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OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN IT

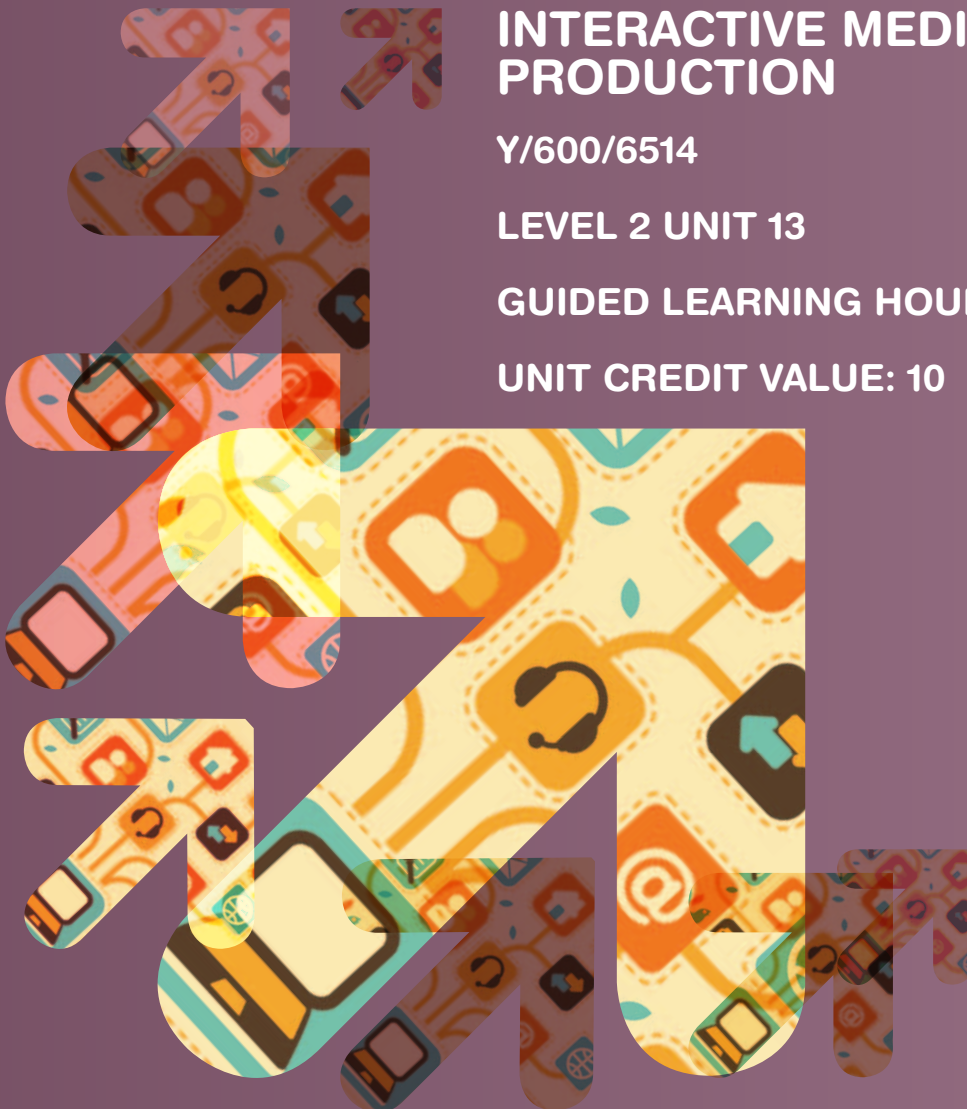
INTERACTIVE MEDIA PRODUCTION

Y/600/6514

LEVEL 2 UNIT 13

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



INTERACTIVE MEDIA PRODUCTION

Y/600/6514

LEVEL 2

AIM OF THE UNIT

The media industry is one of the fastest growing industries and is constantly evolving with the development of new technologies. This offers media developers extensive opportunities and formats to present interactive media products. Interactive media authoring is used for a variety of different purposes, to name a few; e-books, interactive TV, mobile applications, and museum information kiosk touch screens. These products usually comprise of a range of multimedia and interactive elements to engage and entertain users and in some cases to educate them. The distribution of the interactive media products can be web-based but is primarily for use on CD/DVD ROM. There are a range of authoring tools available to use in their production and the creation of assets.

