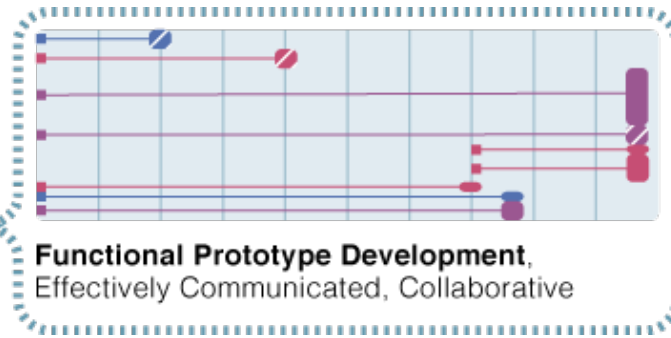


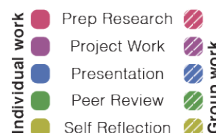
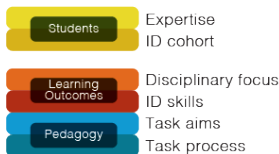
# MM31



multiplemeasures.org.au



**Functional Prototype Development,**  
Effectively Communicated, Collaborative



## SUMMARY FOR BENCHMARKING

### How well is interdisciplinary learning supported by the assessment design?

This multidisciplinary, real-world orientated group work brings together undergraduate students (MM29) from one faculty with masters level students from another faculty. For the masters students considered here, it contributes 60% of assessable marks and is the focus of this summary (although the other assessment tasks are included for completeness). The focus on a shared challenge and the opportunity for its realisation through publication by clients brings incentive for development, and for the development of collaboration skills that draw on the discipline areas involved.

### How well does the assessment design fit the ID cohort?

#### Does it fit the level of student expertise?

The ID project undertaken by these masters students calls for the productive application of a range of developed discipline-specific skills and response to 'real world' clients as well as undergraduate 'news producers'.

#### Does it respond to the range and style of cohort learning expectations?

Students involved in the project come from a number of disciplinary backgrounds with a variety of expectations of the learning culture. The inclusion of students from a variety of year levels (when considered in conjunction with MM29), as well as from different cultural backgrounds is not represented in this measure however also influenced the culture of the cohort.

### How well does the assessment design align to intended ID learning outcomes?

#### Do the tasks and criteria sufficiently support development of students' disciplinary practices?

The development of students' disciplinary skill set, and personal practices is enhanced by the identification of key roles within the group project that relate to the specialisations within the cohort. Groups are required and supported to take on these specified roles, and to further develop particular skillsets to contribute to the group.

#### Do the tasks and criteria sufficiently support development of students' interdisciplinary skills?

While broad ID skills are not the emphasis of this unit, the supported development of approaches to enable effective ID group work is an ambition and a valued outcome of this approach.

#### Do the student / staff roles influencing project direction / aims support the ID learning outcomes?

Staff develop the brief for the project in consultation with the client, and a set of focused supports to assist students' understanding of the context and possibilities for the assessment task. Regular feedback provides students with clear direction over the course of production.

#### Do the student / staff roles influencing project process / development support ID learning outcomes?

Students manage the production of their work informed by consultation and advice from staff. Input of staff to the production of the final outcome is more direct via the undergraduate cohort, and so is received 'second hand' via student collaborators. These more mature students are expected to navigate the production of creative work more independently.

## UNIT/SUBJECT/COURSE OUTLINE + OUTCOMES

This Masters unit advances the student's knowledge of multimedia design principles with a strong emphasis on interface design. Particular emphasis is placed on the role of interactivity, virtual space and multimedia authoring in multimedia design, including the skills and techniques to use these elements in electronic documents. Students undertake project work that explores a wide range of technical skills and conceptual models involved with the production of interactive media. Individual's specialist skills and folio preparation will also be covered.

### Learning Outcomes:

- Understand the language of interactive media and the application of multimedia design principles
- Understand the purpose of interface design in electronic communication
- Have an understanding of the nature of interactive media elements, including interactivity, virtual space, and multimedia authoring
- Be able to analyse interactive media, and identify the various multimedia elements and authoring techniques used
- Be able to identify multimedia design problems and determine the appropriate multimedia elements in response to the design problem
- Understand and have the ability to analyse the benefits and constraints of different delivery platforms for multimedia design, including digital video, the internet, cd-rom, dvd-rom, site-specific installation, and other technologies
- Be able to use interactivity, virtual space, and multimedia authoring as multimedia elements in electronic documents
- Be familiar with the process of publishing an electronic media document
- Be able to critically approach problem-solving, embracing current technological and philosophical developments in multimedia design
- Be able to optimise a media file for a streaming from a specific delivery platform
- Develop a self-directed approach to the development of interactive media works, utilising independent research and evaluation methods
- Be aware of the specialised roles identified in the multimedia industry, and to identify which role best matches their set of skills.

## UNIT/SUBJECT/COURSE ACTIVITIES & ASSESSMENT TASKS

**Interactive Digital Narrative: Major Project & Minor Project 2 (60%)** Concept presentation: (10% Minor Project 1 - group mark) Proposal & Planning document: (10% group mark) Functional Prototype development: (30% individual mark) Group coherence & Collective work ethic (10% group mark)

Students enrolled in this unit are to work on a collaborative assignment with students from the school of Media, Film and Journalism at Monash University. This is an interactive multimedia production that is likely to be published as a link on a number of digital publications.

Multimedia students will work in teams and will be assigned news producers from the school of Media, Film and Journalism. The news producers will oversee the narrative and its accuracy, be responsible for supplying the text content, photography, video and other media/data assets. The user experience, aesthetics, interactivity and functionality will all be designed and created by the multimedia student groups in collaborations with the assigned journalism students.

**Final Graduating Project Proposal (20%)** Research & Literature Review: (5%) Clearly articulated Aims and Objectives, Scoping of Concept, Ideas and planning: (15%)

Create a proposal document for a major multimedia design project to be produced & developed the following semester. The document is a justification for your final semester's graduating multimedia design project. It must include a literature review, background research on the subject matter as well as the platform/ media of choice. This proposal also should display relevant evidence of planning, and other visualizations such as wireframes, navigational pathways, concept art, storyboards or anything deemed necessary to support the project.

**Brand Experience Design (Minor Project) (20%)** Visual Identity design solution, mock-ups, visualisations and proposal diagrams for a digital in-store brand experience (10%) Design rationale, research (written component 5%) Presentation of document (5%)

Design a new visual identity and create a digital media design solution for an in-store brand experience. This facet of the studio unit requires students to create a series of digital communication outputs based around a simulated in-store digital design experience. The class recognises that the role of a digital designer is today multifaceted requiring practitioners to be conversant with a range of digital communication expressions from brand identity, web and app design through to online advertising and in-store promotion.

## ASSESSMENT CRITERIA / MARKING

- Concept presentation and presentation of document
- Proposal and planning document
- Functional prototype development
- Group coherence and collective work ethic
- Research, literature review, design rationale and written component with clearly articulated aims and objectives
- Scoping of concept, ideas and planning, visual identity design solution