The title

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Table 1

Overview of the Included Papers for Hypothesis 1

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Beilock et al. (2007)	Experimental	Female college students in US	Behavioral tasks	Stereotype threat, working memory efficiency	ANOVA	Reduced performance on high-demand problems under threat	Yes
Dunst et al. (2013)	Experimental	58 secondary school students in Austria	EEG	Stereotype threat, neural efficiency, task performance	ANOVA	Higher cortical activation under threat	Partially
Forbes et al. (2015)	Experimental	58 participants (25 White, 33 minorities)	EEG	DMN phase-locking, error estimates, self-doubt	Regression models	DMN phase-locking may mitigate stereotype threat effects	Yes

Table 1 continued

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Forbes et al. (2008)	Experimental	57 minority undergraduates	EEG	ERN, Pe, task performance	Repeated measures analysis	Smaller ERN amplitudes under threat	Partially
Jończyk et al. (2022)	Experimental	23 female undergraduates in US	EEG	Creativity, alpha power	Repeated measures ANOVA	Increased alpha power after threat	Partially
Krendl et al. (2008)	Experimental	28 female undergraduates	fMRI	Neural activation, math performance	Mixed-model ANOVA	Increased vACC activation, decreased cognitive region activation under threat	Partially

Table 1 continued

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Mangels et al. (2012)	Prospective	68 participants	EEG	Math performance, ERP responses, learning success	ANOVA	LPP and learning success link more pronounced under threat	Partially
Wu and Zhao (2021)	Experimental	48 female undergraduates in China	RS-fMRI	RSDC of brain regions	Mixed-effect analysis	Increased RSDC in DMN areas, decreased in cerebellum and hippocampus	Partially

Note. This table summarizes studies investigating neural activation patterns under stereotype threat. The 'Variables' column focuses on brain areas and networks of interest, such as the amygdala, prefrontal cortex, default mode network, and salience network. 'Methods of Data Analysis' includes neuroimaging techniques like fMRI and EEG. 'Results' highlight changes in neural activation patterns related to stereotype threat.

Table 2

Overview of the Included Papers for Hypothesis 2

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Guardabassi and Tomasetto (2020)	Cross-sectional	176 primary school children	N-back task	BMI, stereotype threat, working memory	Mixed-effects models	zBMI negatively correlated with working memory under threat	Partially
Hirnstein et al. (2014)	Factorial	136 participants (66 male, 70 female)	Cognitive tests	Stereotype threat, sex, group composition, cognitive performance	ANOVA	Performance decreased on 4W and perceptual speed under threat	Weakly

Table 2 continued

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Jordano and Touron (2017)	Experimental	120 female undergraduates	OSPAN task, mind-wandering probes	Stereotype threat, mind-wandering, task performance	ANOVA	Increased mind-wandering, decreased math performance under threat	Partially
Krendl et al. (2008)	Experimental	28 female undergraduates	fMRI	Neural activation, math performance	Mixed-model ANOVA	Increased vACC activation, decreased cognitive region activation under threat	Yes

Table 2 continued

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Lin et al. (2023)	Cross-sectional	153 female undergraduates	Spatial perspective-taking, executive function tests	Stereotype threat, executive function, spatial performance	ANCOVA, mediation analysis	Decreased performance, impaired inhibition and updating under threat	Partially
Rydell et al. (2014)	Experimental	340 undergraduates across 3 experiments	Executive function tasks, math tests	Stereotype threat, executive function, math performance	ANOVA, mediation analysis	Impaired inhibition and updating, decreased math performance under threat	Mostly

Table 2 continued

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Ståhl et al. (2012)	Experimental	335 students across 3 experiments	Stroop task, math task	Stereotype threat, regulatory focus, cognitive control	ANOVA	Initial increase then decrease in cognitive control under threat (prevention focus)	Mostly
Wister et al. (2013)	Experimental	92 female undergraduates	Stroop test, SAT-like math test	Menstruation threat, cognitive performance	MANOVA	Impaired Stroop performance under menstruation threat	Partially

Table 2 continued

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Wulandari and Hendrawan (2020)	Experimental	168 undergraduates (91 female)	Letter fluency test	Stereotype threat activation, gender, task difficulty	ANOVA	No significant effects of threat on performance	No

Note. This table presents studies examining cognitive control processes under stereotype threat. The 'Variables' column includes both cognitive processes (e.g., inhibition, updating, shifting) and related performance measures. 'Methods of Data Analysis' specifies cognitive tasks used, such as the Stroop task, n-back task, or task-switching paradigms. 'Results' emphasize changes in cognitive control performance under stereotype threat conditions.

