DISCORD:
A VIRTUAL CAMPUS EXPERIENCE

by

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What does students want?
Structure

Physics Education

PAPER • **OPEN ACCESS**

The Covid-19 shutdown: when studying turns digital, students want more structure

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The Biophysicist

What Worked, What Did Not: University Instruction during a Pandemic

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In this report, we discuss the experience of both lecturing and teaching laboratory classes during a pandemic at the University of Mississippi (UM). UM is a relatively rural university with approximately 20 000 students. The instructional approaches that we attempted would be significantly more difficult to implement at universities with larger class sizes, geographically more restricted with regard to climate, or more urban with confined space, yet we observed many failures, even at a rural, spacious campus. Here, we note the various models of instruction that—in our case—could be separated into three approaches: in-person (i.e., traditional face-to-face instruction), online only, and a hybrid model with some component of the two (1). We discuss our experiences of what went right and what went wrong with each approach. Given that similar approaches have been undertaken around the globe, we use this report to relate what we observed as both effective and noneffective for our style of university, with special emphasis on physical biochemical laboratory training of students.

What Worked, What Did Not: University Instruction during a Pandemic

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Broadcasting with an audio-only app like Discord (instead of audio-and-video platforms like Zoom) turned out to be highly effective. Both student and instructor need only a smartphone for running the app and headphones with a built-in mic for speaking and listening. Photos, PowerPoint presentations, and text can be posted on Discord's text channel, meaning class material can be preposted, or photos of the whiteboard can be shared with little disruption. Discord requires much less bandwidth than Zoom, making it easier to use for students. Furthermore, many students reported that they were less distracted and they learned more by not having to stare at a computer screen. The instructor, meanwhile, does not need to worry about standing in front of a camera.

Lesson 2 learned: Audio-only instruction is often sufficient for educational purposes. Video instruction is not always necessary.

Suggested solutions: Instructors should familiarize themselves with apps such as Discord. When in-person and remote instruction must be provided simultaneously, Discord can very easily replace Zoom.

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Cutting across all of the modes of instruction discussed above, it seems that the "new normal" for university instruction should include some mix of the following ways of supplementing student note taking: (a) Live lectures should routinely be broadcast and recorded; (b) supplementary classroom instructional materials (e.g. PowerPoint slides) should always be made available to students; and (c) photographs of key work done on the blackboard or whiteboard should be taken and distributed to students in the text and chat sections of apps like Zoom and Discord.

Students' Acceptance of Discord as an Alternative Online Learning Media

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Abstract—Since the public release of Discord in May 2015, gamers have widely used it as an additional team speak application to communicate with their teammates while playing games. However, with substantial features, this application is also used as an alternative media of communication in teaching and learning activities. Therefore, this study aims to determine students' acceptance of Discord as alternative teaching and learning media. Data were obtained using a simple questionnaire. Furthermore, their experience and acceptance towards this application are explored using the technology acceptance model (TAM) framework. The result showed that most participants confirmed that Discord is a favorable alternative media due to the attractive user interface, completeness of features, and its ease of use. Therefore, this application, which was originally intended for the gaming team-speak and team-chat experiences, can surprisingly be used as an alternative online learning media, especially during the Covid-19 pandemic, and it is well accepted by most students.

Keywords—discord, gamification, learning medium, Technology Acceptance Model (TAM)

Facilitating Online Casual Interactions and Creating a Community of Learning in a First-Year Electrical Engineering Course

