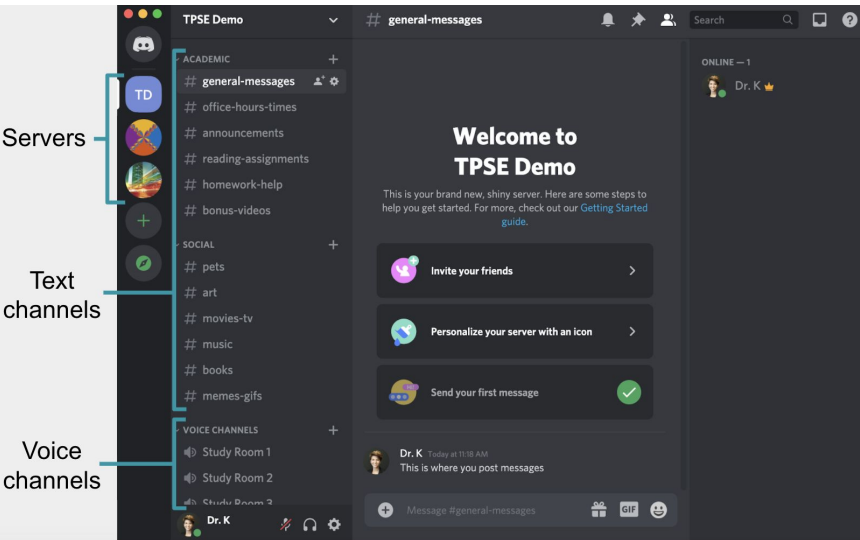# Discord

Servers

Text channels

Voice channels

Overview: Discord is an online messaging application that can be used in a phone or desktop app or through an internet browser. It consists of text and voice channels that can be organized by topic, and the voice channels allow for live conversations with screen-sharing capabilities.

Why and when to use: Students can be invited to join a Discord server via an invite link, and the instructor can fully customize the channels within each server. For example, academic channels might include "homework help" (where students ask and answer each other's questions) or "resources" where instructors post links to additional resources. The voice channels allow students to form study groups by joining a live voice or video call with screen-sharing capabilities. Social channels can be incorporated where students can share their interests, and advising channels could be added to make students aware of internship or career opportunities. Private channels can be created for course planning teams or group projects. Moreover, many students are already familiar with Discord and use the platform regularly in their personal lives or create course-specific servers on their own.

Tips:
- Decide on a basic structure for your server, and then solicit student input about which social channels to include. This can help promote buy-in as students may feel more invested in the experience.
- If you have a "homework help" channel where students can ask and answer questions, the instructor should avoid posting in that channel. This can help students become more self-sufficient and build their confidence through helping their classmates.
- Instructors who have graders or TAs in their courses can create private channels for communication and coordination amongst the course planning team.
- LaTeX formatting can be incorporated through the use of Discord Bots.

Evidence to support this tool:
- Drange, T. & Kargaard, J. (2017). *The International Scientific Conference eLearning and Software for Education; Bucharest, 1* DOI:10.12753/2066-026X-17-058
- Konstantinou, G. & Epps, J. (2017). "Facilitating online casual interactions and creating a community of learning in a first-year electrical engineering course," *2017 IEEE 6th International Conference on Teaching, Assessment, and Learning for Engineering (TALE)*, pp. 128-133, doi: 10.1109/TALE.2017.8252317.