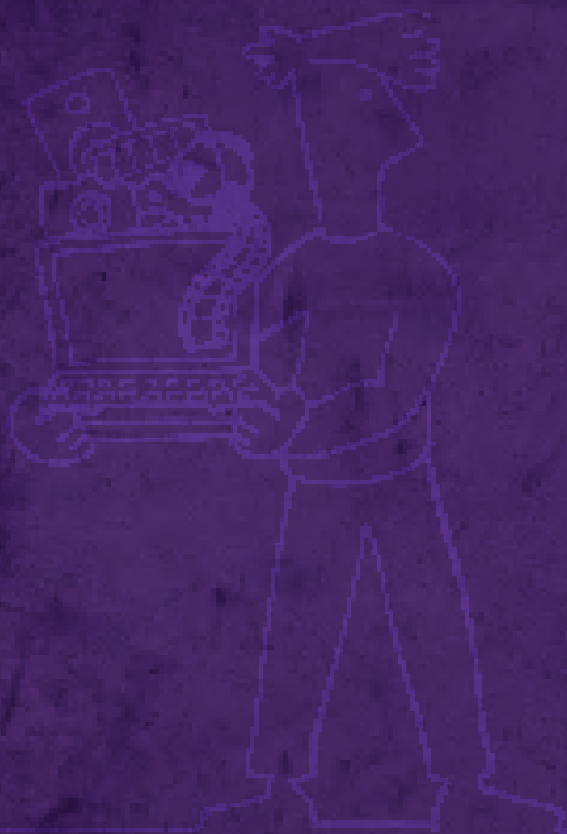




Accredited



Creative iMedia

Level 1/2

UNIT R087 - Creating interactive multimedia products

DELIVERY GUIDE

VERSION 2

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this delivery Guide can be downloaded from the OCR website.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

KEY



English



Maths

UNIT R087 - CREATING INTERACTIVE MULTIMEDIA PRODUCTS

Guided learning hours : 15

PURPOSE OF THE UNIT

This unit builds on units R081 and R082 and learners will be able to apply the skills, knowledge and understanding gained in those units.

Interactive multimedia products are used widely in everyday life and the creative and digital media sector. They are used in computer games, mobile phone applications, presentations and many other areas.

This unit will enable learners to understand the basics of interactive multimedia products for the creative and digital media sector. They will learn where and why interactive multimedia is used and what features are needed for a given purpose. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating an interactive multimedia product.

On completion of this unit, learners will understand the purpose and properties of interactive multimedia products, be able to plan and create an interactive multimedia product to a client's requirements and review it, identifying areas for improvement.

Learning Outcome - The learner will:

1 Understand the uses and properties of interactive multimedia products

2 Be able to plan interactive multimedia products

3 Be able to create interactive multimedia products

4 Be able to review interactive multimedia products


KEY TERMS


Key terms used within this unit, explained in the context of this unit	
Key term	Explanation and example
Multimedia Interactive	Where the human user causes an action by the computer so that different data is displayed. The user clicks on a play button and a video plays or selects an option and different information is displayed.
Multimedia	The combination of several media such as (e.g. text, sound, images, video) in one product.
Navigation methods	A method of moving through a product.
Client	The individual or organisation who want the product created.
Target Audience	The group or individuals that the product is aimed at.
Properties	The parts of the product that come together to create the final multimedia product including all media, navigation, colour scheme and transitions.
GUI	Graphical User Interface – screen seen by the user of the product.

MISCONCEPTIONS



Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
LO1: Equipment is needed for both creating and viewing the product.	Whilst creating on a PC testing should occur on different devices and screen sizes.	Adjusting screen size in web browser. Possible use of tablet or mobile phones in a group environment. Photographs of use as evidence.
LO2: Design principles not well considered. This leads to poor design plans.	Using research tasks as in Lesson Elements: Uses of and element of Interactive Multimedia Products and Identifying client needs to identify these features. Then designing solutions using these principles. Linked to LO2.	http://www.formula-d.co.za/blog/ - brief blog about some points to consider https://balsamiq.com/ - free wire framing tool
LO3: Source, create and repurposing of assets not being evidenced.	Class activity to develop own interpretation of a client brief, which is more than just restating the scenario.	http://www.faststone.org/index.htm Link to software downloads which allows easy creation of screenshots of variable sizes.

