
TEACHING PHILOSOPHY

CYNTHIA M. FRISBY, PH.D. STRATEGIC COMMUNICATION

As a professor, my job is to act as a guide and mentor for students, creating opportunities for them to learn the fundamentals of the craft and the skills associated with it. I infuse a learning-by-doing principle throughout my curriculum because I believe that all students in my classes, from the resistant to the most accomplished ones, can gain and walk away with something: be it a better understanding of a particular concept, enhanced skills, or an increase in self-confidence. What is most important to me is that my students leave my course feeling inspired, confident, and encouraged.

In my course, *Cross Cultural Journalism*, a course required of all emphasis areas, students practice their journalism skills in a variety of ways. I don't approach the course as a "lecture class." Although I do lead class discussions of topics related to the book chapters, the class centers on allowing the students to practice verbal communication skills through small-group projects and class-wide discussions. Students also use Facebook pages to post recent issues found in current media. These posts and other writing assignments are tied to each chapter; the assignments are designed to engage students in deeper reflection of the topics covered in class and we discuss their research as a class. Students then write a brief analysis of the materials they found as those items relate to the lecture topic and then engage each other in a Facebook discussion about their items. That conversation is then carried into class and we spend time examining the examples they found and discussing whether those materials are "good journalism," how the media message could be improved, and how the story could be told differently.

In all of my courses, students work to earn class participation points. This strategy allows me to encourage learning outside of the classroom. For example, in my cross cultural class, students are assigned the task to find media messages that show positive portrayals of certain groups. They may also be asked to read the newspaper, analyze ads in popular magazines, and watch certain televised shows. These activities take place outside the classroom and usually involves activities or research that covers material from the book. This technique enables me to challenge students to think beyond the textbook material and become aware of how the course applies in their life and the lives of others—In other words, this technique allows me to encourage students to think more broadly and with greater insight.

One of the most important elements of my philosophy toward teaching is my desire to convey to students that learning is a process that never ends. I often find myself reminding students that journalism requires us to have a natural curiosity about the world and the people in it. I stress the importance of continual learning and research. No matter the area of emphasis, I want students to get in the habit of locating research that helps uncover new and informative information; information sorely needed to tell stories, reach various social groups, and create realistic and accurate depictions of ethnic groups. To that end, I encourage my students to "think openly, think differently." I students to take personal responsibility for their biases. I want them to challenge what they've been taught and use research to answer questions about what they thought and perhaps ultimately use media to improve coverage of social groups. My goal as a professor is to encourage confidence in each of my students so that they feel they can produce media messages and content that moves our culture forward.

Finally, and most importantly, I am deeply committed to fostering a relationship of compassion and trust with my students. There have always been and always will be some students who do not come ready or willing to learn, but I have found that the vast majority of them will rise to meet high expectations when these are established in an environment of mutual respect. I believe that it is part of my job to engage students in the subject, showing them not only why journalism is important, but also how it can be interesting – and even fun. Reading over teaching evaluations and the many thank you cards I receive from my students, I am humbled to learn that they really ARE leaving my courses. My is most important to me is that my students leave my courses feeling inspired, confident, and encouraged.

SUMMARY OF TEACHING RESPONSIBILITIES AT MU
CYNTHIA M. FRISBY, PH.D.

Jour 4212/7212: Sports and Entertainment Promotion
2013, 2013-2014, 2014-2015, 2015-2016

- This course is designed to give students an introduction to integrated brand promotion and its impact on sports and entertainment. Emphasis will be placed on promotion in the sports and entertainment sector. Students will be exposed to advertising, promotion, market research, social media, traditional and new media, and other components of the sports and entertainment promotion industry. Students will be involved in many hands-on projects to learn the basic concepts of sports and entertainment promotion and communication.
- The course focuses on research and development, sport promotion, sport sponsorship, advertising, market research, target marketing, psychographics, current trends in promotion and media planning and strategies and management.
- Sports and Entertainment Promotion examines how chief executive officers of sport and entertainment organizations choose, maintain, or redirect their promotion strategies and activities to help achieve organizational missions, encourage ticket sales, and attract large audiences. Students will learn how a sports and entertainment integrated promotional plan is applied in practice and will analyze sport promotion and marketing strategies to better understand how to develop their own sports and entertainment promotion plans.
- Students will conduct their own independent research projects wherein they will identify, analyze, and write campaign plans that might be considered for implementation by managers of particular sport and entertainment organizations.

