

# Brandi N Frisby

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7240000/publications.pdf>

Version: 2024-02-01

45  
papers

1,226  
citations

430874

18  
h-index

395702

33  
g-index

46  
all docs

46  
docs citations

46  
times ranked

621  
citing authors

#	ARTICLE	IF	CITATIONS
1	Testing the Applicability of the Instructional Beliefs Model across Three Countries: The Role of Culture as a Theoretical Parameter. <i>Journal of Intercultural Communication Research</i> , 2022, 51, 1-21.	0.9	2
2	The role of communication education scholarship in preparing advisors for the professoriate. <i>Communication Education</i> , 2022, 71, 75-77.	1.1	2
3	Technology acceptance model: investigating students' intentions toward adoption of immersive 360° videos for public speaking rehearsals. <i>Communication Education</i> , 2021, 70, 127-145.	1.1	19
4	Memorable messages in times of uncertainty: Communicative strategies to encourage motivation and connection. <i>Communication Education</i> , 2021, 70, 288-306.	1.1	15
5	Love Me, Love My Class: Instructor Perceptions of Rapport Building with Students across Cultures. <i>Communication Reports</i> , 2021, 34, 137-150.	1.0	2
6	"Minor Setback, Major Comeback": A Multilevel Approach to the Development of Academic Resilience. <i>Journal of Communication Pedagogy</i> , 2021, 5, 115-134.	0.4	1
7	The role of classroom relationships as sources of academic resilience and hope. <i>Communication Quarterly</i> , 2020, 68, 289-305.	1.3	22
8	Understanding the scope of a field: Using awards to enhance graduate student socialization and network building. <i>Communication Teacher</i> , 2019, 33, 276-280.	0.3	3
9	Alumni Recollections of Interactions with Instructors and Current Organizational Identification, Commitment, and Support of the University. <i>Communication Reports</i> , 2019, 32, 161-172.	1.0	10
10	The Influence of Emotional Contagion on Student Perceptions of Instructor Rapport, Emotional Support, Emotion Work, Valence, and Cognitive Learning. <i>Communication Studies</i> , 2019, 70, 492-506.	1.2	18
11	Face Threat Mitigation in Feedback: An Examination of Student Feedback Anxiety, Self-Efficacy, and Perceived Emotional Support. <i>Communication Quarterly</i> , 2019, 67, 60-75.	1.3	15
12	College instructors and the digital red pen: An exploratory study of factors influencing the adoption and non-adoption of digital written feedback technologies. <i>Computers and Education</i> , 2019, 128, 414-426.	8.3	15
13	Dimensions of Instructor Disclosure: Implications for Rhetorical and Relational Goals of Instruction. <i>Communication Research Reports</i> , 2017, 34, 221-229.	1.8	10
14	Rapport, motivation, participation, and perceptions of learning in U.S. and Turkish student classrooms: a replication and cultural comparison. <i>Communication Education</i> , 2017, 66, 183-195.	1.1	30
15	The effects of computer-mediated communication anxiety on student perceptions of instructor behaviors, perceived learning, and quiz performance. <i>Communication Education</i> , 2017, 66, 299-312.	1.1	17
16	Mediated group development and dynamics: an examination of video chatting, Twitter, and Facebook in group assignments. <i>Communication Teacher</i> , 2016, 30, 215-227.	0.3	6
17	The Role of Humor Styles and Shared Laughter in the Postdivorce Recovery Process. <i>Journal of Divorce and Remarriage</i> , 2016, 57, 56-75.	0.9	0
18	The Influence of Instructor-Student Rapport on Instructors' Professional and Organizational Outcomes. <i>Communication Research Reports</i> , 2016, 33, 103-110.	1.8	14

