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## Ansættelse

### Professor

Institut for Design, Medier og Uddannelsesvidenskab  
SDU  
1. aug. 2022 → present

## Publikationer

**The effect of performance features of telepresence robots on the personality perception of their users**  
Asadi, A. & Fischer, K., okt. 2023, *IEEE MetroXRINE 2023 conference*.

### An Experimental Exploration of Quotidian Framing

Fischer, K. & Matsumoto, Y., 21. jul. 2023, (E-pub ahead of print) I: *Contrastive Pragmatics*. 46, 55

### Risk and responsibility in human-robot interaction: An interactional approach

Fischer, K., jul. 2023, *Risk discourse and responsibility*. Ädel, A. & Östman, J-O. (red.). John Benjamins Publishing Company, s. 172-189 (Pragmatics and Beyond New Series).

### On depicting social agents

Clark, H. H. & Fischer, K., 5. apr. 2023, (E-pub ahead of print) I: *Behavioral and Brain Sciences*. 46, e21.

### A Persuasive Hand Sanitizer Robot in the Wild The Effect of Persuasive Speech on the Use of a Hand Sanitizer Robot

Fischer, F., Fischer, K. & Maersk-McKinney-Moller, O. P., 13. mar. 2023, *HRI 2023: Companion of the ACM/IEEE International Conference on Human-Robot Interaction*. New York: Association for Computing Machinery, s. 649-652

### Charismatic speech features in robot instructions enhance team creativity

Fucinato, K., Niebuhr, O., Nørskov, S. & Fischer, K., 2023, I: *Frontiers in Communication*. 8, 12 s., 1115360.

### Face to Face with a Sexist Robot: Investigating How Women React to Sexist Robot Behaviors

Garcha, D., Geiskkovitch, D., Thiessen, R., Prentice, S., Fischer, K. & Young, J., 2023, (E-pub ahead of print) I: *International Journal of Social Robotics*.

### Mitigating the negative effect of telepresence robots via an empathy-eliciting robot moderator

Asadi, A., Chinzer, E., Marocco, D. & Fischer, K., 2023, *IEEE MetroXRINE 2023 conference*. Milan, Italy

### Persuasive Robots in the Field

Langedijk, R. M. & Fischer, K., 2023, *Persuasive Technology*. Meschtscherjakov, A., Midden, C. & Ham, J. (red.). Springer, s. 251-264 (Lecture Notes in Computer Science, Bind 13832).

### Recipient Design, Sociomorphing and Experienced Sociality

Fischer, K. & Seibt, J., 2023, *Social Robots in Social Institutions*. Hakli, R., Mäkelä, P. & Seibt, J. (red.). IOS Press, s. 528-537 (Frontiers in Artificial Intelligence and Applications, Bind 366).

### **Robot moderation: facilitating participation in multiparty interaction**

Asadi, A. & Fischer, K., 2023, *The 18th International Pragmatics (IPrA) Conference*. Brussels, Belgium

### **Social robots as depictions of social agents**

Clark, H. H. & Fischer, K., 2023, *I: Behavioral and Brain Sciences*. 46, s. 1-33 e21.

### **The effect of an empathy-eliciting intervention on the perception of telepresence robot users \***

Asadi, A. & Fischer, K., 2023, *2023 IEEE International Conference on Advanced Robotics and Its Social Impacts (ARSO)*. IEEE, s. 90-94 5 s. (IEEE Workshop on Advanced Robotics and its Social Impacts).

### **The voice of creativity: Effects of pitch range in the voice of a robot facilitator**

Fischer, K., Niebuhr, O. & Asadi, A., 10. mar. 2022, *Studientexte zur Sprachkommunikation Band 103: Elektronische Sprachsignalverarbeitung 2022*. TUDPress, Bind 103. s. 121-130 (Studientexte zur Sprachkommunikation).

### **Inducing changes in breathing patterns using a soft robot**

Asadi, A., Niebuhr, O., Jørgensen, J. & Fischer, K., mar. 2022, *2022 17th ACM/IEEE International Conference on Human-Robot Interaction (HRI)*. IEEE, s. 683-687

### **The effects of the online visualization of acoustic-prosodic features of speech on speakers' productions**

Fischer, K. & Niebuhr, O., mar. 2022, *Studientexte zur Sprachkommunikation*. Niebuhr, O., Svennson-Lundmark, M. & Weston, H. (red.). Dresden: TUDPress, s. 180-187 (Studientexte zur Sprachkommunikation; Nr. 103).