Jour 4224: Effective Job Search Strategies
2009, 2011, 2015, 2015-2016

- In the current global economy, it is essential for job seekers to optimize their chances of being considered and hired for positions that are well-suited to their qualifications and interests. This course will help you effectively develop employment application materials for today's job market by honing your resume writing skills, providing you with tools to create an impressive resume (or to improve the one you already have), and giving suggestions on developing an effective cover letter. You will study different types of resume and cover letter formats that can be applied to various prospective employment situations and your own personal career goals.
- You will undertake a critical assessment of the professional skills you already possess, brainstorm and apply the best ways to market these skills in your resume and cover letter, and enhance your application materials by using specific tips and techniques to make you more competitive for the job you seek.
- By the end of this course, you will combine effective language and design elements to produce a polished resume and cover letter that can be tailored to each specific job application. In this course, students will learn about the process of career development and planning, which includes self-assessment, job search strategies, awareness of etiquette and other social networking/small talk issues, and how to network. Students will develop skills that, along with their education, can lead to achieving personal goals and career success.

An examination of job search strategies with emphasis on the written and oral communications necessary to market one's potential. Special focus is placed on developing effective application correspondence, follow-up correspondence and interviewing techniques.

Jour 9087 Doctoral Seminar on Mass Communication Teaching 2015, 2016

- The course is designed to help doctoral students grow in their ability as an instructor and in the knowledge of how teaching fits into a higher education faculty position. I designed this course to be an experiential class in which students learn by doing.
- Some class sessions provided discussions and demonstrations of various teaching techniques (such as using technology, generating class participation, collaborative learning, etc.). Other class sessions provided an opportunity for students to "teach" and try out different teaching techniques to see what teaching style(s) work best for them. In summary, I designed this class with the three "D's" in mind: (1) Discussion, (2) Demonstration, and (3) Do it yourself.

Jour 2000: Cross Cultural Journalism. 2004-2005, Winter 2006, Summer 2006- present

- A course designed to serve as an in-depth expansion on the material undergraduate students will be exposed to in several upper division courses in the School of Journalism. The course examines culture as a historically transmitted system of meaning constructed through both face-to-face interaction and the mass media. The course centers on research and theory from various approaches to culture and mass communication.
- My main teaching objective is to help students appreciate and understand the research and theory behind cross-cultural journalism so that they are able to use the information in their careers as a reporter, advertiser, public relations professional, photographer, or media manager

Jour 4200 (J120; J319), Principles of Strategic Communication. 1999-2011

- A survey course that examines the four major advertising categories: management, research, copy writing and ad design, and media planning. The class is designed to enhance students' understanding of and appreciation for major concepts, practices, and processes involved in advertising.
- This course also provides advertising majors with a basic understanding of common advertising research methods, policies, and problems.

Jour 4970: Strategic Campaigns 2012, 2012-2013

- This lab is designed to build on and enhance the skills students have acquired in the previous strat comm-related courses. By developing actual advertising campaigns from scratch, students will experience how all the functional areas of advertising (research, media, creative, account management) work together in the process of creating an advertising plan.
- Students will design creative works (e.g., preparing storyboard for TV commercials, writing scripts, and rough layout for print ads and the Internet), decide media placement, and decide and implement IMC components for clients to solve any problems identified from their primary and secondary market research. They will also be learning more about marketing principles and about some of the other forms of marketing communication that are widely used by organizations today.

Jour 4248: Media Strategy and Planning 2001-2009

- A course that deals with the planning, selection, and evaluation of advertising media. After taking this course, students should know how media decisions relate to the overall marketing and advertising process.
- The course is designed and was developed to enhance the student's knowledge of all of the mass media options available in the United States.

Jour 328: Retail Advertising. 1999-2001

- This course provides students with a unique opportunity to build an advertising campaign for a local merchant selected from the Columbia area. The "real-life" "real-world" hands-on learning experience allows students to write, design, and create ad campaigns that not only "break through the advertising clutter," but can be used to increase store traffic, enhance a corporate image, create persuasive promotional campaigns, increase short-term sales, long-term profits, and move inventory.

