

Teacher Package

Business Studies Exemplar Task Grade 9 or 10 Introduction to Information Technology in Business – Open

Teacher Package

Title: A Pathway to Jobs on the Internet

Time Requirement: 4 to 5 periods of 70 minutes each

Description of the Task*

- Students will demonstrate their ability to use the Internet to locate job information.
- Using the information gathered, students will apply their desktop-publishing skills to create a newsletter.

Students will:

- describe in detail the safety issues related to job hunting on the Internet;
- evaluate websites, using established criteria for how current, useful, and valid they are;
- provide detailed and relevant descriptions of website content;
- provide relevant, accurate tips on using the Internet to find a job;
- use software functions and features effectively to create a desktop-published newsletter.

Final Product

Each student will produce a desktop-published newsletter designed to provide assistance for a job hunter who plans to use the Internet to find employment. The newsletter will include assessments of websites, consideration of safety issues, and ten tips for using the Internet to find a job.

Assessment and Evaluation

The following assessment tools have been provided to give students feedback before the final work is completed and to assist teachers in assessing students' work in the classroom setting. (The worksheets are included at the end of this Teacher Package.)

- "A Pathway to Jobs on the Internet Worksheet and Self-reflection"
- "Using the Web to Find a Job: Desktop-Publishing Guide"
- "Revision Guide: Using the Web to Find a Job Newsletter"
- "Electronic Resource Assessment Sheet"
- "A Pathway to Jobs on the Internet Checklist"
- "Sample Student Newsletter"
- "Sample Teacher Answer Sheet"
- "Website Evaluation Worksheet"
- rubric for evaluating the newsletter

* This task is adapted from Unit 5, Activity 2, in the course profile for Introduction to Information Technology in Business, Grade 9 or 10, Open (Public). Units and activities referred to throughout this Teacher Package are found in Phases 1 and 2 of the course profile.

Expectations Addressed in the Exemplar Task

Students will:

1. use the common business software basic functions (e.g., create, save, update, print) and features (e.g., edit tools, fonts, justification, format tools, columns, menus, design and graphic tools, formulas, hyperlinks);
2. describe major issues related to security on the Internet, Intranet, Extranet, and in e-mail [this task will focus only on security issues related to using the Internet in the job-search process];
3. access a variety of electronic media to gather information for specific purposes [this task will focus on websites only];
4. demonstrate an understanding of the criteria required to evaluate electronic media for usefulness, validity, bias, and confidentiality;
5. summarize current job advertisements that require information technology skills and education.

Teacher Instructions

Prior Knowledge and Skills Required

Before attempting this task, students should have had experience with the following:

- searching the Internet and accessing websites
- summarizing information gathered from electronic sources
- using word-processing and desktop-publishing skills
- using the basics of desktop publishing and specific functions and features of desktop-published documents [Unit 3, Activity 2]
- preparing a summary
- using criteria for assessing websites [Unit 4, Activity 2]
- identifying safety precautions to take when responding to a job advertisement posted on the Internet, including giving the contact name and number to a partner, having a partner wait in the lobby, taking a cellular phone with them, and calling in advance to verify the job vacancy and the interviewer's identity [refer to Unit 3, Activity 2, "Rules of Riding on the E-mail Road"]

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

Materials and Resources Required

- computer work stations with Internet access
- word-processing and/or desktop-publishing software (Students may use word-processing software to create a desktop-published document.)

- samples of desktop-published documents (A “Using the Web to Find a Job: Desktop-Publishing Guide”, “Sample Student Newsletter”, and “Sample Teacher Answer Sheet” are included in this package.)
- copies of Public Course Profile, Phases 1 and 2, for background information: refer to the course overview and Unit 2, Activity 3 (“Unlocking the Mysteries of Desktop Publishing”), Unit 3, Activity 2 (“Rules of Riding on the E-mail Road”), Unit 4, Activity 1 (“Techniques for Powerful Research Using Internet Tools”), and Unit 4, Activity 2 (“Caveat Lector a.k.a. Let the Reader Beware”)

The following Internet websites and assessment tools should be used to ensure that all students have access to the same materials. All of the websites were active at the time of writing; however, it is always wise to check that a site is still active prior to assigning the task to students. The “Sample Teacher Answer Sheet” is provided only as a guide.

