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# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN IT

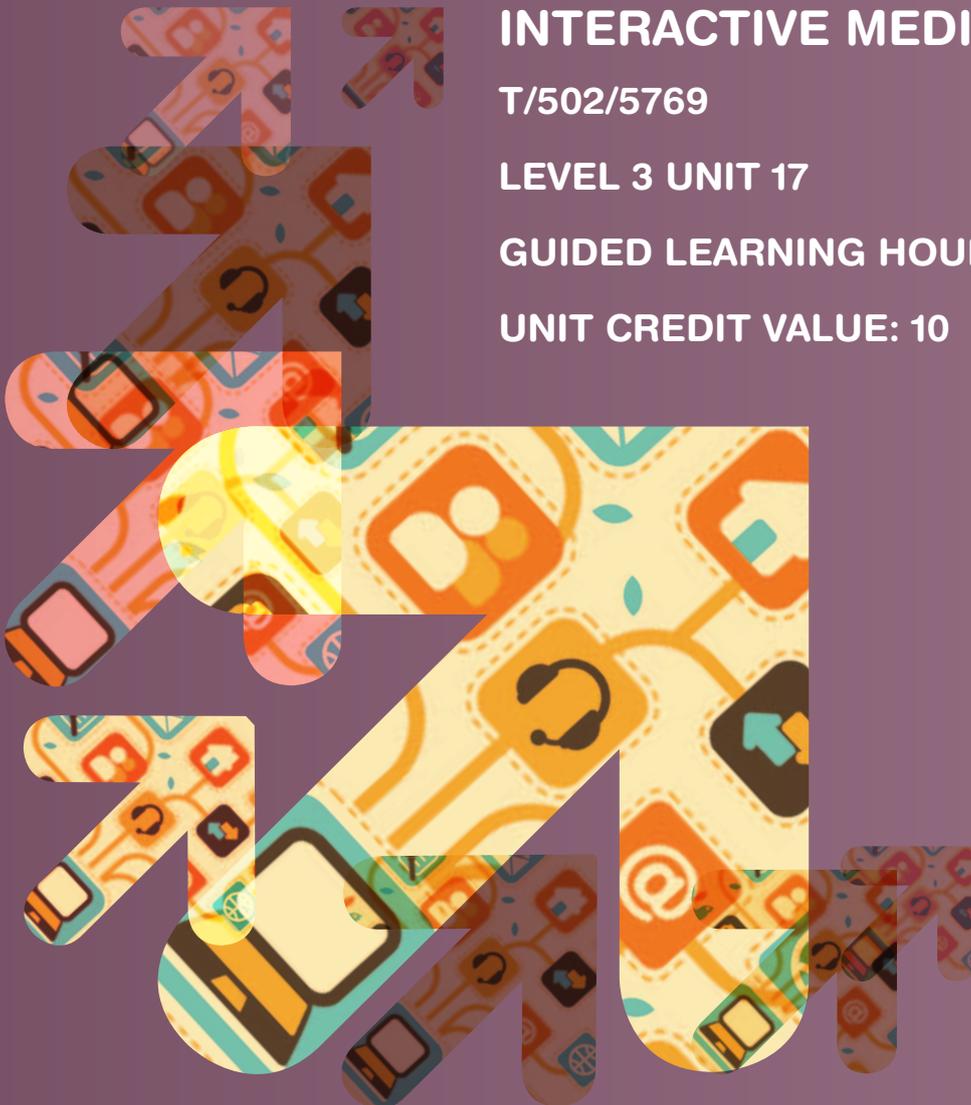
## INTERACTIVE MEDIA AUTHORIZING

T/502/5769

LEVEL 3 UNIT 17

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# INTERACTIVE MEDIA AUTHORIZING

T/502/5769

LEVEL 3 UNIT 17

## AIM OF THE UNIT

This unit focuses primarily on the creation of interactive media products. Learners will study the principles of interactive media authoring before planning and creating their own product.

