

UNIT NUMBER

UNIT NAME

# CLASSBOOK

## IMPLICIT DELIVERY

**Friday**

**Time:13:00-16:00**

TEACHER: Bill O'Donovan

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### **Assessment task:**

Complete the project task outlined on page 05 of Classbook Implicit - preparing notes and providing evidence of development as required.

Submit completed Classbook Implicit Assessment 02 with assessment response attached as scheduled on the page 03.

### **Submission naming protocol:**

Classbook\_CUADIG40\_Interactive\_Implicit\_Familyname\_Initial.pdf

Submissions that do not follow the naming protocol will not be accepted.

E&I Vocational Educational Delivery Systems - Explicit Edition  
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For DIGITAL MEDIA Wollongong Campus, TAFENSW

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WEEKS	PROGRAM
WK01 08/05/20	Project scope.
WK02 15/05/20	Project research + development.
WK03 22/05/20	Project research + development.
WK04 29/05/20	Prototyping.
WK05 05/06/20	Prototyping.
WK06 12/06/20	Project work.
WK07 19/06/20	Project work. Assessment 02 submission.
WK08 26/06/20	Assessment 02 return.
WK09 00/00/00	

**SCHEDULED DELIVERY**

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**Application:**

This unit describes the skills and knowledge required to author a complete interactive media product, for example, an entire website.

It applies to individuals who apply sound knowledge of mark-up and scripting languages to develop templates, themes styles sheets, forms and form objects for programmers and the technical support team. They may also use a variety of authoring software used to produce complex interactions such as digital simulations, games and puzzles. They work primarily on client-side technologies.

**Learning Outcomes**

1: Identify multimedia elements

2: Identify scope of authoring software

3: Use authoring software

4: Create interactive sequence

5: Evaluate interactive prototype

**Performance Evidence:**

Evidence of the ability to:

- discuss and determine requirements for an interactive media product
- use authoring software to create logical file directory structures and build a prototype of an interactive media product
- evaluate and incorporate feedback from user testing to the prototype
- use authoring software to develop a fully functional interactive media product that:
- conforms to design and creative requirements specifications
- meets accessibility and interoperability standards.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

**Knowledge Evidence:**

To complete the unit requirements safely and effectively, the individual must:

- explain technical requirements for integrating media assets (video, audio, animation, images) for use on a range of delivery platforms
- describe interoperability and accessibility standards used in interactive media product design
- explain the purpose and process of script validation
- outline basic health and safety requirements when working on computers and keyboards.

## PROJECT 02

Using code and production techniques covered in classes, students will develop a basic promotional package delivering print and screen components that implement augmented reality interactive features.

Students can work with augmented reality packages of their choosing, the Artivive software application is recommended.

Students are encouraged to explore inventive and creative ways of leveraging the features and dividends augmented reality offers graphic design production for enhanced communications options.

### **Specifications:**

Screen and print ready treatments successfully implementing augmented reality as interactive features.

Submitted as a multi-page PDF.

### **Pass Criteria:**

- Scope and intention of package clearly established.
- Files and components managed in practical manner meeting standard production protocols – package functions across media platforms.
- Successful implementation of augmented reality features.
- The submission must reflect an appropriate level of attention to layout and document proofing. Submitted on time.

**Due: 19/06/20**

# FOUNDATION SKILLS

The language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

SKILL	PERFORMANCE CRITERIA	
<b>Reading</b>	<b>1.1, 1.2, 3.1, 4.2-4.4, 4.6-4.9, 5.2, 5.5, 6.1, 6.3, 6.4, 6.5</b>	Selects and applies a range of reading strategies to interpret design and technical requirements Reviews and interprets feedback from user trials to enable completion of final product Validates scripting to ensure accurate operation of interactive media Locates correct folders for logical storing of electronic data to assist with production
<b>Writing</b>	<b>3.1, 4.3, 4.9, 6.5</b>	Creates a range of texts incorporating specific scripting language, mark-up and standard file naming conventions
<b>Oral Communication</b>	<b>1.3, 1.4, 2.2, 4.8, 5.1-5.6</b>	Uses clear language, questioning and listening techniques to specify and discuss interactive prototypes and final product
<b>Navigate the world of work</b>	<b>3.3</b>	Complies with legislative responsibilities
<b>Interact with others</b>	<b>1.3,1.4, 2.2, 4.8, 5.1-5.6</b>	Uses appropriate communication practices and protocols to confirm requirements and present prototypes to a range of personnel
<b>Get the work done</b>	<b>1.1-1.4, 2.1-2.3, 3.1, 3.2, 4.1-4.9, 5.1-5.6, 6.1-6.6</b>	Takes responsibility for managing a range of tasks concurrently to produce an interactive prototype and final product which meets creative, production and technical requirements Applies evaluation and diagnostic tests to identify necessary adjustments Uses authoring and graphics software to create, test, evaluate and adjust interactive prototypes Identifies, saves and stores final prototypes in digital format

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### **Declaration**

The work submitted in this document represents work undertaken by myself in class and independently towards addressing the listed unit of study.

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Date

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