



Dr. Anna Farrell serves as an Assistant Professor of Education and the written exam coordinator in the Department of Doctoral Studies in Education. She specializes in coaching academic writing and dissertation research, with a particular interest in arts based research and creative dissertation formats.

Dr. Farrell's research and practice centers on community and nonformal language education. Dr. Farrell has studied German, Dutch, and Japanese, and she is teacher-learner of Irish. She also teaches and dances with Heritage Academy of Irish dance in Wisconsin. Her dissertation research on how the Irish Dance Commission promotes Irish language revitalization brought together her love of dance and language learning and won an Outstanding Dissertation Award from the Comparative and International Education Society.

Dr. Farrell is the co-president of Kanonji Appleton Partnership, a sister city non-profit that conducts annual exchanges between Kanonji, Japan and Appleton, WI. In this role, Dr. Farrell co-teaches intercultural communication skills and basic Japanese to local high school students to prepare them for their exchange experience.

With her colleague, Dr. Emily Morris, Dr. Farrell has co-authored research and practitioner documents focused on distance learning for the United States Agency for International Development (USAID) and EnCompass LLC. She has also co-lead an evaluation of a global scholar program with Miske Witt and Associates. Dr. Farrell is proud to bring together her expertise in international education, language learning, and qualitative research to support graduate students as they work to transform communities through educational leadership.

ACADEMIC CREDENTIALS

- PhD and MA, Educational Policy and Administration (Comparative and International Development Education concentration), University of Minnesota
- MA, Linguistics, University of Minnesota
- BA, Linguistics and Japanese Language and Culture, Macalester College

AREAS of FOCUS

Language education policy, language and fine arts education, comparative and international education, nonformal education, distance education, immigrant and refugee education, education in crisis and conflict, non-dominant languages, qualitative research methods

PROFESSIONAL AFFILIATIONS

- Comparative and International Education Society
- Kanonji Appleton Partnership Board of Directors

SELECTED PUBLICATIONS

Morris, E., Farrell, A., & Venetis, E. (2021). *A roadmap for measuring distance learning: A review of evidence and emerging practices*. Washington, DC: USAID.

Morris, E., & Farrell, A. (2020). *Delivering distance learning in emergencies*. Washington, DC: USAID.

Farrell, A. M. (2019). [Book review] *The Multilingual Reality: Living with Languages* by A. K. Mohanty. *FIRE: Forum for International Research in Education*, 5(3), 180-183.

Farrell, A. M. (2017). *There is no nation without a language (Ní tír gan teanga): Language policy and the Irish Dancing Commission* (Doctoral dissertation). Proquest. (10253873)

Chachage, K., Nikoi, A., Bamattre, R., & Farrell, A. (2017). *The Mastercard Foundation Learn, Earn, and Save Initiative: Fundación Paraguaya programs' impact on female youth trajectories in Tanzania*. Minneapolis, MN: University of Minnesota, Department of Organizational Leadership, Policy, and Development.

Farrell, A. M. (Editor). (2015). *Reconsidering Development Journal – Special Issue on Language and International Development*, 4(1).

SELECTED PRESENTATIONS

Farrell, A., Nikoi, A., O'Connor, S., & Dickerson, L. *Seeking strategic renewal during and after a crisis: Lessons from online transitions in higher education*. Paper presentation at the Comparative and International Education Association Annual Meeting, Seattle/Online, April, 2021.

Farrell, A., Nikoi, A. & Wangsness Willemsen, L. *New borderlands in comparative and international education teaching* [Highlighted panel session cancelled due to Covid-19]. Paper presentation at the Comparative and International Education Association Annual Meeting, Miami, April, 2020.

Farrell, A. M. (2019). *Challenges and lessons in scaling an ICT based language program for conflict affected individuals*. Annual Meeting of the Comparative and International Education Society, San Francisco, CA.

Farrell, A. M., Wimer, G., & Khan, S. B. (2018). *Technology beyond borders: Adult education in conflict settings*. Annual Meeting of the Comparative and International Education Society, Mexico City, Mexico.

Farrell, A. M., Knipe, J., & Shephard, C. (2017). *Problematizing ourselves: Using language case studies to disrupt the CIES status quo*. Annual Meeting

of the Comparative and International Education Society, Atlanta, GA.

Farrell, A. M. (2016). *Ní tír gan teanga -- there is no nation without a language: Language policy in non-formal education in Ireland*. Annual Meeting of the Comparative and International Education Society, Vancouver, BC.

Farrell, A. M., Gaston, M., & Fry, G. W. (2015). *Language policy in Papua New Guinea, Thailand, and Timor Leste: Comparative case studies of the challenges of realizing cultural democracy and mother tongue education*. Annual Meeting of the Comparative and International Education Society, Washington, DC.

Farrell, A. M., & Rauf Shier, S. (2014). *Internationalizing the campus, language education policy, and multilingual students: Reflections through social media*. Conference of the American Association for Applied Linguistics, Portland, OR.

Farrell, A. M. (2014). *Language policy and the Central Teacher Eligibility Exam in India: A critical discourse analysis*. Annual Meeting of the Comparative and International Education Society, Toronto, ON.

Farrell, A. M., & Rauf Shier, S. (2013). *The de-facto language policy of multilingual student groups at an international(izing?) university: Reflections through social media*. Language Policy and Planning Conference, Calgary, AB.

Farrell, A. M. (2013). *Somali immigrants and English language education in the United States*. Annual Meeting of the Comparative and International Education Society, New Orleans, LA.