

# Package ‘psychmetadata’

May 24, 2021

**Type** Package

**Title** What the Package Does (Title Case)

**Version** 0.1.0

**Author** Who wrote it

**Maintainer** The package maintainer <yourself@somewhere.net>

**Description** More about what it does (maybe more than one line)

Use four spaces when indenting paragraphs within the Description.

**License** What license is it under?

**Encoding** UTF-8

**LazyData** true

**RoxygenNote** 7.1.1

**Imports** Rdpack

**RdMacros** Rdpack

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agadullina2018	<i>Studies on Out-Group Entitativity and Prejudice</i>
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## Description

Results from 21 studies, including 85 effect sizes (Fisher Z), on the effect of out-Group entitativity and prejudice (Agadullina and Lovakov 2018).

## Usage

```
data("agadullina2018")
```

## Format

A data frame with 85 rows and 9 variables:

- es\_id: effect size id
- study\_id: study id
- author: study author
- pub\_year: year of publication
- n: sample size
- design: within or between subjects design
- ent\_alpha: entitativity score
- yi: effect size (Fisher z)
- vi: sampling variance ( $SE^2$ )

## Details

Further details can be found at <https://osf.io/8dw5y/>.

## References

Agadullina ER, Lovakov AV (2018). "Are people more prejudiced towards groups that are perceived as coherent? A meta-analysis of the relationship between out-group entitativity and prejudice." *British Journal of Social Psychology*, **57**(4), 703–731.

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aksayli2019*Studies on the cognitive and academic benefits of Cogmed*

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**Description**

Results from 48 studies, including 637 effect sizes (Hedge's  $g$ ), on the effect of the Cogmed Working Memory Training program on cognitive and academic outcomes (Aksayli et al. 2019).

**Usage**

```
data(aksayli2019)
```

**Format**

A dataset with 637 rows and 15 variables.

- study\_id: unique id for study
- es\_id: unique id for effect size
- yi: effect size in Hedge's  $g$
- vi: variance ( $SE^2$ )
- ni: sample size
- author: author of study
- transfer: transfer type: near or far
- test: type of working memory test?
- allocation: whether participants were randomly assigned
- comparison: active or non-active: whether the CWMT groups was compared to another cognitively demanding activity
- baseline: standardized mean difference corrected for upward bias between exp. and control at pre-test assessment
- age\_group: whether participants were children (< 16 yrs), adults (17-55), or older adults (> 55)
- age\_mean\_exp: mean age of experimental group
- age\_mean\_control: mean age of control group
- population: whether the participants were typical subjects not suffering from any clinical conditions

**Source**

<https://osf.io/jhavp/>

**References**

Aksayli ND, Sala G, Gobet F (2019). "The cognitive and academic benefits of Cogmed: A meta-analysis." *Educational Research Review*, **27**, 229–243.

barroso2020

*Studies on Math Anxiety and Math Achievement***Description**

Results from 332 studies, including 747 effect sizes in total (Fisher-z), on the relation between math anxiety and math achievement (Barroso et al. 2021).

**Usage**

```
data("barroso2020")
```

**Format**

A data frame with 747 rows and 11 variables:

- es\_id: effect size id
- study\_id: study id, corresponding to the author variable.
- author: study authors
- pub\_year: year of publication
- continent: 1 = North America; 2 = South America; 3 = Europe; 4 = Asia; 5 = Africa; 6 = Oceania (Australia and New Zealand); -999 not included
- grade: 1 = 1st - 2nd grade; 2 = 3rd - 5th grade; 3 = 6th - 8th grade; 4 = 9th - 12th; 5 = postsecondary school (undergraduate and graduate students); 6 = non-student adults
- low\_ability: low math ability. 1 = yes; 2 = no
- teachers: 1 = teacher sample; 2 = not teacher sample
- ni: sample size
- yi: effect size (Fisher-z)
- vi: sampling variance ( $SE^2$ )

**Details**

Further details can be found at <https://osf.io/5admx/>.

**References**

Barroso C, Ganley CM, McGraw AL, Geer EA, Hart SA, Daucourt MC (2021). "A meta-analysis of the relation between math anxiety and math achievement." *Psychological Bulletin*, **147**(2), 134.

