Discord and Teamwork in Children of the Peruvian Highlands

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Abstract
The objective of this research was to determine the effectiveness of Discord as an educational resource to promote teamwork in sixth grade primary school students. The design was pre-experimental, with a sample of 35 children between 11-12 years old. The technique was the survey and the instrument was the questionnaire to measure teamwork. The statistical test used was Wilcoxon’s W. The results demonstrate improvement in the development of teamwork in the dimensions of leadership, communication and empathy, thus proving that the Discord platform optimizes interaction and collaboration between students. It is concluded that the Discord platform as an educational resource is effective in the development of teamwork, according to the Wilcoxon test, obtaining a p value lower than the proposed significance (0.00<0.05), which suggests that there is a significant difference between the entrance questionnaire and exit after the experiment.

Keywords: Cooperative Learning, Interpersonal Competence, Group Behavior, 21st Century Skills, Information Technology (Source: ERIC Thesaurus)

INTRODUCTION
Teamwork (TE) has become one of the relevant and essential skills for students during their academic life (Andersen & Rustad, 2022; Supena et al., 2021; Van et al., 2020). According to the conclusions of the collaborative problem-solving evaluation, carried out by the Program for International Students Assessment (PISA) 2015 and the Organization for Economy Co-operation and Development (OECD) on a global scale, there is a notable disparity in achievements. In OECD countries, 28% solve simple collaborative problems; and 8% of students demonstrate exceptional skill when it comes to solving problems collaboratively, demonstrating group skills and efficient conflict resolution (OCDE, 2017). Currently occupies 47th place out of 50 countries, having unfavorable results, reflecting an average score of 418 points, corresponding to performance level 1 according to the report of the Ministry of Education (MINEDU, 2017a). In detail, it is observed that 18.1% of students are below level 1 of competence, 43.3% at level 1, 30.6% at level 2, 7.6% at level 3 and only 0.4% at level 4. These data indicate that students face difficulties in their ability to collaborate effectively in team activities according to the OECD report in 2017. Although students in Peru demonstrate a predisposition towards activities associated with TE; More than 50% of them still face challenges in acquiring a fundamental level of skills necessary to collaborate effectively in achieving goals and tasks together. This reality becomes more evident in students from rural and state schools (MINEDU, 2017).

Skills such as TE, collaborating, thinking, creating, problem solving and communication are some of the most essential for today's success (Dishon & Gilead, 2021). TE offers important advantages, but faces predictable challenges that can negatively affect collective performance. These challenges include competing demands, underestimation of colleagues, power disparities, non-collaborative leadership, lack of collaborative experience, dynamic demands, interdisciplinary teams, overload, and resource scarcity.

Deficiencies in TE among primary school children can be attributed to various causes such as: lack of cognitive development and social skills, which can hinder children's ability to understand the importance and dynamics of TE. Furthermore, emotional factors, such as lack of empathy and inability to manage conflict constructively,
contribute to ineffectiveness in TE. Likewise, the absence of educational Information and Communication Technologies (ICT) that specifically encourage and teach collaboration skills may be a determining factor. In this framework, the need arises to use ICT to develop such an important competence as TE.

In an interconnected and complex global environment, the importance of digital technologies in sectors such as education, health and science is recognized, being essential worldwide (Demsash et al., 2023; Haleem et al., 2022). TE stands out as a key skill in the 21st century, playing an essential role in the development of skills such as communication, leadership and empathy. (Andersen & Rustad, 2022) In addition, its contribution to a dynamic and collaborative educational environment for students is highlighted, promoting better learning. (Blinkoff et al., 2023). In line with the perspective of (UNESCO, 2022), it highlights the relevance of TE for the future, considered crucial to adapt to educational changes that will require collaboration between students.

The implementation of innovative approaches with ICT enhances TE, optimizing interaction and creating a collaborative learning environment (Saqr et al., 2022). Computer technology has made it possible to more efficiently adapt pedagogical methods to the particular needs of each student (Cardim et al., 2023; Lee & Hancock, 2023). As pointed out by Agasisti et al. (2023), the evaluation of the effectiveness of the introduction of technology in the educational field acquires outstanding importance when viewed from the perspective of political economy. Also, Richter et al. (2022), states that social platforms and networks such as (Instagram) represent conducive spaces to foster collaboration and facilitate digital social support between educators and students.

