

Gregor Kachel (PhD)

Pedagogical and Developmental Psychologist

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<i>Empschul-Leipzig.github.io</i>	<i>web.:</i> gregorkachel.github.io

Research Interests: *Developmental Psychology:* selective social learning, peer-interaction, gestural communication, origins of language, comprehension of graphic symbols; *Pedagogical Psychology:* classroom management, professional vision, learning and motivation

Personal Data: born Dec. 7th, 1986; nè Stöber, married, father of two

Academic Positions

2020 - 2023 **Principle Investigator in a project funded by the German Research Foundation (DFG)**

Project: Symbolic Literacy: Young children's developing understanding of the relation between symbol and referent in the graphic domain (Project-ID: 429220405)

2019 - 2020 **Postdoc at the University of Leipzig**

Research, teaching and research coordination at chair for *Empirical School- and Classroom Research* with Prof. Dr. Anne Deiglmayr

2018 - 2019 **Postdoc at the FH Potsdam (75% part time, parental leave)**

Research, teaching and research coordination in the Master's program *Early Childhood Education* with Prof. Dr. Frauke Hildebrandt and Prof. Dr. Gerlind Grosse

2017 - 2018 **Postdoc researcher at the MPI for Evolutionary Anthropology (50%, part time)**

Research position in the department for Comparative and Developmental Psychology with Prof. Dr. Michael Tomasello and Prof. Dr. Robert Hepach

2013 – 2016 **PhD (Stipend) Department of Comparative and Developmental Psychology, MPI EVA**

Dissertation *Exploring Communicative Skills Through Peer Interactions: Young Children's Pointing and Gaze Following with Peer and Adult Partners*

Supervisors: *Prof. Dr. Michael Tomasello and Dr. Richard Moore, Grade: Magna Cum Laude 1.1*

Education

- 2006 - 2012 Double Degree at the Friedrich Schiller University, Jena, Germany**
- 2008 - 2012 English Studies and Psychology (Bachelor of Arts), Grade: 1.8**
Thesis: Attitudes, Selves and Motivated Learning Behavior of Nepali Learners of English
Supervisor: Karsten Schmidtke-Bode, Grade: 1.0
- 2006 - 2012 English Studies, Philosophy and Educational Sciences (Teaching Degree), Grade: 1.1**
Thesis: Masked Translation Priming in Unbalanced German-English Bilinguals - Testing the Translation Priming Asymmetry in Two Different Age Groups
Supervisor: Prof. Dr. Holger Diessel, Grade: 1.0
- 2010 – 2011 Study abroad in Cognitive Studies Program at Tulane University, New Orleans**
Courses in Philosophy, Psychology, Anthropology, supervision by Prof. Dr. Radu Bogdan
- 1997 – 2005 A-Level at the Leibniz Gymnasium Leinefelde, Germany; Grade: 1.9**

Funding

- 2020 QualiFond - Postdoc Funding of the Faculty of Education, Leipzig University 3.000€**
Project funding for *PsyRig Modul 1: Hands*
- 2019 German Research Foundation – Principle Investigator (*eigene Stelle*) 345.949€**
Project: *Symbolic Literacy: Young children's developing understanding of the relation between symbol and referent in the graphic domain* (Project-ID: 429220405)
- 2019 QualiFond - Postdoc Funding of the Faculty of Education, Leipzig University 2.400€**
Project funding for *Implementing automated video analyses in Classroom Settings*
- 2018 Research and Development Fund, FH Potsdam 8.000€**
Project funding for *PsyRig – project initiation*
- 2013 Dissertation Scholarship 38.500€**
German National Academic Foundation / Studienstiftung des deutschen Volkes
- 2009 Student Scholarship 31.235€**
German National Academic Foundation / Studienstiftung des deutschen Volkes

Awards

- 2018 Finalist for the Dissertation Award of the Jean Piaget Society**
Annual international competition; second place in eight finalists
- 2017 Dissertation Award of the Leipzig Center for Early Childhood Research**
Annual Competition at Leipzig University