LEARNING OUTCOME 1 - UNDERSTAND THE USES AND PROPERTIES OF INTERACTIVE MULTIMEDIA PRODUCTS

Title of suggested activity	Suggested Activities	Suggested timings	Possible relevance to
<p>Uses of interactive multimedia products</p>  <p>See Lesson Element Uses of and elements of Interactive Multimedia Products, Activities 1 and 2</p>	<p>How and why - Learners could investigate a wide range of interactive multimedia products (e.g. promotional websites, e-commerce websites, kiosks in museums, digital magazines, town information systems).</p> <p>With teacher support, learners could identify the purpose of these interactive multimedia products (e.g. entertainment, information, education, advertising, promotion and create a list to clearly show this information).</p> <p>Possible Links: http://www.sciencemuseum.org.uk/WhoAml/Thingdom.aspx http://heritageinteractive.co.uk/portfolio http://www.mnh.si.edu/panoramas/ http://www.britishmuseum.org/explore/online_tours.aspx http://web.org.uk/black/ http://www.virtualfreesites.com/museums.museums.html http://www.thedropzone.org/index_back.html</p>	2 hours	
<p>Key elements of interactive multimedia products</p> <p>See Lesson Element Uses of and elements of Interactive Multimedia Products, Activities 1 and 2</p>	<p>Learners could investigate a range of (minimum being four) interactive multimedia products. With teacher support, learners should produce a list of elements that identifies what these products contain (e.g. house style, GUI, accessibility tags, images, video, sound, interactive controls, navigation methods). The interactive multimedia products investigated may be the same as those used in the first activity.</p> <p>Possible Links: http://www.sciencemuseum.org.uk/WhoAml/Thingdom.aspx http://heritageinteractive.co.uk/portfolio http://www.mnh.si.edu/panoramas/ http://www.britishmuseum.org/explore/online_tours.aspx http://www.virtualfreesites.com/museums.museums.html http://www.thedropzone.org/index_back.html http://www.bostonchildrensmuseum.org/museum-virtual-tour http://www.smithsonianeducation.org/students/idealabs/walking_on_the_moon.html http://web.org.uk/black/</p>	1 hour	

Title of suggested activity	Suggested Activities	Suggested timings	Possible relevance to
Hardware, software and peripherals required to create interactive multimedia products	<p>Research could be carried out using the internet to find different software and hardware used for the creation of the different elements identified in earlier tasks (e.g. house style, GUI, accessibility tags, images, video, sound, interactive controls, navigation methods).</p> <p>Learners could experiment with available hardware and software applications used to create different interactive multimedia products.</p>	1 hour	All units LO2
Limitations affecting access to interactive multimedia products 	<p>Teachers could explain how different factors such as connection type, bandwidth and data transfer affect access to interactive multimedia products.</p> <p>Learners could experiment with viewing existing different interactive multimedia products using different devices and connections. They could then describe differences in the product performance on different devices.</p>	1 hour	R081 LO2
File formats for different platforms	<p>Teachers can explain how different platforms require different final file formats.</p> <p>Learners could research into how different platforms only support certain file formats and how these change with new technologies.</p>	30 minutes	All units LO3

LEARNING OUTCOME 2 - BE ABLE TO PLAN INTERACTIVE MULTIMEDIA PRODUCTS

Title of suggested activity	Suggested Activities	Suggested timings	Possible relevance to
<p>Interpreting client and audience requirements</p>  <p>See Lesson Identifying client needs, Activities 1 and 2</p>	<p>Teachers could demonstrate different ways in which clients could specify what they want. Examples should include a client brief or commission that identifies what is required and for what purpose.</p> <p>Learners could work in pairs/groups with example briefs and identify the client and target audience requirements. From this learners could develop success criteria.</p> <p>An alternative approach would be to verbally explain the requirements for a sample project brief and allow the learners to take notes.</p>	1 hour	All units LO2
<p>Developing work plans</p> 	<p>Teachers could demonstrate different types of work plans using web search results. For example, an image search for 'work plan' will find examples of both text based and graphical styles. These could be produced in Project, Spreadsheet or Word processing software applications. Both text based and graphical examples should be included (e.g. a table of activities to be completed and a Gantt Chart of an interactive multimedia product).</p> <p>Project Libre free software for project management/work plans http://www.projectlibre.org/</p> <p>Learners could work in pairs/groups and develop a work plan from a sample project brief.</p>	45 minutes	R081, R082, R083, R085, R087, R088, R089, R090, all LO2


