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Employment

Professor WSR

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Kolding
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Research area Communication
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University of Southern Denmark
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Research outputs

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., Bodenhausen, L. & Krüger, N., 11. Nov 2019, In : Journal of Intelligent and Robotic Systems.

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), p. 544-548 (Proceedings of the International Conference on Spoken Language Processing).

Emotion Expression in HRI – When and Why

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Bodenhausen, L., Fischer, K., Winther, T. S., Langedijk, R. M. & Skjøth, M. M., 2019, In : Paladyn: Journal of Behavioral Robotics. 10, 1, p. 193-206

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

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

The SMOOTH Robot: Design for a Novel Modular Welfare Robot

Juel, W. K., Haarslev, F., Fischer, K., Marchetti, E., Shaikh, D., Manoonpong, P., Hauch, C., Bodenhagen, L. & Krüger, N., 21. May 2018.

When Transparent does not Mean Explainable

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

Fischer, K., Mareike Weigelin, H. & Bodenhagen, L., 2018, In : *Paladyn. Journal of Behavioral Robotics*. 9, 1, p. 95-109

Modal particles and sentence type restrictions: a construction grammar perspective

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

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Weigelin, B. C., Mathiesen, M., Nielsen, C., Fischer, K. & Nielsen, J., 2018, *Proceedings of the 27th IEEE International Symposium on Robot and Human Interactive Communication (RO-MAN)*. IEEE, p. 901-908 (IEEE RO-MAN proceedings).

Working with and alongside robots: Forms and modes of co-working

Seibt, J., Borggreen, G., Fischer, K., Hasse, C., Liu, H. Y. & Nørskov, M., 2018, *Envisioning Robots in Society - Power, Politics, and Public Space: Proceedings of Robophilosophy 2018 / TRANSOR 2018*. Funk, M., Loh, J., Nørskov, M., Coeckelbergh, M. & Seibt, J. (eds.). IOS Press, p. 125-132 (Frontiers in Artificial Intelligence and Applications, Vol. 311).

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Niebuhr, O., Alm, M. H., Schümchen, N. & Fischer, K., 15. Oct 2017, In : *International Journal of Learner Corpus Research*. 3, 2, p. 250-277

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Fischer, K., Niebuhr, O., Novák-Tót, E. & Jensen, L. C., 15. Mar 2017, *Proceedings of the Annual Conference of The German Acoustical Society*. Kiel, p. 1450-1453 4 p. 356. (Proceedings of the Annual Conference of The German Acoustical Society (DAGA), Vol. 43).

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The Influence of Transparency and Adaptability on Trust in Human-Robot Medical Interactions

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

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Initiating Interactions and Negotiating Approach: A Robotic Trash Can in the Field

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The Effects of Social Gaze in Human-Robot Collaborative Assembly

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The Sound Makes the Greeting: Interpersonal Functions of Intonation in Human-Robot Interaction

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Constructivist Grammar Classifications for Grounded Language Learning: Deliverable 3.1 ITALK Project
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Vollmer, A-L., Lohan, K., Fischer, K., Nagai, Y., Pitsch, K., Rohlfing, K. & Wrede, B., 2009.

The structure of robot directed interaction compared to adult and infant directed interaction using a model for acoustic packaging
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Grounding and Common Ground: Modal Particles and their Translation equivalents
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Fetzer, A. & Fischer, K., 2007, *Lexical Markers of Common Grounds*. Amsterdam: Elsevier, p. 1-13 13 p.

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Prizes

BHJ Innovation Award 2018
Oliver Niebuhr (Recipient), Susanne Gretzinger (Recipient), Serguei Chiriaev (Recipient) & Kerstin Fischer (Recipient), 2018

Field Trip / Research Stay at Foreign Institution
Kerstin Fischer (Recipient), 2018

Projects

A Social Media Approach to Increasing Intercultural Competence in the Border Region
Fischer, K., Eskildsen, S. W., Alm, M., Niebuhr, O. & aus der Wieschen, M. V.
03/02/2017 → 31/01/2019

Construction Grammar and the Description of Situated Spoken Interaction
Fischer, K.
01/01/2012 → 31/03/2015

Improving Second Language Pedagogy at the Prosody-Pragmatics Interface using Human-Robot Interaction
Fischer, K., Eskildsen, S. W. & Niebuhr, O.
01/09/2015 → 30/11/2019

Smooth: Seamless Human-Robot Interaction for the Support of Elderly People
Fischer, K.
01/04/2017 → 30/10/2020

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.