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coles2019*Studies on the Facial Feedback Literature*

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**Description**

Results from 138 studies, including 274] effect sizes (Cohen's d), on the facial feedback hypothesis (Coles et al. 2019).

**Usage**

```
data(coles2019)
```

**Format**

A dataset with 286 rows and 13 variables.

- study\_id: Unique id for study
- es\_id: Unique id for effect size
- yi: Effect size in Cohen's d
- vi: Variance of effect size ( $SE^2$ )
- title: Title of publication
- year: Year of publication
- file\_drawer: Publication status
- prop\_women: Proportion of study that identified as women
- video\_know: Yes: Participants were told they were going to be recorded or the methodology stated that a video camera was placed within participant view. No" Methodology stated that participants were unaware of video recording, that the video camera was hidden, or that there was not a video camera
- stim: Type of stimuli
- proc: Type of facial feedback manipulation
- proc\_aware: Whether participants were aware of the facial feedback manipulation
- w\_v\_b: Whether the study used a between- or within-subjects design

**Source**

<https://osf.io/v8kxb/>

**References**

Coles NA, Larsen JT, Lench HC (2019). "A meta-analysis of the facial feedback literature: Effects of facial feedback on emotional experience are small and variable." *Psychological bulletin*, **145**(6), 610.

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gamble2019	<i>Meta-analytic data collected from studying on the specificity of future thinking in depression</i>
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### Description

Results from 46 studies, including 89 effect sizes ( $r$ ), on the specificity of future thinking in depression (Gamble et al. 2019)

### Usage

```
data(gamble2019)
```

### Format

A data frame with 89 rows and 20 variables.

- study\_id: Unique id for study
- samp\_id: Unique id for each sample
- es\_id: Unique id for effect size
- authors: Authors of study
- yi: Effect size in  $r$
- vi: Variance of effect size
- ni: Sample size of study
- sex: Proportion of study that was female
- age: Mean age of participants
- dep\_status: Clinical status of depression
- comorbid\_anx: Whether comorbid with anxiety
- emo\_val: Emotional valence of simulations
- macro\_micro: Macro vs. micro specificity
- cue\_type: Cue type
- spec\_rated: Self- vs. researcher-rated specificity
- dep\_rated: Self- vs. researcher-rated depression
- cat\_dim: Categorical vs. dimensional designs
- quality: Study quality rating
- published: Published or not
- mode: Mode or prospection

### Source

<https://osf.io/5wjb2/>

### References

Gamble B, Moreau D, Tippet LJ, Addis DR (2019). "Specificity of future thinking in depression: A meta-analysis." *Perspectives on Psychological Science*, **14**(5), 816–834.

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gnambs2020*Studies on the Color Red and Cognitive Performance*

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**Description**

Results from 22 studies, including 67 effect sizes (SMD), on the effect of the color red on cognitive performance (Gnambs 2020).

**Usage**

```
data("gnambs2020")
```

**Format**

A data frame with 67 rows and 10 variables:

- es\_id: effect size id
- study\_id: study id
- author: study author
- pub\_year: year of publication
- country: country where experiment was conducted
- color: control color
- n: sample size
- design: within or between subjects design
- yi: effect size (standardized mean difference)
- vi: sampling variance ( $SE^2$ )

**Details**

Further details can be found at <https://psyarxiv.com/a4qdv/>.

**References**

Gnambs T (2020). "Limited evidence for the effect of red color on cognitive performance: A meta-analysis." *Psychonomic bulletin & review*, **27**(6), 1374–1382.

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hello*Hello, World!*

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**Description**

Prints 'Hello, world!'.

**Usage**

```
hello()
```

**Examples**

```
hello()
```

lowe2020

*Studies on the advantage of bilingualism in children: a meta-analytic review***Description**

Results from 150 studies, including 1194 effect sizes (Hedge's  $g$ ), on the extent to which shared reading impacts language development (Lowe 2020).

