

Timing: 1 to 2 hours

Level: Ages 15 and up

Career research

Activity Overview

There are many kinds of jobs within the design field including careers in graphic design, web development, video production, and so on. In order for students to take the skills they are using and apply them in the real world they should understand what career choices are available and what qualifications and skill sets they will need to be hired for a job in their desired field. In this activity, students research career areas and job titles to help them identify career goals, necessary certifications and qualifications, and to help them determine the focus and goals of a portfolio.

Activity Objectives

Project management skills

- Organizing and managing content

Research and communication skills

- Investigating and researching career areas
- Researching relevant job skills and career opportunities
- Writing and editing content

Project Assets

- *Guide*: Digital careers

Background preparation resources

[Technical and content information](#)

[ISTE NETS*S Standards for Students](#)

Activity Steps

1. In order for students to take the skills they are using and apply them in the real world they should understand what career choices are available and what qualifications and skill sets they will need to be hired for a job in their desired field. Distribute the *Digital careers* guide, and discuss the types career areas and job titles in web design, web development, interactive media design and development, video and audio production, graphic design, and/or print production.
2. Ask students to research career areas and job titles depending on their area of interest and expertise. Explain that to prepare them for real-world experience, they should research job opportunities and requirements on recruitment sites to help them visualize and plan for career goals and expectations. Ask students to research potential interview questions for these types of job opportunities and plan how they will market their skills and approach the jobs or programs of interest.
Note: Students may also explore the work of professionals in different fields by browsing Behance (<http://www.behance.net/search>) and filtering by the many different creative fields. This will help them visualize the projects that professionals in these fields create and get a better understanding of the skills that top creative professionals have.
3. Using the information they gathered in their research, ask them to create a research document that includes the following:
 - Career(s) they are potentially interested in.
 - Specific job descriptions with qualifications within their career(s) area(s).
 - Expected skill sets for each career area if there is more than one.
 - Expected technical knowledge for each career area of there is more than one.
 - Necessary training and/or qualifications the students need in order to work a particular career.
 - Expected salary for specific jobs.
4. Explain that students will use this research document to help them create the focus of and goals for a portfolio used to showcase their skills and projects.

Assessment:

Research document	Absent or incomplete.	Research documents covers a career area. Research document provides career area information such as job description, qualifications, skill set, technical knowledge, required training, and salary information.	Research clearly covers one or more specific career area. Research document provides specific career area information and examples such as job description, qualifications, skill set, technical knowledge, required training, and salary information. Research document identifies the skills and concepts tied to the job or higher education program areas students are interested in pursuing.
--------------------------	-----------------------	---	--

Background preparation resources:

- For more teaching and learning resources on the topics in this project, search for resources from the community on the Adobe Education Exchange: <http://edex.adobe.com/>
- Profiles and projects of creative professionals: <http://www.behance.net/>
- 99U highlights real-world best practices for making ideas happen, including tips for career development: <http://99u.com/>

Web career information

- What is a web professional: www.markdubois.info/weblog/2012/01/what-is-a-web-professional/
- The World Organization of Webmasters (an organization providing community education and certification resources to Web professionals in all phases of their careers): <http://webprofessionals.org/>

Print production and graphic design careers:

- Graphic Design: A Career Guide, from AIGA: www.aiga.org/guide-careerguide/
- Lists of graphic design and print production jobs with descriptions, training requirements, and salary information: www.adigitaldreamer.com/articles/graphic-design-jobs.htm
- Department of Labor information and statistics for jobs in graphic design and desktop publishing: www.bls.gov/oco/ocos090.htm

Video production careers:

- Web Workers Careers: Video Production and Editing: <http://gigaom.com/2009/11/02/web-worker-careers-video-production-and-editing/>
- So You Wanna Work in the Movies? <http://www.cineman.co.uk/>
- Careers in Film Industry: <http://blog.timesjobs.com/2009/03/careers-in-film-industry/>

ISTE NETS*S Standards for Students

This project is aligned to the ISTE NETS*S Technology Standards. Depending on the subject and content area the student selects you may research your own state content standards to see how this project aligns to your state requirements.

ISTE NETS*S: Curriculum and Content Area Standards – NETS for Students

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
 - b. create original works as a means of personal or group expression.
 - d. identify trends and forecast possibilities.

3. Research and Information Retrieval

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

4. Critical Thinking and Problem Solving

Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- c. demonstrate personal responsibility for lifelong learning.

For more information

Find more teaching materials for using Adobe software in your classroom on the Adobe Education Exchange: <http://edex.adobe.com/>.



Adobe Systems Incorporated
345 Park Avenue
San Jose, CA 95110-2704
USA
www.adobe.com

Adobe and the Adobe logo are either registered trademarks or trademarks of Adobe Systems Incorporated in the United States and/or other countries. All other trademarks are the property of their respective owners.

© 2013 Adobe Systems Incorporated. All rights reserved.