



Module Descriptor

Digital Media Technology

Award Type: Minor
Award Level: 4
Award Code: 4N1858
Validation date: 10th July 2012

Revision 1.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with the knowledge, skill and competence to use a range of digital media technologies in a supervised environment, and to understand their uses in an organizational context. It is designed to enable progression to further education, training or supervised employment.

Module Duration: The learning effort required from a typical learner to successfully achieve the stated learning outcomes for the module is **100 hours**.

Learning Outcomes: By the end of this module, the learner will be able to:

1. Describe a range of current digital media technologies, and their application in daily life and in an organizational context.
2. Explain the role of digital media technology in a range of organizations.
3. Describe the evolution of digital media technology and the impact it has on the business environment.
4. Outline the pre-production, production and post-production stages involved in the creation of digital media content.
5. Explain how a range of media technologies meet the technology requirements of a variety of familiar organizations.
6. Explain the role of digital media technologies in the creation of an online identity.
7. Use a range of current digital media technologies and applications, to include digital video and audio, social media applications and mobile technologies, to create digital media content.
8. Set up a business page on a social networking website, including using available tools to promote the business and monitor activity.
9. Maintain digital media channels by uploading and updating content, to include audio, video and text.
10. Apply the legal requirements of digital media technology usage, to include copyright law, workplace policies, privacy legislation and other applicable legislation,
11. Create digital media content to meet an organization's requirements.

Key Learning Points

Learning Outcome 1:

Describe a range of current digital media technologies, and their application in daily life and in an organizational context.

Key Learning Points

- Description of digital media technology.
- Description of a range of common digital media technologies, including computers, storage media, still and digital cameras, TV, phones, Internet, websites, e-mail, e-books, e-commerce and games.
- Broadly identifying how each of the above can be used by an individual for personal convenience and entertainment.
- Broadly identifying how each of the above can be used by businesses and organizations to fulfil their operational needs and requirements.

Learning Outcome 2:

Explain the role of digital media technology in a range of organizations.

Key Learning Points

- Identifying organizations in which digital media technology has a role, including government, businesses, educational institutions, charity organizations and clubs.
- Identifying the role of digital media in payroll and accounts, and Internet business banking (IBB).
- Describing the role of digital media in record keeping and filing.
- Identifying the use of digital media for communications and information provision through websites, e-mail, discussion forums, SMS messaging and mobile phones.
- Describing the role of digital media in e-learning and learning support.
- Identifying the function of digital media in e-commerce.

Learning Outcome 3:

Describe the evolution of digital media technology and the impact it has on the business environment.

Key Learning Points

- Outlining the growth of the World Wide Web (WWW) from its roots in governments and academic institutions to a worldwide resource.
- Outlining the progression from mainframe computers to desktop international business machine (IBM) PCs.
- Describing hypertext and website development and their use in business.
- Describing communication tools such as e-mail, chat rooms and audio and video conferencing, and their effects on business.
- Describing the use of digital images and digital video in training, education and marketing in business.
- Describing media storage development, including hard drives, floppy diskettes, compact discs (CDs), digital versatile discs (DVDs), compact flash memory cards,

secure digital (SD) cards, universal serial bus (USB) memory sticks and portable hard drives.

- Outlining the implications of the above data storage devices for business data security and protection.
- Describing the use of bar codes in retail business.
- Outlining the development of mobile phones, personal digital assistants (PDAs) and smartphones, and their effect on business.

Learning Outcome 4:

Outline the pre-production, production and post-production stages involved in the creation of digital media content.

Key Learning Points

- Identifying steps in planning a photo shoot.
- Identifying types of video shots and their purpose in production.
- Describing a storyboard for planning a video production.
- Describing a script for audio or video production.
- Identifying the content and layout of a model release form.
- Identifying equipment required for a photo and video shoot.
- Describing the functions of equipment used in a photo and video shoot.
- Identifying equipment used in audio recording.
- Describing the functions of equipment used in audio recording.
- Identifying photo editing software applications.
- Identifying editing software applications for audio and video.
- Matching correct quality outputs for photographs for use in printing or on the Internet.
- Matching correct quality outputs for audio and video for use as computer files, DVD, CD or on the Internet.