**Usage**

```
data("lowe2020")
```

**Format**

A data frame with 1194 rows and 20 variables:

- `pub_year`: year of publication
- `pub_type`: publication type
- `es_id`: effect size id
- `study_id`: study id
- `yi`: effect size (Hedge's  $g$ )
- `vi`: sampling variance ( $SE^2$ )
- `subsample`: coding for independent subsamples within studies
- `participants`: unique id for participant pairs
- `clusters`: unique id for participant clusters
- `lab_group`: unique id for research group
- `proficiency`: whether sample consisted of emergent or balanced bilinguals
- `age`: mean age of the sample
- `country`: country of study
- `geo_area`: geographic area of study
- `match`: did the study use matched samples (0 = no, 1 = yes)
- `study_quality`: summated study quality score
- `verbal_non_verbal`: whether task was verbal, non-verbal, or both
- `outcome_task`: name of task used
- `outcome_type`: coded for incongruent, congruent, and neutral trials
- `sub_measure`: coded for reaction time, accuracy, or other outcomes

**Details**

Further details can be found at <https://osf.io/jv7wt/>

**References**

Lowe C (2020). "The bilingual advantage in children: a meta-analytic review." *PsyArXiv*.



maccann2020

*Studies examining whether student emotional intelligence is associated with academic performance*

## Description

Results from 158 studies, including 1246 effect sizes ( $r$ ), on the relationship between emotional intelligence (EI) and academic performance (MacCann et al. 2020).

## Usage

```
data("maccann2020")
```

## Format

A data frame with 1246 rows and 19 variables:

- study\_id: unique id of study
- sample\_id: unique id of sample
- es\_id: unique id of effect size
- author: author of study
- pub\_year: year of study publication
- yi: effect size ( $r$ )
- vi: sampling variance for effect ( $SE^2$ )
- pub\_type: publication type (0 = journal article, 1 = dissertation, 2 = conference proceedings, 3 = unpublished data)
- n: number of participants contributing to effect size
- ed\_level1: level of education of the sample at the time of data collection (0 = primary, 1 = secondary, 2 = tertiary, 3 = mixed)
- ed\_level2: level of education based on the type of academic achievement reported (0 = primary, 1 = secondary, 2 = tertiary, 3 = mixed)
- country: country where the participants in the studies were from
- perc\_white: percentage of the sample categorized as "white" (USA samples only)
- age: mean age of the sample
- perc\_female: percentage of sample who are female
- ei\_construct: the EI facet or construct represented (0 = overall ei, 2 = perception, 2 = facilitation, 3 = understanding, 4 = management, 5 = intrapersonal, 6 = interpersonal, 7 = stress management, 8 = adaptability, 9 = general mood)
- ei\_stream: the stream (or type) of EI instrument used (1 = maximum-performance ability tests, 2 = rating scales based on ability models, 3 = other broader models of EI that include non-ability constructs)
- ei\_measure: the test of EI used (1.1 = MSCEIT, 1.2 = MEIS, 1.3 = DANVA, 1.4 = STEU, 1.5 = STEM, 2.1 = SUEIT, 2.2 = SSRI, 2.3 = SREIT, 2.4 = TMMS, 2.5 = WLEIS, 3.1 = EQi, 3.2 = TEIQue, 3.3 = ESAP)

- **subject:** subject area of the academic performance (0 = general, 1 = verbal/language arts, 2 = math, 3 = science, 4 = social studies, 5 = foreign language, 6 = psychology, 7 = medicine, 8 = engineering, 9 = physical education, 10 = art)
- **humanities:** subject area of the academic performance, categorized as sciences versus humanities (0 = general, 1 = math and sciences, 2 = humanities and verbal abilities)
- **achievement\_type:** type of achievement (0 = course grade, 1 = standardized test)

### Details

Further details can be found at <https://osf.io/hnmy4/>

### References

MacCann C, Jiang Y, Brown LE, Double KS, Bucich M, Minbashian A (2020). "Emotional intelligence predicts academic performance: A meta-analysis." *Psychological Bulletin*, **146**(2), 150.

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maldonado2018

*Studies on Age Differences in Executive Functioning*

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### Description

Results from 431 studies, including 1268 effect sizes (Hedge's  $g$ ), on age differences in executive functioning (Maldonado et al. 2020).

### Usage

```
data("maldonado2018")
```

### Format

A data frame with 1268 rows and 13 variables:

- **es\_id:** effect size id
- **study\_id:** study id
- **author:** study authors
- **domain:** executive functioning domain
- **n1:** sample size in younger group
- **n2:** sample size in older group
- **n\_total:** total sample size ( $n1 + n2$ )
- **mean\_age1:** mean age of younger group
- **mean\_age2:** mean age of older group
- **miyake:** framework put forward by Miyake and colleagues
- **task:** cognitive task administered
- **yi:** effect size (Hedge's  $g$ )
- **vi:** sampling variance ( $SE^2$ )

### Details

Further details can be found at <https://osf.io/bcywg/>.