Search Engines

- Metafind metasearch engine: www.metafind.com
- Savvy Search metasearch engine: www.savvysearch.com
- Metacrawler metasearch engine: www.metacrawler.com
- Google metasearch engine: www.google.com
- Alta Vista Canada: www.altavista.ca
- Excite: www.excite.com
- Infoseek: www.infoseek.com
- Lycos: www.lycos.com
- WebCanada: www.webcanada.com
- Yahoo Canada: www.yahoo.ca
- Sink or Swim: Internet Search Tools and Techniques: www.ouc.bc.ca/libr/connect96/search.htm
- Searching Tips: www.algonquinc.on.ca/algweb/planning/lrc.tips.html

Research Sites

- Globe and Mail – Canada’s National Career Site: www.globecareers.com
- National Post – Career Click: www.careerclick.com/nationalpost
- Canada Employment Search Network: www.canjobs.com
- Canadian Career Page: www.canadiancareers.com
- Public Service Commission of Canada – Recruitment: www.jobs.gc.ca/home_e.htm
- Career Mosaic Canada: www.canada.careermosaic.com
- Work Web – Canada’s Online Campus Career Centre: www.cacee.com/edandemp1/educempl.html
- Toronto Star Careers: www.thestar.com/thestar/classified/plmonster.html
- The New canadajobs.com from The Job Bus Canada: www.canadajobs.com/canadian.htm
- Canadian Information Technology Jobs: www.positionwatch.com
- Canada WorkinfoNet: www.workinfonet.ca/cwn/english/main.html
- University of Waterloo Career Development Manual: www.adm.uwaterloo.ca/infocecs/CRC/manual/introduction.html
- YouthWorks Career Quest: www.youthworks.ca

- workopolis.com Canada’s Biggest Job Site: www.workopolis.com
- Youth Resource Network of Canada: www.youth.gc.ca/menu_e.shtml
- Human Resources Development Canada: www.hrdc-drhc.gc.ca/career-carriere/index_e.shtml and www.hrdc-drhc.gc.ca/common/home.shtml
- Government of Ontario Jobs: www.gojobs.gov.on.ca
- Canadian Jobs Catalogue: www.kenevacorp.mb.ca
- Ministry of Education and Training – Career Gateway: www.edu.gov.on.ca/eng/career/

Preparation

NOTE: This activity requires access to computers and the Internet. If access is limited, students may rotate through this activity over several days or weeks. Alternatively, if students have access to computers and the Internet at home, individuals may be able to complete some of their research outside the classroom.

You should do the following:

- have students complete the final desktop-published newsletter after they have acquired basic desktop-publishing skills (Unit 2, Activity 3)
- prepare all assessment and evaluation tools so that they can be given to students before the start of the activity
- prepare all handouts, resources, hardware/equipment, supplies, and so forth, prior to beginning the activity
- check all websites to ensure that they are still in operation
- identify and prepare all material that requires modification for students with special needs (refer to “Special Education” and “ESL Accommodations” in the course overview)
- select appropriate software for word processing/desktop publishing
- book time in the computer lab and/or Internet lab for days on which students will require access
- bring to class, or have students collect, samples of desktop-published documents

Rubric

Introduce the task-specific rubric* to the students at least one day prior to the administration of the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined on the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

*The rubric is reproduced on page 43 of this document.

Task Instructions

General Comments

- This is a self-directed unit that can be completed at any point in the course after Unit 2, Activity 3. The initial Internet research component of “A Pathway to Jobs on the Internet Worksheet and Self-reflection” may be completed in pairs, but the newsletter must be prepared by each student individually.
- Provide samples of a variety of completed newsletters to assist students in planning the format they wish to use.
- Provide copies of all assessment and evaluation tools prior to beginning the task.

Part A: Gathering Information and the Performance Task

1. Have students find the following sheets in the student package:
 - “A Pathway to Jobs on the Internet Worksheet and Self-reflection” (one per student)
 - “Electronic Resource Assessment Sheet” (you may wish to provide students with additional copies – one sheet per website)
2. Individually or in pairs, students use “A Pathway to Jobs on the Internet Worksheet and Self-reflection” to guide them through visits to a number of websites. As they complete the questions from the worksheet, they use the “Electronic Resource Assessment Sheet” to help them assess and evaluate each individual website. As indicated on the worksheet, students must also locate and visit three additional sites based on the results of an Internet search or chosen from the list of research sites in this document.
3. Once they have visited all required websites, students individually complete the reflection questions, then work with a partner to clarify and complete their answers, if necessary.
4. Students should record their answers to the questions to assist in the preparation of their final product.

