OCR
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Cambridge **TECHNICALS LEVEL 2**

Cambridge
TECHNICALS
2016

DIGITAL
MEDIA

Unit 1 – Digital media and emerging technologies
Delivery Guide

Version 1

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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 unit and learning outcome so you can see how each activity helps you cover the requirements of this unit.

We've also included some English and maths activities. **These are designed to demonstrate the importance of English and maths skills within real life job roles; and to help those learners who may be re-sitting their English or maths GCSE.**

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.

To find out more about this qualification, go to: https://www.ocr.org.uk/qualifications/cambridge-technicals/digital-media-2016-suite/

Please note

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 https://www.ocr.org.uk/qualifications/cambridge-technicals/digital-media-2016-suite/.

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

This Delivery Guide **MUST NOT** be used directly for assessment purposes. It is intended to support the teaching and learning of the unit specified.

2016 Level 2 Cambridge Technicals Suite

- New suite for first teaching September 2017
- Externally assessed content
- Student focused internal assessment rules
- Eligible for Key Stage 5 performance points from 2019
- OCR visiting moderation providing centre feedback and support
- Designed to meet the DfE technical guidance

Cambridge TECHNICALS 2016

KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	**Explanation**
Augmented Reality AR	Computer generated content is superimposed upon a real-world environment.
Computer generated imagery CGI	3d computer graphics which are used by producers and editors to create special effects.
Consumer	A person who uses digital media.
Copyright	Legal protection of a person's works by granting exclusive rights.
Cultural Sensitivities	The importance of ensuring digital media prosumers are aware of how their work may affect other cultures.
E-Safety	How consumers protect themselves when using digital technologies.
Geoblocking	The restriction of access to digital technologies linked to geographical locations.
Global reach	The extent to which digital technologies can reach a global audience.
Hardware	Physical objects used to access digital media.
Mixed Reality MR	When real worlds and virtual worlds are mixed to create new environments.
Online persona	The way a user presents themselves online.
Recce	Visiting a filming location prior to production in order to check access, viability and health and safety issues.
Self-empowerment	When consumers take control of how they represent themselves in an online environment.
Self-expression	How consumers express themselves and their individuality in an online environment.
Self-promotion	How the consumer and prosumer promote themselves through digital technologies.
Software	Programs and other applications required to run the hardware.
Synergy	Different media work together to promote themselves to a wider audience than they could access individually.
Usability	The extent to which the digital technology can be easily used by the consumer.
User Generated Content UGC	Content created by consumers / prosumers which is posted online via a variety of digital media platforms.
Virtual Reality VR	A reality which is created through the computer and offers an immersive experience.

COMMON 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**
Difference between Augmented Reality and Virtual Reality	Tutors could ask learners to write a definition of each one and then have them check their definitions through research on the internet.	This article published by Augment 6 October 2015 offers a comprehensive guide to the differences between Augmented Reality and Virtual Reality. https://www.augment.com/blog/virtual-reality-vs-augmented-reality/
It may be assumed by tutors that because most learners are digital natives, they know a lot about digital media and emerging technologies	Tutors could start by asking learners to keep a digital media consumption diary finding out from learners what types of digital media they use, when and why. They could explore how much of their consumption has enabled them to gain knowledge and how much has been for entertainment alone.	This article by Jing Lei published in Volume 25 / Number 3 Spring 2009 Journal of Computing in Teacher Education explores ways of approaching teaching about digital technologies. https://files.eric.ed.gov/fulltext/EJ835233.pdf

SUGGESTED ACTIVITIES

LO1 Know the digital media technologies, hardware and software that are used in media product generation			
Title of suggested activity	**Suggested activities**	**Suggested timings**	**Also related to**
Different types of hardware and how they have changed media production	Tutors could start by checking learners' prior knowledge of digital hardware. This could be done by giving the learners a list of the hardware identified in the unit and asking them to tick each one they use or have used. This could be followed by a discussion of how they use them and why. Learners could be put into groups. Each group could be given pieces of hardware to research. They could explore how each of the allotted pieces of hardware has contributed to and changed digital media production. The findings could be presented as a group Prezi. Prezi is a presentation software produced by Prezi Inc which allows up to ten learners to collaborate on a presentation. https://support.prezi.com/hc/en-us/articles/360003498553-Collaborating-in-Prezi-Next	1.5 hours	Unit 1 L02, L03, L05, Unit 3 L01