## References

Maldonado T, Orr JM, Goen JR, Bernard JA (2020). “Age differences in the subcomponents of executive functioning.” *The Journals of Gerontology: Series B*, **75**(6), e31–e55.

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manybabies2020

*Studies from ManyBabies 1: Infant-Directed Speech Preference.*

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## Description

Meta-analytic data collected from the ManyBabies Consortium aimed at assessing the overall replicability of theoretically-important phenomenon and examining the methodological, situational, cultural, and developmental moderators on infant’s preference for infant-directed speech (IDS) over adult-directed speech (ADS)

## Usage

```
data(manybabies2020)
```

## Format

A dataset with 108 rows and 8 variables.

- lab: name of the lab which observed the effect
- es\_id: unique id for each effect size
- yi: observed effect sizes, expressed as Cohen’s d
- vi: sampling variance ( $SE^2$ )
- ni: sample size for each observed effect
- age\_group: age category for each observed effect
- method: method used for each observed effect
- nae: whether North American English stimuli were used
- age\_mo: mean age of babies (in months) for each observed effect
- age\_mo\_centered: mean-centered age of babies (in months) for each observed effect

## Source

<https://github.com/manybabies/mb1-analysis-public>

## References

ManyBabiesConsortium (2020). “Quantifying sources of variability in infancy research using the infant-directed-speech preference.” *Advances in Methods and Practices in Psychological Science*, **3**(1), 24–52.

manylabs2018

*Studies from the Many Labs 2 project.***Description**

A subset of the data collected in the Many Labs 2 project which conducted replications of 28 classic and contemporary findings in psychology. The study examined the extent to which variability in replication success can be attributed to the study sample.

**Usage**

```
data(manylabs2018)
```

**Format**

A dataset with 1,414 rows and 23 variables.

- lab: The lab which conducted the replication
- es\_id: Unique id for each effect size
- yi\_r: A numeric indicating the observed effect size, expressed in r
- vi\_r: A numeric indicating the variance on the observed effect size, expressed in r
- yi\_d: A numeric indicating the observed effect size, expressed in Cohen's d
- vi\_d: A numeric indicating the variance on the observed effect size, expressed in Cohen's d
- ni: A numeric indicating the total sample size for the observed effect size
- country: Country where the sample was collected
- weird: Dummy variable encoding whether a country was classified as WEIRD; 0 = non-WEIRD, 1 = WEIRD
- western: Dummy variable encoding a team judgment whether country was considered "western"
- educated: Education score as measured by the Education Index
- industrialized: Industrialization score as measured in the 2016 Industrial Development Report
- rich: Dummy variable encoding whether a country is developed according to the 2014 World Economic Situation and Prospects Report; 0 = emerging or in transition, 1 = developed
- democratic: The quality democracy in the corresponding country according to the 2015 Democracy Ranking Report. Higher scores indicate higher quality.
- mean\_weird\_score: The arithmetic mean of the weird, western, educated, industrialized, and rich variables
- online: Whether the study was replicated in a lab or online
- analysis: Unique id for replicated study

**Source**

<https://osf.io/ux3eh/>

**References**

Klein, R. A., et al. (2018). Many Labs 2: Investigating variation in replicability across samples and settings. *Advances in Methods and Practices in Psychological Science*, 1(4), 443-490. (APS)

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noble2018*Studies on Shared Reading and Language Development*

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**Description**

Results from 54 studies, including 316 effect sizes (Hedge's  $g$ ), on the extent to which shared reading impacts language development (Noble et al. 2019).

**Usage**

```
data("noble2018")
```

**Format**

A data frame with 316 rows and 13 variables:

- `es_id`: effect size id
- `study_id`: study id
- `author`: study author
- `measure`: measure used in the study
- `age`: age of participants, grouped into categories.
- `ses`: socio-economic status
- `experimenter`: who administered the test (pa)
- `duratio`: number of weeks
- `dialogic_reading`: dialogic reading
- `follow_up`: follow up
- `n`: sample size
- `yi`: effect size (Hedge's  $g$ )
- `vi`: sampling variance ( $SE^2$ )

**Details**

Further details can be found at <https://osf.io/34xyw/>

**References**

Noble C, Sala G, Peter M, Lingwood J, Rowland C, Gobet F, Pine J (2019). "The impact of shared book reading on children's language skills: A meta-analysis." *Educational Research Review*, **28**, 100290.

