

Unit 5: Investigating Interactive Media Products

Unit reference number: L/601/2164

QCF level: 1

Credit value: 4

Guided learning hours: 40

Unit aim

The aim of this unit is to develop learners' knowledge and skills in using simple interactive media technologies. It will enable learners to create simple interactive media products.

Unit introduction

Interactive media involves using design, computer skills and digital technology to create interactive outcomes such as DVDs, websites or computer games. Interactive media may include a range of media such as video, sound, text and images, and will be distinguished by a user interface that allows operation and interaction with the product.

In this unit, learners should develop their understanding of interactive media products by investigating existing products. They will experiment with a range of technologies and techniques which are used in the production of interactive media to build a portfolio of interactive media work which they will review.

Essential resources

The resources needed will vary according to the specific technical and material demands of the multimedia tasks chosen, but are likely to include computers with appropriate software, hardware and peripherals, examples of multimedia products, specialist journals and other reference materials.

Learning outcomes, assessment criteria and unit amplification

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
1	Know about interactive media products	1.1 Identify at least three different interactive media products	<ul style="list-style-type: none"> • <i>Interactive media products:</i> e.g. websites, CD ROMs, DVDs, games, audio guides
		1.2 Describe the purposes of at least three different interactive media products	<ul style="list-style-type: none"> • <i>Purpose:</i> e.g. educational, entertaining, informative
		1.3 Identify at least three considerations when designing an interactive media product	<ul style="list-style-type: none"> • <i>Considerations:</i> target market or audience; the message or information being communicated; the technical elements employed to produce the product; interaction of traditional and new technologies to produce creative visual outcomes
2	Know how interactive media techniques and technology are used	2.1 Describe uses of interactive media techniques	<ul style="list-style-type: none"> • <i>Techniques:</i> how content of product can be integrated into interactive media products, e.g. embedded video in web pages, downloadable video and audio, soundtrack loop on DVD menus, sounds triggered by actions in games
		2.2 Describe uses of interactive media technology	<ul style="list-style-type: none"> • <i>Technology:</i> e.g. video, scanners, digital photography, microphones; software tools, e.g. for image manipulation, web production, video-editing, sound recording and editing, creating simple games, burning to DVD, buttons to link frames and start actions, sound files, video clips or animation sequences
3	Be able to use interactive media	3.1 Identify the purpose of the product	<ul style="list-style-type: none"> • <i>Content:</i> audio, e.g. dialogue, music; visual e.g. video, stills, text, graphics, animation; interactivity, e.g. navigation, links

Learning outcomes		Assessment criteria		Unit amplification
4	techniques and technology to create an interactive media product	3.2	Use interactive media techniques to create the product	<ul style="list-style-type: none"> • <i>Using techniques</i>: integrating content into interactive media products, e.g. embedding video in web pages, downloadable video and audio, soundtrack loop on DVD menus, sounds triggered by actions in games • <i>Using technology</i>: capturing images; recording video; recording audio; producing text
		3.3	Use interactive media technology to create product	
		3.4	Present an interactive media product	
		3.5	Demonstrate safe working practices	<ul style="list-style-type: none"> • <i>Health and safety</i>: eliminating risk to self and others, thinking and working safely within a studio environment
		4.1	Collect feedback on work	<ul style="list-style-type: none"> • <i>Collecting feedback</i>: asking questions; listening to others; feedback from peers, from tutor
4.2	Review aspects that went well	<ul style="list-style-type: none"> • <i>Format of review</i>: e.g. verbal, presentation, discussion, audio, audio-visual, written annotations 		
4.3	Review aspects that could be improved	<ul style="list-style-type: none"> • <i>Performance</i>: aspects, e.g. own work, time management, fitness for purpose of process and product; what was achieved; how it was achieved; how it could be improved 		

Information for tutors

Delivery

This unit is designed to introduce the learner to the development of skills and the exploration of basic techniques for the production of interactive media design work. Learners need the opportunity and freedom to explore interactive media design techniques, equipment and materials at this introductory stage without the confines of a final project brief.

As a starting point learners, should be encouraged to investigate interactive media products they should be familiar with such as websites, DVDs or music CDs with interactive media elements. This should enable the learner to recognise the growing influence of interactive media products on their lives. Learners should develop basic skills and understanding by analysing existing interactive media products and exploring digital techniques and technology.