Consequently, the use of digital or collaborative platforms such as Slack, Google Docs, Trello, among others, makes it possible to implement interfaces for the development of communication, carrying out tasks in an interactive and collaborative way (Davis et al., 2022; Hilal et al., 2022). Similarly, Discord stands out as a versatile and collaborative online communication platform; that facilitates interaction through its channels, group voice and text chat, private messages, roles, support for video calls and its availability on computers and the web. In addition, its wide range of communities allows access to various apps such as for areas of Art, systems, computing, mathematics, etc. allowing you to upload files, videos and images. Thus, its functionalities are suitable for a virtual session and perform tasks in various areas. In this study it was used to improve deficient levels of TE in children, seeking to make activities more attractive and effective.

From all of the above, this research was guided by the objective of determining the effectiveness of Discord as an educational resource to promote teamwork in sixth grade students of the Primary Educational Institution No. 70538 “Caracoto” Juliaca.

THEORETICAL FRAMEWORK

Discord

Discord is an application with ample capacity to send and receive messages individually and in groups, as well as to create rooms, chat channels and upload files, it also includes bots, gifs, emoticons and has the option to make voice calls through of IP. Discord, was created by Jason Citron, to improve communication between the online gaming community; However, currently it is an online learning platform in an interactive and creative way (Arifianto & Izzudin, 2021; Panggabean, 2021; Salehudin et al., 2023a; Wiles & Simmons, 2022).

Discord is a platform that facilitates instant communication with voice calls, video, and file sharing. Its combination of text features, visual content and auditory communication creates an environment similar to that of a physical classroom. It excels in online education by increasing student engagement and providing active opportunities for participation in the learning process (Pardines Lence et al., 2023; Wahyuningsih & Baidi, 2021; Wiles & Simmons, 2022). In addition, Discord was modified for educational purposes, evidencing its effectiveness as a free platform for this purpose (Uong et al., 2022). In developing countries, few educators adopt mobile teaching through technological tools like Discord to offer students a dynamic and interactive learning experience (Salehudin et al., 2023b).
One of the beneficial features of the Discord app lies in its accessibility and convenience, especially on mobile devices, thanks to its compact size (Salehudin et al., 2023b). In addition, Discord makes communication easy, easy to use and with its ability to create work groups, text and voice options (Pardines-Lence et al., 2023).

**Teamwork**

The survival and success of humans as a social species depends on collaboration. The digital age has intensified the interconnection between individuals at the local and global levels, creating opportunities for collective participation in various activities and the achievement of shared goals (Lee & Hancock, 2023; Riar et al., 2022; Whillans et al., 2021). It is crucial to highlight that, during the pandemic, remote interconnection and collaboration through technology became essential, not only as an option, but as a necessity (Riar et al., 2022). The increasing prevalence of online collaboration, in work and education, highlights the importance of students developing skills to collaborate effectively in virtual environments (Sjolie et al., 2021).

As Petersen et al. (2023), computer-assisted collaborative learning involves technology-supported student collaboration during virtual reality sessions, where duos work together to create summaries or visual representations. The comprehensiveness of competencies related to TE is perceived as imperative for achieving goals at a personal, academic and professional level. This emphasis is justified by the growing relevance attributed to collaborative skills in a globalized, dynamic and complex environment (Linca et al., 2023).

The development of TE is crucial to foster essential 21st century skills, sparking growing interest in the implementation of computer-supported strategies, collaborative platforms in educational methods (Andersen and Rustad, 2022). That is, this approach is aimed at cultivating knowledge as crucial skills for all students of the 21st century. As pointed out Lee et al. (2023), “TE is a strategy for successful learning” (p.1). To this he adds Oyelere et al. (2021) that the dynamics of TE and the components of collaboration exert a significant influence on the members in relation to the collective objectives, providing the opportunity to optimize individual contributions for the joint success of the team. Effective teacher-student interaction can improve participation in online classes, and active student participation benefits both learning and overall satisfaction.