Interactive media authoring is used for a variety of different purposes, to name a few; e-books, single user games, edutainment material, presentations, and museum touch screen information kiosks. These products usually comprise of a range of multimedia and interactive elements. The distribution of the products can be web-based, on CD/DVD ROM, or apps for mobile devices. There are a range of authoring tools available to use in their production and the creation of its assets. Interactivity can be included in the form of quizzes and games, using scripting languages such as Lingo, Action Script.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>  The learner will:	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner can:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand principles of interactive media authoring	P1 summarise accurately the principles of interactive media authoring with some appropriate use of subject terminology	M1 compare and contrast interactive media authoring products	D1 explain the benefits and drawbacks of the different formats that can be used to deliver interactive media authored products
2 Be able to devise an interactive media product	P2 generate outline ideas for an interactive media product working within appropriate conventions and with some assistance	M2 produce annotated design documentation for an interactive media product to meet a client need	
3 Be able to create an interactive media product following industry practice	P3 create an interactive media product following industry practice, working within appropriate conventions and with some assistance	M3 make improvements to an interactive media product in response to user feedback	D2 evaluate the stages of the production process showing how industry practice has been followed

## 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 Understand principles of interactive media authoring

#### Authoring

- tools (e.g. Director, Flash, Dreamweaver, Mediator, Expression Blend)
- conceptualisation/planning
- design
- creation
- implementation
- testing
- review and evaluation.

#### Purpose

- marketing, promotional, advertisement
- education, training, assessment
- entertainment
- games, virtual reality, simulation
- journalism, information.

#### Delivery Format

- web
- multimedia, CD/DVD ROM, kiosks
- interactive TV
- mobile devices.

#### Components

- text
- images
- sound
- animation
- video.

#### Interactivity and control

- basic (e.g. navigation menu selection, hyperlinks, hotspots)
- scripting
- actions/events
- control (e.g. audio/video/game controls).

#### Benefits

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

#### Limitations

- size
- download time
- type of content
- requirement for plug-ins.

### LO2 Be able to devise an interactive media product

#### Scope

- client needs
- target audience (primary, secondary, tertiary)
- target audience needs
- content
- format.

#### Planning and Design

- navigation map
- storyboarding (e.g. layout, colours, fonts)
- other (e.g. brainstorming, mood boards, script designs)
- source, create and optimise components (e.g. images, animation, sound, video, scripts).

#### Legal and ethical considerations

- legal (e.g. copyright)
- acknowledge sources
- ethical (e.g. intellectual property, misrepresentation, decency).

### LO3 Be able to create an interactive media product following industry practice

#### Project Tasks

- folder and file naming
- file backup
- time planning (e.g. GANTT chart or time plan table, task scheduling, deadlines, production diary)
- use timeline, menus, toolbars, libraries
- set properties
- insert/import/align text
- use a range of components (e.g. images, animations, videos, sounds)
- use appropriate file formats

- apply transitions/effects
- include alternative pathways.

**Interactivity**

- basic (menu selection, hyperlinks, images, hotspots)
- scripting (e.g. Lingo, ActionScript)
- actions/events
- drag and drop, forms
- control (audio/video/game controls).

**Testing**

- test plan/table
- functionality (e.g. working internal/external navigation, content loads/works, sound – volume appropriate, no background noise)
- usability (e.g. clear navigation)
- completeness
- accuracy (e.g. proof read, spell checked, text readable with background colour, clarity)
- accessibility (easy to use, clear text size)
- performance - works in different situations (e.g. laptop and PC).

**User Testing**

- user testing (e.g. questionnaire, interview)
- improvements.

**Publishing**

- self-running product
- CD/DVD-ROM
- website
- mobile app.

**Good practice**

- product review (e.g. against design, for usability, functionality, readability and accessibility)
- project review (e.g. timings, costs, deadlines, milestones, production process and technical ability, costs).

