Please stand by. This webinar will start in a few minutes. In the meantime:

- On your Zoom menu bar, click on the ‘participants’ and ‘chat’ icons to enable your sidebar.

- At any point before or during the webinar, post questions in chat for us to address during presentation.

- If you’d like to contribute during the presentation, please raise your hand to be called on.

- Mute your microphone and turn on your video.

- Enable ‘side-by-side’ mode under View Options.
Take 15: Professionalizing Research with the Digital Portfolio

Shannon Lujan
Take 15: Professionalizing Research with the Digital Portfolio
A digital portfolio is a powerful tool that allows students to record, explore and reflect on their academic-professional journeys.
Digital portfolios can offer:

- documentation of evidence-based learning
- professional development at practice
- collaborative spaces
- improved mentor / mentee relationships
- opportunities to consider student work in a broader ecosystem
- forward-facing platform to present self as a scholar
- more than a CV or résumé
digital portfolios at ASU

asu.digication.com
digital portfolio help resources

Welcome to Digital Portfolio Help Resources

Designing a digital portfolio (ePortfolio) is an exciting way to display both your work and personal brand online. This digital portfolio resource site, built with Digication, Arizona State University’s official digital portfolio platform, will help you.

If you have questions or need additional help, please do not hesitate in contacting the online help desk at https://support.digication.com or email directly at support@digication.com

If you are interested in using digital portfolios in your course contact digitalportfolios@asu.edu
INSTRUCTIONS - Only viewable while editing

Note: all instructions in this template are only visible in edit mode and will not be visible to anyone viewing your published digital portfolio.

Creating a digital portfolio is a way to organize, display, and reflect on your scholarly work while also cultivating your personal online presence. To be better informed about ASU’s Graduate Policies and Procedures, refer to the Graduate College website and review your program’s Graduate Handbook.

Instructions:
Welcome to your new digital portfolio! Please bookmark the ASU digital portfolio help resources for additional training and questions. In the ‘How To’ video tutorials section you can watch short videos to learn how to accomplish any aspect of using the portfolio. In the help section you can locate how to contact Digiication directly if you need additional technical support.

Additional information that will be helpful:
The modules are the text boxes on each page already set up for you. Select any text box by clicking it, and then select the pencil icon (which will appear next). Now you can add, modify or delete any text.

The platform automatically saves all work but to be very clear, saving and publishing are two different concepts. “Saving” captures any new text or media and occurs automatically. “Publish” means that the work you have added is ready for others to view, a larger audience then yourself. When you publish, it allows those that you want to view your portfolio to see what you have accomplished (according to any privacy setting you set). To publish any page simply scroll to the very top of the page and select the publish pages button. To publish all pages, select the three-line hamburger in the top right corner of the portfolio then select publish all pages. From here you can green check all pages and publish them.

You must publish pages or the entire portfolio when you have finished adding new work.
In this section, provide a brief “welcome message” to frame the contents of your digital portfolio and encourage viewers to explore all aspects of your portfolio to learn more about you and your scholarly pursuits at Arizona State University.

**TIP:**
- When writing for the web, it’s best to use short, concise paragraphs and engaging visual media to help break up longer sections of text.
In this section, provide a brief and concise research statement, much like your elevator pitch. Consider uploading a practiced, concise, 30-second to 1-minute video delivering your research pitch.

Don’t forget to write an introduction and summary of the video to help frame its purpose and encourage viewers to watch.

**TIP:**
- Ask for feedback about the content and style of your portfolio from multiple trusted viewers, such as colleagues, mentors, family, and friends.

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**publications / presentations / fellowships**

In this section, list your publications, presentations and fellowships. To frame the context, you may wish to offer a brief summary of your most recent work or award. Provide a link to documents or announcements when applicable.

When including multiple presentations, list each separately (title, date, location, co-presenters). If you have an exhaustive list of presentations, consider only highlighting a few.

It is a good idea to provide examples of your best recorded presentations and a webpage to conference programs when possible.

**TIP:**
- Ask for feedback about the content and style of your portfolio from multiple trusted viewers, such as colleagues, mentors, family, and friends.