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nuijten2020

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*Data collected from meta-analyses on intelligence research*


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## Description

Data resulting from 131 meta-analyses, including 2443 effect sizes (fisher-z), on different areas of intelligence research (Nuijten et al. 2020)

## Usage

```
data(nuijten2020)
```

## Format

A dataset with 2443 rows and 14 variables.

- study\_id: Unique id for study
- effect\_id: Unique id for effect size
- authors: identifier for the primary study within a meta-analysis based on the first author of the study or the sample used
- year: year in which the primary study was reported
- yi: original effect size converted to a Fishers z value
- vi: variance around the z value in yi
- ni: total sample size of the primary study
- es: effect size as indicated in type\_es
- se: standard errors of the effect size
- type\_es: the type of effect size extracted from the meta-analysis; 1 = r transformed to Fishers z, 2 = Hedge's g, 3 = log odds ratio 4 = Cohen's d, 5 = Hazard Ratio, 6, 7, 8 = other
- type: type of IQ research summarized by the meta-analysis; 1 = Correlational, 2 = Group\_differences 3 = Experiments/Interventions, 4 = Toxicology, 5 = (Behavior) Genetics
- citations: number of times the primary study was cited
- countrycode: country in which the first author of a primary study was situated at the time of publication
- jrn1\_impact: impact factor in 2014 of the journal where the primary study was published
- similarity: whether the primary study matched the research question of the meta-analysis; 0 = dissimilar, 1 = similar

## Source

<https://osf.io/fq5wp/>

## References

Nuijten MB, van Assen MA, Augusteijn HE, Cromptvoets EA, Wicherts JM (2020). "Effect sizes, power, and biases in intelligence research: A meta-meta-analysis." *Journal of Intelligence*, **8**(4), 36.

sala2019

*Studies on the impact of working-memory training on near- and far-transfer measures*

### Description

Results from 332 studies, including 1,555 effect sizes (Hedge's  $g$ ), on whether skills learned from cognitive training generalize to other situations (Sala et al. 2019).

### Usage

```
data(sala2019)
```

### Format

A data frame with 1,555 rows and 10 variables:

\* `study_id`: unique id for each meta-analysis \* `es_id`: unique id for each effect size \* `yi`: the observed effect size, expressed in Hedge's  $g$  \* `vi`: the variance of the observed effect size \* `ni`: the total sample size for the observed effect size in the meta-analysis \* `author`: author of study \* `comparison`: type of control group ("Active" or "Non-active") \* `age`: Age group used in study ("adults", "LD children", "TD children", "old", or "children") \* `test`: test used in study \* `model`: indicator for which model the study is used (see paper for details)

### Source

<https://osf.io/qk2vu/>

### References

Sala G, Aksayli ND, Tatlidil KS, Tatsumi T, Gondo Y, Gobet F, Zwaan R, Verkoeijen P (2019). "Near and far transfer in cognitive training: A second-order meta-analysis." *Collabra: Psychology*, 5(1).

schroeder2020

*Studies on the effects of transcranial direct current stimulation on inhibitory control*

### Description

Results from 62 studies, including 75 effect sizes (Hedge's  $g$ ) on the effect of transcranial direct current stimulation (tDCS) in inhibitory control (Schroeder et al. 2020).

### Usage

```
data("schroeder2020")
```

## Format

A data frame with 75 rows and 13 variables:

- `study_id`: unique id for study
- `es_id`: unique id for effect size
- `yi`: effect size (Hedge's  $g$ )
- `vi`: sampling variance for effect size
- `study_design`: study design ("between-subjects" or "within")
- `control`: control condition ("active control", "no tDCS", or "sham")
- `blinding`: blinding strategy ("no blinding", "not reported", "success")
- `task`: task used in study: go/no-go task ("GNG") or stop-signal task ("SST")
- `population`: population of study ("ADHD", "healthy" or "other patients")
- `stimulation`: tDCS polarity ("anodal" or "cathodal")
- `intensity`: tDCS intensity (1 mA, 1.5 mA, or 2 mA)
- `target_electrode_placement`: target electrode placement
- `return_electrode_placement`: return electrode placement
- `timing`: timing of stimulation ("online" or "offline")

## Details

Further details can be found at <https://osf.io/mrxhe/>

## References

Schroeder PA, Schwippel T, Wolz I, Svaldi J (2020). "Meta-analysis of the effects of transcranial direct current stimulation on inhibitory control." *Brain Stimulation*.