This unit focuses on the creation of interactive media products which will be run from a CD/DVD ROM. Learners will study the elements that comprise interactive media products and then plan, create, test and review their own interactive media product. This unit will help the learner to understand the processes of interactive media production and be able to develop products for different purposes, platforms and audiences. This unit will also help the learner to appreciate the need to review their work and consider the feedback from others to improve or expand a product.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Know about the elements of interactive media production	P1 outline the elements of interactive media production	M1 compare the types of interactive media product that are implemented across different platforms	D1 review different interactive media authoring products
2 Be able to develop ideas for an interactive media product	P2 present ideas for an interactive media product with reference to format and application	M2 produce annotated design documentation for an interactive media product	D2 discuss the legal and ethical implications of using assets from secondary sources
3 Be able to create an interactive media product	P3 use interactive media technology to create an interactive media product that partially realises intentions	M3 implement advanced techniques within an interactive media product	D3 test an interactive media product
4 Be able to review own interactive media production work.	P4 review strengths and weaknesses of own interactive media work	M4 use feedback from target audience to improve an interactive media product	D4 compare the created interactive media product with professionally made products

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

LO1 Know about the elements of interactive media production

Platforms

- hand-held devices (e.g. mobile phones, personal digital assistants (PDAs))
- worldwide web
- CD/DVD ROM
- information kiosks
- interactive TV.

Software types

- game, animation etc
- industry standard products.

Assets/components

- sound
- video
- images
- graphics
- animation
- 3D content
- text
- games.

Benefits

- mobility
- interactivity
- accessibility
- targets a set audience
- repurposing.

Constraints

- size
- download time
- content type
- costs
- copyright
- requirement for plug-ins.

LO2 Be able to develop ideas for an interactive media product

Format

- web-based
- electronic presentation
- CD/DVD.

Purpose

- entertainment and leisure
- communication and socialising
- education and training
- marketing
- virtual reality simulations
- publishing
- customer services/support.

Design

- considerations (e.g. past and current practice, purpose, audience, style, platform)
- visuals (e.g. storyboards, scripts, flow charts, navigation maps, mind maps, annotations, timelines)
- technical details (e.g. size, frames, consistency).

Legal and ethical implication of importing assets from secondary sources

- legal (e.g. copyright)
- ethical (e.g. confidentiality, privacy)
- decency, libel, representation (e.g. race, gender, religion, sexuality).

LO3 Be able to create an interactive media product

Development

- design document
- specification
- brief
- plan
- software applications

- source and prepare components
- prepare product structure including screen, interaction, navigation, controls, graphics, layout, colour
- combine information (e.g. insert, wrap, order, group)
- manipulate content (e.g. size, crop images, position)
- enhance product (e.g. border styles, colours and font schemes, existing styles and schemes).

Assets/components

- sound, video, images, graphics, animation, 3D content, text, games
- interactive features and functionality.

Advanced techniques

- timeline-based events, scripting, multiple methods of navigation (e.g. hot spots, menus, hyperlinks, buttons).

Presentation and delivery

- web based
- portable media (e.g. CD/DVD, memory stick)
- on-screen demonstration
- interactive accessibility
- group presentation.

Test

- create test plan/table
- functionality
- usability
- speed
- accuracy of content
- accessibility
- readability
- overall performance.

LO4 Be able to review own interactive media production work

Finished product

- compared with original specification
- suitability for audience
- technical qualities
- aesthetic qualities
- fitness for purpose.

Production process

- creative abilities
- use of technologies
- technical application
- accuracy to plan
- time management.

Review

- prepare clear feedback recording documentation
- reviewers (e.g. self, client, audience)
- gather feedback (e.g. questioning, observation, feedback forms)
- analyse feedback (e.g. to identify errors, improve core product, further enhancements)
- production documentation (e.g. requirements, design documents, production logs).

DELIVERY GUIDANCE

Know about the elements of interactive media production

Learners should be introduced to and be shown examples of the various platforms for interactive media production. Wherever it is possible, the tutor should demonstrate using actual products with the learners instead of just discussion so that learners are able to develop their understanding of what each of the various products comprises. Group discussions and activities could help learners improve analytical skills and understanding so they are able to analyse a range of products on different platforms e.g. phone apps, Internet, CD/DVD-ROM. Although it is most likely that examples will be from an American or British market, it would be beneficial to look at examples from other countries and learners could discuss differences and similarities. It would also be useful for learners to consider and discuss new and emerging technologies as potential platforms.

At this stage software does not need to be taught but examples should be given of the uses of commercial and free software and a discussion of possible advantages and disadvantages would raise learner awareness of what to look for. Discussion and group comparison would improve their understanding and awareness.