### **Tracking anthropomorphizing behavior in human-robot interaction**

Fischer, K., mar. 2022, *I: ACM Transactions on Human-Robot Interaction*. 11, 1, s. 1-28 4.

### **Configuring humans: what roles humans play in HRI research**

Lee, H. R., Cheon, E. J., Lim, C. & Fischer, K., 2022, *17th ACM/IEEE International Conference on Human-Robot Interaction (HRI) 2022*. IEEE Computer Society, s. 478-492

### **Perceived Trustworthiness of an Interactive Robotic System**

Graf, L., Torkar, M., Stuckelmaier, E., Sichler, R., Malafosse, P., Fischer, K. & Palinko, O., 2022, *2022 17th ACM/IEEE International Conference on Human-Robot Interaction (HRI)*. IEEE Computer Society, s. 773-777

### **Speech Impact in a usability test: A case study of the KUBO robot**

Christiansen, C. G., Hardt, S., Jensen, S. F., Fischer, K. & Palinko, O., 2022, *17th ACM/IEEE International Conference on Human-Robot Interaction (HRI) 2022*. IEEE Computer Society, s. 723-726

### **In the same boat: The influence of sharing the situational context on a speaker's (a robot's) persuasiveness**

Fischer, K., Jensen, L. C. & Zitzmann, N., dec. 2021, *I: Interaction Studies*. 22, 3, s. 488-515

### **What influences influence? How the communicative situation influences persuasion**

Fischer, K. & Ham, J., dec. 2021, *I: Interaction Studies*. 22, 3, s. 291-302

### **The SMOOTH-Robot: A Modular, Interactive Service Robot**

Krüger, N., Fischer, K., Manoonpong, P., Palinko, O., Bodenhausen, L., Baumann, T., Kjærsum, J., Rano, I., Naik, L., Juel, W. K., Haarslev, F., Ignasov, J., Marchetti, E., Langedijk, R. M., Kollakidou, A., Camillus Jeppesen, K., Heidtmann, C. & Dalgaard, L., 5. okt. 2021, *I: Frontiers in Robotics and AI*. 8, 22 s., 645639.

### **Relationships between construction grammar(s) and genre: Evidence from an analysis of Instagram posts**

Fischer, K. & Aarestrup, M., okt. 2021, *I: Journal of Pragmatics*. 183, October, s. 87-104

### **Robots for Foreign Language Learning: Speaking Style Influences Student Performance**

Fischer, K., Niebuhr, O. & Alm, M., 3. sep. 2021, *I: Frontiers in Robotics and AI*. 8, 10 s., 680509.

### **Effects of gaze and speech in human-robot medical interactions**

Diethelm, I. G., Hansen, S. S., Leth, F. B., Fischer, K. & Palinko, O., 8. mar. 2021, *HRI 2021 - Companion of the 2021 ACM/IEEE International Conference on Human-Robot Interaction*. Association for Computing Machinery, s. 349-353 3447190

### **Initiating human-robot interactions using incremental speech adaptation**

Fischer, K., Naik, L., Langedijk, R. M., Baumann, T., Jelínek, M. & Palinko, O., 8. mar. 2021, *HRI 2021 - Companion of the 2021 ACM/IEEE International Conference on Human-Robot Interaction*. New York: Association for Computing Machinery, s. 421-425 3447205

### **Speed and speech impact on the usage of a hand sanitizer robot**

Beck, S. K., Gade, S. K. K., Høj, H., Thielsen, M. G., Fischer, K. & Palinko, O., 8. mar. 2021, *HRI 2021 - Companion of the 2021 ACM/IEEE International Conference on Human-Robot Interaction*. New York: Association for Computing Machinery, s. 382-386 3447197

### **The role of a social robot in behavior change coaching**

Jelínek, M. & Fischer, K., 8. mar. 2021, *HRI 2021 - Companion of the 2021 ACM/IEEE International Conference on Human-Robot Interaction*. Association for Computing Machinery, s. 434-438 3447208

### **Effect Confirmed, Patient Dead: A Commentary on Hoffman & Zhao's Primer for Conducting Experiments in HRI**

Fischer, K., feb. 2021, I: *ACM Transactions on Human-Robot Interaction*. 10, 1, 4 s., 3439714.

