**Gregor Kachel (PhD)**

Pedagogical and Developmental Psychologist

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*Empschul-Leipzig.github.io*  w*eb*.: gregorkachel.github.io

**Research Interests:** D*evelopmental 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; 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 E*mpirical 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 Fondation / Studienstiftung des deutschen Volkes

**2009 Student Scholarship** 31.235€

German National Academic Fondation / 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**ʘ

Fall 2019 – University of Leipzig - Seminar

**Developmental Psychology**ʘ

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**ʘ

Fall 2017 - University of Dresden - Seminar

**Social Psychology in Pedagogical Contexts**ʘ

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

ʘ 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 Superieure/Institut Jean Nicod, France

Karsten Schmidtke-Bode Friedrich-Schiller-University Jena, Germany

Brent Strickland Ecole Normale Superieure/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](https://www.radioeins.de/programm/sendungen/die_profis/archivierte_sendungen/beitraege/vom-ursprung-der-sprache.html)

Deutschlandfunk, Aus Kultur- und Sozialwissenschaften, 02/2020 - “Wie entsteht Sprache?“

Radio Corax, 01/2020 – „Vom Ursprung der Sprachen – ein Forschungsprojekt“ [Link](https://radiocorax.de/vom-ursprung-der-sprachen-ein-forschungsprojekt/)

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”

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Leipzig, March 12th, 2020 Gregor Kachel