Assets that are used in interactive media should be discussed, potentially as a group, with appropriate examples of usage and content given, and the possible limitations of the asset types and formats that can affect the quality of products introduced.

Learners can be introduced to the leading manufacturers in the industry through research, group discussion and understand the different platforms/formats that they are delivered on/in. It would be beneficial for students to review with guidance a range of media products and to discuss what they think the client and user needs were for the products they look at, and whether they have been fully achieved.

Considerations

Centre restrictions and policies for some websites which may have games, such as educational or promotional sites. If using website examples, it may be suitable to create a shortlist that learners are able to select from.

Be able to develop ideas for an interactive media product

Learners should be taught the features and benefits for a range of design documents and practice their creation as exercises such as

- mind maps/brainstorming
- mood boards
- flow charts
- timelines
- navigation map (showing how the pages link together)
- storyboards (showing the detail for the layout of pages)

Examples researched as part of Learning Outcome 1 could be used as practice for becoming aware of what the needs of the client and the users would be useful as a basis or brief for learners to develop their own ideas for a product or to enhance an existing one, as well as identifying house styles and the need for appropriate file sizes. It is useful to consider how interactive media products display their content, looking for similarities and differences.

They should also consider the impact of copyright on sourced material e.g. using images, videos from the Internet. This could be covered by looking at case studies of where content has been used without seeking permission in the media and learners should be taught about copyright and legislation in media production.

Be able to create an interactive media product

Learners will need a reasonable amount of time to practice using the multimedia editing and creation software. This could be taught by tutor demonstration, step by step tutorials or online video tutorials. It would also be beneficial for learners to become familiar with any sound, image or video capture equipment, if being used. Learners should be aware of the basic techniques and functions available within the software and the advanced functions and techniques that will further enhance the product. They should be encouraged to identify the features they think should be used to ensure that products and work are created effectively.

It is useful for learners to be made aware of the most appropriate formats to save and optimise their asset files to keep file size reasonable, considering aspects such as file formats, compression, and appropriate dimensions. Learners

should discuss file types and sizes and identify examples where incorrect types or formats used create problems.

Learners must be taught effective methods for testing, the importance of testing and the need to develop and apply a consistent style of test plan. A test table/plan would be a suitable way to do this considering functionality, usability, readability and accessibility. This could be practiced on existing products looked at for:

- functionality (e.g. working internal/external navigation, content loads/works)
- usability (clear navigation, viewable in different resolutions, easy to use, speed)
- readability (accuracy of content, proof read, spell checked, text readable with background colour).

Be able to review own interactive media production work

Simple reviewing exercises can be carried out on practice work created by learners and existing professionally made products to demonstrate their ability to review work effectively. It should consider:

- does it meet original intentions
- technical qualities (e.g. file size appropriate, working content)
- aesthetic qualities (e.g. level of interaction, colours usage, layout, ease of use).

Learners should be taught a range of appropriate methods for gaining feedback from users discussing where and how they have received feedback in the past. They should be encouraged to discuss both positive and negative feedback and how it could be acted on. It would help learners to research the most effective types of open ended and closed questions, which will help them gather the most effective feedback from users. They should consider the use of simple feedback forms which they can prepare and provide to a larger audience enabling them to receive more feedback in a shorter time than verbal questioning or when verbal questioning would be most appropriate.

SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

Assessment Criteria P1, M1, D1

Learners could evidence this criteria with a report or presentation document although it could be also be evidenced through a presentation delivered to a group that could be supported by tutor observation, recorded evidence. The different platforms, software used to create, assets included, benefits and possible limitations should be outlined. Learners must cover all of the listed criteria, and outline how they may be used. Examples must be used to support explanations.

Merit criterion M1 could be an extension of P1. Learners must compare the different types of interactive media products that are implemented on various platforms e.g. web, CD-ROM, information kiosks etc. The comparison should include aspects identified within the teaching content. The evidence could be in the form of a report or presentation.

*For distinction criterion D1 learners must select three different interactive media **authoring** products and review the features, the product's technical qualities, aesthetic qualities, identifying how effectively it meets the original intentions, and improvements they would make. Written evidence must be detailed showing an understanding of interactive media terminology supported by appropriate examples from the products reviewed.*

Assessment Criteria P2, M2, D2

Learners could evidence this through their design documentation. An identified scenario or theme must be given or arranged individually if appropriate as a focus for the learner to work to. Learners must present their ideas for an interactive media product showing they have given careful consideration during planning. They must outline what they understand to be the purpose and audience of the product, as well as including consideration for what it is needed (for user and client), where they got their ideas which may be from other products viewed as part of their original research and comparisons. Storyboards could be created to show the planned layout of content, and navigation diagrams would show how the pages will link together, a time plan/line to show deadlines that have been set, and examples of scripts to be used must be included where appropriate.

