

DAVID R. M. SAAVEDRA

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July 2023

EDUCATION

University of Virginia, Charlottesville, VA	2023
Ph.D. in Education, Social Foundations	
Dissertation: <i>Teacher-Student Relationships Across Cultures: Teachers' Perceptions of Formation, Purpose, and COVID-Induced Change</i> . https://doi.org/10.18130/9jpp-5852	
<ul style="list-style-type: none">Bruce Gansneder Outstanding Qualitative Dissertation Award, School of Education and Human Development, University of Virginia	
Simmons College, Boston, MA	2008
M.A. in Teaching English as a Second Language	
Yale University, New Haven, CT	2000
B.A. in History	

PROFESSIONAL EXPERIENCE

ACADEMIC APPOINTMENTS

Assistant Professor, Department of Foundations of Education, School of Education, Virginia Commonwealth University, Richmond, VA	2023-present
Instructor, School of Education, Virginia Commonwealth University, Richmond, VA	2022-2023
Lecturer, School of Education and Human Development, University of Virginia, Charlottesville, VA	2022

POST-SECONDARY EXPERIENCE

Teaching Assistant, University of Virginia, Charlottesville, VA	
<ul style="list-style-type: none">School of Education and Human DevelopmentCollege of Arts and Sciences	2020-2021 2018-2020
Course Facilitator, Massachusetts Department of Elementary and Secondary Education, Cambridge, MA	2014

K-12 EXPERIENCE

Instructional Coach, Caribe Grolier: A Scholastic Company, San Juan, PR	2016-2017
Secondary Teacher: English as a Second Language (ESL) and Sheltered English Immersion (SEI) History, Cambridge Rindge and Latin School, Cambridge, MA	2008-2016
Secondary Teacher: ESL, Brockton High School, Brockton, MA	2007-2008
Secondary Teacher: English as a Foreign Language (EFL), Peace Corps, Cumbana, Mozambique	2000-2003

OTHER EXPERIENCE

Area Manager, Boston Partners in Education, Boston, MA	2004-2006
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PUBLICATIONS

REFEREED BOOK CHAPTERS

Saavedra, D.R.M. (2023). Love and learning in times of cultural transition. In T. Kress, R. Lake, & E. Stein (Eds.), *Radically dreaming: Illuminating Freirean praxis in turbulent times* (pp. 301-309). DIO Press.

REFEREED JOURNAL ARTICLES

Saavedra, D.R.M. (2022) Responding to technological disruptions during online video interviews conducted via Zoom. *The Qualitative Report*, 27(6), 1479-1484. <https://doi.org/10.46743/2160-3715/2022.5524>

Saavedra, D.R.M. (2021) Leveraging affection: Embedded tensions in a teacher's relationships with students. *Curriculum and Teaching Dialogue*, 23(1/2), 129-143.

Saavedra, D.R.M. (2020). Cultivating attention to deepen relationships with immigrant students. *Philosophy of Education*, 75, 705-717. <https://doi.org/10.47925/75.2019.705>

Mish, D.R. (2014). Sharing stories: English language learners become English language authors. *TESOL Journal*, 5(1), 150-155. <https://doi.org/10.1002/tesj.128> [*Note: Mish was surname prior to marriage.]

PRACTITIONER-ORIENTED PUBLICATIONS

Saavedra, D.R.M. (2017). Joke of the day. In J. Rucynski, Jr. (Ed.), *New ways in teaching with humor* (pp. 174-176). TESOL Press.

Saavedra, D.R.M. (2016). Empathy is the gateway. *Educational Leadership*, 73(5), 66-69.

Saavedra, D.R.M. (2015). A game plan for 12 to 20 meaningful exposures. *ASCD Express*, 10(21). <http://www.ascd.org/ascd-express/vol10/1021-saavedra.aspx>

WORKS UNDER REVIEW AND IN PREPARATION

Hoffman, D.M. & **Saavedra, D.R.M.** What is learned in the encounter: Perspectives on a US-Haiti student research collaboration.

Hoffman, D.M., Ferman, C. K., **Saavedra, D.R.M.**, Washul, T. Learning to Think Like an Anthropologist? A Comparison of Student Learning in the Online and Face-to-Face Versions of an Anthropology of Education Course.

SCHOLARLY PRESENTATIONS

NATIONAL CONFERENCE PRESENTATIONS

Saavedra, D.R.M. (2023, June). Influential Factors in the Formation of Strong Cross-Cultural Relationships Between Secondary Teachers and Students. Paper presentation at the Relation-Centered Education Network (RCEN) Annual Conference. London, England and online.