Learners should be taught to use a variety of techniques and technologies which will inform their own experimentation. This could be linked to a number of tasks or mini-briefs.

Depending on the choice of specialist units, tasks could combine work in different specialist areas such as graphic design, moving image, web design or photography.

Specialist programmes are not required for functions such as animation and interactivity, at this level these can be achieved using more familiar programmes such as PowerPoint. This unit can be used to develop basic skills which will be developed in other units, or to give learners a broad experience of a wide range of skills at a basic level.

Opportunities for learners to review the materials, techniques and processes they use and to discuss and comment on their properties and characteristics as well as their success and/or failure will be important.

Outline learning plan

The outline learning plan has been included in this unit as guidance.

Topic and suggested assignments/activities
Introduction to unit and programme of learning.
Tutor delivery – What is interactive media? – definition, uses and purpose. Learners record different types of interactive products, the purposes of each and considerations when designing the product on worksheets. (learning outcome 1)
Tutor delivery of interactive media techniques and technology. Learner investigation into professional work – visit from guest speaker, or visit to suitable environment. Learners prepare questions to ask. Learners present their findings to the group. Learners describe interactive media techniques and technology, either in discussion or on a worksheet. (learning outcome 2)
Practical workshops and mini tasks – media skills building, including log of work achieved. Workshops could include recording video, audio, camera use, scanning, simple animation, adding interactivity, burning to DVD. (learning outcome 3)
Assignment – portfolio building. Group discussion with peers and tutor for learners to receive feedback and comment on own work. (learning outcome 4)

Assessment

This unit is intended to encourage learners' understanding and potential to use media products interactively. Learners should focus on developing skills through a 'hands on' experience of a range of appropriate technologies. This unit explores the interaction of media and can be achieved with a range of simple equipment and computer technology.

To achieve a pass learners should investigate a range of existing interactive media products. They should experiment with a range of technologies and techniques and comment on their work. Learners may need guidance and assistance but should make constructive use of this to be considered for a pass. When commenting on their own work they will be able to list the strengths and weaknesses of their work and suggest how it could be improved.

To achieve assessment criteria 1.1, 1.2 and 1.3 learners must identify at least three interactive media products and describe the purpose of each. They should also identify at least three factors to be considered when designing an interactive media product. This could be evidenced through a presentation and a signed witness statement. or the completion of a worksheet or proforma supported by a discussion with the tutor.

To achieve assessment criteria 2.1 and 2.2, learners must describe at least two different multimedia techniques and at least two different multimedia technologies.

To achieve assessment criteria 3.1, 3.2 and 3.3, 3.4 and 3.5 learners must be observed using interactive media techniques and technology to create one simple interactive media product. Evidence could take the form of a portfolio of evidence with appropriate annotations and responses to a series of tasks or mini-briefs.

Evidence for assessment criterion 4.1 should be in the form of learners' reflections on their work. This could take the form of a diary, blog or written piece of work, or a group discussion where the learner gathers feedback on work from peers and the tutor. This discussion would have to be backed up by learners' evidence and the discussion must be recorded. To achieve assessment criteria 4.2 and 4.3 the learner should consider two aspects that went well and at least one aspect that could be improved. Observation records and witness statements and recordings must be retained for verification purposes.

Suggested resources

Books

Barron A E and Ivers K – *Multimedia Projects in Education: Designing, Producing and Assessing* (Libraries Unlimited Inc, 2010) ISBN 9781598845341

Branston G and Stafford R – *The Media Student's Book* (Routledge, 2010)
ISBN 9780415558419

Chapman N and J – *Digital Multimedia* (John Wiley and Sons Limited, 2009)
ISBN 978-0470512166

Counts E – *Multimedia Design and Production: For Students and Teachers* (Allyn and Bacon, 2003) ISBN 978-0205343874

Kindem G and Musburger R – *Introduction to Media Production* (Focal Press, 2009)
ISBN 978-0240810829

Vaughan T – *Multimedia: Making it Work*, seventh edition (McGraw-Hill, 2007)
ISBN 978-0072264517

Wall P – *Media Studies for GCSE: Pupil Book* (Collins Educational, 2007)
ISBN 000723497X

Website

www.theory.org.uk/student-tips.htm offering online resources and links for media students