



UAB
Universitat Autònoma
de Barcelona

Learning &
professional
development:
From innovative
research to
innovative
interventions



Book of abstracts of the
EARLI SIG14 2020
Conference

Professional learning & development: From innovative research to innovative interventions. Book of abstracts of the EARLI SIG14 2020 Conference.

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INTRODUCTION

SIG14 Learning and professional development brings together researchers who study work and education as contexts for professional learning. More information about the SIG can be found in [here](#).

Conference theme

“From innovative research to innovative interventions” was the theme selected for the SIG14 2020 Conference in Barcelona. Barcelona is the Mediterranean city of innovation, openness, exchange and interculturality. Made sense then that Barcelona, and the Universitat Autònoma de Barcelona, hosted the SIG14 2020 Conference with this theme.

We encouraged presenters to reflect on their research projects and to share with the rest of the attendees those interventions based on research that aim to innovate in the field of learning and professional development. Innovation must be rooted in research and this is what we wanted to discuss in the conference with the help of outstanding keynotes with a highly relevant expertise on the field from an innovative perspective. Also, and from this perspective, we organized for the first time, the “Research Innovation Pre-Conference” hosted at the UAB Campus Bellaterra to provide opportunities to learn new or different ways of doing research in the field.

We welcomed then all research that looked for innovate in the field of learning and professional development.

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Title: Can teacher's cognitive ability predict job performance? A preliminary study.

Abstract:

Matching candidates with particular jobs is one of the main purposes in the workplace. Previous research has shown that cognitive skills tests and bio data are the strongest predictors of job performance. The aim was to analyze how cognitive level predict job performance. We use a non-probabilistic sample of 79 elementary school teachers, ages between 21 and 58 years old ($M= 33.44$; $SD= 8.38$; female= 82%). We use a socio-demographic questionnaire; attentional network test (ANT), working memory capacity test (AOSPAN) and a job performance scale. The results show that attention and working memory reaction time are related with job performance, but just Working memory reaction time predict 5% of task performance. Results are consistent with previous studies. Limitations and new hypotheses will be discussed.

Keywords: Cognitive capacity, Working Memory; Attention; Job Performance; Teachers