Saavedra, D.R.M. (2023, February). Moral distress: Pandemic experiences of secondary teachers of English for speakers of other languages. Paper presentation at The Qualitative Report Annual Conference. Online.

Saavedra, D.R.M. (2022, November). Moral distress and fear for the other: Pandemic experiences of secondary teachers of English for speakers of other languages. Paper presentation at the American Anthropological Association (AAA) Annual Meeting. Online.

Hoffman, D.M., Laboe, A.E., **Saavedra, D.R.M.**, & Washul, T. (2021, November). Thinking like an anthropologist? Learning anthropology in online and face-to-face anthropology of education courses. Paper presentation on the panel “Learning, Truth, and Anthropological Responsibility: Recent Re-engagements with Learning as Cultural Process” at the American Anthropological Association (AAA) Annual Meeting. Baltimore, MD.

Saavedra, D.R.M. (2021, November). Lost in translation: Reconsidering our understanding of Paulo Freire. Paper presentation on the panel “Critical Pedagogies of Love: Possibilities and Praxis” at the American Educational Studies Association (AESA) Annual Conference. Portland, OR.

Saavedra, D.R.M. (2021, November). Pitfalls and problems encountered in video conference interviews. Paper presentation at the NVivo Virtual Conference. Online.

Saavedra, D.R.M. (2021, June). Relation as pedagogy: Reconciling notions of leverage and affection in one teacher’s conception of the teacher-student relationship. Paper presentation at the Relation-Centered Education Network (RCEN) Annual Conference. Online.

Saavedra, D.R.M. (2021, April). Cross-cultural relationships between teachers and students: A multiple-case study. Paper presentation at the American Educational Research Association (AERA) Annual Meeting. Online.

Saavedra, D.R.M. (2020, February). The cross-cultural teacher-student relationship: A case study. Paper presentation at the Ethnographic and Qualitative Research Conference (EQRC). Las Vegas, NV.

Saavedra, D.R.M. (2020, February). A multidisciplinary exploration of the concept of attention. Paper presentation at the Conference on Academic Research in Education (CARE). Las Vegas, NV.

Saavedra, D.R.M. (2020, February). Demographic change meets accountability: Refugees and the Charlottesville City Schools, 1998-2006. Poster presentation at the Conference on Academic Research in Education (CARE). Las Vegas, NV.

Saavedra, D.R.M. (2019, November). Cross-cultural relationships between a teacher and his students: A case study. Poster presentation for the Council on Anthropology and Education (CAE) New Scholars Invited Gallery Session at the American Anthropological Association (AAA) Annual Meeting. Vancouver, Canada.

Saavedra, A., Bell, B., Marzani, G., Matherne, P., Manley, R., **Saavedra, D.R.M.** (2019, November). Creating a skillset to improve the patient and provider experience. Presentation at the Press Ganey National Client Conference. Orlando, FL. [*non-presenting coauthor*]

Saavedra, D.R.M. (2019, April). Relational attention: Teaching and connecting with immigrant students. Roundtable session at the American Educational Research Association (AERA) Annual Meeting. Toronto, Canada.

Saavedra, D.R.M. (2019, March). Cultivating attention to deepen relationships with immigrant students. Paper presentation at the Philosophy of Education Society (PES) Annual Meeting. Richmond, VA.

Saavedra, D.R.M. (2018, November). Coping with demographic change in a new era of accountability: Refugees and the Charlottesville city schools, 1998-2006. Paper presentation at the History of Education Society (HES) Annual Meeting. Albuquerque, NM.

LOCAL & REGIONAL CONFERENCE/SYMPOSIUM PRESENTATIONS

Saavedra, D.R.M. (2020, March). Cross-cultural relationships between teachers and students: A multiple-case study. Paper presentation at the Hunter Student Research Conference. Charlottesville, VA. [cancelled due to COVID-19]

Saavedra, D.R.M. (2019, September). Approaches to building the cross-cultural teacher-student relationship. Paper presentation at the Virginia Teachers of English to Speakers of Other Languages (VATESOL) Conference. Charlottesville, VA.

Saavedra, D.R.M. (2018, October). Coping with demographic change in a new era of accountability: Refugees and the Charlottesville city schools, 1998-2006. Poster presentation at the First Annual Symposium of the Center for Race and Public Education in the South (CRPES). University of Virginia. Charlottesville, VA.