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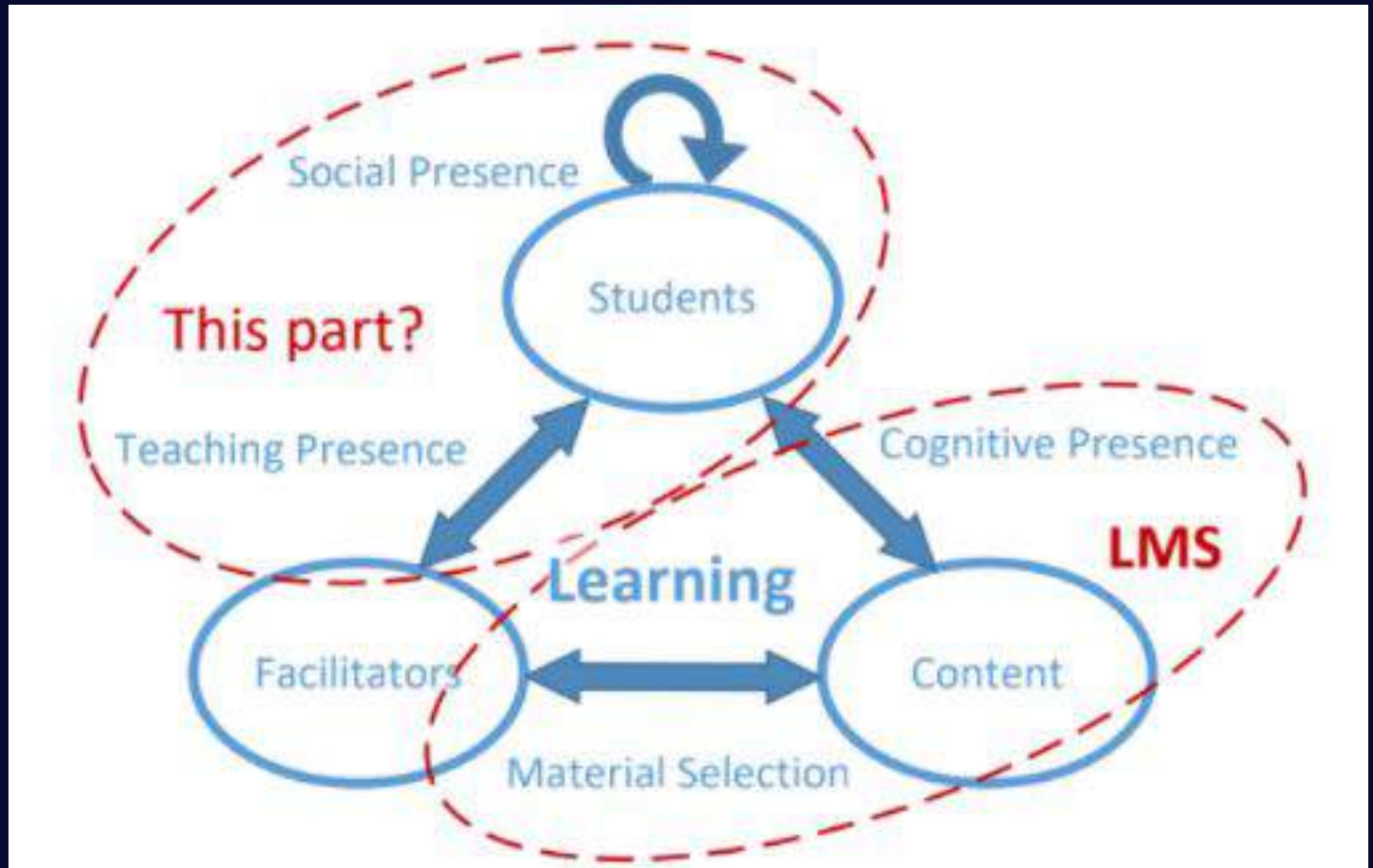

Fig. 1. A conceptual view of learning, including elements and key interactions. While LMSs have developed to facilitate material selection/presentation and cognitive presence, there is still a lot of work to be done in the areas of social and teaching presence outside of the classroom.

Why Discord?

Aspects	Discord	Google Meet	Zoom
Maximum conference time		1 hour	0.67 hours
Maximum live streaming participants per chat	25	1	1
Video Call quality control			
Participant Roles	250	2 (admins & non-admins)	2 (admins & non-admins)

Technical Details Comparison

Table 1. **Comparison of minimum system requirements for Skype, TrueConf, Hangouts, Discord**

Characteristic	Skype	TrueConf	Hangouts	Discord
Processor	1 GHz	3 GHz	2 GHz	1200 MHz
Hard disk space	200 MB	20 GB	200 MB	167 MB
RAM	512 MB	8 GB	512 MB	256 MB
Bit architecture	x86, x64	x86, x64	x86, x64	x86, x64
Operating System	Windows, Linux, Mac OS X, Android, IOS	Windows, Linux, Mac OS X, Android, IOS	Windows, Linux, Mac OS X, Google Chrome OS	Windows, Linux, Mac OS X, Android, IOS

Source:

Kruglyk, V., Bukreiev, D., Chornyi, P., Kupchak, E., & Sender, A. (2020). Discord platform as an online learning environment for emergencies. *Ukrainian Journal of Educational Studies and Information Technology*, *8*(2), 13-28.

Technical Details Comparison

Table 1: Comparative characteristics of the minimum system requirements of Skype, Zoom, Google Meet, Discord.

Feature	Skype	Zoom	Google Meet	Discord
Processor	1 GHz	3 GHz	2 GHz	1200 MHz
Hard disk space	200 MB	500 MB	200 MB	256 MB
RAM	512 MB	8 GB	512 MB	256 MB
Bit architecture	x86, x64	x86, x64	x86, x64	x86, x64
Operating System	Windows, Linux, Mac OS X, Android, IOS	Windows, Linux, Mac OS X, Android, IOS	Windows, Linux, Mac OS X, Google Chrome OS	Windows, Linux, Mac OS X, Android, IOS

Source:

Kruglyk, V. S., Bukreiev, D. O., Chornyi, P. V., Kupchak, E. O., Sender, A. A., Kravtsov, H. M., & Riznitskii, I. G. (2020). Using the Discord platform in the educational process. In *Proceedings of the symposium on advances in educational technology, aet*.