**METHODOLOGY**

The research has a quantitative approach, experimental type, with a pre-experimental design, executed during the month of March to July 2023, in person. The study was developed with a sample of 35 sixth grade students at the primary level, made up of 13 boys and 22 girls between 10 and 12 years of age, the type of sample was non-probabilistic.

The information was collected through the survey technique and the in-person application of a questionnaire: Test on teamwork (Camus, 2019), which consists of 21 questions, each with a scale of three options: positive (value 3), regular (value 2) and negative (value 1). The equivalence or levels of TE mastery depend on the qualitative values: high mastery (17-21), medium mastery (12-16) and low mastery (7-11). To carry out the experiment, an action plan was made; this was coordinated with the director of the institution and the teachers in charge for their intervention. At the same time, students and parents have been informed about the application of the questionnaire, the guide and use of Discord, and the TE workshops.

To begin the study treatment, an entry questionnaire was applied, a test to measure teamwork, which constitutes 21 items to measure the level of TE, measuring three dimensions such as; leadership, communication and empathy each of them with 7 items. Then, training on the use of the Discord platform was carried out. Afterwards, 10 TE workshops were developed applying the Discord platform.

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The development of the workshops was consecutive according to the three dimensions, with their types, characteristics, games, dynamics, challenges and conflict resolution, in each of the workshops the Discord platform was used, and in the three moments: in the beginning was used in order to motivate with multimedia content and texts a day before, in the development the tasks to be carried out were implemented in Discord, and finally through Discord and through its functionalities such as text, voice and video channels they carry out their work as a team, and then upload it and publish it on the channels, thus being interactive, collaborative and motivating (Figure 1).
Finally, the exit questionnaire was administered. The data were subsequently processed in the statistical software SPSS version 26. The statistical test used was Wilcoxon's W, to compare related samples.

RESULTS AND DISCUSSION

Results of the Shapiro-Wilk Normality Test

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Statistical</th>
<th>gl</th>
<th>Shapiro-Wilk</th>
<th>Next.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance</td>
<td>.938</td>
<td>35</td>
<td>.047</td>
<td></td>
</tr>
<tr>
<td>Exit</td>
<td>.931</td>
<td>35</td>
<td>.031</td>
<td></td>
</tr>
</tbody>
</table>

Note: Correction of sig. by Lilliefors

In Table 1, it is observed that, when evaluating the normality of data from the entry questionnaire (EC) and exit questionnaire (CS), values lower than the proposed significance were obtained (0.047 < 0.05) and (0.031 < 0.05) respectively; which means that according to the decision criterion of the Shapiro-Wilk test, the data do not follow a normal distribution.
Comparative Results of The Entry and Exit Questionnaire of The Leadership Dimension

Table 2 shows the comparative results of the CE and CS of the leadership dimension. In the CE, one student was found that is equivalent to 3% on the positive scale (high mastery), 14 students that are equivalent to 40% on the regular scale (medium mastery) and 20 students equivalent to 57% on the negative scale (low mastery). In the CS after the experiment, it is observed that 13 students equivalent to 37% are on the regular scale, and 22 students equivalent to 63% are located on the positive scale.

Table 2. Comparison of results of the entry and exit questionnaire of the leadership dimension

<table>
<thead>
<tr>
<th>Qualitative categories</th>
<th>Level</th>
<th>Pretest</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Negative</td>
<td>[7-11]</td>
<td>twenty</td>
<td>57%</td>
</tr>
<tr>
<td>Regular</td>
<td>[12-16]</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td>Positive</td>
<td>[17-21]</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3 shows the results of the Wilcoxon W test for related samples, showing that there are differences between the CE and CS, where a Z value of -5.115 was obtained; and a p value less than the proposed significance level (0.00<0.05).

Table 3. Wilcoxon W statistical test of the leadership dimension

<table>
<thead>
<tr>
<th>Contrast statistics</th>
<th>Pre Test and Post Test of the leadership dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z</td>
<td>-5.115b</td>
</tr>
<tr>
<td>Next asymptot (bilateral)</td>
<td>0.000</td>
</tr>
</tbody>
</table>

These results allow us to affirm and conclude that Discord as an educational resource is effective in the development of TE in leadership, which suggests that the students managed to improve in facilitating the generation of ideas, the search for strategies and the resolution of problems, demonstrating proactivity, leadership, integration, commitment, mutual trust and support to achieve objectives and learn collectively.