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spaniol2019

*Studies on Executive function components in intellectual disability*


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## Description

Results from 26 studies, including 99 effect sizes (Hedge's  $g$ ), on inhibition, shifting, and attention in people with intellectual disability compared to people matched on mental age (Spaniol and Danielsson 2019).

## Usage

```
data("spaniol2019")
```



## Format

A data frame with 99 rows and 11 variables:

- author: author of study
- study\_id: unique id for study
- study\_year: year of publication
- es\_id: unique id for effect size
- yi: effect size in (Hedge's  $g$ )
- vi: sampling variance for effect size ( $SE^2$ )
- group\_id: experimental intellectual disability group. one of: non-specific cause ("NSID"), Fragile X syndrome ("FXS"), Down syndrome ("DS"), or Williams syndrome ("WS")
- ef\_type: task type ("inhibition", "updating", "shifting", "fluency", "attention", or "other")
- ef\_component: executive function component ("inhibition", "shifting" or "attention")
- domain: domain of executive function component ("verbal", "visuospatial", or "other")
- test: test used to measure executive function

## Details

Further details can be found at <https://osf.io/wp8u7/>

## References

Spaniol M, Danielsson H (2019). "A Meta-analysis of the Executive Functions Inhibition, Shifting and Updating in Intellectual Disabilities." *PsyArXiv*.

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stasielowicz2019a	<i>Studies on the association between goal orientation and performance adaptation</i>
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## Description

Results from 35 studies, including 76 effect sizes ( $r$ ), on learning goal orientation and performance adaptation (Stasielowicz 2019).

## Usage

```
data("stasielowicz2019a")
```

## Format

A data frame with 76 rows and 24 variables:

- study\_id: unique id for study
- es\_id: unique id for effect size
- author: author of study
- pub\_year: publication year
- pub\_type: publication type (0 = journal article, 2 = book chapter, 3 = dissertation, 4 = master's thesis, 5 = bachelor's thesis, 6 = conference proceedings, 7 = report, 8 = other)

- peer\_review: whether publication was peer-reviewed (0 = no, 1 = yes)
- n: sample size of effect size
- yi: effect size (r)
- vi: sampling variance of effect size ( $SE^2$ )
- adapt\_measures: assessment method(s) of adaptation used in the study (1 = self-report, 2 = other people, 3 = objective, 4 = mixed)
- adapt\_method: assessment method of adaptation (0 = subjective ratings, 1 = objective scores)
- adapt\_method\_specific: specific assessment method of adaptation used for the particular effect size (1 = self-report, 2 = other people, 3 = objective)
- go\_measure: instrument used to assess goal orientation
- financ\_support: financial support (0 = no, 1 = yes)
- age: mean age of sample
- age\_imputed: mean age of sample (imputed)
- sex: sex of sample (1 = female sample, 2 = male sample, 3 = mixed sample)
- perc\_men: proportion of men in the sample
- country: country where sample was collected
- sample: sample type (1 = students, 2 = employees, 3 = manager, 4 = mixed, 5 = other)
- level: level (1 = individuals, 2 = team)
- complexity\_component: component complexity of the task (0 = relatively low, 1 = relatively high)
- complexity\_coordinative: coordinative complexity of the task (0 = relatively low, 1 = relatively high)
- complexity\_dynamic: which complexity aspect changed while completing task (0 = neither component nor coordinative, 1 = only component, 2 = only coordinative, 3 = both component and coordinative)

## Details

Further details can be found at <https://osf.io/szfwx/>

## References

Stasielowicz L (2019). "Goal orientation and performance adaptation: A meta-analysis." *Journal of Research in Personality*, **82**, 103847.

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stasielowicz2019b	<i>Studies on the association between goal orientation and performance adaptation</i>
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## Description

Results from 28 studies, including 86 effect sizes (r), on performance goal orientation and performance adaptation (Stasielowicz 2019).