What are our Discord related learning outcomes then?

Using **Discord** to Facilitate Student Engagement

David G. Schwartz

Why Discord?

With the move to remote instruction, many students feel disconnected if there is no synchronous component, while others feel self-conscious about using WebEx as a group discussion platform, particularly if they have to turn on their camera.

Additionally, streaming platforms like WebEx do not yield a permanent record of the chat discussion. Instructors must rely on students taking notes or email them pertinent material afterwards.

Discord is a platform that originally came to prominence in video game communities for its adaptability and ease of use. Many students already have accounts and are adept users.

Incorporating a synchronous Discord element into your remote course will allow you to chat with students in real time and asynchronously, as they can leave messages that you can respond to.

Student Feedback

- "Easier to use."
- "I like being able to share links and images with the class."
- "Makes discussion fun."
- "Highlight of my semester—made me feel much more involved than my other online questions."
- "I look forward to our class discussions."

What Is Discord?

Discord (https://discord.com) is a free chat app incorporating text chat, voice, and video with a reported 250 million users that is accessible via a dedicated PC app, a mobile app, and a web app. (Hornshaw), enabling students (and faculty) to connect via multiple platforms.

Users set up "servers" to which they can invite users to participate, either for a limited period or indefinitely. Each server has multiple text and voice "channels," or chat rooms.

Discord provides a range of safety features that can enable a controlled chat environment that provides a space for respectful interactions between all participants.

Tips for Using Discord

- Create a **dedicated server** for each class
- Create separate **channels** for each week's discussion to facilitate students referring back to chat logs
- Create a dedicated "**Ask Me Anything**" server where students can post questions
- Install **Discord app** on your mobile device(s) to receive notifications of new comments/questions
- During chat sessions, **stream** camera and screen (lecture slides or other visuals)
- Choose either **text chat** or **voice** for class discussions
- Have students set their **screen names** to their real names
- Have a plan to assist students with **accessibility issues**

How It Benefits Students

The practice benefits students by letting them use a platform that many of them already use and which is to learn for those who haven't already used it. It is a way to help students feel involved while not putting too many technical demands on them. There is a small learning curve, and student feedback has been very positive.

One extant study indicates that the app's interface is "easy to grasp," and looking like a social media platform rather than a traditional learning management system is a plus (Alonso et al.). The platform's less-formal interface encourages student engagement by removing intimidating and off-putting elements. Indeed, it was believed to encourage synchronous discussion better than the "official" learning management software (Alonso et el.).

References

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Reid, Alex. "Discord in the online classroom." August 12, 2020.

Best Teaching Practices Expo 2021 UNLV

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Discord

KMSw

global

Search

21 new messages since 16:47 on 4 October 2021 Mark as read

rules

TEXT CHANNELS

global

UMUM

KMSw Stage

DEWAN KULIAH

BILIK PERBINCANGAN

SUBJEK

LIBRARY

COFFEE TALK

ICT

ALUMNI KMSW

Photo from afnan mustapha

TARIKH PENTING PERTANDINGAN

PERKARA	e-QUIZZERY
SARINGAN 1	18 OKTOBER (ISNIN) 8.30 – 10.00 MALAM
AKHIR	22 OKTOBER (JUMAAT) 8.30 – 10.00 MALAM
MAJLIS PERASMIAN PENUTUP & KEPUTUSAN AKHIR	24 OKTOBER (AHAD)

*Tertakluk kepada pindaan

7

MEE6 BOT 26/09/2021
GG @Mr Afnan, you just advanced to level 1!

28 September 2021

[Phy6] Uncle Sha 28/09/2021
Guys jangan lupa malam ni ada live ya at https://www.facebook.com/kmsw.tv/, wajib view

MEE6 BOT 28/09/2021
GG @[Phy6] Uncle Sha , you just advanced to level 3!