Part B: Creating a Desktop-Published Newsletter

1. Ensure that students understand the requirements of the assignment by reviewing the criteria identified in the rubric for the newsletter. Students follow the instructions below and on the “Using the Web to Find a Job: Desktop-Publishing Guide” to create a desktop-published newsletter that will assist others in looking for a job on the Internet.
2. Using the criteria from the “Revision Guide: Using the Web to Find a Job Newsletter”, the “Desktop-Publishing Checklist”, the “A Pathway to Jobs on the Internet Checklist”, and the rubric for the newsletter, each student drafts a handwritten copy of the text to be used in the newsletter. In the rough draft, students also sketch or draw a detailed plan/layout for their desktop-published newsletter, using the “Sample Student Newsletter” as a guide.

3. Students work with a partner to review each other’s draft newsletter and revise their work based on the peer review.
4. Students then get feedback from the teacher. Based on the feedback given by the teacher, students use the computer to input and format the final copy of their newsletter.
5. Each student submits the following items to the teacher:
 - the final newsletter
 - the original and revised copies
 - “A Pathway to Jobs on the Internet Worksheet and Self-reflection”
 - “Revision Guide: Using the Web to Find a Job Newsletter”
 - “A Pathway to Jobs on the Internet Checklist”
 - “Electronic Resource Assessment Sheet”

NOTE: Use all of the above to assess what the student has accomplished and to assist in the feedback process. However, have students submit only the final copy of the newsletter as part of the exemplar project.

6. Perform a summative assessment, using the rubric for the newsletter. The desktop-published final newsletter should be stored in an appropriately named location (folder, directory).

A Pathway to Jobs on the Internet Worksheet and Self-reflection

Instructions

1. Access the Internet according to your teacher’s instructions.
2. Follow the specific instructions for each website.
3. Record your answers on a separate sheet of paper, using the website as a heading for each section.
4. Complete the “Reflection Questions”.

Website	Instruction	Questions
www.globecareers.com	Investigate the website.	<ol style="list-style-type: none"> 1. With what Canadian newspaper is this site associated? 2. Click on the Your Job List link. What is the purpose of this area? 3. What is Career Alert? 4. Identify something on this site that you could use. Explain how you would use it and why.
www.canjobs.com	Search in the province of Ontario for information technology careers.	<ol style="list-style-type: none"> 1. Identify three companies hiring in the area of information technology. 2. Describe the jobs and the starting salary.
www.canadiancareers.com	Look under Job Database and Search Jobs by Keyword.	<ol style="list-style-type: none"> 1. Who is hiring in the area of information technology? 2. What is the job? What is the starting salary? 3. How do you apply for these jobs?
www.jobs.gc.ca	Locate student employment.	<ol style="list-style-type: none"> 1. To whom does this website belong? 2. Describe the information on student employment.
www.canada.careermosaic.com	Access the CampusConnection.	<ol style="list-style-type: none"> 1. What information in this area would be useful to a job candidate prior to an interview? 2. Describe Ontario Hydro as an employer.
www.on.hrdc-drhc.gc.ca	Search for a job posted in the last 48 hours in the Hamilton area.	<ol style="list-style-type: none"> 1. Is anyone hiring in the area of information technology? Who? 2. What is the job title and description? 3. Is there a job you would like to apply for? What are the qualifications? What experience is required?
Identify three additional websites that would be of assistance when looking for a job in Canada. You may wish to select sites from “Research Sites” on the previous page.	Use your favourite search engine to locate those sites.	<ol style="list-style-type: none"> 1. Identify the sites you found. 2. How would you use each of the sites?

Reflection Questions

1. Reflect on each site you visited. How would you evaluate each for validity, confidentiality, and how up to date the site is? Why?

2. What personal safety issues can you identify associated with looking for jobs on the Internet?

3. What did you learn from this activity that you did not already know?

4. What are some of the benefits of looking for a job on the Internet?

5. What are some of the disadvantages of looking for a job on the Internet?

6. Evaluate your performance on this activity. What did you do well? What could you have done better?

Discuss your answers to the reflection questions with a partner. Add any additional points your partner may offer to your answers to be sure that they are complete.

Using the Web to Find a Job: Desktop-Publishing Guide

General Instructions

After completing "A Pathway to Jobs on the Internet Worksheet and Self-reflection", you will use the information you obtained to create a desktop-published newsletter.

