literacy onto the word, disciplines becomes a word more akin to subjects or lines of thought. If we take literacy outside of the parenthesis and just make it disciplinary literacy, I’d say the negative connotation goes away since that is something we want all of our students to achieve. In that case, I’d actually say the odd one out was engagement. All of the previous words feel like inputs from the teachers, while engagement is something typically seen as input from the student. Though we have to build those places and find opportunities for it, engagement is not necessarily something that can happen without student input, while I believe a teacher can plan and weave in the other items. Gamification happens in lesson planning, before the students arrive, while the teachers are igniting, chunking, and chewing the material; disciplinary literacy is the content that teachers are trying to get across; multimodal is a word I hope we can use to describe a good teacher’s various arsenal of techniques and tactics to tackle lessons; and autonomy is something I believe a teacher should grant students in order to promote independence in their own lifestyles. Maybe we should come away from this hypothetical teacher figure and say instead that those are four words that I hope I personally can use to speak about my teaching practice, and the last one is what I hope to receive in turn from my students.