Title of suggested activity	Suggested Activities	Suggested timings	Possible relevance to
Planning the structure of interactive multimedia products	<p>Teachers could explain and demonstrate how to plan the structure of an interactive multimedia product. Learners could create 'maps' of existing interactive multimedia products showing how different pages/screens fit together.</p> <p>Learners could use interactive multimedia products such as: Centres may have access to these exemplified products: Boardworks (http://www.boardworks.co.uk/) Linguascope (http://www.linguascope.com/) MyMaths (http://www.mymaths.co.uk/)</p> <p>Non-Subscription links: BBCBiteSize (http://www.bbc.co.uk/education/levels/z98jmp3) http://www.sciencemuseum.org.uk/WhoAml/Thingdom.aspx http://heritageinteractive.co.uk/portfolio http://www.mnh.si.edu/panoramas/ http://www.britishmuseum.org/explore/online_tours.aspx http://www.virtualfreesites.com/museums.museums.html http://www.thedropzone.org/index_back.html http://www.bostonchildrensmuseum.org/museum-virtual-tour http://www.smithsonianeducation.org/students/idealabs/walking_on_the_moon.html http://web.org.uk/black/</p> <p>Design resources http://www.formula-d.co.za/blog/ - brief blog about some points to consider https://balsamiq.com/ - free wire framing tool</p>	45 minutes	


Title of suggested activity	Suggested Activities	Suggested timings	Possible relevance to
<p>Designing the content of interactive multimedia products</p> <p>See Lesson Identifying client needs, Activity 3</p>	<p>Learners could create visualisation diagrams or storyboards of existing interactive multimedia products annotating colour schemes and various elements. These could be the same products as used previously.</p> <p>Possible resources to use: Learners could use interactive multimedia products such as: Centres may have access to these exemplar products: Boardworks (http://www.boardworks.co.uk/) Linguascope (http://www.linguascope.com/) MyMaths (http://www.mymaths.co.uk/)</p> <p>Non-Subscription links: BBCBiteSize (http://www.bbc.co.uk/education/levels/z98jmp3) http://www.sciencemuseum.org.uk/WhoAml/Thingdom.aspx http://heritageinteractive.co.uk/portfolio http://www.mnh.si.edu/panoramas/ http://www.britishmuseum.org/explore/online_tours.aspx http://www.virtualfreesites.com/museums.museums.html http://www.thedropzone.org/index_back.html http://www.bostonchildrensmuseum.org/museum-virtual-tour http://www.smithsonianeducation.org/students/idealabs/walking_on_the_moon.html http://web.org.uk/black/</p> <p>Design resources http://www.formula-d.co.za/blog/ - brief blog about some points to consider https://balsamiq.com/ - free wire framing tool</p>	1 hour	R081 LO3
<p>Creating a test plan for interactive multimedia products</p>	<p>Teachers could explain how different elements of an interactive multimedia product need to be tested as they are developed and once they are completed.</p> <p>Learners could develop a test plan for a sample project.</p>	45 minutes	
<p>Legislation that covers interactive multimedia products</p>	<p>Teachers could identify key aspects of copyright, trademarks and intellectual property using data sheets from the UK Intellectual Property Office www.ipo.gov.uk</p> <p>A key point is to apply this basic knowledge to the interactive multimedia product that is being produced. For example, learners could find out that any final product they create themselves becomes their own copyrighted material (but only on their own work and not that of sourced assets). Teachers could facilitate a task to find out the difference between copyright free and royalty free assets. Teachers are also advised to explain how some organisations are very protective of their intellectual property such as Disney, even where the work is being used in an educational context.</p>	30 minutes	All units LO2