USE OF INSTRUCTIONAL TECHNOLOGY

CYNTHIA M. FRISBY, PH.D. STRATEGIC COMMUNICATION

Technology is an integral part of each course that I teach. I use PowerPoint slides for all of my courses. PowerPoint slides for all lectures are uploaded and available to students via Blackboard. I also incorporate a variety of other technological resources to help facilitate student success (i.e., syllabus, study guides, sample tests, outlines to follow for research reports, and supplemental pdf articles). Depending on the nature of the course, class participation points are assigned for specific assignments and/or blogs. The various activities can be completed and/or submitted on either Blackboard or my course Facebook page. The blackboard grade book is also used for all courses and remains a convenient means of providing students with feedback on their performance in a timely manner.

Early in my career here at Mizzou, I was extremely curious as to what professors do when faced with increasing class size or situations in which it is less and less possible to get to know students as individuals. To answer that question, I organized a research study titled "If You Build It, Will They Learn?: Student Perceptions On Using a Web Site in a Large Lecture Advertising Course." The problem addressed in the study was to determine effects of having a website in a large lecture course. Surveys were distributed to enrolled students at the beginning and the end of the semester (i.e., pre-post test). Students were asked to identify their attitudes concerning the use and reliance of a web site in a large lecture introductory course along with their perceptions toward professors who incorporate the internet and websites in the class. Data obtained in this study suggested that students hold favorable attitudes toward professors who use websites in large lecture classes. Data also showed that websites can be used to improve the professor's approachability and teaching effectiveness. Note: using a web site and this method of delivering course materials was just as exciting for the me as it was for the students. While the course preparation and web site development was extensive at first as well as the time it takes to master the technology and software needed, I found that making changes to the syllabus, reading assignments, and projects could be performed quickly and efficiently. Just as late breaking news evolves, changes to course content can be made literally overnight and in a matter of minutes. So, why spend the time or effort?

First, I believe that staying on top of innovations in instructional technology gives students the opportunity to expand their "creative" limits and thinking skills. I also believe that incorporating the Internet into course content allows me and my students to think about the implications of using the internet in the strategic communication industry-which leads to the second benefit. By giving students an opportunity to complete and submit assignments online and use the web as another tool or technology to enhance learning, students are given an opportunity to develop creative problem solving skills and also gain first-hand knowledge about the Internet, website design, and navigational skills.

One reason that I focus on incorporating technology in my classes, is because I feel that if I were to just lecture straight from the textbook, this teaching style might send out an implicit message to my students that reading the textbook, for example, is more important than learning real-world applications of campaign development. I feel that this motivation is consistent with my teaching philosophy. Since I believe that all students are different and they are driven by different means and to different ends, I feel that I should adjust my use of instructional technology to reflect and

meet each student where they are. Therefore, I feel a better long-term approach is to introduce the students to the range of what is possible with the material and help them find the methods of working that best suit their ideas and their learning style.

Social Media Technologies

In my attempt to better communicate with my students and to encourage active participation in the course content, I have started to rely on various social media technologies (see Table 1). While some may question the validity of social media technologies in the classroom, I, along with two doctoral students conducted a study on the effects of using Facebook in the college classroom. Results of a cross-sectional survey (N=129) investigated the relationship between the use of Facebook and dimensions related to student learning. Multiple regression analyses indicated significant relationships among the seven variables investigated, with most variance explained by frequency of using Facebook to communicate with instructor in predicting educational dimensions. Furthermore, results also showed that high use of both Facebook and email for student-teacher communication positively affected students and learning.

Table 1: Social Media Categories, Uses, and Applications

CATEGORIES	EXPLANATION	APPLICATION
COMMUNICATION	Send reminders about upcoming class activities, grading, etc	Email, Blackboard
FILE SHARING	In classes where students are required to work in groups	Google Docs, Box
VIDEO CHATS	Communicating with clients or guest speakers through video	Skype, Facetime
SOCIAL NETWORKS	Used to communicate with students and relate to the way that many of them interact with the world	Twitter, Facebook
REAL-WORLD EXAMPLES	Visual presentations of real-world campaigns, news stories, photos, etc	Youtube, Hulu
BLOGS	Students create online journals for job seeking purposes or in reaction to controversial mediated messages	WordPress
PODCASTS	Students create audio or video files published on the Internet to meet requirements for final project in J2000.	Apple iTunes