## DELIVERY GUIDANCE

### **Understand principles of interactive media authoring**

This could be delivered through tutor led discussions, demonstrations of the products and research exercises. It would be beneficial for learners to have time to use and see examples of work that can be created using various authoring tools. Learners can research the leading manufacturers in the industry and the different delivery formats. Reporting back to the group will help to improve awareness. It would be beneficial for students to discuss as a group what they think the client and user needs were for the products they look at, and whether they have been fully achieved.

Learners should look in more depth at the different formats that interactive media can be implemented and the different uses of the products such as marketing/promotional/advertisement, entertainment, education/training/assessment, games/virtual reality/simulation, journalism/information. Group work could be used to look at these uses and to feedback to a larger group. This group work should also consider the delivery format (i.e. web, multimedia CD/DVD ROM/Kiosks, Interactive TV, Mobile devices) and the feedback to the rest of the group could include the benefits and drawbacks.

### **Be able to devise an interactive media product**

Learners should then be taught the principles of creating a media product and the production process to include the conceptualisation, design, implementation, testing, review and evaluation. As small groups they should be given scenarios enabling them to conceptualise an interactive media product, to then consider and discuss the design and implementation options which should include the media elements, purpose and interactivity and control. Group review helps at this stage to identify gaps, or improvements. Learners can look at various examples of design documents and practice their creation as exercises such as group:

- brainstorming
- mood boards
- navigation map (showing how the pages link together)
- scripts (used for interaction e.g. Lingo, ActionScript)
- storyboards (showing the layout of pages, considering use of sounds, animation, interactivity).

This can then be refined with the learners working in smaller groups and sharing their work. The key aspects of this can be taught using a variety of methods such as tutor led demonstration, step-by-step tutorials, or video tutorials. Design documents should be produced for products clearly documenting where ideas came from, to be included, the format for publishing, and sources of assets.

Learners 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 to ensure that they comply with legislation when creating their own products. Appropriate legal factors should be discussed within the group to include using music downloads, and the use of images and consideration to be given within the final product.

### **Be able to create an interactive media product following industry practice**

To allow learners the best chance of being creative, it is essential for them to have enough time to become familiar with the software that they are using. Key aspects of the programs can be taught using a variety of methods such as tutor led demonstration, step-by-step tutorials, or video tutorials. Learners should be encouraged to research independently advanced skills to enhance their own knowledge.

Learners should be given an overview of asset management, and effective time management. By this stage, learners should be familiar with the software they are using and the techniques they need to cover to create an interactive media authored product, including publishing to an appropriate format and should have been given the opportunity to create product using the software and assets that they have sourced.

Learners should be taught effective methods for testing. A test plan/table would be a suitable way to do this considering functionality, usability, completeness, accuracy accessibility, performance and how well it has met the original requirements. This could be practiced on existing products created commercially and within the group. They should then be taught how to review feedback from users effectively to make improvements to their product. This is effectively done with small groups feeding back on the work of others and suggesting improvements.

Tutor led discussion with hand out examples could help to show examples of industry practice, as well as how to collect meaningful feedback from test users by using suitable questions which covers all aspects of the product as well as strengths and weaknesses. Learners should then be given products to evaluate against these criteria to identify that these practices have been followed.

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

## Assessment Criteria P1, M1, D1

Assessment criterion P1 could be evidenced by the use of a report or presentation delivered to a group that could be supported by tutor observation, or recorded evidence. This should summarise accurately the principles of interactive media authoring with some appropriate use of subject terminology covering:

- A definition of the tools used for interactive media authoring
- The production process
- Uses of interactive media authoring
- Delivery formats of interactive media authoring products
- Elements included and interactivity and control methods.