#	ARTICLE	IF	CITATIONS
19	Students' out of the classroom communication with instructors and campus services: Exploring social integration and academic involvement. <i>Learning and Individual Differences</i> , 2016, 47, 167-171.	2.7	21
20	The development and validation of the online learning climate scale (OLCS). <i>Communication Education</i> , 2016, 65, 307-321.	1.1	74
21	No Harm, No Foul: A Social Exchange Perspective on Individual and Relational Outcomes Associated With Relational Baggage. <i>Western Journal of Communication</i> , 2015, 79, 555-572.	1.2	1
22	Understanding the Role of Instructor Rapport in the College Classroom. <i>Communication Research Reports</i> , 2015, 32, 340-346.	1.8	40
23	The Aftermath of Hurtful Events: Cognitive, Communicative, and Relational Outcomes. <i>Communication Quarterly</i> , 2015, 63, 187-203.	1.3	4
24	Expanding the Scope of Instructional Communication Research: Looking Beyond Classroom Contexts. <i>Communication Studies</i> , 2015, 66, 417-432.	1.2	46
25	Students' Instructional Dissent and Relationships with Faculty Members' Burnout, Commitment, Satisfaction, and Efficacy. <i>Communication Education</i> , 2015, 64, 65-82.	1.1	29
26	Instructional Dissent as an Expression of Students' Academic Orientations and Beliefs about Education. <i>Communication Studies</i> , 2014, 65, 96-111.	1.2	51
27	Participation Apprehensive Students: The Influence of Face Support and Instructor's "Student Rapport on Classroom Participation. <i>Communication Education</i> , 2014, 63, 105-123.	1.1	63
28	The Cognitive Learning Measure: A Three-Study Examination of Validity. <i>Communication Methods and Measures</i> , 2014, 8, 163-176.	4.7	20
29	Face Threatening and Face Supportive Communication in Postdivorce Relational Turning Points. <i>Journal of Divorce and Remarriage</i> , 2014, 55, 83-102.	0.9	4
30	Requiring Participation: An Instructor Strategy to Influence Student Interest and Learning. <i>Communication Quarterly</i> , 2014, 62, 308-322.	1.3	13
31	Instructional Messages During Health-Related Crises: Essential Content for Self-Protection. <i>Health Communication</i> , 2014, 29, 347-354.	3.1	61
32	Let's Connect: Using Adobe Connect to Foster Group Collaboration in the Online Classroom. <i>Communication Teacher</i> , 2013, 27, 230-234.	0.3	10
33	Violating Student Expectations: Student Disclosures and Student Reactions in the College Classroom. <i>Communication Studies</i> , 2013, 64, 241-258.	1.2	21
34	Fair and Square? An Examination of Classroom Justice and Relational Teaching Messages. <i>Communication Education</i> , 2013, 62, 333-351.	1.1	19
35	Instruction in crisis situations: Targeting learning preferences and self-efficacy. <i>Risk Management</i> , 2013, 15, 250-271.	2.3	37
36	Instructor Compliance to Student Requests: An Examination of Student-to-Student Connectedness as Power in the Classroom. <i>Communication Education</i> , 2012, 61, 290-308.	1.1	27

#	ARTICLE	IF	CITATIONS
37	The "How" and "Why" of Flirtatious Communication Between Marital Partners. <i>Communication Quarterly</i> , 2012, 60, 465-480.	1.3	8
38	Face and resilience in divorce. <i>Journal of Social and Personal Relationships</i> , 2012, 29, 715-735.	2.3	43
39	Topic Avoidance, Everyday Talk, and Stress in Romantic Military and Non-Military Couples. <i>Communication Studies</i> , 2011, 62, 241-257.	1.2	26
40	Flirtatious Communication: An Experimental Examination of Perceptions of Social-Sexual Communication Motivated by Evolutionary Forces. <i>Sex Roles</i> , 2011, 64, 682-694.	2.4	17
41	Instructor"Student and Student"Student Rapport in the Classroom. <i>Communication Education</i> , 2010, 59, 146-164.	1.1	323
42	Assessing the Role of Peer Relationships in the Small Group Communication Course. <i>Communication Teacher</i> , 2010, 24, 43-57.	0.3	17
43	Interpersonal Motives and Supportive Communication. <i>Communication Research Reports</i> , 2010, 27, 320-329.	1.8	9
44	"Without Flirting, It Wouldn't be a Marriage" Flirtatious Communication Between Relational Partners. <i>Qualitative Research Reports in Communication</i> , 2009, 10, 55-60.	1.5	9
45	Instructor"Student and Student"Student Rapport in the Classroom. , 0, .		1