## Usage

```
data("stasielowicz2019b")
```

## Format

A data frame with 86 rows and 25 variables:

- study\_id: unique id for study
- es\_id: unique id for effect size
- author: author of study
- pub\_year: publication year
- pub\_type: publication type (0 = journal article, 2 = book chapter, 3 = dissertation, 4 = master's thesis, 5 = bachelor's thesis, 6 = conference proceedings, 7 = report, 8 = other)
- peer\_review: whether publication was peer-reviewed (0 = no, 1 = yes)
- n: sample size of effect size
- yi: effect size (r)
- vi: sampling variance of effect size ( $SE^2$ )
- pgo\_type: the performance goal orientation that was assessed ("avoid", "prove", or "global")
- adapt\_measures: assessment method(s) of adaptation used in the study (1 = self-report, 2 = other people, 3 = objective, 4 = mixed)
- adapt\_method: assessment method of adaption (0 = subjective ratings, 1 = objective scores)
- adapt\_method\_specific: specific assessment method of adaptation used for the particular effect size (1 = self-report, 2 = other people, 3 = objective)
- go\_measure: instrument used to assess goal orientation
- financ\_support: financial support (0 = no, 1 = yes)
- age: mean age of sample
- age\_imputed: mean age of sample (imputed)
- sex: sex of sample (1 = female sample, 2 = male sample, 3 = mixed sample)
- perc\_men: proportion of men in the sample
- country: country where sampled was collected
- sample: sample type (1 = students, 2 = employees, 3 = manager, 4 = mixed, 5 = other)
- level: level (1 = individuals, 2 = team)
- complexity\_component: component complexity of the task (0 = relatively low, 1 = relatively high)
- complexity\_coordinative: coordinative complexity of the task (0 = relatively low, 1 = relatively high)
- complexity\_dynamic: which complexity aspect changed while completing task (0 = neither component nor coordinative, 1 = only component, 2 = only coordinative, 3 = both component and coordinative)

## Details

Further details can be found at <https://osf.io/szfwx/>

## References

Stasielowicz L (2019). "Goal orientation and performance adaptation: A meta-analysis." *Journal of Research in Personality*, **82**, 103847.

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stasielowicz2020

*Studies on the importance of cognitive ability in performance adaptation*


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## Description

Results from 47 independent samples, including 133 effect sizes ( $r$ ), on the role of individual differences in cognitive abilities in the context of performance adaption (Stasielowicz 2020).

## Usage

```
data("stasielowicz2020")
```

## Format

A data frame with 133 rows and 23 variables:

- `id`: unique id of study
- `effect_id`: unique id of effect
- `author`: author of study
- `pub_year`: year of publication
- `pub_type`: publication type (1 = journal article, 2 = book chapter, 3 = dissertation, 4 = master's thesis, 5 = bachelor's thesis, 6 = conference proceedings, 7 = report, 8 = other (eg., unpublished manuscript))
- `peer_review`: whether publication was peer-reviewed (0 = no, 1 = yes)
- `n`: sample size for effect size
- `yi`: effect size ( $r$ )
- `vi`: sampling variance ( $SE^2$ )
- `adapt_measures`: assessment method(s) of adaptation used in the study (1 = self-report, 2 = other people, 3 = objective, 4 = mixed)
- `adapt_method`: assessment method of adaption (1 = subjective ratings, 2 = objective scores)
- `adapt_method_specific`: specific assesement method of adaptation used for the particular effect size (1 = self-report, 2 = other people, 3 = objective)
- `subj_adapt_definition`: definition for subjective ratings of performance adaptations ("narrow" or "broad")
- `cog_abil_measure`: measurement method of cognitive abilities
- `ca_measure`: categorized measure of cognitive abilities ("general", "specific" or "ACT/SAT/GPA")
- `financ_support`: financial support (e.g., grant; 0 = no, 1 = yes)
- `sex`: sex (1 = female sample, 2 = male sample, 3 = mixed sample)
- `men_prop`: proportion of men in sample
- `country`: country of sample
- `sample`: sample type (1 = students, 2 = employees, 3 = manager, 4 = mixed, 5 = other)
- `task`: task used to measure performance adaptation ("simulation/video game", "SJT", or "Other")
- `complexity_component`: coordinative complexity of the task (0 = relatively low, 1 = relatively high)
- `complexity_coordinative`: dynamic complexity of the task (0 = relatively low, 1 = relatively high)

## Details

Further details can be found at <https://psyarxiv.com/qu4t2/>

## References

Stasielowicz L (2020). “How important is cognitive ability when adapting to changes? A meta-analysis of the performance adaptation literature.” *Personality and Individual Differences*, **166**, 110178.