Publications

Peer Reviewed Journal Articles

- Kachel, G.**, Hepach, R., Moore, R. & Tomasello, M. (2021). Two- but not three-year-olds prefer adults as informants in an object-choice-task. *Child Development*.
- Kachel, G.** & Hardecker, D. & Bohn, M. (2021). Young children's developing ability to integrate gestural and emotional cues. *Journal of Experimental Child Psychology*, 201: 104984.
- Hildebrandt, F., Glauer, R., & **Kachel, G.** (2020). Coming from a world without objects. *Mind and Language*.
- Kachel[†], G.**, Bohn[†], M., & Tomasello, M. (2019). Young children spontaneously recreate core properties of language in a new modality. *Proceedings of the National Academy of Sciences*.
- O'Madagain, C., **Kachel, G.** & Strickland, B. (2019). Origins of the human pointing gesture – three studies on the touch hypothesis. *Science Advances*.
- Kachel, G.**, Moore, R. & Tomasello, M. (2018). Two-year-olds use adults' pointing gestures but not peers'. *Developmental Science*. e12660.
- Schmidtke-Bode, K. & **Kachel, G.** (2018). Exploring the motivational antecedents of Nepalese learners of L2 English. *International Review of Applied Linguistics in Language Teaching*.

[†]These authors contributed equally to the work.

In Preparation

- Kachel, G.** & Hepach, R., Moore, R. & Tomasello, M. (in prep). Cognitive inferences in imitative learning from peer and adult models: testing over-imitation, protest behavior and persistence across social contexts.
- Kachel, G.** & Hepach, R., Moore, R. & Tomasello, M. (in prep). Two-year-olds' gaze following and word learning with peer and adult partners.

Non-Peer-Reviewed

- Bohn, M. & **Stöber, G.** (2017). Soziale Determinanten menschlicher Kommunikation. Forschungsbericht 2017 - Max-Planck-Institut für evolutionäre Anthropologie.

Published Translations

- Tomasello, Michael & Malinda Carpenter, Josep Call, Tanya Behne, Henrike Moll (2011). „Intentionen teilen und verstehen – Die Ursprünge der kulturellen Kognition.“ In: *Natur und Geist – Über ihre evolutionäre Verhältnisbestimmung*. Berlin: Akademie Verlag. 147-194.
- Welsch, Wolfgang (2010). “At Point Zero of Creation.” In: *Diversity and Universality in Aesthetics – International Yearbook of Aesthetics*. Hrsg.: W. Keping. Peking: IAA. 14: 199-212.

Teaching

At University Level

Research and Practice in School Settings[°]

Fall 2019 – University of Leipzig - Seminar

Developmental Psychology[°]

Fall 2018 - FH Potsdam - Seminar

Research Colloquium (Seminar / Supervision of Master students' research projects)[†]

Spring 2018 - FH Potsdam - Seminar

Comparative Psychology (with Daniel Haun)[†]

Spring 2017 - University Leipzig - Seminar

Introduction to Social Psychology[°]

Fall 2017 - University of Dresden - Seminar

Social Psychology in Pedagogical Contexts[°]

Spring 2017 - University of Dresden - Seminar

Human Communication in a Phylo- and Ontogenetic Perspective (evaluation attached)

Spring 2016 - University of Heidelberg – Seminar

Origins of Meaning - Gricean theories of meaning[†]

WS 2014 - Friedrich-Schiller-University Jena – Seminar

[°] Evaluation can be made available upon request.

[†] Course was not evaluated.

Further Teaching Experience

Practical phase of training for teaching degree in English and Philosophy

Feb-Mar 2017

Teaching for students of ages 11 to 18 at the BIP Creativity Gymnasium, Leipzig

Volunteer for the Himanchal Education Foundation

Feb-Mar 2010

English and musical training at the HEF Boarding school, Nangi, Nepal

Internship at the Laboratory School “Oberstufenkolleg Bielefeld”

Feb-Mar 2009

Visiting Classes and Teaching in Philosophy and English

Internship at the St. Josef Gymnasium, Dingelstädt

Feb-Mar 2007

Visiting Classes and Teaching in Philosophy and English

Mentoring

2021	Raphael Plutz & Lisa Schubert	MA thesis; Preschoolers Comprehension of Graphic Symbols
2020	Johanna Merker	MA thesis; Preschoolers Comprehension of Graphic Symbols
2020	Christian Öser	MA thesis; Automated Audio Analyses in Classroom Contexts
2019	Mandy Klatt	PhD thesis; Eye-tracking in Classroom Contexts
2019	Franziska Hoyer	Bachelor's thesis; Object individuation in infancy
2018	Duc Anh Nguyen	School Research Project; Lost Letter Study in Leipzig