*For merit criterion M1, learners should compare and contrast at least 4 different interactive media authoring products, from at least two different formats. This may include new/recent products as well as older products. These may have been created for any commercial purpose. Learners must give detailed reviews to include the content of the products, the possible client and user needs, the format it is delivered in, as well as identifying strengths and weaknesses of the programs, and highlighting possible improvements. This could be presented as a report supported with examples or a presentation delivered to a group that may be supported by video evidence.*

*The distinction criterion D1 could be evidenced as an extension of P1, learners will explain the benefits and drawbacks of different formats that can be used to deliver interactive media authored products. Each of the listed delivery formats in the teaching content should be covered and appropriate terminology should be used in the explanations.*

## Assessment Criteria P2, M2

For assessment criterion P2, outline ideas need to be generated for an interactive media product working within appropriate conventions. A set scenario can be given to learners but it is essential there is enough scope to allow creativity. Alternatively briefs can be agreed on an individual basis. This must include at least 10 pages/screens, and the learner must discuss where their ideas came from, the content they plan to include, the published format, sources of assets and appropriate legal factors. This could be evidenced using mind maps, mood boards, storyboards and learners must include a navigation map and identify the scripts to be used. Learners can be

provided with some assistance when outlining their ideas. Assistance could be as a result of tutor feedback.

*The merit criterion M2 is an extension of P2, learners must produce more detailed annotated designs and layouts for an interactive media product to meet the client's needs. The storyboards and other supporting material must be to a standard where they could be given to another individual to make (and they would be able to). It should include ideas that were rejected after consideration. The client and user needs, and design ideas considered should be fully explained.*

## Assessment Criteria P3, M3, D2

For assessment criterion P3, learners need to create an interactive media product that meets the agreed specification and follows industry practice and working within appropriate conventions. The product should consist of at least 10 pages/screens and include a range of interactive elements and show a range of skills used within the authoring tool. Evidence should also be provided that files have been stored and named appropriately. This may be the product planned in P2/M2. Some assistance can be given to the learner.

Learners need to show that they have worked within appropriate conventions considering time management, possibly through using a GANTT chart and logs. Testing the product should be also carried out using a test plan/table. It is not essential for learners to find errors but as this is an iterative process, all errors found throughout can be shown being corrected using before and after screenshots. The evidence will be the actual product.

*For merit criterion M3 learners should improve their interactive media product following user feedback. Feedback sheets, questionnaires or interviews should be given to at least five members of the group (identified in P1). 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 and provide an opportunity for the target audience to identify possible improvements. At least two appropriate improvements should be made to the program. It should be noted that these should be changing or adding to the program and not correcting functional errors (e.g. links) or mistakes (e.g. spelling). Evidence must include the feedback forms and screenshots to show before and after the changes were made and could be evidenced in the form of a report.*

*For distinction criterion D2 learners should evaluate the stages of the production process to identify that industry practice has been followed efficiently. The reflection should be thorough and make use of appropriate relevant technical language with minimal spelling and grammatical errors. It should demonstrate that they fully understand the production process and be supported with examples from their own work and industry authored products. This could be evidenced in the form of a report or presentation.*

## RESOURCES

You would need:

- professional multimedia creation software: e.g. Flash, Director, Mediator, Expression Blend or other appropriate alternative
- professional 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. It may be more practical for the tutor to find a shortlist of websites/programs for learners to view prior to delivery.*

## 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 company would like an interactive training manual creating for its employees e.g. Health and Safety.
- A music company would like supporting promotional information released on a CD/DVD-ROM to go in a double CD release.
- A local school would like a number of interactive single-user games to be created to help students with their revision.

## MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

**Unit 12** Website production

**Unit 14** Computer animation

**Unit 16** 2D animation production

**Unit 18** Web animation for interactive media

## LINKS TO NOS

**IM1** Work Effectively in Interactive Media

**IM5** Design User Interfaces For Interactive Media Products

**IM6** Use Authoring Tools to Create Interactive Media Products

**IM16** Plan Content for Web and Multimedia Products



## **CONTACT US**

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

We're always delighted to answer questions and give advice.

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