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steffens2020	<i>Studies on Social Identity Theory and Leadership: Leader Group Prototypicality</i>
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## Description

Results from 128 studies, including 251 effect sizes (Fisher Z), on the extent to which a leader is perceived to embody shared social identity (Steffens et al. 2021).

## Usage

```
data("steffens2020")
```

## Format

A data frame with 251 rows and 10 variables:

- es\_id: effect size id
- study\_id: study id
- author: study author
- n: sample size
- design: 0 = experimental; 1 = correlational
- published: 0 = published; 1 = unpublished
- proto\_strength: 0 = ad-hoc; 1 = natural
- target\_leader: 0 = informal; 1 = formal
- yi: effect size (Fisher z)
- vi: sampling variance (SE<sup>2</sup>)

## Details

Further details can be found at <https://osf.io/y47er/>

## References

Steffens NK, Munt KA, van Knippenberg D, Platow MJ, Haslam SA (2021). “Advancing the social identity theory of leadership: A meta-analytic review of leader group prototypicality.” *Organizational Psychology Review*, **11**(1), 35–72.

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stramaccia2020

*Studies on memory suppression and its deficiency in psychological disorders*


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### Description

Results from 25 studies, including 96 effect sizes (Cohen's d), on suppression-induced forgetting (Stramaccia et al. 2020).

### Usage

```
data("stramaccia2020")
```

### Format

A data frame with 96 rows and 15 variables:

- study\_id: unique id for study
- group\_id: unique id for group
- es\_id: unique id for effect size
- yi: effect size (Cohen's d)
- vi: sampling variance for effect size ( $SE^2$ )
- pub\_year: year of publication
- instructions: type of instructions given to participants to prevent retrieval ("aided", "direct", or "unspecified")
- stimuli: type of stimuli ("pictures" or "words")
- valence: valence of stimulus material (for the suppress targets only). One of "mixed", "negative", "neutral" or "positive"
- tnttime: duration for which cues remained on the screen during the think/no-think phase (see paper for details)
- repetitions: the number of times that participants encountered each cue in the think/no-think phase (see paper for details)
- n: sample size
- dv:
- cluster: clusters based on clinical and sub-clinical conditions ("anxiety", "control", "depression", "mixed", or "repression")
- group: clinical population ("CP") or healthy control ("HC")

### Details

Further details can be found at <https://osf.io/f89ur/>

### References

Stramaccia DF, Meyer A, Rischer KM, Fawcett JM, Benoit RG (2020). "Memory suppression and its deficiency in psychological disorders: A focused meta-analysis." *Journal of Experimental Psychology: General*.

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wibbelink2017*Studies on juvenile recidivism*

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**Description**

Meta-analytic data on studies investigating associations between mental health disorders of delinquent juveniles and subsequent delinquent behavior of those juveniles

**Usage**

```
data(wibbelink2017)
```

**Format**

A data frame with 100 rows and 10 variables.

- study\_id: unique id for each study
- es\_id: unique id for each effect size
- yi: observed effect sizes (Cohen's d)
- vi: sampling variance ( $SE^2$ )
- pstatpub: dummy variable encoding whether the study was published, 0 = unpublished, 1 = published
- pstatnotpub: dummy variable encoding whether the study was unpublished, 0 = published, 1 = unpublished
- typgen: dummy variable encoding the type of recidivism behavior 0 = not applicable, 1 = general
- typovert: dummy variable encoding the type of recidivism behavior 0 = not applicable, 1 = overt
- typcover: dummy variable encoding the type of recidivism behavior 0 = not applicable, 1 = covert
- pyear: the publication year of the study; mean-centered

**Source**

[The Quantitative Methods in Psychology](#)

**References**

Wibbelink et al. (2017). A meta-analysis of the association between mental health disorders and juvenile recidivism. *Aggression and Violent Behavior*, 33, 78-90. ([ScienceDirect](#))

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