4 October 2021 NEW

Welcome, Errafastillea. We hope you brought pizza. 04/10/2021

Message #global

Voice connected
KMSw Stage / KMSw

unclesha22
#7818

NEW

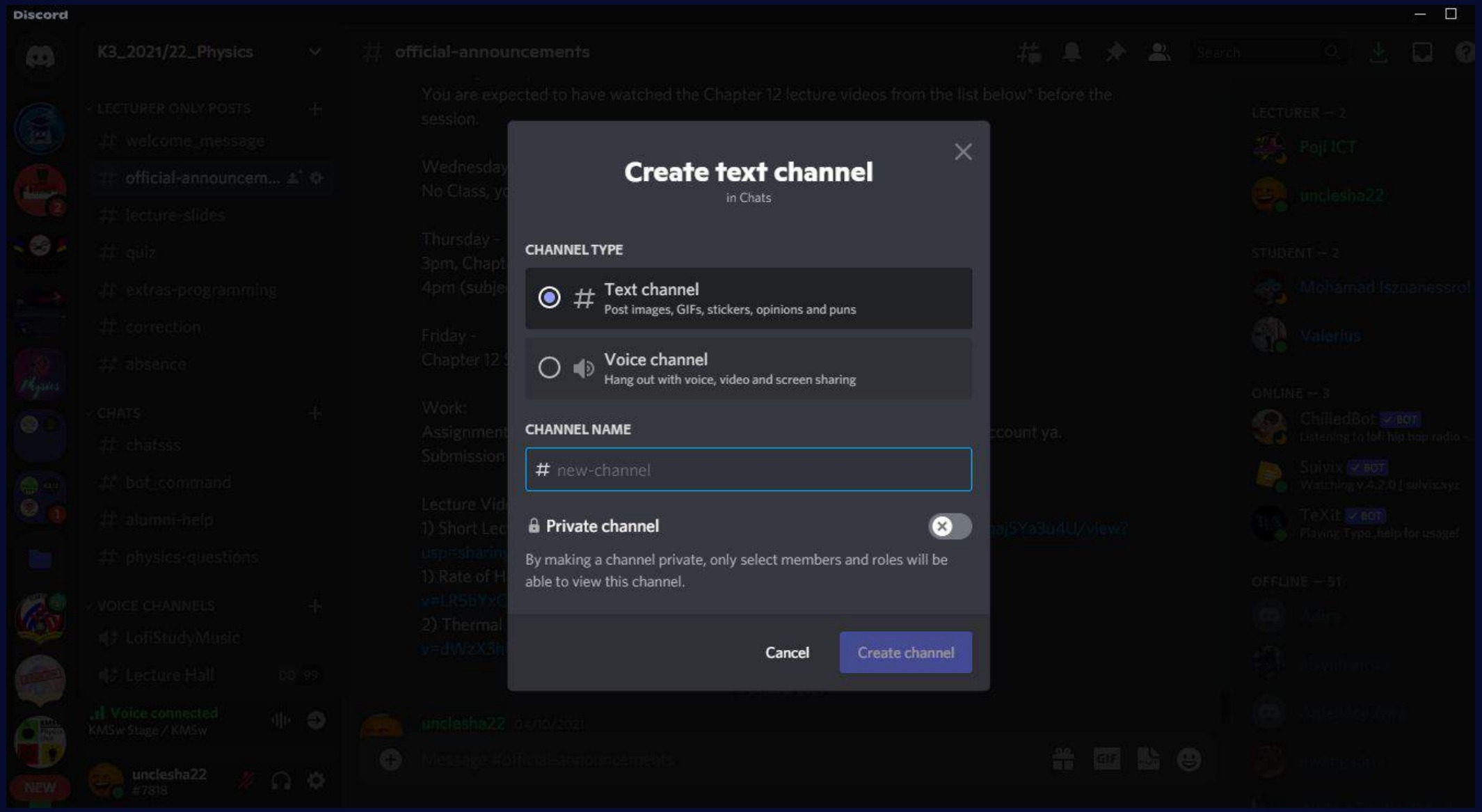
ICT — 1
•{ Poji ICT }•

LECTURER — 3
[Bio] Mr Po
Listening to Spotify
[Math] Mr Hafizee
[Phy6] Uncle Sha