### **Using discourse segmentation to account for the polyfunctionality of discourse markers: The case of well**

Pons Bordería, S. & Fischer, K., feb. 2021, I: *Journal of Pragmatics*. 173, s. 101-118

### **Computational Thinking og uddannelsen af fremtidens dataloger**

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### **Geräusche, Stimmen und natürliche Sprache: Kommunikation mit sozialen Robotern**

Fischer, K., 2021, *Soziale Roboter: Technikwissenschaftliche, wirtschaftswissenschaftliche, philosophische, psychologische und soziologische Grundlagen*. Bendel, O. (red.). Springer, s. 272-292

### **The role of emotional expression in behavior change coaching by a social robot**

Jelínek, M. & Fischer, K., 2021, *Persuasive technology : 16th International Conference, PERSUASIVE 2021*. Ali, R., Lugrin, B. & Charles, F. (red.). Springer, s. 193-199 (Lecture Notes in Computer Science, Bind 12684). (Information Systems and Applications, incl. Internet/Web, and HCI).

### **User expectations and preferences to how social robots render text messages with emojis**

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### **Trust and the discrepancy between expectations and actual capabilities of social robots**

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### **Studying Drink-Serving Service Robots in the Real World**

Langedijk, R. M., Odabasi, C., Fischer, K. & Graf, B., aug. 2020, *29th IEEE International Conference on Robot and Human Interactive Communication, RO-MAN 2020*. IEEE, s. 788-793 9223512. (IEEE RO-MAN proceedings).

### **Understanding the Perception of Incremental Robot Response in Human-Robot Interaction**

Jensen, L. C., Melissa Langedijk, R. & Fischer, K., aug. 2020, *29th IEEE International Conference on Robot and Human Interactive Communication, RO-MAN 2020*. IEEE, s. 41-47 9223615. (IEEE RO-MAN proceedings).

### **SMOOTH Robot: Design for a novel modular welfare robot**

Juel, W. K., Haarslev, F., Ramírez, E. R., Marchetti, E., Fischer, K., Shaikh, D., Manoonpong, P., Hauch, C., Bodenhagen, L. & Krüger, N., 1. apr. 2020, I: *Journal of Intelligent and Robotic Systems*. 98, s. 19-37

### **Experimental contrastive pragmatics using robots**

Fischer, K. & Prondzinska, A. D., apr. 2020, I: *Contrastive Pragmatics*. 1, 1, s. 82-107

### **A Drink-Serving Mobile Social Robot Selects who to Interact with Using Gaze**

Palinko, O., Fischer, K., Ramírez, E. R., Damsgaard Nissen, L. & Langedijk, R. M., 23. mar. 2020, *Proceedings of the Companion of the 2020 ACM/IEEE International Conference on Human-Robot Interaction*. Association for Computing Machinery, s. 384-385

### **Using robots to study the perception of feedback cross-culturally**

Depka Prondzinska, A. & Fischer, K., 23. mar. 2020, *HRI '20: Companion of the 2020 ACM/IEEE International Conference on Human-Robot Interaction*. Association for Computing Machinery, s. 186-188

### **Studying Language Attitudes Using Robots**

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### **Integrative social robotics hands-on**

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### **Die Untersuchung von interkulturellen Unterschieden im Feedback mit Hilfe von Robotern**

Fischer, K. & Prondzinska, A. D., 2020, *An den Rändern der Sprache*. Elementaler, M. & Niebuhr, O. (red.). Kiel: Peter Lang, s. 410-429 (Kieler Forschungen zur Sprachwissenschaft, Bind 12).

### **Gaze-Speech Coordination Influences the Persuasiveness of Human-Robot Dialog in the Wild**

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### **Hesitation Markers and Audience Design: Position Matters**

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### **I Shall Know you by your Voice – Melodic and Physical Dominance in the Design of Robot Voices**

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### **Do not hesitate! – Unless you do it shortly or nasally: How the phonetics of filled pauses determine their subjective frequency and perceived speaker performance**

Niebuhr, O. & Fischer, K., 16. sep. 2019, *Proc. Interspeech 2019*. International Speech Communication Association (ISCA), s. 544-548 (Proceedings of the International Conference on Spoken Language Processing).