The results coincide with Beltrán-Martín (2022), who using the Padlet tool obtained improvements in participation, contribution of ideas, commitment to the team, and TE in leadership. For their part Veytia & Bastidas (2020), those who maintain that WhatsApp stood out for facilitating work organization and improving interaction between students, which strengthens interpersonal relationships. Furthermore, Callaghan (2021) it highlights that online technological platforms facilitate collaboration between teachers and students, providing academic progress and allowing the creation of authentic material and collaboration. Likewise, the use of technological tools is crucial to foster collaboration in students and teachers since specific skills are required to overcome challenges (Miri, 2019).

Comparative Results of The Entry and Exit Questionnaire of The Communication Dimension

Table 4 shows the comparative results of the CE and CS of the communication dimension. In the CE, a student who is equivalent to 3% of the sample was found to be on the positive scale (high mastery), thus there are also 11 students who are equivalent to 31% on the regular scale (medium mastery) and 23 students who are equivalent to to 66% on the negative scale (low mastery). In the CS it is observed that 14 students equivalent to 40% were located on the regular scale, and 21 students equivalent to 60% were located on the positive scale.
Table 4. Comparison of results of the entry and exit questionnaire in the communication dimension

<table>
<thead>
<tr>
<th>Qualitative categories</th>
<th>Pretest</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>Level</td>
<td>fi</td>
</tr>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>[7-11]</td>
<td>23</td>
</tr>
<tr>
<td>Regular</td>
<td>[12-16]</td>
<td>eleven</td>
</tr>
<tr>
<td>Positive</td>
<td>[17-21]</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
<td>35</td>
</tr>
</tbody>
</table>

Table 5 shows the results of the Wilcoxon W test for related samples, where a value of 5.66 was obtained; and a p value less than the proposed significance (0.00<0.05), demonstrating that there is a significant difference between the results of the CE and CS.

Table 5. Wilcoxon W statistical test between the CE and CS of the communication dimension

<table>
<thead>
<tr>
<th>Qualitative categories</th>
<th>Pre Test and Post Test of the communication dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Z</td>
</tr>
<tr>
<td></td>
<td>-5.66</td>
</tr>
<tr>
<td>Next asymptot (bilateral)</td>
<td>.000</td>
</tr>
</tbody>
</table>

These results allow us to affirm and conclude that Discord as an educational resource is effective in the development of TE in the communication dimension, which suggests that the students managed to improve the effectiveness of dialogue, interaction, organization, distribution of tasks, and promote collaboration, continuous communication, active and critical participation among students.

Similar results were achieved Heinrich et al. (2022) with students from New Zealand, who demonstrate that using Discord or Teams increases communication and knowledge exchange between students and teachers. Teams is protection in environments with formal group work, while Discord allows you to establish communication channels beyond courses, connecting students of all levels. On the other hand, Conde et al. (2021); Urien et al. (2019) they also obtained favorable results when using instant messaging tools, that is, WhatsApp and Telegram. Consequently, the scholars Olteanu et al. (2014), who used the Second tool life due to its collaborative environment such as voice interactions, chat and instant messaging, which expanded communication and opportunities to collaborate, these authors claim that Romanian students experienced a unique collaboration with their peers from Finland, Estonia and Norway, improving their communication, collaboration and creativity during the course. On the other hand Kan & Wong (2023), through online work, with small groups of students, obtained favorable results in effective communication, which generates interaction and with which the process of collaborating is achieved.

On the other hand, Carvalho & Santos (2022), points out that digital tools are efficient for the development of collaborative TE, in interaction, communication and interaction skills, not only are ICTs good for children but also for teachers, because they, being mentors, instruct their educated.