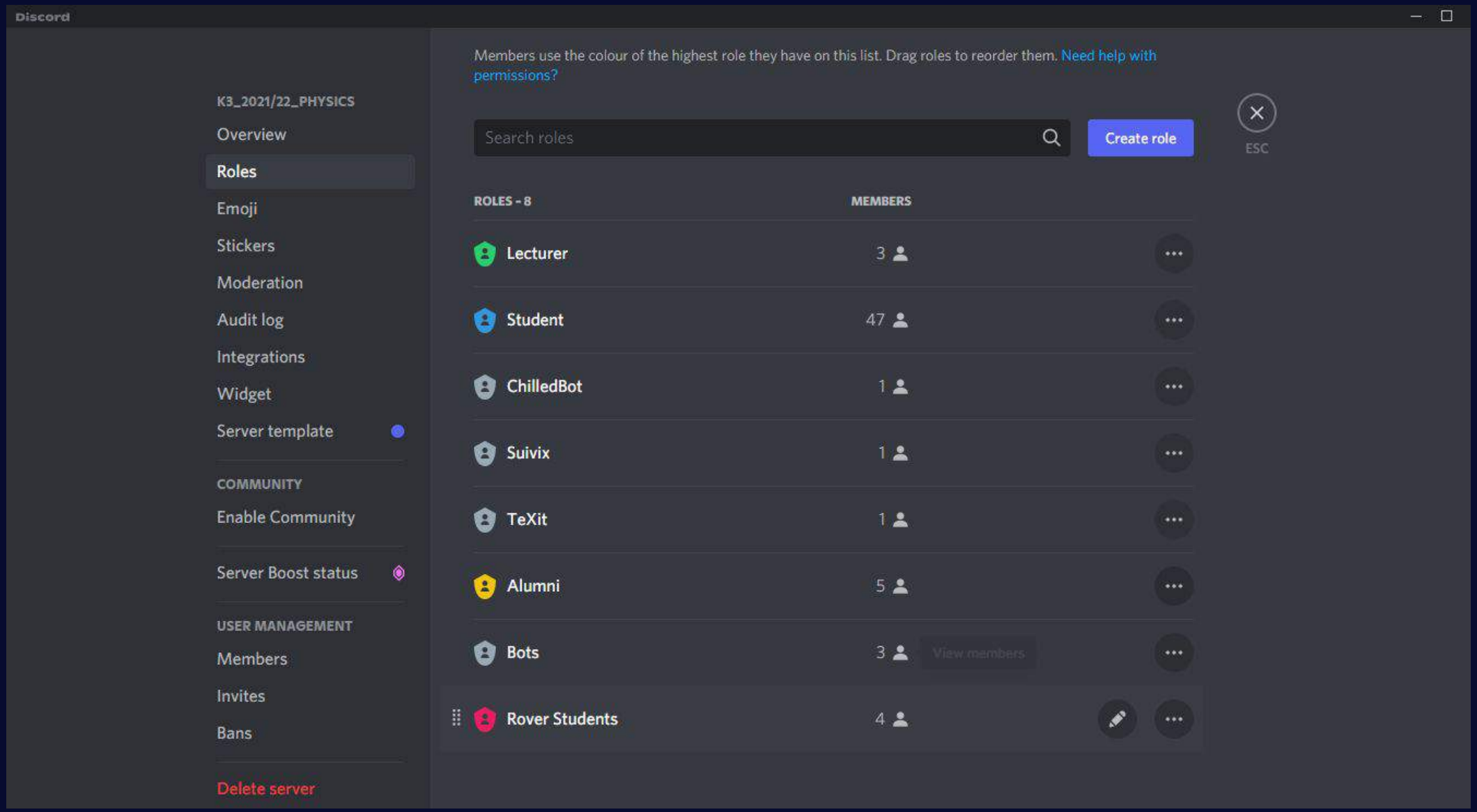
STAFFS — 1
Errafastillea

JPP — 2
Hariz Hizami
Mohamad Iszuanessrol

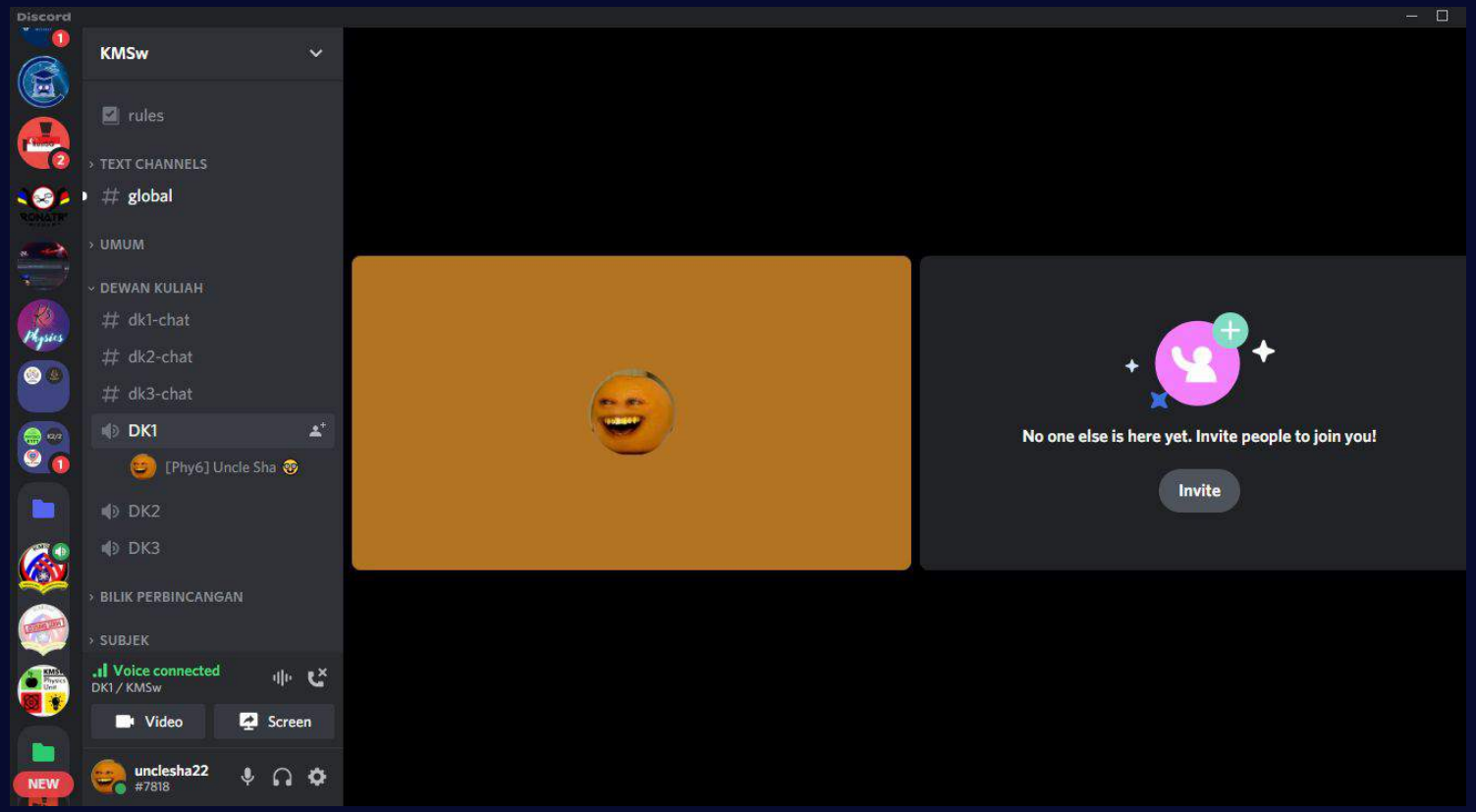
STUDENTS 9 — 6
Dayang Nur Faiqah
Floria Lumba
Nadia Kong
Oistina Nur Amalia Ho

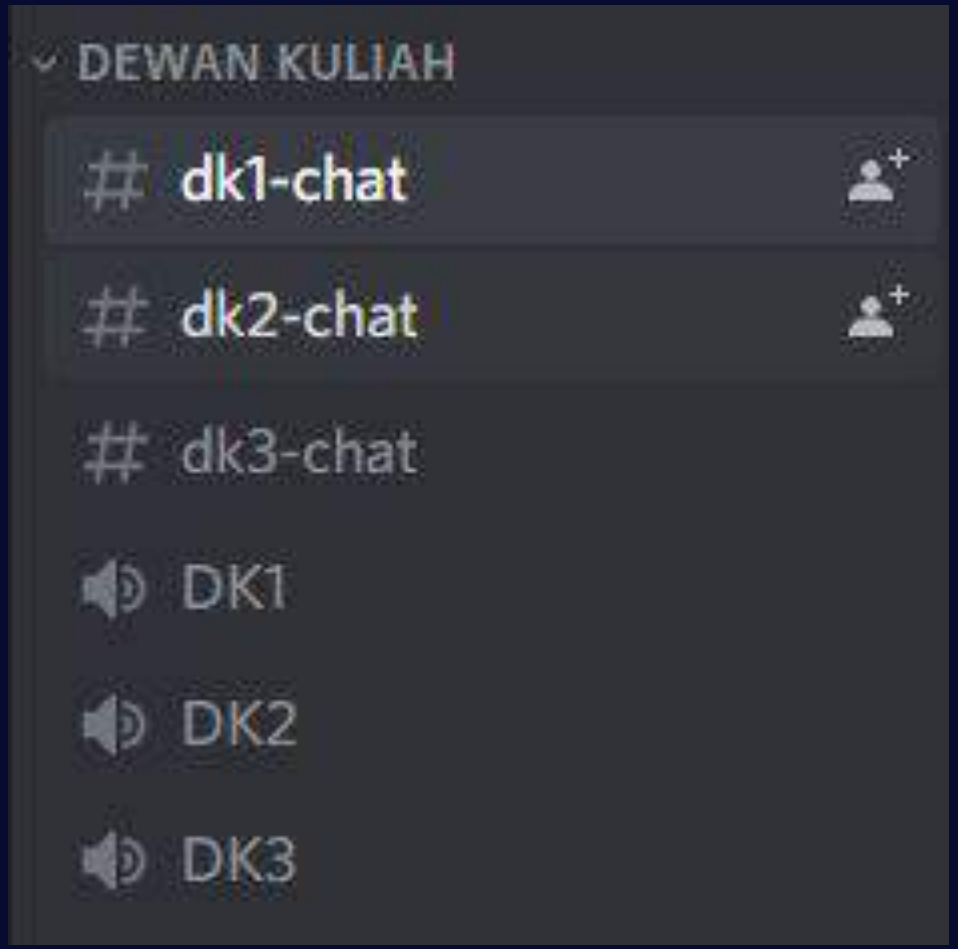

Discord
K3_2021/22_Physics
official-announcements
Create text channel
in Chats
CHANNEL TYPE
Text channel
Post images, GIFs, stickers, opinions and puns
Voice channel
Hang out with voice, video and screen sharing
CHANNEL NAME
new-channel
Private channel
By making a channel private, only select members and roles will be able to view this channel.
Cancel
Create channel