### **The challenges of working on social robots that collaborate with people**

Baillie, L., Denman, P., Fischer, K., Breazeal, C., Foster, M. E. & Cauchard, J. R., 2. maj 2019, *CHI EA 2019 - Extended Abstracts of the 2019 CHI Conference on Human Factors in Computing Systems*. Association for Computing Machinery, 7 s. W12

### **Emotion Expression in HRI – When and Why**

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**Robot use cases for real needs: A large-scale ethnographic case study**

Bodenhagen, L., Fischer, K., Winther, T. S., Langedijk, R. M. & Skjøth, M. M., 2019, I: *Paladyn: Journal of Behavioral Robotics*. 10, 1, s. 193-206

**Speech melody matters: How robots profit from using charismatic speech**

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**Why Collaborative Robots Must Be Social (and even Emotional) Actors**

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**Inferential processes in English and the question whether English has modal particles**

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**Eliciting extra prominence in read-speech tasks: The effects of different text-highlighting methods on acoustic cues to perceived prominence**

Berger, S., Niebuhr, O. & Fischer, K., 13. jun. 2018, *9th International Conference on Speech Prosody 2018*. International Speech Communication Association (ISCA), s. 75-79

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**When Transparent does not Mean Explainable**

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**Increasing trust in human-robot medical interactions: Effects of transparency and adaptability**

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**Modal particles and sentence type restrictions: a construction grammar perspective**

Alm, M. H., Behr, J. & Fischer, K., 2018, I: *Glossa*. 3, 1, 32 s., 133.

**Trust in Medical Human-Robot Interactions based on Kinesthetic Guidance**

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### **The Situatedness of Pragmatic Acts: Explaining a Lamp to a Robot**

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### **A Comparison of Types of Robot Control for Programming by Demonstration**

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### **Designing speech for a recipient: the roles of partner modeling, alignment and feedback in so-called 'simplified registers'**

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### **Eliciting Conversation in Robot Vehicle Interactions**

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### **Robots as Confederates: How robots can and should support research in the humanities**

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### **Overtalelse: hos berømte administrerende direktører og robotter**

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#### **Trinvisse og delte strategier for kontrol af velfærdsrobotter**

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#### **A novel tele-operation device allowing for dynamic switching between control points during learning from demonstration**

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#### **Negotiating Instruction Strategies during Robot Action Demonstration**

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## **Projekter**

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## **Vejledning**

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## Undervisning

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Introduction to English Linguistics

Technical Terminology: Linguistic Approaches  
 Linguistic Approaches to Metaphor  
 The Semantics/Pragmatics of Interjections  
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 On-line Communication  
 Negotiation  
 Disfluencies, the Conscious and Subconscious, and Speech Planning  
 Introduction to (Applying) Linguistics  
 The Smallest Meaning Bearing Units: Morphology  
 Language and Gender  
 Language Acquisition  
 The Sound Makes the Music: Phonetics, Phonology, and Prosody  
 How Languages Change  
 From Linguistic Feedback to Group Supervision and Team Coaching  
 Intercultural Communication  
 Sociolinguistics: Gender  
 From Conversation Analysis to Communication Training  
 Scientific English  
 Fremdsprache II: Englische Sprache  
 English Applied Grammar I: The Linguistics of Words  
 English Applied Grammar II: The Linguistics of Sentences  
 English Applied Grammar III: The Linguistics of Texts  
 Projects in Linguistics (Profileringsprojekt)  
 Document Design I  
 Document Design II  
 Empirical Methods  
 Construction Grammar: PhD Seminar  
 Poster Design: PhD Seminar  
 Scientific Writing (Fagets Videnskabsteori)  
 User Studies  
 Web Communication (and Production)  
 Web-mediated Communication and Interaction

## Kompetenceudvikling

2010-2017	introduction to 5P method (Renata Fruchter), concepts of design teaching (Center for Design Research, Larry Leifer) and global engineering concepts (Kozmetzky Global Collaboratory), Design Thinking (D-School) at Stanford University
2010-2011	Anna Logica courses on visualization, paper prototyping and creativity enhancement at the University of Hamburg
1999-2000	teaching certificate in Higher Learning at the Interdisciplinary Center for Higher Learning at the University of Hamburg

## Reflekseret praxisbeskrivelse

In my teaching, I pursue the following aims:

–Methodological Knowledge: Given the relatively short period available in bachelor and master study programs compared to the lifespan for which we try to prepare the students, I believe it is essential to focus more on methodological knowledge and on heightened metalinguistic awareness than on the transmission of facts. My teaching thus aims at developing students' methodological competence on the basis of exemplary problems and on transferring the exemplary knowledge gained to new areas that are of interest to the students' themselves.