INVITED SCHOLARLY PRESENTATIONS

Saavedra, D.R.M. (2022, April 19). Relational pedagogy and care ethics in teaching. Guest lecture in EDLF 3240: Education in Multicultural Societies. Department of Leadership, Foundations, and Policy, School of Education and Human Development, University of Virginia.

Saavedra, D.R.M. (2021, November 29). Pedagogical response to inequities in schooling: Relational pedagogy. Guest lecture in EDLF 3240: Education in Multicultural Societies. Department of Leadership, Foundations, and Policy, School of Education and Human Development, University of Virginia.

Saavedra, D.R.M. (2021, September 28). Care ethics and relationality in teaching. Guest lecture in EDLF 3220: What Is Education For? Department of Leadership, Foundations, and Policy, School of Education and Human Development, University of Virginia.

Saavedra, D.R.M. (2021, September 13). Schools as sites of assimilation. Guest lecture in EDLF 3240: Education in Multicultural Societies. Department of Leadership, Foundations, and Policy, School of Education and Human Development, University of Virginia.

Saavedra, D.R.M. (2021, March 30). Care ethics and relationality in teaching. Guest lecture in EDLF 3220: What Is Education For? Department of Leadership, Foundations, and Policy, School of Education and Human Development, University of Virginia.

FELLOWSHIPS

University of Wisconsin, Madison & University of Illinois, Chicago
McPherson Fellow, Center for Ethics and Education

2020-2022

Harvard Graduate School of Education, Cambridge, MA Fellow, Project Zero's Future of Learning Institute	2016
National Endowment for the Humanities Summer Scholar	2015

GRANTS, AWARDS, & HONORS

FUNDED GRANTS

Saavedra, D.R.M. (2020). Student-Teacher Relationships Across Cultures: An Ethnographic Multiple-Case Study. University of Virginia, School of Education and Human Development, Doctoral Student Dissertation IDEAs Grant (IDEAs: Innovative, Developmental, Exploratory Awards). Principal Investigator. \$1000.

AWARDS & HONORS

University of Virginia, School of Education and Human Development, Charlottesville, VA Bruce Gansneder Outstanding Qualitative Dissertation Award, \$500	2023
American Anthropological Association, Council on Anthropology and Education Shirley Brice Heath New Scholar Travel Award, \$250	2021
University of Virginia, School of Education and Human Development, Charlottesville, VA Dean's Travel Fellowship, \$1000	2018, 2019, & 2020

CURRENT AND COMPLETED RESEARCH PROJECTS

PRINCIPAL INVESTIGATOR

Saavedra, D.R.M. (Principal Investigator, UVA IRB-SBS #3795). Student-Teacher Relationships Across Cultures: A Multiple-Case Phenomenological Ethnography [2020-2023; completed]

Saavedra, D.R.M. (Principal Investigator, UVA IRB-SBS #2248). Investigating How Teachers Build Relationships with Students Across Cultures [2018-2019; completed]

CO-INVESTIGATOR

Hoffman, D., (Principal Investigator, UVA IRB-SBS #4365), Ferhman, C. K. **Saavedra, D.R.M.**, & Washul, T. SoTL: Thinking Like an Anthropologist? A Comparison of Student Learning of Anthropological Perspectives in Online vs. Face-to-Face Course Formats [2020-present]

QUALITATIVE METHODOLOGY CONSULTANT

Saavedra, A. & Bell, B. (Principal Investigators, University of Virginia School of Medicine). Creating a skillset to improve the patient and provider experience [2018-2020; completed]

PROJECT MANAGER & RESEARCH ASSISTANT

Hoffman, D., Adams-Bass, V. & Slaughter, C. (Principal Investigators, UVA IRB-SBS #2111). The Changing Face of Race: New Black Immigrants in American Public Schools [2019-2020; completed]

TEACHING

EDLF 3220: What Is Education For? (Instructor of Record)***School of Education and Human Development, University of Virginia***

This is a course in the philosophy of education that explores opposing ideas about the aims of education and engages students in deep thinking about their own educational values, as well as those of society at large. What is the purpose of your education? Why have you devoted so much of your life to it? Should schooling prioritize skill-building, creativity, or reflection? Does education only reproduce social norms, or does it have the power to change society? We examine such questions in regard to our own education, philosophical texts, and efforts to promote schooling worldwide.

EDLF 3240: Education in Multicultural Societies (Instructor of Record)***School of Education and Human Development, University of Virginia***

This course critically examines education through different disciplinary lenses in order to better understand the social, cultural, and political implications involved. It is an interdisciplinary course drawing on literature in education, the humanities, and the social sciences. We primarily focus on the U.S. educational system as a case study on the challenges of schooling in multicultural societies, while also exploring how other societies approach multiculturalism and education.