The use of social media as a learning tool has definitely shifted the way I teach. In fact, in a recent book chapter I wrote, "Leveraging social media to foster a classroom community," I discuss how social media can enhance the professor-student relationship, if used properly. Research on college students in the new millennium shows that those born between 1981 and 1999 actually prefer a variety of active learning activities. Some professors are even in the practice of putting lectures on YouTube. With YouTube, students can also post questions and I have discovered that most times they will do more extensive, in-depth research on the topic. I use YouTube quite a bit to show examples of sport and entertainment promotional campaigns. In my job search class, YouTube helps me to demonstrate the do's and don'ts of interviewing. One semester, I videotaped my students in the course, made a private YouTube channel, and had them review all interviews and provide constructive critiques.

I added the use of social media to my large lecture courses (Principles of strategic communication and Cross cultural journalism) because I felt it might help overcome the alienation that some students experience in large lectures and it would also allow to motivate students who otherwise would be bored in a large survey course. What I have noticed over the years is that one of the key benefits to using social media is its ability to connect students to one another, former students, and also allow them to refer to valuable and useful information long after they have completed the course. Take for example, a course like Cross cultural journalism; we explore many controversial topics. Some students feel more comfortable putting their thoughts on Facebook and I notice that over time, when they learn that their opinions were actually important and/or that others "like" their post, I have noticed that these students become more and more engaged in the course and begin to post regularly and frequently. I still have students that post to the page, now 5 years later.

I must mention that social media technology does not necessarily work in every class. I use this technology based on its relevance and I make sure that the objective of the use of this technology is made clear to students. For some students, I learned quickly, having them use social media may seem like "busy work" rather than a necessary and significant learning activity. The key to any instructional technology in the classroom (namely social media) for me is keeping my focus on the individual student, rather than on the newest innovation in instructional technology.

NOTEWORTHY TEACHING-RELATED ACCOMPLISHMENTS

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I have received or have been nominated for the following teaching awards:

- Honor Tap of Omicron Delta Kappa** 2007
- A junior honorary award that recognizes individuals who have attained a high standard of achievements in collegiate activities. As representatives of ODK, they encourage others to strive for attainment in scholarship, athletics, social and service activities, religious activities, campus governments, journalism and the performing arts.
- Honor Tap of the Mystical Seven** 2007
- Formerly a secret honor society, M7 selects the seven most outstanding men and women on campus on the basis of their good works throughout the community and unselfish leadership ability.
- Most Inspiring Professor** 2007
- Voted by Missouri Student-Athlete Advisory Board
- Martin Luther King Jr. Award** 2004
- Selected by Stephens College Faculty for Outstanding Service to the City of Columbia.
- William T. Kemper Award for Excellence in Teaching** 2002
- The award is intended to honor and reward MU faculty who have demonstrated outstanding teaching ability.
- Selected to participate in the Milt Gossett Workshop held in New York, NY** 2001
- “Honorary Coach” for both the Men and Women’s Basketball Teams** 2001
- The honorary coach program identifies top faculty and offers an opportunity to experience a sporting event from the bench. Honorary coaches are selected by athletics staff and athletes.
- Provost Outstanding Junior Faculty Teaching Award** 2000
- Recognizes junior faculty for superior teaching and advising on the MU campus.
- University of Missouri Faculty Incentive Grant** 2000
- The grant recognizes, rewards and encourages faculty who successfully compete for external grants and contracts that contribute to the University’s mission. The Grant and Contract Incentive Program provides a mechanism to acknowledge and reward faculty success in indirect cost recovery and in faculty salary compensation coverage from grants and contracts.
- **Greek Life, Greek Week Named “Outstanding Faculty Member”** 2000
 - **Kappa Gamma “Professor of the Year”** 2000
 - **Zeta Tau Alpha “Professor of the Year”** 2000
 - **Tower Outstanding Teacher** 2000
 - **Outstanding Teacher of the Year** 1999
 - **The University of Florida Graduate Student Teaching Award** 1997
 - **Outstanding Graduate Student Teacher (college)** 1997
 - **The Dowden Center Doctoral Dissertation Grant Award** 1996
 - **Graduate Student Research Award** 1996
 - **Graduate Student Forum Paper Session** 1995 & 1996
2nd place, 2nd place respectively