–Applicability: The challenges our societies currently face are huge, and we have to train the next generation to address these issues and those to come – no one can currently predict what the future will bring to this generation. Language and communication are core social tools, and we should train students in order to be able to understand communication well enough to face some of society's most important problems. Thus, in addition to focusing on methods (which persist) rather



than on knowledge (which becomes outdated quickly), I do believe that in contrast to widely held assumptions, linguists and communication experts can contribute considerably to a broad range of tasks arising in businesses, institutions, NGOs, government and other core areas of society. Thus, my teaching is applied so that students gain a general understanding of how they can contribute to society with the skills they acquire, for instance, by means of brand naming (English Applied Grammar I), text production and correction (English Applied Grammar II), culture coaching, document design and redesign (English Applied Grammar III), webdesign, e-government, HCI and HRI (Document Design).

–Research Attitude: I believe it is crucial for students to learn to understand themselves as parts of a scientific community, as part of a society that uses rigorous methodologies to study phenomena and to reason about them. Thus, on the one hand I believe that teaching should always integrate explicitly recent findings and present subjects as part of an ongoing scientific discussion, on the other, it is crucial that students develop such a scientific attitude themselves. Thus, I resist the temptation to present them with ‘knowledge’ (which would make me look good) and instead make them understand that ‘knowledge’ is always a struggle (to which they can contribute, however).

The teaching methods I use reflect my conviction that learning means to get involved. Therefore, I consider lectures and (powerpoint) presentations useful only in restricted contexts. Instead, students are lead to detecting problems themselves, to ask questions and to pursue their answers creatively and in scientifically rigorous investigation. The methodical spectrum I use comprises group work, role play, project work, visualization and mock tasks. The exam types I prefer are accordingly empirical studies on topics that students can choose according to their own interests, based on their own wish to find something out and to make it available to the scientific community. I try to meet the students where they are and to show them at the same time how exciting the world can be if you have some background knowledge on how things really work and if you have the methods to find out something new. I try to implement this already in the first semester where students have the task to apply the methods for linguistic analysis they have learned to a product they can choose themselves and to make their own creative suggestion for a brand name of that product. I believe that for all kinds of linguistic topics such project-based tasks can be found, and that this is a good way to get students to become involved, while attending to high methodological standards at the same time. Finally I try to get students involved in research activities themselves. In particular, I encourage them to carry out their own studies and to publish their work, I take them with me to conferences and interdisciplinary summer schools, and I involve them, if they are interested, in experiments in the framework of our human-robot interaction lab, where we support students and equip them with the technology, infrastructure and know-how to carry out their own experiments.

## Handlingsplan

In the future, I would like to develop further exercises and methods based on the findings by social psychologist Carol Dweck (Dweck 2006); she demonstrates that people often hold onto a fixed mindset, which makes them believe in fixed traits. She shows that a fixed mindset can prevent students from putting effort into their studies because low effort leaves them an excuse when dealing with failure. Risk taking, effort, and the ability to cope with failure are however crucial for creativity and learning. Dweck and her collaborators have suggested some interventions that help students overcome fixed mindsets, and since I suspect that many of my students suffer from the idea that they have to appear intelligent at all times, which may prevent them from taking risks, making mistakes, putting themselves into their studies and even doing the necessary work, I would like to develop more methods by means of which students can be subtly guided into a more flexible mindset and into more creativity and experimentation, as well as into the willingness to work hard. For this purpose, I have already adapted two of the interventions created by the social psychologists at Stanford University (see Blackell et al. 2007; Sherman & Cohen 2006) on brain plasticity and self-affirmation, but especially the large number of students dropping out during the first semester suggests that we need to develop some effective methods there, too. Secondly, I would like to increase the ties with regional businesses to demonstrate to our students, as much as to the local industry, that what they learn is really useful and can be directly employed to solve necessary tasks. That is, I would like businesses to send us sample tasks to which our students could then develop solutions in class, which would increase local businesses’ willingness to offer internships and eventually jobs to our students.