LO1 Know the digital media technologies, hardware and software that are used in media product generation

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Legislation and personal responsibility	Tutors could provide the learners with the list of considerations of personal responsibilities outlined in the teaching content. Learners could be split into groups with each group taking responsibility for one of the following: • compliance with legislation when using hardware and software • ethical considerations • E-Safety • health and safety requirements • workplace protocols • taking care of equipment. One resource for learners is the Media and Information Literacy website which is an e-learning website designed to improve learning outside of the classroom. https://sites.google.com/view/elearningmil/lessons/the-legal-ethical-and-societal-issues-in-media-and-information?authuser=0 The groups could present their findings as an online quiz. Hot Potatoes is a free online program which allows consumers to create a variety of on-line quizzes. https://hotpot.uvic.ca/ Kahoot! which is a free game-based learning platform using mobile technology which is popular in schools and colleges. https://kahoot.com/	1 hour	Unit 1 L02, L03, L04 Unit 2 L04, L06
	English Extension Activity At the end of the activity all learners become 'experts' in their topic. New groups could be formed, each containing one 'expert' from each of the original groups. Each new group, therefore, has a representative, or 'expert', from each personal responsibility on the list of considerations researched in Activity 2. Each 'expert' could identify and explain to their new group two or three key points on their topic, e.g. E-safety. The information gathered from all six 'experts' could be displayed visually in an appropriate form chosen by the group. This could then be presented to the whole group, who could comment on the choices of key points and the clarity of the explanations.	1 hour	

LO2 Know the purpose for digital media product development and its use of emerging technology

Title of suggested activity	Suggested activities	Suggested timings	Also related to
User generated content	Tutors could start by defining the term "user generated content" and tasking learners to list ways in which they themselves could create content for digital media. This resource provides a comprehensive definition of User Generated Content. Article by Jose Angelo Gallegos on TINT 23 August 2016. https://www.tintup.com/blog/user-generated-content-definition/ Learners could be tasked with researching the Spotify UGC campaign "Sorry I Lost your Cat". Using their findings, they could create a UGC campaign for a media product of their own choice. This resource is an overview of Spotify's campaign by Lior Schneider from Overdrive Interactive from 7 March 2017. https://www.ovrdrv.com/big-data-as-a-marketing-strategy-spotifys-2016-campaign/	1 hour	Unit 1 L01, L02, L03, L04
Interactivity	Tutors could start by outlining the differences between User Generated Content and Interactive Media Products. Learners could be tasked with comparing two social media sites e.g. Instagram and Facebook and outlining the similarities and differences between them as interactive digital media platforms. They could look at other forms of interactive media such as social film, online publications and second screen, examining their interactive content and providing examples of each. Learners could set up a Facebook page where they could upload their findings as a short video. They could adapt their findings for an Instagram page. **Maths Extension Activity** Learners, in pairs, could be tasked with collecting comparative data from their two social media sites and presenting their results in a series of pie charts. It could be number of members, hits per day, income, i.e. the main drivers that make the company what it is. These results could then be displayed and discussed as a group. This would show pie charts being used to their best advantage.	2 hours 40 minutes	Unit 1 L02, L05 Unit 3 L01, L02

LO3 Know how emerging digital technologies impact the production of media products and the effect of their use on the consumer