Ongoing Collaborations

Maurits Adam	Potsdam University, Germany
Manuel Bohn	Max Planck Institute for Evolutionary Anthropology, Germany
Ailís Cournane	New York University, USA
Anne Deiglmayr	Leipzig University, Germany
Birgit Elsner	Potsdam University, Germany
Johanna Eckert	Max Planck Institute for Evolutionary Anthropology, Germany
Ramiro Glauer	FH Potsdam, Germany
David Hardecker	Max Planck Institute for Evolutionary Anthropology, Germany
Daniel Haun	Max Planck Institute for Evolutionary Anthropology, Germany
Robert Hepach	Leipzig University, Germany
Frauke Hildebrandt	FH Potsdam, Germany
Ivan Kroupin	Harvard University
Katja Liebal	FU Berlin, Germany
Richard Moore	Berlin School of Mind and Brain, Germany
Cathal O'Madagain	Ecole Normale Supérieure/Institut Jean Nicod, France
Karsten Schmidtke-Bode	Friedrich-Schiller-University Jena, Germany
Brent Strickland	Ecole Normale Supérieure/Institut Jean Nicod, France
Michael Tomasello	Duke University, USA

Presentations

Invited Talks

- 2019** Cognitive Development Center, CEU, Hungary • Filmuniversität Babelsberg Konrad Wolf, Germany
• Warwick University, UK • Max-Planck-Institute for Intelligent Systems, Germany
- 2017** Stanford University, USA • Early Childhood Research Center, Leipzig, Germany • FH Potsdam
- 2016** Marsilius Project, Heidelberg University, Germany

Peer-reviewed Conference Presentations

- 2019** paEpsy, Leipzig, Germany • Society for Research in Child Development Meeting, Baltimore, USA
- 2018** Annual Meeting of the Jean Piaget Society, Amsterdam, Netherlands.
- 2017** paEpsy, Münster, Germany • Conference of the Cognitive Development Society, Portland, USA
• International Conference on Infant Studies (ICIS), New Orleans, USA
- 2016** 50. Kongress der Deutschen Gesellschaft für Psychologie, Leipzig, Germany.
- 2015** IMPRS Workshop and Conference, Nijmegen, Netherlands.
- 2014** Meeting of the European Society for Philosophy and Psychology, Noto, Sicily.

Peer-reviewed Conference Posters

- 2020** Budapest CEU Conference on Cognitive Development, Hungary.
- 2019** Society for Research in Child Development Meeting, Baltimore. • BCCCD, Hungary.
- 2017** Workshop at the Berlin School of Mind and Brain.
- 2016** Reciprocity and Social Cognition Conference, Berlin, Germany. • BCCCD, Hungary
- 2014** European Society for Philosophy and Psychology, Noto, Sicily. • BCCCD, Hungary

Skills

Methods and Implementation

Creation of Stimulus Material	Adobe Premiere & Photoshop, PowerPoint, Ableton Live
Behavioral Observation	multi-cam setups, 3D tracking and calibration
Eye tracking	Tobii Software
Touchscreen measurements	OpenSesame, java-script
Reaction time measurements	DMDX
Coding	R, Excel, Mangold INTERACT, Noldus Observer, Boris
Analysis	R
Text editing	Word, RStudio
Collaboration	Basecamp, Slack, GoogleDocs, Google Spreadsheet
Documentation	GitHub

Languages

German	Native Language
English	Fluent in Writing and Speaking
Latin	Latin Proficiency Certificate
French	Basic Skills

Selected Media Coverage

TV

MDR Wissen, 02/2020 - "Kinder können bei Bedarf eine neue Sprache entwickeln"

Radio

Radio Eins, Die Profis 02/2020 - "Vom Ursprung der Sprache" [Link](#)
Deutschlandfunk, Aus Kultur- und Sozialwissenschaften, 02/2020 - "Wie entsteht Sprache?"
Radio Corax, 01/2020 – „Vom Ursprung der Sprachen – ein Forschungsprojekt“ [Link](#)
MDR Aktuell, 12/2019 - "Wie Sprache entsteht"

Print

Kreuzer online, 01/2020 - "Vom Ursprung der Sprachen"
Ars Technica, 12/2019 - "Watching a 'language' develop when kids can't speak to each other"
forbes.com, 12/2019 - "How Did Language Originate? Charades Might Offer A Clue"
wissenschaft.de / focus.de, 12.2019 - "Wie Sprachen aus dem Nichts entstehen"
derstandard.at, 12.2019 - "Wie Sprachen entstehen: Experiment stellt die ersten Schritte nach"
physorg.com, 09/2019 – "Gesture as language: why we point with a finger"
inverse, 07/2019 – "Why Do We Point? Scientists Say Our Fingers Aren't "Arrows""
Discover Magazine, 07/2019 – "Why Do Babies Point? It Starts With Our Desire To Touch"
New Scientist, 07/2019 – "Babies point at objects because they really want to touch them"



Leipzig, March 12th, 2020

Gregor Kachel