Merit criterion M2 could be an extension of P2, learners must produce clearly annotated design and layout documentation

detailing their consideration for the purpose and their competence in design, explaining decisions. It must be clear from design documentation how they meet the client and user requirements. An annotated time plan, storyboard/visualisation, navigation diagram, script designs (if used), and a moodboard or evidence of brainstorming ideas must be evidenced.

Distinction criterion D2 requires the learner to discuss the legal and ethical implications of using assets from secondary sources. This could be a brief discussion of appropriate legislation, followed by a detailed explanation of how it affects their planned product's content, what actions they may need to take. This could be evidenced as a report.

Assessment Criteria P3, M3, D3

P3 – the learner must use interactive media technology to create an interactive media product that partially realises intentions. The product may not fully function as intended, which could be due to system and/or software constraints, but provides a clear indication of how it should work. The product should reflect a range of features as identified within the teaching content. Evidence for this criteria will be the interactive media product for this assessment criteria.

It is recommended that the end product for this unit is not a website. If web is chosen as the format for the product, the site must not be published to a public domain.

Merit criterion M3 could be an extension of P3, learners must show that they can use the software competently implementing advanced techniques. This could include using timeline-based events or scripting. There must be at least two methods of navigation used in the product. The completed product will clearly provide the evidence and must show original ideas in line with their planning documentation. It must also include a range of planned interactive elements and assets, and be appropriate for the needs of the client and target audience e.g. easy to use, appropriate layout and good use of colour. Evidence will be the interactive media product, together with any supporting documentation as appropriate.

For distinction criterion D3 learners must carry out tests on the software, which must be carried out using a test plan/table for each page/screen. The table must include a minimum of five appropriate tests. It is not essential for learners to find errors but any found can

be shown being corrected through before and after screenshots. This is an iterative process and faults experienced and corrected in the creation of the product could also be included as evidence. The standard of the product after testing must be in full working order. Evidence must include test plan, and support could be in the form of before and after screenshots of changes made.

Assessment Criteria P4, M4, D4

This could be evidenced by the use of a report or presentation document although it could be also evidenced through a presentation delivered to a group that could be supported by tutor observation, and recorded evidence. Learners must review their completed product and the production process followed during its creation. There must be a basic description of their strengths and weaknesses.

Merit criterion M4 requires the learner to use feedback from target audience members to improve their interactive media product. Feedback sheets, questionnaires or interviews must be carried out with at least three members of the identified target audience. It is important that the audience completing the feedback sheets are aware of what they are testing and what the product is intended to do. This detail must be included in the feedback documentation. There must be an opportunity for the target audience to identify possible improvements.

At least two improvements must be made, one the learners own and one from audience feedback if identified. Evidence must include feedback forms, the updated product, and supporting information of improvements could be before and after screenshots of the changes made.

Distinction criterion D4 could be an extension of P4, learners must compare how their created product is different from and similar to professionally made products with a similar purpose. They could use examples from the products looked at during Learning Outcome 1. Learners must discuss appearance, layout, method of navigation/ ease of use, and the content included.

RESOURCES

It is important to realise not all of these resources are needed to deliver the unit but learners will need access to appropriate software.

You could use:

- **Multimedia creation software:** (e.g. Flash, Director, Mediator, Expression Blend or other appropriate alternative)
- **Multimedia editing software:** (e.g. Photoshop, PhotoPlus, Fireworks, Movie Maker, Premiere, MoviePlus, Audacity (free))
- **Hardware:** Headphones/speakers, video/sound capture equipment.

Centres may have restrictions and policies for some websites which may have games, such as educational or promotional sites. If using website examples, it may be suitable to create a shortlist that learners are able to select from.

Suggested scenarios

- A museum would like a self-running product to run on an information point kiosk (subject optional)
- A primary school would like an e-book creating which tells an appropriate story with interactive elements
- A school would like a geography program to be created for the Europe, where clicking on the map will provide students more information about different countries
- A music company would like supporting promotional information released on a CD/DVD-ROM to go in a double CD release.

MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

Unit 11: Multimedia Design

LINKS TO NOS

MM: Multimedia Software

IM16 Plan Content for Web and Multimedia Products

IM17 Architect Interactive Media Products



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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