Title of suggested activity	Suggested activities	Suggested timings	Also related to
The impact of digital technologies on the creative media industry	Tutors could start by outlining how technology has developed in the creative media industry. This could be done through a matching task linking the technological developments to the year.	1.5 hours	Unit 1 L01, L02, L03, L05 Unit 3 L01
	Learners could be split into pairs and each pair given the task of exploring the impact of changing digital technologies on one specific media product from a specific industry. e.g. music magazines or film special effects.		
	In their research they should cover financial implications, diversification of skillsets and distribution, and operational structures.		
	This resource is a blog from the Descrier published on 7 March 2018 exploring how consumers can find music news following the move of NME to an online only magazine.		
	https://descrier.co.uk/culture/music/nme-dead-find-new-music-magazines-blogs-2018/		
	This resource explores the increased use of CGI actors in film. An article by Peter Allen, The Conversation 22 January 2017		
	https://scroll.in/reel/827051/a-computer-generated-actor-who-is-as-good-as-the-real-thing-dont-be-surprised		
	English Extension Activity	50 minutes	
	Having completed their research on the impact on their media industry, pairs become A or B.		
	A could prepare the case for the benefits/pros on the industry; B could prepare a case for the negative aspects/cons.		
	Each pair could then present these arguments to the whole group and respond to questions from the group. A vote could be taken to decide if the overall impact is positive or negative.		
Positive and negative effects of using social media	Tutors could start by asking the learners what social media channels they use and why. Tutors could ask the learners to make a list of what they think are the positive and negative effects of using social media. They could compare their list with a partner and try to combine the two lists into one list. They could follow this up by researching articles about the topic and comparing how far their ideas match those of media theorists.	1 hour	Unit 1 L01, L03 Unit 10 L03
	An example of this can be found in this article by Imtiaz Ali published in Tech Bead on 25 June 2015 https://www.techbead.com/positive-and-negative-effects-of-social-media-on-society/		
	They could write up their notes as an extended review of the positive and negative effects of social media.		

LO4 Know how advertising and marketing techniques have changed as a result of digital and emerging technologies

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Use of digital technology in advertising	For this activity learners could compare two advertising campaigns. They could look at the Compare the Meerkat campaign, how it developed and how it used social media as its main platform for advertising. They could conduct textual analysis of the website and the adverts. They could identify how the campaign uses above the line and below the line advertising techniques as well as the use of synergy through cinema ticket promotions and cross platform marketing. Learners could present their findings as an infographic, mind map or spider diagram, or a short video. This resource is a feature from Online magazine "Campaign" published on 1 September 2009. https://www.campaignlive.co.uk/article/apg-creative-strategy-awards-comparethemarketcom-meerkat-campaign-vccp/930643	1.5 hours	Unit 1 L02, L03, L04, L05 Unit 3 L02 Unit 6 L01 Unit 9 L01
	Maths Extension Activity Learners could investigate the facts behind the figures quoted in the link given. For example the resource states a value for the percentage reduction in costs and the percentage increase in quotes. The learners could be asked to find out what the numbers are – how many more quotes are given a day/week/year, how much did it cost to get a hit compared with using the new name? These results could be presented and as an extension activity, compared to other campaigns.	30 minutes	
Global reach	Tutors could start by defining the term "global reach" and asking learners to make a list of media companies which they think have a global reach. This could lead to a discussion about why they think this. The learners could be tasked with examining a case study such as Apple or Disney and exploring how these media organisations market their products to a global market. They could also analyse how these media organisations offer 24/7 access through app stores, online services and streaming. They should look at the advantages to both producer and consumer of these distribution methods. Learners could present their findings to the group using PowerPoint or Prezi.	1 hour	Unit 1 L02, L04, L05 Unit 3 L02

LO5 Know about platforms, file formats and methods for distributing digital media products

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Distribution	Tutors could start by asking learners to identify ways in which products could be distributed to consumers. They could select a case study e.g. Netflix and produce a mind map diagram outlining the ways in which Netflix distributes its products to consumers. Learners could be tasked with producing a project proposal for a local charity which outlines how they would use the platforms for distribution listed in L05.1 and why. Findings could be presented as a formal written proposal document. This resource is a useful guide to developing a media strategy for a cause campaign. It was a guest post by Tactical Technology Collective published on the Social Brite website on 27 May 2010. http://www.socialbrite.org/2010/05/27/create-distribute-media-for-a-campaign/	1.5 hours	Unit 1 L02, L04, L05 Unit 3 L03 Unit 10 L02
Connectivity	Learners could be split into teams of two. One team would be tasked with researching the mobile connectivity access listed in L05.3, the other team would research internet connectivity speeds and access in L05.3. Findings could be used to create a quizlet which the other team has to answer. Quizlet is a mobile and web based app which can be used to create flash cards for study and revision purposes: https://quizlet.com/en-gb	1 hour	

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Telephone 02476 851509
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Email vocational.qualifications@ocr.org.uk