EDUS 202: Diversity, Democracy, and Ethics in Education (Instructor of Record)***School of Education, Virginia Commonwealth University***

This course engages students in critical exploration of public education in the United States within sociocultural, historical and philosophical contexts. It examines the relationships between an increasingly diverse society and education in a democracy. Students explore the ethical obligations of educational professionals and how to become active agents for democratic, equity-oriented schools. In addition, the course explores legal and policy aspects of education.

EDUS 673: Democracy, Equity, and Ethics in Education (Instructor of Record)***School of Education, Virginia Commonwealth University***

This graduate-level course is designed to engage participants in a critical exploration of education issues and inequities within sociocultural, historical and philosophical contexts. Students examine the relationship between an increasingly diverse society and democracy in education. The course also develops strategies for participants to understand the ethical obligations of educational professionals and to become active agents for democratic, equity-oriented schools.

Sheltered English Immersion (SEI) Endorsement Course for Teachers (Instructor of Record)***Massachusetts Department of Elementary and Secondary Education***

This is a graduate-level course designed for practicing teachers. They learn about and are expected to use in their classrooms the principles of SEI instruction. Topics covered include second language acquisition theory and researched-based instructional methods that benefit English language learners.

EDLF 7605: Anthropology of Education (Teaching Assistant)***School of Education and Human Development, University of Virginia***

This course is designed to familiarize the student with the ways in which anthropological perspectives can be used in the study of education. Anthropology's unique contribution to the study of human life centers around the concept of culture and the methodology of ethnography. In the course of the semester, we examine the relationship between culture and education and the ways in which the study and understanding of education can be enhanced by attention to the cultural dimension.

UNST 1400/5400: Introduction to Community Engagement (Teaching Assistant)***College of Arts and Sciences, University of Virginia***

This course surveys theories and models of community engagement. This course introduces students to theories and models of community engagement including theories of equity, citizenship, human rights, advocacy and activism, civic leadership, social justice, civil discourse, and social capital. It uses an interdisciplinary approach to analyze and actively engage in principles and practices of community engagement through the local lens of the community in which our university resides.

EDLF 4605: Anthropology of Education (Course Designer)***School of Education and Human Development, University of Virginia***

This is an undergraduate version of EDLF 7605: Anthropology and Education, described above.

SERVICE**Conference Proposal Reviewer**

- American Educational Research Association 2019-present
 - Division C, Section 2b: Learning & Motivation in Social & Cultural Contexts
 - Division G, Section 3: Languages, Literacies, & Representations
 - SIG 76: Philosophical Studies in Education
 - SIG 159: Paulo Freire
- TESOL International Convention 2015-present
 - Doctoral Research Forum
 - Culture & Intercultural Communication Strand
- Hunter Student Research Conference at UVA 2020-present

Workshop Facilitator

- UVA, Graduate Application Process Workshop for First Generation Students 2022

Letters of Recommendation

- Wrote letters of recommendation for students' graduate school applications 2022

Panel Moderator

- Hunter Student Research Conference at UVA 2021

Recruitment of PhD student to UVA program in Social Foundations of Education2021**Professional Development Facilitator**

- UVA, Center for Race and Public Education in the South, Teacher Institute 2018-2020

MEMBERSHIPS**American Anthropological Association (AAA)**

- Council on Anthropology and Education
- Society for Humanistic Anthropology

American Educational Research Association (AERA)

- Division G: Social Context of Education

- Division K: Teaching and Teacher Education
- SIG 76: Philosophical Studies in Education
- SIG 82: Qualitative Research
- SIG 159: Paulo Freire
- SIG 162: Multicultural/Multiethnic Education: Theory, Research, and Practice

American Educational Studies Association (AESA)

Philosophy of Education Society (PES)

Relation-Centered Education Network (RCEN)

Teachers of English for Speakers of Other Languages (TESOL)

Virginia TESOL

TEACHING CERTIFICATIONS

Tomorrow’s Professor Today

Center for Teaching Excellence, University of Virginia

2021

National Board Certified Teacher

English as a New Language, Early Adolescence Through Young Adulthood

through 2024

Massachusetts Professional License

English as a Second Language, 5-12

through 2023

History, 8-12

through 2023

LANGUAGES

English—native language

Spanish and Portuguese—speak, read, and write with basic competence

REFERENCES

Available upon request