Learning Outcome 5:

Explain how a range of media technologies meet the technology requirements of a variety of familiar organizations.

Key Learning Points

- Outlining how government bodies use digital media for record keeping, information provision, self-assessment tax collection and road tax payments.
- Explaining ATM Cards, debit and credit cards, and electronic payments in the banking sector.
- Identifying the use of pass cards, digital cameras and fingerprint scanners for security in business and government organizations.
- Outlining the use of websites, social media and e-commerce by retail outlets for marketing and sale of merchandise.
- Describing the use of loyalty cards by retail outlets to build customer relationships and track customer purchasing preferences.
- Identifying how membership cards are used to control access and track

membership attendance at health fitness centres, clubs and libraries.

- Outlining digital broadcasting of TV and radio.
- Outlining how educational institutions use digital media to support learning, track student progress and distribute results through managed learning environments (MLEs).

Learning Outcome 6:

Explain the role of digital media technologies in the creation of an online identity.

Key Learning Points

- Describing what is meant by an online identity.
- Describing online communities, web blogs, bulletin boards, chat rooms and forums.
- Outlining social software.
- Describing online identity management tools.
- Describing social networking companies including Facebook, Twitter, LinkedIn, Flickr and Myspace.
- Explaining social media optimization (SMO) and social media marketing (SMM).
- Outlining domain registration and website hosting companies.
- Describing indexing a website with Google.
- Describing page titles and meta descriptions
- Explaining search engine optimization (SEO).
- Protecting online identity.

Learning Outcome 7:

Use a range of current digital media technologies and applications, to include digital video and audio, social media applications and mobile technologies, to create digital media content.

Key Learning Points

- Steps involved in setting up a short photo or video shoot.
- Using digital video cameras and mobile phones.
- Using a digital stills camera or mobile phone.
- Setting up an audio recording session.
- Using computers and mobile phones to record an audio session.
- Basic photo editing tasks: adjusting brightness and contrast, cropping, hue and saturation, resizing, and saving images for the Web.
- Basic video editing techniques: splitting, trimming, joining, transitions and titles.
- Basic audio editing techniques: splitting, trimming, joining, noise reduction and fading.
- Producing digital media to meet an organization's needs.
- Posting video, audio and image productions to a social media application.

Learning Outcome 8:

Set up a business page on a social networking website, including using available tools to promote the business and monitor activity.

Key Learning Points

- Identifying differences between business and personal pages.
- Identifying reasons for setting up a business page.
- Identifying general content of a social media business page.
- Creating a real or fictional business page on a social media website like Facebook, Twitter, LinkedIn, Flickr or Myspace.
- Managing settings and permissions.
- Adding and managing content to promote the business and brand.
- Creating a following and building connections and links using a variety of methods.
- Tools such as Facebook Insights for viewing daily and weekly statistics and popularity.
- Tools such as Nutshellmail for monitoring Facebook pages, Twitter handles and other social media accounts.

Learning Outcome 9:

Maintain digital media channels by uploading and updating content, to include audio, video and text.

Key Learning Points

- Developing a posting or updating plan to keep content updated and users interested.
- Developing content relevant to the business' area.
- Uploading video and audio content to business pages of social media websites.
- Using correct font type and size for web reading.
- Uploading and changing text on social media websites.

Learning Outcome 10:

Apply the legal requirements of digital media technology usage, to include copyright law, workplace policies, privacy legislation and other applicable legislation.

Key Learning Points

- Understanding of the nature of copyright and related rights.
- Understanding of the reasons for copyright law.
- Identifying methods of copyrighting.
- Outlining key points of the Copyright and Related Rights Act 2000.
- Citing and referencing requirements for use of digital content in educational submissions.
- Outlining the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003.
- Definitions of data controller and data processor within an organization.
- Understanding key points of the summary booklet '*Data Protection Acts 1988 and 2003: A Guide for Data Controllers*' by the Data Protection Commissioner.

- Outlining the eight rules of data protection.

Learning Outcome 11:

Create digital media content to meet an organization's requirements.

Key Learning Points

- Assessing an organization's requirements and deciding on relevant digital media (DM) content.
- Identifying suitable and relevant scenarios, role plays and locations for an organization's requirements.
- Producing short video clips, audio recordings and a portfolio of images to meet an organization's requirements.