Ferrauto, Tomassino (2016): Integration of Action and Language Knowledge in Adaptive Robots. PhD Thesis, University of Plymouth.

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

Landgrebe, Jeannette (2013): Epistemic and Material Resources for Sense- and Decision Making in Collaborative Processes of Innovation and Design. PhD Thesis, University of Southern Denmark.

Du Bois, Inke (2008): Indexicality, Code Choice and Cultural Identities in Discourse. A Study on Americans in Germany. PhD Thesis, Universität Hamburg.

Alm, Maria (2007): Also darüber läßt sich ja streiten! Die Analyse von also in der Diskussion zu Diskurs- und Modalpartikeln. PhD Thesis, University of Lund, Schweden.

Supervision of Master- and Diploma Theses

Weigelin, Bente (2018): Robotrainer: Testing and Improving the Interface. Master's thesis, University of Southern Denmark. (with Jacob Nielsen)

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.

Petersen, Nadine (2018): "This weather makes me really depressed" – Situational Awareness and Persuasion in Human-Robot Interaction. Master's thesis, University of Southern Denmark.

Carstensen, Marcel Herbert (2018): Strategic brand management and visual marketing actions in the lower level sports team setting – The case of the Southern Schleswig national football team. Master's thesis, University of Southern Denmark.

Langedijk, Rosalyn (2017): Use Case Entwicklung – aber wie? Training in ethnographischer Observation, Datenerhebung und –auswertung. Master's thesis, University of Southern Denmark.

Weigelin, Hanna (2017): Meeting Future Societal Challenges with Service Robots: An Investigation into Robot-Based Blood Pressure Measurements as Use Case. Master's thesis, University of Southern Denmark.

Halldorsson, Camilla (2017): „Von Spezialisten entwickelt“: Scientese als Überzeugungsmethode - Zwei empirische Untersuchungen von Fachlichkeit in Produktbeschreibungen und ihre Wirkung. Master's thesis, University of Southern Denmark.

Djurdjevic, Anja (2017): Investigating the Usability of a Rewarded Website with Focus on Navigation Structure. Master's thesis, University of Southern Denmark.

Milde, Zora (2016): Development of a re-design for the NanoSYD Annual Report. Master's thesis, University of Southern Denmark.

Fazio, Benjamin (2016): Website credibility's impact on the consumers' cognition. Master's thesis, University of Southern Denmark.

Ziehr, Andreas (2016): The effect of Re-/Upcycling on the buyer decision process. Master's thesis, University of Southern Denmark.

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.

Schümchen, Nathalie (2015): Could I have seen it coming? Multimodal meaning making and foreshadowing in first encounters. Master's thesis, University of Southern Denmark.

Sarac Isikli-Kristiansen, Sibel (2015): Can we trust robots? Increasing trust in human-robot interaction. Master's thesis, University of Southern Denmark.

Jensen, Lars Christian (2015): How do robots become social actors? A matter of mindless transfer or representation? Master's thesis, University of Southern Denmark.

Ruser, Julia (2014): 'Let's hope it works without the manual' – An approach to make a manual more user-friendly - with images. Master's thesis, University of Southern Denmark.

Legeler, Hansjürgen (2014): Analysis and Redesign of a Multilingual Brochure into a Monolingual One by Means of Theoretical Approaches of Document Design and Empirical Studies. Master's thesis, University of Southern Denmark.

Kirstein, Franziska (2014): Comparing Control Modalities for Robot Learning from Demonstration. Master's thesis, University of Southern Denmark.

aus der Wieschen, Maria (2014): Exploring Feedback Modalities for Robot Teleoperation. Master's thesis, University of Southern Denmark.

