SM2233: MULTIMEDIA PRODUCTION PROJECT

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Multimedia Production Project

Subject Code
SM - School of Creative Media
Course Number
2233

Academic Unit
School of Creative Media (SM)

College/School
School of Creative Media (SM)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract
This course is design to train students to work systematically and professionally on their projects or products from
Final Year Projects to client-based or self-initiative ventures. The main goal is to provide students a solid background to

handle projects that require both innovative ideas and media technology skills. This course is a survey of the multimedia production process starting with the initial proposal, following the different steps of the process, to quality assurance and distribution. Interaction between technical and creative sides of the process is the core focus. The modifications of the generic production process required to handle different types of media will also be discussed. The main topics covered in this course include:

1. The general multimedia production process.

2. Different types of multimedia projects and how they influence the production process.

3. The interaction between the technical and creative aspects of a project.

4. Practical production issues.

5. Creating your own multimedia Project / business.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand key principles of multimedia production process		x	x	
2	Develop essential hands-on skills required to produce multimedia projects or products			x	
3	Evaluate quality of media project output critically				x
4	Realize the importance of collaboration and teamwork ethics		x		
5	Cultivate high level of initiative and responsibility in project management and production		x		
6	Associate, combine and integrate knowledge from different disciplines (e.g. mathematics, sciences, literature etc) into course assignments				x

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Lecture & seminar on related topics; Case research and analysis	1	
2	Research report	Proposal writing & project planning workshops; Tutorial presentations	1, 2	

| 3 | Group project | Project presentation, peer review and critique | 2, 3 | |
| 4 | Group project | Student collaborations in assigned multimedia projects | 4, 5, 6 | |

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Multimedia project Proposal writing	1, 2	15	
2	Active participation in workshops and group discussion	1, 2, 3, 4, 5, 6	10	
3	Presentation on project planning and execution	2, 3	15	
4	Self-reflection journal to report and evaluate production process; peer review	4, 5	20	
5	Assessment on final output of student productions	1, 2, 3, 4, 5, 6	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Multimedia project Proposal writing / Final Output of Student Productions

Criterion

Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.

Excellent (A+, A, A-)

- Work has strong affective quality and the articulation of personal styles and signature
- Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium
- Work raises questions and instill insights about the process of conception, creative strategization and production
Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project
- Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment

Good (B+, B, B-)

- Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium
- Ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions

Fair (C+, C, C-)

- Basic appreciation and/or application of the aesthetic and expressive qualities of the medium
- Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

Marginal (D)

- Marginal appreciation of the aesthetic and expressive qualities of the medium
- Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration
- Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

Failure (F)

- No appreciation of the aesthetics and expressive qualities of the medium
- Fail to create project/ work that demonstrate the processes of thinking and creative exploration
- Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

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Assessment Task

2. Participation in Workshop and Discussion

Criterion

This assessment task reviews students' participation and performance in discussions, debates and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre-class preparation and interpersonal sensitivity to his/her peer members.

Excellent (A+, A, A-)

- Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points
- In-depth pre-class preparation and familiarity with peer reports and other materials
- Interpret others' views with an open mind and ready to negotiate
- Readiness to share personal insight via analysis and synthesis with informed views
- Constructively critical, thus facilitating the discovery of new issues

Good (B+, B, B-)

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points
- Adequate pre-class preparation and familiarity with peer reports and other materials
- Interpret opinions effectively

Fair (C+, C, C-)

- Attentive in in-class participation, listening with comprehension, but only infrequently contributing
- Adequate pre-class preparation but little familiarity with peer reports and other materials
- Fair ability in interpreting opinions

Marginal (D)

- Unmotivated to participate in class discussion or comment on other people's views
- Little pre-class preparation and familiarity with peer reports and other materials
- Poor ability in interpreting opinions

Failure (F)

- Unwilling to participate in class discussion and comment on other points, even when requested by the teacher
- No pre-class preparation and familiarity with peer reports and other materials
- Minimal ability in interpreting opinions

Assessment Task

3. Presentation

Criterion

This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

Excellent (A+, A, A-)

- Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter
- Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management
- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize

Good (B+, B, B-)

- Adequate content with firm grasp of the material that informs the audience on a subject matter
- Reasonable organization, balanced structure and composition
- Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management

Fair (C+, C, C-)

- Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter
- Fair organization, weak structure and composition
- Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management

Marginal (D)

- Weak content, loose grasp of the general ideas with some knowledge of the subject matter
- Poor organization, structure and composition
- Poor presentation skills: marginal pronunciation, expression and diction, poor time-management

Failure (F)

- Inadequate content, fail to identify the general ideas with knowledge of the subject matter
- No organization, structure or/and composition
- Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

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Assessment Task

4. D.Self-Reflection Journal

Criterion

Students should demonstrate ability to utilize primary and secondary sources, build up argument and analysis. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

Excellent (A+, A, A-)

- Excellent grasp of research material, able to explain key concepts, assumptions and debates
- Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative
- Insightful interpretation of the subject matter with distinct themes and thesis
- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize
- Ability to approach a text or a theme using a variety of theories and analytical tools
- Strong bibliography suggesting breadth and depth of coverage and informed insights

Good (B+, B, B-)

- Firm grasp of materials, able to explain key concepts and assumptions

- Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand
- Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently
- Organized bibliography which can be utilized in accordance with the topic

Fair (C+, C, C-)

- Comprehensive grasp of materials, able to explain key concepts
- Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand
- Relevant points to the subject matter, fair ability to interpret opinions
- Unorganized bibliography which can be utilized in accordance with the topic

Marginal (D)

- Loose grasp of materials, cannot explain key concepts
- Poor organization and structure, weak content, limited use of resources
- Relevant points to the subject matter, marginal ability to interpret opinions
- Insufficient and/or unorganized bibliography

Failure (F)

- Poor grasp of materials
- No organization and structure, inadequate content, no/ irrelevant use of resources
- Irrelevant points to the subject matter, minimal ability to interpret opinions
- Irrelevant bibliography

Additional Information for AR

All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

Part III Other Information

Keyword Syllabus

Multimedia Production Process, Integration, Initial Proposals, Requirements, Contracts And Legal Issues, Planning And Budgeting The Production Process Managing People And The Production Process, Testing And Quality Control, Distribution, Types Of Multimedia Projects Production, Media Standards, Media Performance, Storage Issues, Asset Management, Time Management, Controlling Costs, Sourcing, Budgeting, Funds Control, Marketing , Traditional Media, Person-To-Person communication, Electronic Promotion, Networking, Professional Conventions, Affiliated Bodies, Social Skills, Social Functions, Participants-Customers Follow-Up, Sponsors-Clients Connections.

Reading List

Compulsory Readings

	Title
1	Albarran, Alan B., "Management of Electronic and Digital Media", 6th edition, Wadsworth Publishing, 2016.
2	Lyons, Nancy /Wilker, Meghan, "Interactive Project Management , Pixels, People and Process", Second Edition, New Riders, 2012.

Additional Readings

	Title
1	Davis, Howard, "Managing creativity: the dynamics of work and organization", Buckingham: Open University Press, 2000.