Comparative Results Of The Entry And Exit Questionnaire Of The Empathy Dimension

Table 6 shows the comparative results of the CE and CS of the empathy dimension. In the CE, two students were found, equivalent to 6%, who reached the positive scale (high mastery), 11 students, equivalent to 31%, reached the regular scale (medium mastery) and 22 students equivalent to 63% were identified with the negative scale (low mastery). In the CS after the experiment, it is observed that one student equivalent to 3% was located on the negative scale, seven students equivalent to 20% were located on the regular scale, and 27 students equivalent to 77% were located on the negative scale. positive scale.

Table 6. Comparison of CE and CS results in relation to empathy.

<table>
<thead>
<tr>
<th>Qualitative categories</th>
<th>Pretest</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>Level</td>
<td>fi</td>
</tr>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative</td>
<td>[7-11]</td>
<td>22</td>
</tr>
<tr>
<td>Regular</td>
<td>[12-16]</td>
<td>eleven</td>
</tr>
<tr>
<td>Positive</td>
<td>[17-21]</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
<td>35</td>
</tr>
</tbody>
</table>
Table 7 shows the results of the Wilcoxon W test for related samples, where a value of -4.88 was obtained; and a p value less than the proposed significance (0.00<0.05), demonstrating that there is a significant difference between the results of the CE and CS.

Table 7. Wilcoxon W statistical test between the CE and CS of the empathy dimension

<table>
<thead>
<tr>
<th>Contrast statistics</th>
<th>Pre Test and Post Test of the empathy dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z.</td>
<td>-4.880b</td>
</tr>
<tr>
<td>Next asymptot (bilateral)</td>
<td>.000</td>
</tr>
</tbody>
</table>

These results allow us to affirm and conclude that Discord as an educational resource is effective in the development of TE in empathy, which suggests that the students achieved it by improving fair action, the use of kind words, respect for the order of participation, analysis prior to criticism, the practice of active listening and the generation of opportunities among students. The results coincide with Dyson et al. (2021); Iglesias et al. (2017), who with the use of ICT affirm that boys and girls through the channels have had the opportunity to collaborate, be kind, share, communicate and practice camaraderie. Likewise León-Jiménez et al. (2020), friendship and empathy between boys and girls improved because there was mutual and cooperative support. On the other hand, Salimi et al. (2021), highlights that students, in cooperation, responsibility, empathy and self-control, demonstrate collaborative skills, positive relationships, understanding of roles and responsibilities, ability to identify other people's feelings, and mental control to avoid anger and bad influences.

General Comparative Results of The Entry and Exit Questionnaire of The Teamwork Variable

Table 8 shows the comparative results of the CE and CS of the teamwork variable. In the CE, 12 students, equivalent to 34%, reached the regular scale (medium mastery), 11 students, equivalent to 31%, reached the negative scale (low mastery) and no student reached the positive scale. In the CS it is observed that 11 students equivalent to 40% reached the regular scale, and 24 students equivalent to 69% reached the positive scale.

Table 8. Comparison of general results of the CE and CS of the teamwork variable

<table>
<thead>
<tr>
<th>Qualitative categories</th>
<th>Level</th>
<th>Pretest</th>
<th>Post Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td></td>
<td>fi</td>
<td>fi</td>
</tr>
<tr>
<td>Valid</td>
<td>[7-11]</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Negative</td>
<td>[12-16]</td>
<td>12</td>
<td>eleven</td>
</tr>
<tr>
<td>Regular</td>
<td></td>
<td>3.4%</td>
<td>31%</td>
</tr>
<tr>
<td>Positive</td>
<td>[17-21]</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Table 9 shows the results of the Wilcoxon W test for related samples, where a value of -5.15 was obtained; and a p value less than the proposed significance (0.00<0.05), demonstrating that there is a significant difference between the results of the CE and CS. Therefore, the null hypothesis is rejected and it is concluded that the Discord platform as an educational resource is effective in the development of TE in sixth grade primary school students.