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**publications**
1. example one
2. example two

**presentations**
1. example one
2. example two

**fellowships**
1. example one
2. example two
Shannon Lujan

“We exist in and are surrounded by places—centers of meaning. Places are neither totally material nor completely mental; they are combinations of the mental and cannot be reduced to either.”
-- Tim Cresswell, In Place / Out of Place

I am a PhD Candidate in English and a Program Manager for Academic Affairs, Graduate College at Arizona State University. My scholarly research focuses on the intersections in cultural specific narratives and geographical spaces, examining the relationships between meaning, identity, and place.

From 2015-16, I was the MLA / Mellon Connected Academics Fellow at ASU. As the fellow, I helped to prepare doctoral students of Language and Literature in English, Spanish, and Chinese programs for a variety of careers.

My leadership and service throughout my academic career can be understood as a fundamental part of my approach to reimagining advanced education in the humanities.

Social Media

Twitter: @LujanShannon
LinkedIn

contact me

Grad15 Mini-Webinar Series
Annotating Film for Intercultural Learning
One of the main challenges of using films in intercultural learning is that films depict the viewers of the time necessary to questions the content that is presented. This leads to the perpetuation of stereotypes and simple, unquestioned narratives about the cultural Other. This simple narrative creates stereotypes, and this problem with stereotypes is not that they are untrue, but that they are incomplete (ibid, ibid). While it is problematic to suggest that we can create subtitles that offer a complete understanding of a culture, we can use the space available to us in audiovisual media to foster cultural curiosity, empathy, and self-awareness. This project is aimed at creating cultural awareness in foreign language films in a second-screen format, as a tool for intercultural learning in the Spanish language learning classroom.

SPE in Maracaibo Spanish
Subject Pronoun Expression is understood as the expression of subject personal pronoun within a language that allows their variable omission, also called a pro-drop language. Such is the case of Spanish in all its varieties. This study answers the questions of whether Maracaibo Spanish exhibits similar rules to those of Caribbean Spanish dialects. What are the specific rates per person in Maracaibo Spanish and what linguistic factors contribute to this expression, and finally, whether there is enough evidence in Maracaibo Spanish to suggest a functional compensation effect that would justify a deletion as a linguistic constraint for SPE.

Maria Ocando Finol

Catalan Language Program
Within the academic job market for applied linguistics, as well as for second language acquisition, language program administration is a quite welcome, if not required experience for PhD graduates. This fall, I’ve joined my fellow doctoral student, Catalonia native Lluís Iglesias-Salas, in creating a base curriculum for Catalan at ASU’s School of International Letters and Cultures. This program is initially meant to reach students and speakers of romance languages, and to provide Catalan instruction as a less-commonly taught language.

Health Humanities Lab Curriculum
As a Humanities Lab @ ASU research assistant for the Interdisciplinary Health Humanities course sequence, I am part of this ethnographic study on how interdisciplinary health humanities students respond to curricula designed to help them make connections to larger social challenges. The study examines how faculty, graduate students, and undergraduates learn to position themselves in collaboration and cross-generational research groups and how collaborative research might be able to address highly complex health challenges.
more examples

- **F.A.A.R.M.** (ASU)
- **Doyel Pal** (CUNY)
- **Demetrios V. Kapetanakos** (CUNY)
- **Jordi Getman-Eraso** (Bronx Community College)
- **G. Alex Ambrose** (University of Notre Dame)
- **Beverly McGuire** (University of North Carolina Wilmington)
- **ASU Internship ePortfolio**
resources

- Graduate College Professional Development Template
- Digital Portfolio Help Resources
- Faculty Portfolios (Support)
- Contacting Digication
- How to curate your digital portfolio
- Tips for your digital portfolio: Create your digital narrative with intention and purpose
- Best practices: 10 tips on curating your digital portfolio
- International Journal of ePortfolio
- PEARL: Publications on ePortfolio: Archives of the Research Landscape
Contact Information

Shannon Lujan

Shannon.Lujan@asu.edu
Upcoming Grad15 mini-webinars

June 30  | Improve your Professional Profile on LinkedIn
July 14  | Info Session: The Preparing Future Faculty and Scholars (PFx) Program

See the full schedule: http://links.asu.edu/Grad15_Schedule
Thank you for joining us

Continue the conversation in the GradConnect Community + Network hub or contact us at gradmentor@asu.edu