Key Information

Target Audience

★ people who plan to use the Internet to find a job

Purpose of the Guide

★ to direct readers to useful websites for finding a job in Canada

★ to name 5 URLs and explain what those websites contain (target audience, advantages, and disadvantages)

★ to give your assessment of the usefulness and validity of each site listed and why

★ to explain how up to date each site is and why

★ to provide readers with your "Top Ten Tips When Using the Internet to Find a Job"

★ to provide readers with safety issues to consider when using the Internet to find a job
Based upon your research and experience completing "A Pathway to Jobs on the Internet", identify the top ten things you believe to be valuable to help people using the Internet to find a job, and list some safety issues they should be aware of. You will then create a desktop-published newsletter using the "Sample Student Newsletter" provided to help you with formatting ideas.

Tips for Success

- Title your work either "A Pathway to Jobs on the Internet" or "Using the Web to Find a Job".
- Take detailed notes as you complete the "A Pathway to Jobs on the Internet Worksheet and Self-reflection".
- Assess each website according to the criteria used by your class (use the "Electronic Resource Assessment Sheet" to assist you).
- Use the "Sample Student Newsletter" to help you with formatting ideas.
- Use the checklist below to make sure your finished product is complete.
- Use the "Revision Guide: Using the Web to Find a Job Newsletter" and the "Electronic Resource Assessment Sheet" to help you make sure your product meets the criteria.
- Self-assess your work using the "A Pathway to Jobs on the Internet Checklist" and the rubric for the newsletter.

Desktop-Publishing Checklist

- borders
- clip art
- columns
- colour and shading
- fonts (styles and sizes)
- text alignment (left, right, centre)
- text formatting (bold, underline, italics)
- text boxes
- WordArt
- other creative tools



Revision Guide: Using the Web to Find a Job Newsletter

Writer's Name: _____ Reviewer's Name: _____

Criteria	Assessment	
1. Has a sketch or drawing been made of the layout?	Yes	No
2. Does the software you have chosen provide sufficient desktop-publishing functions and features?	Yes	No
3. Does the layout show creativity?	Yes	No
4. Does the layout include all or most of the features and functions in the "Desktop-Publishing Checklist" (e.g., borders, clip art, fonts, colour, etc.)?	Yes	No
5. Has an appropriate title been used?	Yes	No
6. Do the student's name and the date appear on the document?	Yes	No
7. Are URLs listed?	Yes	No
8. Is there a description of what the websites listed contain (target audience, advantages, and disadvantages)?	Yes	No
9. Has each website been assessed based on the criteria used in class?	Yes	No
10. Are the website assessments clear and realistic?	Yes	No
11. Has a "Safety Issues" section been included?	Yes	No
12. Has a "Top Ten List" been created?	Yes	No
13. Is the "Top Ten List" original?	Yes	No
14. Is the "Top Ten List" realistic?	Yes	No
15. Is the information organized in a logical, easy-to-understand way?	Yes	No
16. Are the grammar and spelling correct and appropriate?	Yes	No

Qualitative Feedback

What specific things were done well?

What improvements would you suggest?

Electronic Resource Assessment Sheet

Website name: _____ URL: _____
 Target audience: _____
 Main advantage/strength: _____
 Main disadvantage/weakness: _____

Validity is a word used to describe how truthful, logical, and trustworthy information is. When doing research, use **valid** information to ensure your work is as correct as possible.

Validity		
Dimension	What to look for	1 = poor, 5 = excellent
To what degree is the company/organization publishing the information trustworthy? For example, the government is a trustworthy source.	<ul style="list-style-type: none"> Reputable companies you have heard of are preferable. If the publisher is trying to sell something by publishing this information, the information may not be entirely reliable. 	1 2 3 4 5
Are links available to check "facts" such as the company's existence? How many? How easily is this information found on the site?	<ul style="list-style-type: none"> Links that work are helpful in checking facts (those links should be visited and evaluated for their validity). 	1 2 3 4 5
How can you tell where the information came from? Are references or sources provided?	<ul style="list-style-type: none"> References should be well-known organizations, books, or government agencies. 	1 2 3 4 5

Up to date refers to how recent the information you are using is. This is extremely important when looking for a job.

Up to date		
Dimension	What to look for	1 = poor, 5 = excellent
When was the information written? How often is it updated? When did the last update occur?	<ul style="list-style-type: none"> More recent or frequent is better. 	1 2 3 4 5
How can you tell when the advertisement first appeared? When does it expire?	<ul style="list-style-type: none"> Having deadlines on each advertisement is helpful. 	1 2 3 4 5

Confidentiality refers to the degree to which information is for private use. It is important that job websites have confidentiality for users to protect their private information.

Confidentiality		
Dimension	What to look for	1 = poor, 5 = excellent
To what degree is the site secure?	<ul style="list-style-type: none"> If the website requires you to submit information over the Internet, does it claim to have features to protect the information you send? Does the website ensure that the information you send will not be sold? 	1 2 3 4 5

A Pathway to Jobs on the Internet Checklist

Name: _____

Instructions: Include this checklist with your finished product. Use it to ensure that the package you hand in is complete.

For my package, I have done the following:	
included "A Pathway to Jobs on the Internet Worksheet and Self-reflection"	<input type="checkbox"/>
located three websites on my own that match the criteria listed	<input type="checkbox"/>
included the answers to "A Pathway to Jobs on the Internet Worksheet and Self-reflection" on a separate sheet	<input type="checkbox"/>
included a completed copy of the "Revision Guide: Using the Web to Find a Job Newsletter"	<input type="checkbox"/>
created an original newsletter that meets the criteria on the instruction sheet	<input type="checkbox"/>
used a variety of desktop-publishing functions and features (e.g., borders, clip art, columns, colour, fonts, shading, etc.) in my newsletter	<input type="checkbox"/>
identified and described, within my newsletter, safety issues to consider when using the Internet to find a job	<input type="checkbox"/>
created an original list of "Top Ten Tips When Using the Internet to Find a Job" for the newsletter	<input type="checkbox"/>
identified and described five websites in my newsletter (name, target audience, advantages, disadvantages, etc.)	<input type="checkbox"/>
assessed each website listed in my newsletter for its usefulness to job hunters and given reasons for my assessment	<input type="checkbox"/>
assessed each website listed in my newsletter for its validity, using the "Electronic Resource Assessment Sheet" and giving reasons for my assessment	<input type="checkbox"/>
assessed each website listed in my newsletter for the level to which it is up to date, using the "Electronic Resource Assessment Sheet", and giving reasons for my assessment	<input type="checkbox"/>
self-assessed my work against the rubric for the newsletter	<input type="checkbox"/>

A PATHWAY TO JOBS ON THE INTERNET

N E W S L E T T E R

Issue 1, May 1, 2000

Editor-in-Chief: I.M. Student

Dear Student:

This newsletter is a sample to help you with formatting ideas. As a result, only one example has been given under each heading. Of course, you will prepare a complete document for your newsletter.

SO MANY WEB SITES, SO LITTLE TIME



The number of websites available to people looking for jobs can be

overwhelming. What makes a website useful for a job hunter? How can a person determine which ones are the most effective?

I've done my "homework" and located some very interesting and useful websites for Canadians. Here are, in my opinion, the five best.

1. www.globecareers.com – I think this is the best website for people living in Ontario who want to work for large companies. It has postings for cities all over Canada. It also has a service called *Career Alert* that allows people to be notified by e-mail when jobs that might suit them come up. *The Globe and Mail* has an excellent reputation and updates its site daily, making this site very valid and up to date. The disadvantages of this website are that most of the jobs are based in Toronto, and it does not have much for students or people who are not interested in business.

2. www.gojobs.gov.on.ca

3. www.canjobs.com –

THE TOP TEN LIST



The Top Ten Tips When Using the Internet to Find a Job are:

1. Visit all newspapers in your region electronically.

2.

4. www.careermosaic.com

5. www.on.hrdc-drhc.gc.ca –

AN OUNCE OF PREVENTION



People have a false sense of security when they use the Internet. It does not have any laws to protect people's privacy. It also does not have any measures to ensure that people who set up a website are actually who they say they are. Therefore, people applying for jobs on the Internet have to be very cautious. People can protect themselves in these situations by . . .

Happy Hunting!

A PATHWAY TO JOBS ON THE INTERNET

N E W S L E T T E R

Issue 1, May 1, 2000

Editor-in-Chief: I.M. Student

SO MANY WEB SITES, SO LITTLE TIME



The number of websites available to people looking for jobs can be overwhelming. What makes a website useful for a job hunter? How can a person determine which ones are the most effective? I've done my "homework" and located some very interesting and useful websites for Canadians. Here are, in my opinion, the five best.