Assessment Specification

Award Title:	Digital Media Technology
Award Type:	Minor
Framework Level:	4
Award Code:	4N1858
Credit Value :	10

Assessment	Duration	Assessment Details	Weighting	Stage at which assessment takes place
PR	Over the duration of the module.	Create a short video promoting a business.	40%	Should be given to learners early in the module allowing learners to acquire relevant knowledge and information.
PO	Over the duration of the module.	Investigation into the roles of digital media.	20%	Should be given to learners early in the module allowing learners to acquire relevant knowledge and information.
SD	Over the duration of the module.	Set up a business page on a social networking website.	40%	Should be given to learners early in the module allowing learners to acquire relevant knowledge and information.

Award Classifications

Grades	Standards
Pass Merit Distinction	50–64% 65–79% 80–100%

Suggested Learning Methodologies

- Private study.
- Group work in areas of possible general knowledge or previous informal learning.
- Task-based problem solving using both individual and group tasks.
- Online research exercises.
- Online content production exercises.
- Video and audio editing software skills improvement exercises.
- Role play.
- Peer presentations.
- Online and face-to-face collaborative learning.
- Practical exercises to improve camera handling and audio recording skills.
- Simulation exercises in the planning and production of digital media for use by an organization.
- Peer review of these productions under structured criteria.

Specific Module Requirements

The following is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the course at the discretion of the Manager

- Computers with USB ports, speakers or earphones and microphone sockets.
- Digital microphones (one between every four learners).
- Audio editing software (free download at <http://audacity.sourceforge.net/download/>).
- Broadband Internet access.
- Digital stills cameras (one between every four learners)
- Digital image editing software (free download at <http://picasa.google.com/>)
- Digital video cameras (one between every four learners) with hard drive or SD card storage.
- Tripods (one per video camera).
- Digital video editing software (free download for Windows XP and Vista at <http://windows-movie-maker.en.softonic.com/> or Windows 7 at <http://explore.live.com/windows-live-movie-maker>)

Microsoft Movie Maker:

<http://www.microsoft.com/windowsxp/downloads/updates/moviemaker2.msp>

Apple iMovie: <http://www.apple.com/ilife/imovie/>

WAX: <http://www.debugmode.com/wax/>

ZWEI-STEIN: <http://www.thugsatbay.com/tab/?q=zweistein>

- Mobile phones.
- Student personal resource: USB memory stick minimum 4GB.

Suggested Learning Resources

- Online learner forum for students to ask questions of peers, collaborate on projects, and share ideas, links and pdf articles (forum software free at <http://www.phpbb.com/>)
- Setting up a business page on Twitter <http://www.koozai.com/blog/social-media/how-to-set-up-a-twitter-account-for-a-business-23871/>
- Setting up a business page on Facebook <http://img.constantcontact.com/docs/pdf/facebook-quick-guide.pdf>
- Data Protection Act 1988 <http://www.irishstatutebook.ie/1988/en/act/pub/0025/index.html>
- Data Protection (Amendment) Act 2003 <http://www.irishstatutebook.ie/pdf/2003/EN.ACT.2003.0006.pdf>
- A Guide for Data Controllers <http://www.dataprotection.ie/documents/forms/NewAGuideForDataControllers.pdf>
- Copyright and Related Rights Act 2000 <http://www.irishstatutebook.ie/pdf/2000/en.act.2000.0028.pdf>
- Copyright and Related Rights Act 2000 Information Notes <http://www.patentsoffice.ie/PDF%20Documents/copyright%20inforonote.pdf>
- Guidelines for good audio recording <http://www.14by14.com/Audioguidelines.html>
- Using a digital stills camera <http://www.shortcourses.com/use/>
- Tips for shooting good videos http://www.homexchangevacation.com/images/exchangeaway_video_shooting_tips.pdf
- Guidelines for shooting good videos <http://ksedtech.wikispaces.com/file/view/GuidelinesforShootingVideo.pdf>

Recommended by: _____

Manager, Training Policy Development and Support

Approved by: _____

Director, Training Policy Development and Support