H6INMULT: Introduction to Multimedia

Module Code:	H6INMULT
Long Title	Introduction to Multimedia APPROVED
Title	Introduction to Multimedia
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	10
Module Coordinator:	PRAMOD PATHAK
Module Author:	Helen Power
Departments:	
Specifications of the qualifications and experience required of staff	

Learning Outcomes	
On successful completion of this module the learner will be able to:	
#	**Learning Outcome Description**
LO1	Describe the theoretical concepts and essential properties of multimedia
LO2	Differentiate between the various components that typically make up a multimedia project
LO3	Apply the principles of human-computer interaction design to the design of multimedia projects
LO4	Develop multimedia interfaces in accordance with the principles of multimedia authoring
LO5	Use a range of different multimedia development tools to produce different user interfaces
LO6	Ascertain which approaches to use when implementing multimedia projects for different users

Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment

Indicative Content

Theory (40%)
• Introduction to multimedia – Definition, history, future, multimedia hardware, multimedia software • Components of multimedia production – Text, sound, images, animation, video • Human Computer Interaction Design – Goals, principles, concepts of cognition and user models • Principles of multimedia authoring – Development lifecycle, multimedia production teams, design patterns

Multimedia Authoring Tools (60%)
• Creating and designing multimedia applications e.g. Using Adobe Creative Suite – Flash, Fireworks, Dreamweaver, Flash Builder. • Authoring tools will be used to experiment with approaches for: o UI design o Building multimedia rich websites o Animation o Game design o Scripting for multimedia e.g. ActionScript • Developing 3D models and animations e.g. Using Blender, and open source 3D content creation suite. • Additional newly emerging technologies for use in creating interactive multimedia applications.

Teaching methodology:
The learning strategy involves the use of lectures, tutorials and practical labs work as appropriate. Students will also have access to web based support.

Assessment Breakdown	%
Coursework	100.00%

Assessments

Full Time

Coursework

Assessment Type:	Project	**% of total:**	40
Assessment Date:	n/a	**Outcome addressed:**	3,4,5,6
Non-Marked:	No		
Assessment Description: No Description			

Assessment Type:	Other	**% of total:**	60
Assessment Date:	n/a	**Outcome addressed:**	1,2
Non-Marked:	No		
Assessment Description: Continuous Assessment			

No End of Module Assessment

No Workplace Assessment

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Lecture	No Description	4	Every Week	4.00
Lab	No Description	4	Every Week	4.00
			Total Weekly Contact Hours	8.00
Workload: Part Time				
Workload Type	*Workload Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Lecture	No Description	2	Every Week	2.00
Lab	No Description	2	Every Week	2.00
			Total Weekly Contact Hours	4.00

Module Resources

Recommended Book Resources

> **Alan Cooper. (2007), About Face 3: The Essentials of Interaction Design, Wiley.**

> **Mark Pilgrim. (2010), HTML5 Up and Running, O'Reilly.**

> **James Governor. (2009), Web 2.0 Architectures What Entrepreneurs and Information Architects Need to Know, O'Reilly.**

> **Bill Scott and Theresa Neil. (2009), Designing Web Interfaces: Principles and Patterns for Rich Interactions, O'Reilly.**

Supplementary Book Resources

> **Preece, J. et al. (2007), Interaction Design :beyond human computer interaction, John Wiley & Sons.**

This module does not have any article/paper resources

Other Resources

> **[Website], Blender. (2012), Blender Tutorial' [Internet],**
> **http://www.blender.org/education-help/tu torials/**

Discussion Note: