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## Employment

### Professor

Department of Design, Media and Educational Science

1. Aug 2024 → present

### Professor

SDU Climate Cluster

28. May 2024 → present

## Research outputs

### **People-environment relations following COVID-19 pandemic lifestyle restrictions: a multinational, explorative analysis of intended biophilic design changes**

Shulla, K., Voigt, B.-F., Lardjane, S., Fischer, K., Kedzierki, P., Scandone, G. & Süße, T., Dec 2024, In: Discover Sustainability. 5, 1, 22 p., 229.

### **Aspects of Soft Robotic Touch -Causes, Effects, and Experiences of Touching Soft Silicone Robots**

Jørgensen, J., Christiansen, M. B., Asadi, A., Rafsanjani, A., Jochum, E. A., Niebuhr, O. & Fischer, K., 23. Oct 2024.

### **The Effect of Emotional Expression on the Use of a Hand-Sanitizing Robot**

Durow, F., Øllgaard, J. A., Bundgaard, K., Eddin, M. A. J., Nielsen, P. H., Fischer, K. & Palinko, O., 11. Mar 2024, *HRI 2024 Companion - Companion of the 2024 ACM/IEEE International Conference on Human-Robot Interaction*. Association for Computing Machinery, p. 432-436

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

Asadi, A., Chinzer, E., Marocco, D. & Fischer, K., 2024, *2023 IEEE International Conference on Metrology for eXtended Reality, Artificial Intelligence and Neural Engineering (MetroXRINE)*. Milan, Italy: IEEE, p. 1182-1187

### **A Road Map for the Development of Teaching Material on Scandinavian Prosody**

Alm, M., Abelin, Å., Eggesbø Abrahamsen, J., Albertsen, E., Koreman, J., Niebuhr, O. & Fischer, K., 31. Dec 2023, *Proceedings of the 13th International Conference of Nordic Prosody: Applied and Multimodal Prosody Research*. Niebuhr, O. & Svensson Lundmark, M. (eds.). Sciendo, Vol. 13. p. 245-254

### **Which Voice for which Robot? Designing Robot Voices that Indicate Robot Size**

Fischer, K. & Niebuhr, O., 13. Dec 2023, In: *ACM Transactions on Human-Robot Interaction*. 12, 4, 24 p., 55.

### **The effect of performance features of telepresence robots on the personality perception of their users**

Asadi, A. & Fischer, K., Oct 2023, *Proceedings of Metrology for eXtended Reality, Artificial Intelligence and Neural Engineering (MetroXRINE)*. IEEE, p. 1161-1165

### **An Experimental Exploration of Quotidian Framing**

Fischer, K. & Matsumoto, Y., 21. Jul 2023, (E-pub ahead of print) In: *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. (eds.). John Benjamins Publishing Company, p. 172-189 (Pragmatics and Beyond New Series).

### **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., Apr 2023, In: *International Journal of Social Robotics*. 15, 11, p. 1809-1828

### **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, p. 649-652

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

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

### **Defining Interaction as Coordination Benefits both HRI Research and Robot Development: Entering Service Interactions**

Fischer, K., 2023, *32nd IEEE International Conference on Robot and Human Interactive Communication (RO-MAN)*. IEEE, p. 213-219

### **On depicting social agents**

Clark, H. H. & Fischer, K., 2023, In: *Behavioral and Brain Sciences*. 46, e51.

### **Persuasive Robots in the Field**

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

### **Recipient Design, Sociomorphing and Experienced Sociality**

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

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

Asadi, A. & Fischer, K., 2023.

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

Clark, H. H. & Fischer, K., 2023, In: *Behavioral and Brain Sciences*. 46, p. 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, p. 90-94 (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, Vol. 103. p. 121-130 (Studientexte zur Sprachkommunikation).

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

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### **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. (eds.). Dresden: TUDPress, p. 180-187 (Studientexte zur Sprachkommunikation; No. 103).

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

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### **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, p. 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, p. 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, p. 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, In: *Interaction Studies*. 22, 3, p. 488-515

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

Fischer, K. & Ham, J., Dec 2021, In: *Interaction Studies*. 22, 3, p. 291-302

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

Krüger, N., Fischer, K., Manoonpong, P., Palinko, O., Bodenhagen, L., Baumann, T., Kjærum, 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. Oct 2021, In: *Frontiers in Robotics and AI*. 8, 22 p., 645639.

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

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

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### **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, p. 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, p. 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, p. 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, p. 434-438 3447208

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

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

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

Fischer, K., Børsen Hansen, S. & Foth, K., 2021, *Computational Thinking : teoretiske, empiriske og didaktiske perspektiver*. Dohn, N. B., Mitchell, R. & Chongtay, R. (eds.). Samfundslitteratur, p. 107-118 (Medier, Kommunikation, Journalistik ; No. 18).

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

Fischer, K., 2021, *Soziale Roboter: Technikwissenschaftliche, wirtschaftswissenschaftliche, philosophische, psychologische und soziologische Grundlagen*. Bendel, O. (ed.). Springer, p. 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. (eds.). Springer, p. 193-199 (Lecture Notes in Computer Science, Vol. 12684). (Information Systems and Applications, incl. Internet/Web, and HCI).

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

Fucinato, K., Leustean, E. L., Fekacs, L., Tárnoková, T., Langedijk, R. M. & Fischer, K., Oct 2020, *ICMI 2020 Companion - : Companion Publication of the 2020 International Conference on Multimodal Interaction*. Truong, K., Heylen, D., Czerwinski, M., Berthouze, N., Chetouani, M. & Nakano, M. (eds.). Association for Computing Machinery, p. 37-41 5 p.

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

Malle, B., Fischer, K., Young, J., Moon, A. & Collins, E., Sept 2020, *Human-robot interaction: Control, analysis, and design*. Zhang, D. & Wei, B. (eds.). New York: Cambridge Scholars Press, p. 1-23

### **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, p. 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, p. 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, In: *Journal of Intelligent and Robotic Systems*. 98, p. 19-37

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

Fischer, K. & Prondzinska, A. D., Apr 2020, In: *Contrastive Pragmatics*. 1, 1, p. 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, p. 384-385

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

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### **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*. Elmentaler, M. & Niebuhr, O. (eds.). Kiel: Peter Lang, p. 410-429 (Kieler Forschungen zur Sprachwissenschaft, Vol. 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**

Fischer, K. & Schümchen, N., 2. Dec 2019, *Proceedings of the 1st International Seminar on the Foundations of Speech: Pausing, Breathing and Voice*. Syddansk Universitet, p. 19-20

### **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**

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

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

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

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### **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**

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### **The SMOOTH Robot: Design for a Novel Modular Welfare Robot**

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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**

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**It Gets Worse Before it Gets Better: Timing of Instructions in Close Human-Robot Collaboration**

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**Cognitive linguistics and pragmatics**

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**Influence of Robot Gender and Speaker Gender on Prosodic Entrainment in HRI**

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

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### **Multimodal Feedback in Human-Robot Interaction: An HCI-Informed Comparison of Feedback Modalities**

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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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### **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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### **Device for dynamic switching of robot control points**

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### **Trinvis 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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### **As Useful as 25 Years Ago: Foolen's Four-Level Model of Particle Meanings**

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### **Conversation, Construction Grammar, and Cognition**

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### **Error Feedback for Robust Learning from Demonstration**

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#### **How Effective an Odd Message Can Be: Appropriate and Inappropriate Topics in Speech-Based Vehicle Interfaces**

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#### **Human Smile Distinguishes between Collaborative and Solitary Tasks in Human-Robot Interaction**

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## Prizes

**BEST PAPER IN APPLIED METROLOGY AWARD**  
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### **BHJ Innovation Award 2018**

Niebuhr, O. (Recipient), Gretzinger, S. (Recipient), Chiriaev, S. (Recipient) & Fischer, K. (Recipient), 2018

### **Field Trip / Research Stay at Foreign Institution**

Fischer, K. (Recipient), 2018

### **Outstanding Reviewer Recognition**

Fischer, K. (Recipient), 12. Feb 2023

## **Projects**

### **A Social Media Approach to Increasing Intercultural Competence in the Border Region**

Fischer, K. (Head coordinator), Eskildsen, S. W. (Co-PI), Alm, M. (Co-PI), Niebuhr, O. (Co-PI) & Jensen, M. (Col)  
03/02/2017 → 31/01/2019

### **Co-design for laboratory energy savings**

Fischer, K. (Project participant) & Rubahn, H.-G. (Project participant)  
18/04/2023 → 16/08/2024

### **Construction Grammar and the Description of Situated Spoken Interaction**

Fischer, K. (Head coordinator)  
01/01/2012 → 31/03/2015

### **Developing Teaching Material for Speech Prosody to Increase the Mutual Comprehension between Danish, Swedish and Norwegian**

Fischer, K. (Project participant), Niebuhr, O. (Project participant), Alm, M. (Project participant), Abelin, Å. (Project participant), Korreman, J. (Project participant), Eggesbø Abrahamsen, J. (Project participant) & Albertsen, E. (Project participant)  
02/11/2020 → 31/10/2021

### **Development of a Tool for the Visualization of Intonation**

Fischer, K. (Project participant), Niebuhr, O. (Project participant), Alm, M. (Project participant) & Abelin, Å. (Project participant)  
01/09/2020 → 31/08/2021

### **Encouraging Moderators**

Fischer, K. (Project participant), Asadi, A. (Project participant) & Jelinek, M. (Project participant)  
01/03/2022 → 01/03/2025

### **Green Behavior: Understanding Long-term Behavior Change and Spill-Over Effects for Sustainable Green Transition (SDU Sønderborg)**

Shaghaei, N. (Project participant), Fischer, K. (Project manager), Niebuhr, O. (Project participant) & Kaarsted, T. (Project participant)  
01/02/2021 → 01/10/2021

### **Improving Second Language Pedagogy at the Prosody-Pragmatics Interface using Human-Robot Interaction**

Fischer, K. (Head coordinator), Eskildsen, S. W. (Co-PI) & Niebuhr, O. (Co-PI)  
01/09/2015 → 30/11/2019

### **Positive Reframing to Speed up Green Technology Adoption**

Fischer, K. (Project participant) & Tegtmeier, S. (Project participant)  
01/02/2023 → 01/09/2024

### **SCC Elite-Center Solen - HUM subpart**

Fischer, K. (Project participant)

01/04/2023 → 31/03/2028

### **Smooth: Seamless Human-Robot Interaction for the Support of Elderly People**

Fischer, K. (Head coordinator)

01/04/2017 → 30/10/2020

### **InClass: Telepresence Robots in Schools**

Fischer, K. (Project participant)

01/02/2022 → 31/01/2024

## **Supervision**

### **Supervision/Evaluation of PhD Theses**

Jensen, Lars C. (2018): Effects of Contingent Robot Response to the Situatedness of Human-Robot Interactions. PhD Thesis, University of Southern Denmark.

Crible, Ludivine (2017): Discourse Markers and (Dis)fluency across Registers. PhD Thesis, Université Catholique de Louvain.

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Lotze, Netaya (2014): Das virtuelle Gegenüber: Chatten mit artifiziellen Dialogsystemen. PhD Thesis, Leibniz Universität Hannover.

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### **Supervision of Master- and Diploma Theses**

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Kryvous, Anna (2018): Language Aspects of the social perception of Robots: Frog Experiment. Master's thesis, University of Aarhus. (with Riccardo Fusaroli)

Cottrell, Michelle (2018): Comparative Study of Remote Asynchronous Usability Testing for Small Startups – Heuristic Inspection, Concurrent contra Retrospective Think-Aloud Protocols. Master's thesis, University of Southern Denmark.

Vandborg Sørensen, Merete (2018): Anbefalinger til informationsstruktur på kulturfestivalers programside Master's thesis, University of Southern Denmark.

Andersen, Frederik (2018): Et casestudie om implementering af Human-centred design ved Esoft Systems. Master's thesis, University of Southern Denmark.

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Blood Pressure Measurements as Use Case. Master's thesis, University of Southern Denmark.

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Jensen, Janni (2016): "Crank your oven to 440F": A Multimodal Case Study of Recipes in Cookbooks and Food Blogs. University of Southern Denmark.

Aarestrup, Morgan (2016): Hungry for success: A multimodal genre analysis of department stores' Instagram posts. Master's thesis, University of Southern Denmark.

Strupka, Eszter (2015): Gender and Culture Effects in Human-Robot Interaction – An Acoustic-Prosodic Analysis. Master's thesis, University of Southern Denmark.

Heide, Maiken (2015): Just kiss me already: An investigative corpus analysis of modal particles in English. Master's thesis, University of Southern Denmark.