LEARNING OUTCOME 3 - BE ABLE TO CREATE INTERACTIVE MULTIMEDIA PRODUCTS

Title of suggested activity	Suggested Activities	Suggested timings	Possible relevance to
Sourcing, creating, re-purposing and storing assets	<p>Learners could search for assets from the internet using suitable descriptions and search criteria. Learners would need to record their sources.</p> <p>Teachers could explain the importance of size to ensure that any assets found have sufficient pixels to be fit for purpose in a final product.</p> <p>Learners could then experiment, using assets that they have sourced, by repurposing them for a given brief.</p>	1 hour	All units LO3 except R081
<p>Creating the structure of interactive multimedia products</p> <p>See Lesson Element Creating a navigation system for an interactive multimedia product Activities, 1, 2 and 3</p>	<p>Teachers can explain and demonstrate how different screens and pages are linked together in interactive multimedia products.</p> <p>Learners can experiment creating micro projects of 3 to 4 screens/pages with various authoring software.</p>	1 hour	
Creating interactive and playback controls	<p>Teachers could demonstrate the use of a broad range of tools and techniques in various multimedia product software. This can include hyperlinks, play buttons, content tabs, forms etc.</p> <p>Learners can experiment using different software to create different features in micro projects.</p>	2 hours	
Saving and exporting interactive multimedia products	Teacher could explain how final formats can be created and exported ready for use. The importance of keeping an editable version of the final product should be explained, to allow for further updates in the future.	20 minutes	R081 LO3

LEARNING OUTCOME 4 - BE ABLE TO REVIEW INTERACTIVE MULTIMEDIA PRODUCTS

Title of suggested activity	Suggested Activities	Suggested timings	Possible relevance to
<p>Reviewing interactive multimedia products</p> 	<p>Teachers could demonstrate how a review should identify positives and negatives relating to the finished interactive multimedia product, rather than the creation process.</p> <p>This could be achieved using examples of the teacher's own final products in the form of interactive multimedia product.</p> <p>Inviting the learners to comment on the work can be a good way to introduce this topic since it is often easier to critically comment on somebody else's work (such as that of the teacher).</p> <p>Learners could also use other interactive multimedia products such as: Centres may have access to these exemplified products: Boardworks (http://www.boardworks.co.uk/) Linguascope (http://www.linguascope.com/) MyMaths (http://www.mymaths.co.uk/)</p> <p>Non-Subscription links: BBCBiteSize (http://www.bbc.co.uk/education/levels/z98jmp3)</p> <p>The sites below all contain different examples of good and bad sites and products that can be reviewed. However, please note that these can change over time.</p> <p>Examples of sites 1: https://gsgadblog.wordpress.com/2013/03/11/week-2-examples-of-bad-and-good-websites/</p> <p>10 worst websites: http://www.branded3.com/blogs/top-10-worst-websites/</p> <p>Examples of interactive websites: http://www.awwwards.com/websites/web-interactive/</p> <p>Bloomberg examples of interactive products: http://www.bloomberg.com/visual-data/</p> <p>Other sites: http://www.sciencemuseum.org.uk/WhoAml/Thingdom.aspx http://heritageinteractive.co.uk/portfolio http://www.mnh.si.edu/panoramas/ http://www.britishmuseum.org/explore/online_tours.aspx http://www.virtualfreesites.com/museums.museums.html http://www.thedropzone.org/index_back.html http://www.bostonchildrensmuseum.org/museum-virtual-tour http://www.smithsonianeducation.org/students/idealabs/walking_on_the_moon.html http://web.org.uk/black/</p>	30 minutes	All units LO4

Title of suggested activity	Suggested Activities	Suggested timings	Possible relevance to
<p>Suggesting improvements for interactive multimedia products</p> 	<p>Learners could, having reviewed a product make suggestions on how it could be improved in the future. These should be related to the purpose of the product and its target audience.</p> <p>Possible products to review:</p> <p>http://web.org.uk/black/</p> <p>http://www.britishmuseum.org/explore/young_explorers/childrens_online_tours.aspx</p> <p>http://www.wmnh.com/</p>	30 minutes	All units LO4

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