Table 9. General Wilcoxon W statistical test of the CE and CS of the teamwork variable

<table>
<thead>
<tr>
<th>Contrast statistics</th>
<th>Pre Test and Post Test of the teamwork variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z.</td>
<td>-5.150b</td>
</tr>
<tr>
<td>Next asymptot (bilateral)</td>
<td>.000</td>
</tr>
</tbody>
</table>

These results allow us to affirm that Discord as an educational resource is effective in the development of TE in its three dimensions, which suggests that students achieve significant improvements in aspects such as effective communication, interaction, dialogue, leadership, coordination, execution of group tasks, practice of empathy, assumption of responsibility and commitment among team members, after the implementation of the intervention.
The results presented coincide with Conde et al. (2021) those who, in their study with WhatsApp and Telegram, to develop the TE, their sample showed that they prefer to use a messaging tool to carry out their activities and managed to improve their grades. The findings also coincide with the work of Banson & Hardin (2022), on the effectiveness of Discord in teamwork, who maintains that this platform improves collaboration and social interaction between students.

In addition, research by García-Sanjuan et al. (2018), agree with the study, on the effectiveness of Quizbot, who point out that both variants of Quizbot are essentially equally entertaining and easy to use. Furthermore, both can effectively support collaboration, with the tangible version being superior in making it easier for elementary school children to reach consensus after discussion, divide and parallelize work, and treat each other with greater respect. However, it is also observed that this version presents less efficient time management compared to the other.

Likewise, Lee et al. (2023), they indicate that students perceived greater effectiveness in TE through Gather.Town compared to Zoom. The effectiveness of Gather.Town was attributed to the sense of presence and mobility of the space provided, the facilitation of social presence through avatars, empowerment and emotional openness, as well as the differences in the interface and social platform. These findings can be useful in choosing platforms that fit the needs of students and instructors, as well as in the design and implementation of effective TE activities on the selected platform.

On the other hand, Arifianto & Izzudin (2021) they maintain that the majority of respondents stated that Discord is a positive alternative option thanks to its attractive user interface, the completeness of its functions and its ease of use. Thus, this application, initially conceived for gaming and group conversation experiences, is surprisingly usable as an alternative resource for online learning, especially in the midst of the Covid-19 pandemic, being well received by the majority of students.

Meanwhile, Salehudin et al. (2023) they indicated that mobile learning through the Discord platform proved to be highly beneficial, as it facilitates a creative and enjoyable educational experience for both teachers and students. Furthermore, the study revealed that teachers effectively engaged in educational interactions, assigned tasks and encouraged creative competition among students, supported by facilities and new technological devices.

Likewise, this Discord platform has been efficient in the area of physical education, as indicated by scholars Mashud et al. (2021), who point out that it has been implemented in educational environments related to sports classes, generating a positive impact on skills, aptitudes and level of student satisfaction with respect to their learning experiences.

Likewise, Discord stands out as a valuable tool in science education, successfully implemented in laboratories and biology classes. Both teachers and students experienced greater engagement compared to traditional or fully online environments. Discord's interconnectivity improved real-time communication, facilitating discussions between peers and instructors and strengthening connections in both the classroom and lab environment. The introduction of Discord in physical classrooms or online classes provided opportunities for active participation, evidencing its potential to increase productivity and improve learning (Wiles & Simmons, 2022).

CONCLUSIONS

The results reveal the effectiveness of the Discord platform as an educational resource in the leadership dimension of TE, which indicates that the students managed to improve in the contribution of new ideas by working as a team, looking for new techniques and strategies to solve problems, being proactive. By integrating with the team, they commit to achieving the objective, contribute to improvement, trust each member, support each other, in order to achieve the objective for the team and learn together. In the same way, its effectiveness in the communication dimension is demonstrated, since the students managed to improve effective communication among themselves, effective dialogue, interaction and organization, also distribute work, permanent communication between them, active participation and criticism. Likewise, its effectiveness was demonstrated in the empathy dimension, since the students managed to improve in acting in favor of justice,
in practicing magic words, respecting the order of participation, in analyzing before criticizing, in the practice of active listening, and opportunities are provided. In conclusion, the Discord platform as an educational resource is effective in the development of TE in its three dimensions: leadership, communication and empathy in sixth grade boys and girls at the primary level in the city of Juliaca – Peru, because, according to the Wilcoxon test obtained a Z value = -5.150; and a p value lower than the proposed significance value (0.00<0.05), therefore it is demonstrated that there is a significant difference between the results of the entry questionnaire and exit questionnaire, thus evidencing the effectiveness of Discord in the TE.

REFERENCES


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