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## **Supervision of Bachelor Theses**

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Brenke, Maike (2016): Key Terms in Advertising: An analysis of the advertising language of Nike, Adidas, and New Balance. University of Southern Denmark.

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Schönharting, Katharina (2013): 'The Taming of the Shrew': a linguistic gender study. University of Southern Denmark.

Wenzel, Inke A. (2013): Gender Differences in Sport Corrections. University of Southern Denmark.

Aarestrup, Maria Ibn Crone (2013): Designing Addressees in Documents: Using reader personas in brochures for university programs. University of Southern Denmark.

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Sowa, Britta C. (2012): Discrimination of Minorities in German Print Media – an exemplary Critical Discourse Analysis of eight German newspaper articles with respect to hidden discrimination of victims of the 'NSU-murders'. University of Southern Denmark.



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- Wille, Luise (2011): The Impact of Discourse Structuring Cues and Thematic Structure on the Comprehensibility of Non-Native Written Texts. University of Southern Denmark.
- Aus der Wieschen, Maria (2011): Perception of Accents in English. University of Southern Denmark.
- Leicht, Shiva (2011): Dialect Perception: How Does an Artificial Dialect Contribute to the Perception of a Movie Character? University of Southern Denmark.
- Birkhoff, Laura M. (2011): The Role of Social Proof in Consumer Behavior. University of Southern Denmark.
- Albert, Andrea (2011): German Foreigner Talk, Code Switching and the Use of Standard Register German. University of Southern Denmark.
- Kirstein, Franziska (2011): Strategic Brandname Development. University of Southern Denmark.
- Marhenke, Ilka (2011): Cultural Differences in Advertising in India and the United States. University of Southern Denmark.
- Denkmann, Annika (2011): Republicans vs. Democrats – How they Describe the War in Iraq. University of Southern Denmark.
- Mahmoudalawi, Aghigheh (2011): Do Women Outperform Men? Testing a Manual Using Constructive Interaction. University of Southern Denmark.
- Gamgee, Nisha (2010): The Perceptions of Code Switching, Foreigner Talk and Standard Register in Native/Non-Native Interaction. University of Southern Denmark.
- Lutz, Stella (2010): The Use of Discourse Markers in Non-Native English Conversation. University of Southern Denmark.
- Morgenstern, Anne (2009): The real reader against the imagined reader: Using audience analysis to improve document design. University of Southern Denmark.
- Steinweller, Nicole (2009): Cultural differences and Stereotypes in Learning and Teaching. University of Southern Denmark.
- Sander, Andrea (2009): Motivation in the English Language Classroom: does prior English education affect the motivation? University of Southern Denmark.
- Sagert, Hanna (2009): Think aloud protocols and questionnaires: Practical application and comparison of the two methods for audience analysis in document design. University of Southern Denmark.
- Jensen, Ilka (2009): Determining factors of recipient design: Comparison of communication with dogs and horses. University of Southern Denmark.
- Richter, Ilka (2009): Gender-specific aspects of addressee design in child-directed speech. University of Southern Denmark.
- Eisfeld, Conny (2009): What's in a name? Development of a product name on the basis of a linguistic analysis of existing names of the product. University of Southern Denmark.
- Larsen, Helena Sophia (2008): Semantic Relations between Grammatical Constructions in Child-Directed Speech. University of Southern Denmark.

## Teaching

Phonetics and Phonology: Language Acquisition  
 Introduction to English Linguistics  
 Technical Terminology: Linguistic Approaches  
 Linguistic Approaches to Metaphor

The Semantics/Pragmatics of Interjections  
 Polysemie (Polysemy)  
 Expressing Emotion in Language  
 Corpus Linguistics  
 Constructions: Pairing Form and Meaning  
 What Kind of Park Is a Car Park? Nouns and their Combinations  
 Conversation Analysis  
 Lexical Semantics  
 From Analysing Conversations to Interactional Linguistics  
 Introduction to (Applying) Linguistics  
 Corpus Preparation and Corpus Methods  
 Approaches to Analysing Discourse  
 Speaking for the Other  
 The Flow of Spoken Discourse  
 After the Frost: Idiomatic Language  
 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 (Profilierungsprojekt)  
 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

## Teaching education

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

## Teaching goals and methods

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.

## Reflection

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.