Permissions & Roles



Voice channels??
Text Channels??



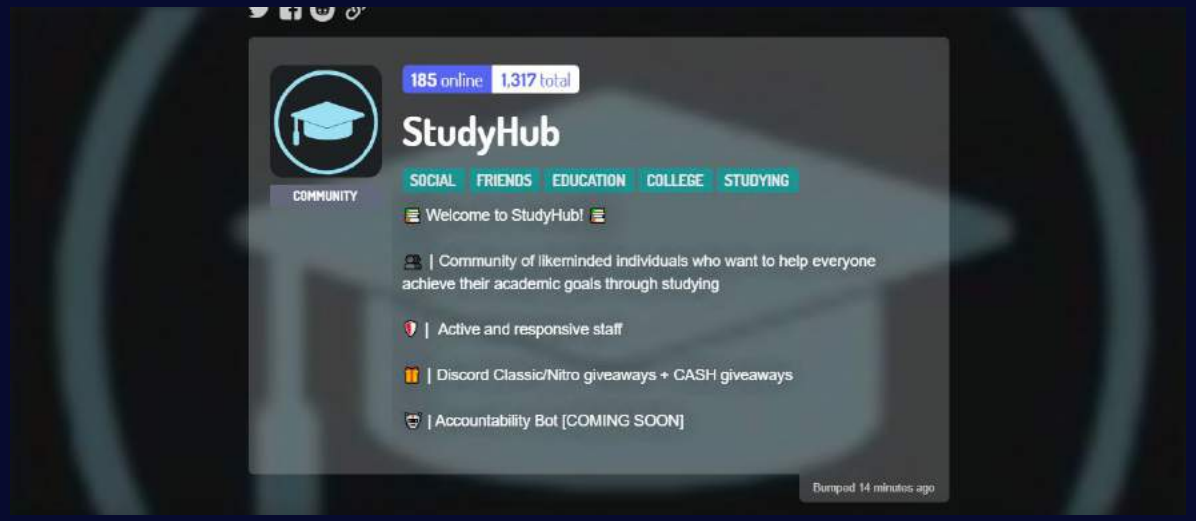


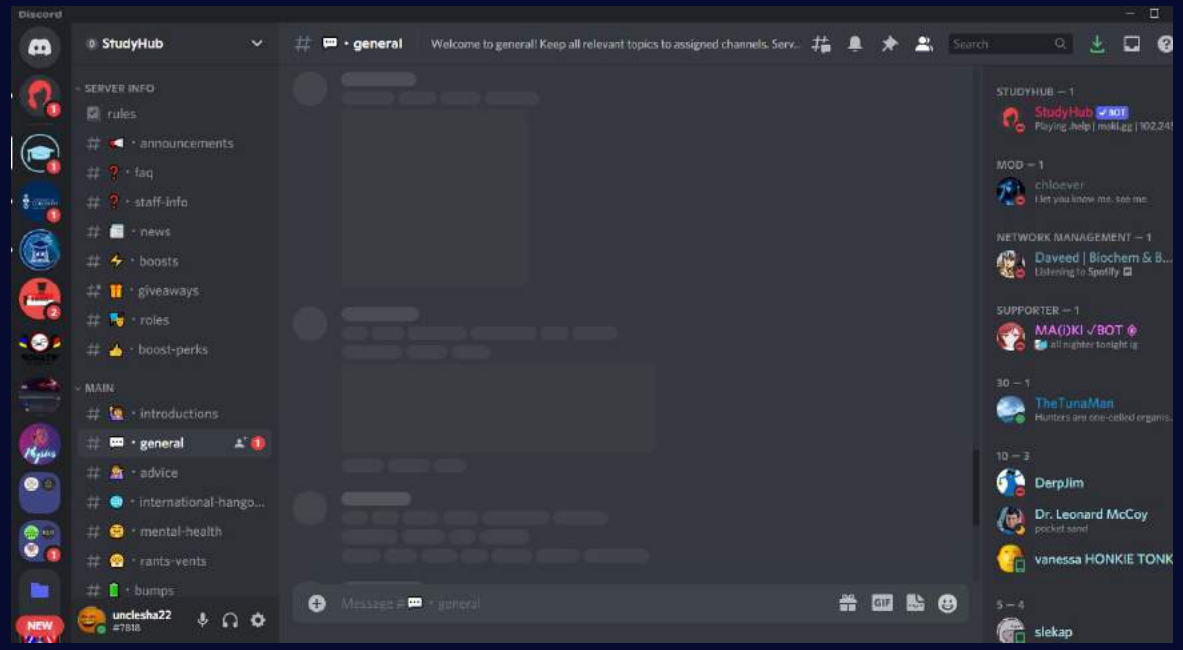
Do people actually use is?