Table 3

Overview of the Included Papers for Hypothesis 3

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Bedyńska et al. (2020)	Cross-sectional	319 male secondary school students	Working memory tasks	Chronic stereotype threat, working memory, language achievement	Mediation analysis	Stereotype threat negatively impacted working memory capacity	Yes
Bedyńska et al. (2018)	Cross-sectional	624 female secondary school students	Working memory tasks	Chronic stereotype threat, working memory, math achievement	Mediation analysis	Working memory mediated stereotype threat and math achievement	Yes

Table 3 continued

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Beilock et al. (2007)	Experimental	Female college students in US	Modular Arithmetic task	Stereotype threat, working memory efficiency	ANOVA	Reduced performance on high-demand problems under threat	Yes
Brown and Harkins (2016)	Experimental	73 female undergraduates	SART, math test	Stereotype threat, SART framing, mind-wandering	ANOVA	Support for mere effort account, not working memory impairment	No
Guardabassi and Tomasetto (2020)	Cross-sectional	176 primary school children	N-back task	BMI, stereotype threat, working memory	Mixed-effects models	zBMI negatively correlated with working memory under threat	Yes

Table 3 continued

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Hutchison et al. (2013)	Experimental	187 men	Stroop task, OSPAN	Working memory capacity, stereotype threat, Stroop performance	Regression analysis	Stroop effect larger under threat for low WMC individuals	Partially
Jamieson and Harkins (2007)	Experimental	224 undergraduates across 4 experiments	Saccade tasks, N-back task	Stereotype threat, task type, cognitive load	ANOVA	Support for mere effort account in most conditions	Mostly No
Johns et al. (2008)	Experimental	176 participants across 3 experiments	Working memory task, math test	Stereotype threat, emotion regulation, working memory	ANOVA, mediation analysis	Working memory impaired under threat, mediated math performance	Yes

Table 3 continued

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Pennington et al. (2019)	Experimental	124 female university students	Anti-saccade task, math task	Stereotype condition, task performance	ANOVA	No significant effects of threat on performance	No
Rydell et al. (2009)	Experimental	57 female undergraduates	Vowel counting task, math problems	Gender stereotype, college student stereotype, working memory	ANOVA, mediation analysis	Working memory capacity mediated stereotype effects on math performance	Yes
Schmader et al. (2009)	Experimental	188 participants across 2 experiments	Reading Span Test	Stereotype threat, anxiety, working memory	Regression analysis	Anxiety predicted lower working memory under stereotype threat	Partially

Table 3 continued

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Schmader and Johns (2003)	Experimental	159 undergraduates across 3 experiments	OSPAN, math test	Stereotype threat, working memory capacity, math performance	ANCOVA, mediation analysis	Working memory capacity reduced under threat, mediated math performance	Yes
Tine and Gotlieb (2013)	Experimental	71 undergraduates	Math test, working memory test	Multiple stereotype threats, math and working memory performance	ANOVA	Working memory impaired under various stereotype threats	Yes

Table 3 continued

Citation	Study Design	Population	Research Questions	Variables	Methods of Data Analysis	Results	Hypothesis confirmed
Van Loo and Rydell (2013)	Experimental	131 female undergraduates	Letter-memory task, math test	Power prime, stereotype threat, working memory	ANOVA, mediation analysis	High power prime protected working memory from stereotype threat effects	Mostly

Note. This table outlines studies investigating working memory impairment under stereotype threat. The 'Variables' column focuses on working memory measures and associated performance indicators. 'Methods of Data Analysis' details specific working memory tasks employed, such as complex span tasks, operational span tasks, or reading span tests. 'Results' highlight changes in working memory capacity and performance under stereotype threat.

Methods

We report how we determined our sample size, all data exclusions (if any), all manipulations, and all measures in the study.

Participants

Material

HELLO WORLD

This is the anova result: $F(2, 27) = 4.85$, $MSE = 0.39$, $p = .016$.

Procedure

Data analysis

We used R (Version 4.4.1; R Core Team, 2024) and the R-packages *citr* (Version 0.3.2; Aust, 2019), *kableExtra* (Version 1.4.0; Zhu, 2024), *papaja* (Version 0.1.2.9000; Aust & Barth, 2023), *RefManageR* (Version 1.4.0; McLean, 2017), *rmarkdown* (Version 2.27; Xie et al., 2018, 2020), and *tinylabels* (Version 0.2.4; Barth, 2023) for all our analyses.

Results

Discussion

References

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Table 4

Hypothesis	Query
Hypothesis 1	SELECT * FROM papers WHERE hypothesis = 1