1. www.globecareers.com – I think this is the best website for people living in Ontario who want to work for large companies. It has postings for cities all over Canada. It also has a service called *Career Alert* that allows people to be notified by e-mail when jobs that might suit them come up. *The Globe and Mail* has an excellent reputation and updates its site daily, making this site very valid and up to date. The disadvantages of this website are that most of the jobs are based in Toronto, and it does not have much for students or people who are not interested in business.

2. www.gojobs.gov.on.ca – This is an excellent website for people who want to work for the Ontario government. It allows users to search for jobs based on location and type of job. It also has links to student employment. The site is updated regularly, and posting dates are listed. The fact that it is a government site makes it valid. The disadvantage of this website is that it only contains government jobs.

3. www.canjobs.com – This site allows users to search for jobs anywhere in Canada and in any job classification. It also contains links to employer information. Disadvantages of this site are that the posting dates of jobs are not

shown (readers don't know when the deadline for résumés is), and the source is not known. This means that the site might not be valid, and may be biased.

4. www.canada.careermosaic.com – This site is similar to canjobs.com. It has a link to a site to help students find jobs. This link, called the *CampusConnection*, is very useful to students. Also, this site contains an employer directory to help people research companies.
5. www.on.hrdc-drhc.gc.ca – This site is a job bank operated by Human Resources Development Canada, a government organization. That makes this site valid. It is kept up to date. There are many links and specific pages within the website for different groups to find jobs, including information for students.

AN OUNCE OF PREVENTION



People have a false sense of security when they use the Internet. It does not have any laws to protect people's privacy. It also does not have any measures to ensure that people who set up a website are actually who they say they are. Therefore, people applying for jobs on the Internet have to be very cautious. Always research a company before you apply for a job. Do not give out any personal information unless you know the company actually exists and does what it says it does. If you are asked to come for an interview, bring someone along with you for safety.

THE TOP TEN LIST



The Top Ten Tips When Using the Internet to Find a Job are:

1. Visit all newspapers in your region electronically.
2. Use the links provided to research the companies hiring.
3. Try as many job search engines as possible.
4. Sign up for job postings to be e-mailed to you.
5. Post your résumé online with a reputable company.
6. Be cautious when you send personal information to companies on the Internet.
7. Follow all links to find new job sites.
8. Evaluate websites for validity and bias.
9. Check when the job was posted before applying.
10. Read the job postings very carefully, and respond to all the requirements in your cover letter and résumé.

Happy Hunting!

Website Evaluation Worksheet			
Website	Instructions	Questions	Answers
www.globecareerers.com	Investigate the website.	<ol style="list-style-type: none"> 1. With what Canadian newspaper is this site associated? 2. Click on "Your Job List" link. What is the purpose of this area? 3. What is <i>Career Alert</i>? 4. Identify something on the site you could use. Explain how you would use it and why. 	<p>Site 1: Site 2: Site 3:</p>
www.canjobs.com	Search in the province of Ontario for information technology careers.	<ol style="list-style-type: none"> 1. Who is hiring in the area of information technology? 2. Describe the jobs and the starting salary. 	
www.canadiancareerers.com	Look under <i>Job Database</i> postings and search jobs by keywords.	<ol style="list-style-type: none"> 1. Who is hiring in the area of information technology? 2. What is the job? Starting salary? 3. How do you apply for these jobs? 	
www.jobs.gc.ca	Locate student employment.	<ol style="list-style-type: none"> 1. To whom does this website belong? 2. Describe the information on student employment. 	
www.canada.careermosaic.com	Access the <i>CampusConnection</i> .	<ol style="list-style-type: none"> 1. What information in this area would be useful to a job candidate prior to an interview? 2. Describe <i>Ontario Hydro</i> as an employer. 	
www.on.hrdc-dhcc.gc.ca	Search for a job posted in the last 48 hours in the Hamilton area.	<ol style="list-style-type: none"> 1. Is anyone hiring in the area of information technology? Who? 2. What is the job title and description? 3. Is there a job you would like to apply for? What are the qualifications? What experience is required? 	
List below the 3 additional websites that you selected.	Use your favourite search engine to locate those sites.	<ol style="list-style-type: none"> 1. Identify the sites you found. 2. How would you use each of the sites? 	