https://discord.com/inspiration

Discord – A Global Outreach

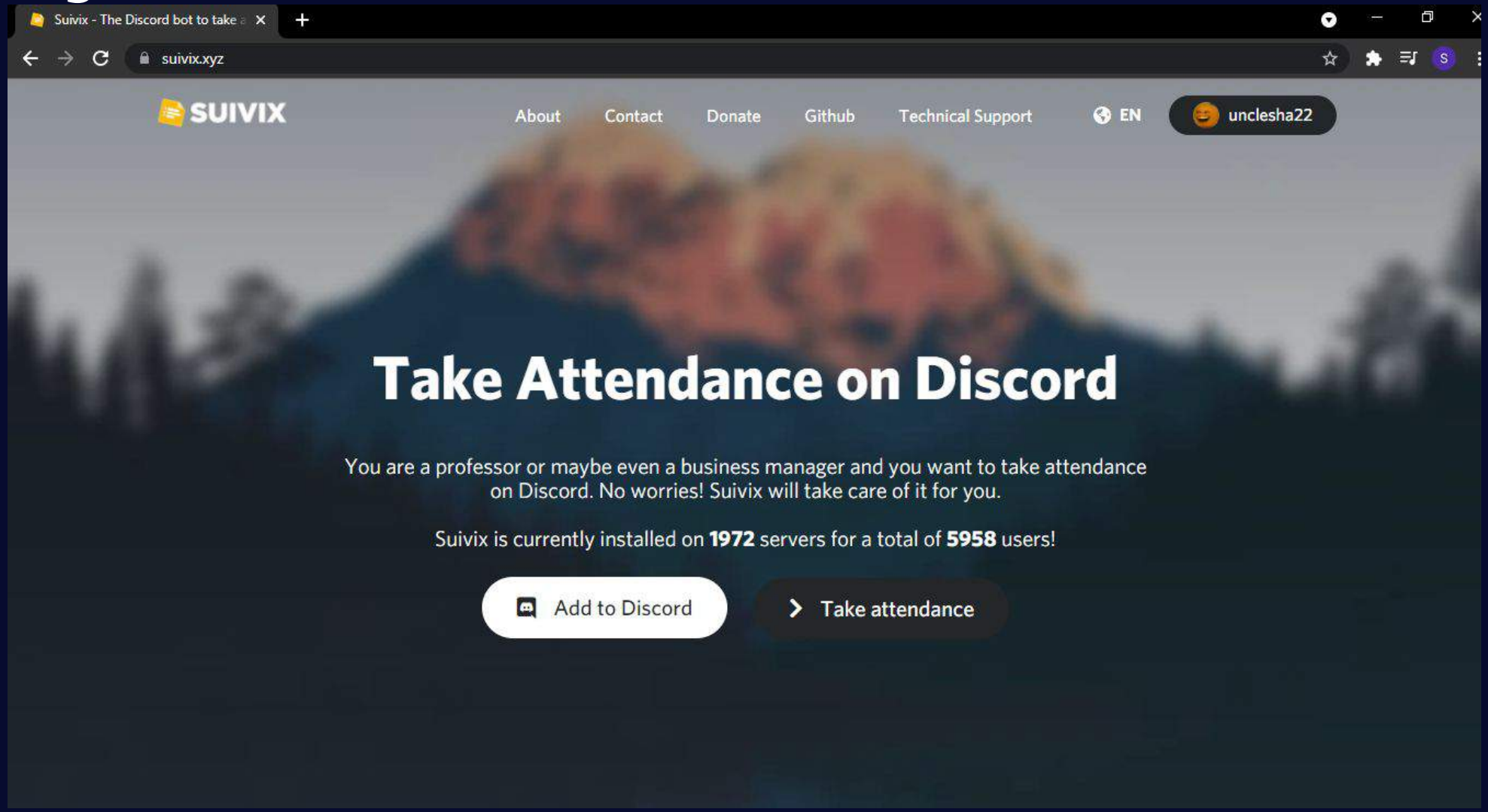
https://disboard.org/server/832142992038428672





Bots?

Things that automate work.



Thank you!