Marhenke, Ilka (2013): Interface Design for Robot Learning from demonstration. Master's thesis, University of Southern Denmark.

Häner, Diana (2006): Terminative Matrixverben. Master's thesis, Faculty of Linguistics and Literary Sciences, University of Bremen.

Schulz, Anke (2003): Feminist Linguistics and Translation. Master's thesis, Faculty of Linguistics and Literary Sciences, University of Bremen.

Glockemann, Martin (2003): Methoden aus dem Bereich des Information Retrieval bei der Erkennung und Behandlung von Kommunikationsstörungen in der natürlichsprachlichen Mensch-Maschine-Interaktion. Diplomarbeit, Department of Informatics, University of Hamburg.

Supervision of Bachelor Theses

Zweig, Tabea (2017): How hesitation serves teaching: explaining complex ideas with and without pauses. University of Southern Denmark.

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

Kohnagel, Kim Svea (2016): To which extent do high- and low context cultural differences change advertisements for companies? University of Southern Denmark.

Staats, Pauline (2016): Which crisis response strategies are applied as a response to three different crises in order to gain control over the situation, and how are the strategies perceived by potential customers? - An investigation of the VW Diesel issue, the BP oil spill in the Gulf of Mexico and the Germanwings flight 9525. University of Southern Denmark.

Staats, Emily (2016): How, and for what reason, do white male and female rappers use features of AAVE in their songs in comparison to black male and female rappers? University of Southern Denmark.

Brøchner Søndergaard, Rikke (2016): A text analysis of how newspapers with different political ideologies report on a series of rulings made by the US Supreme Court. University of Southern Denmark. University of Southern Denmark.

Holst Christensen, Malene (2015): The use of persuasive text in poster design for animal welfare organizations. University of Southern Denmark.

Durdevic, Anja (2015): Linguistic markers of Depression: A study about the importance of function words. University of Southern Denmark.

Schaub, Nita Stine (2015): Creating a corporate persona for Interreg Deutschland –Denmark. University of Southern Denmark.

Clausen, Julie (2015): Linguistic and Visual Representation of Brand Identity. Developing a branding concept for a start-up company. University of Southern Denmark.

Peschke, Noelle (2014): Is the psychological development of the female protagonist Lady Caroline of von Arnim's novel "Enchanted April" reflected in her speech? A Linguistic Analysis. University of Southern Denmark.

Kienke, Malin (2013): Face Saving in Error Correction in a Dance Class. University of Southern Denmark.

Süsselbeck, Tabea (2013): Images in Document Design. A study on the influence of images on the memory of the reader. University of Southern Denmark.

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.

Schümchen, Nathalie (2013): Does Gendered Language Play a Role in Constructing Victim and Perpetrator Identities in Rape-Revenge Movies? University of Southern Denmark.

Hasler, Sarah (2013): Pervasive Language Use: A study investigating the influence of authority in advertising. University of Southern Denmark.

Jensen, Janni (2013): An Empirical Study of Kress and van Leeuwen' Hypothesis that Image Sequences Exhibit Information Structure. University of Southern Denmark.

Lund, Mette (2013): A Critical Discourse Analysis of Articles by CNN, BBC and Al Jazeera on the Palestinian/Israeli Conflict. University of Southern Denmark.

Jensen, Lars Christian (2012): Using Constructive Interaction to Evaluate the Design of a Manual. University of Southern Denmark.

Heide, Maiken (2012): Singular Collective Nouns and their Agreement with Verbs Close to them. University of Southern Denmark.

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.

Narozny, Petra (2012): The Representation of Reality in Newspaper Articles – A Transitivity Analysis. University of Southern Denmark.

Palm, Ulli (2012): Differences in the Representation of News. University of Southern Denmark.

Lovrinčević, Jelena (2012): How is the attempted assassination on the 'Mohammed caricaturist' represented in newspapers in different countries? A transitivity analysis. University of Southern Denmark.

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 dolor sit amet
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.