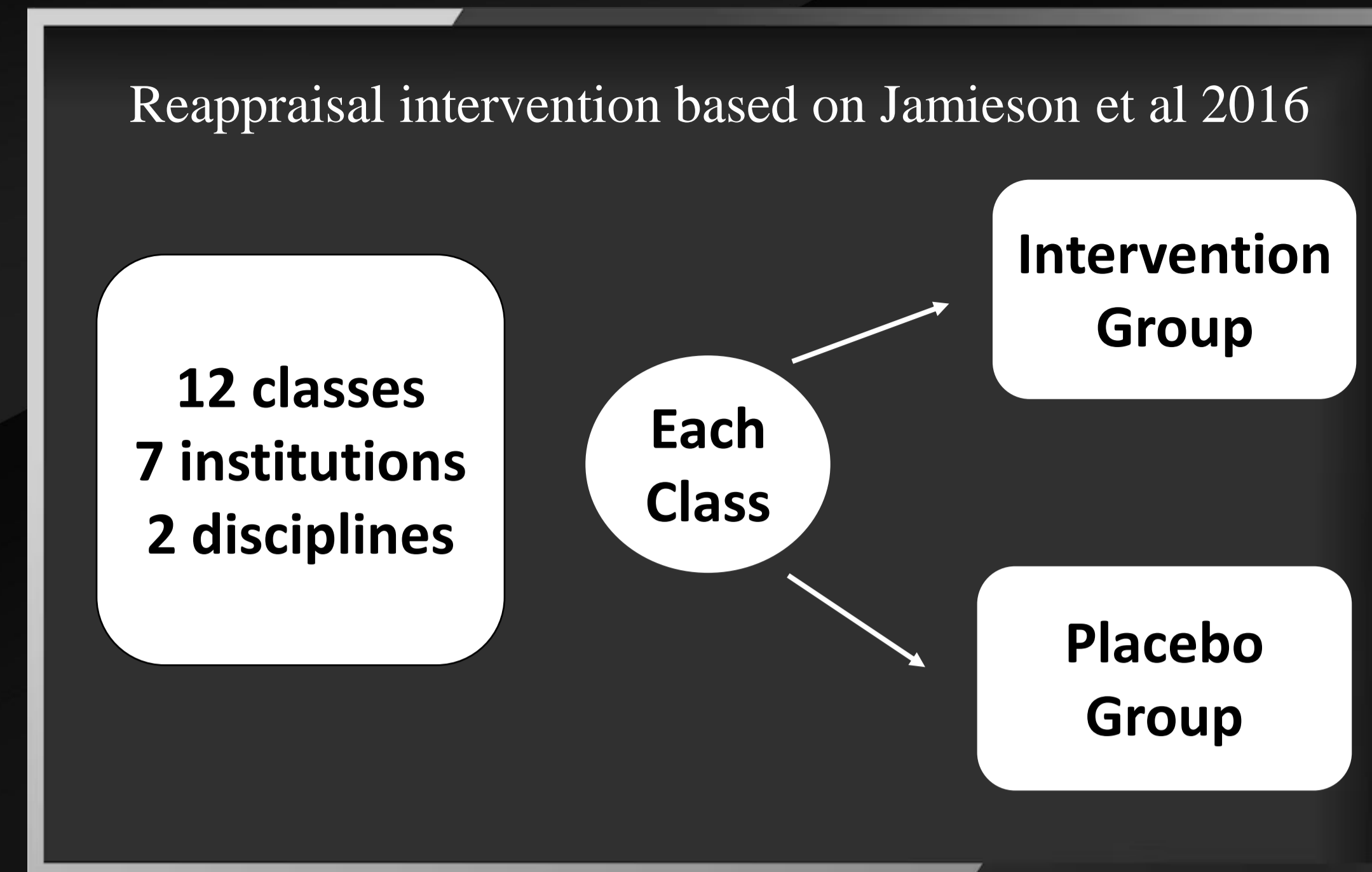
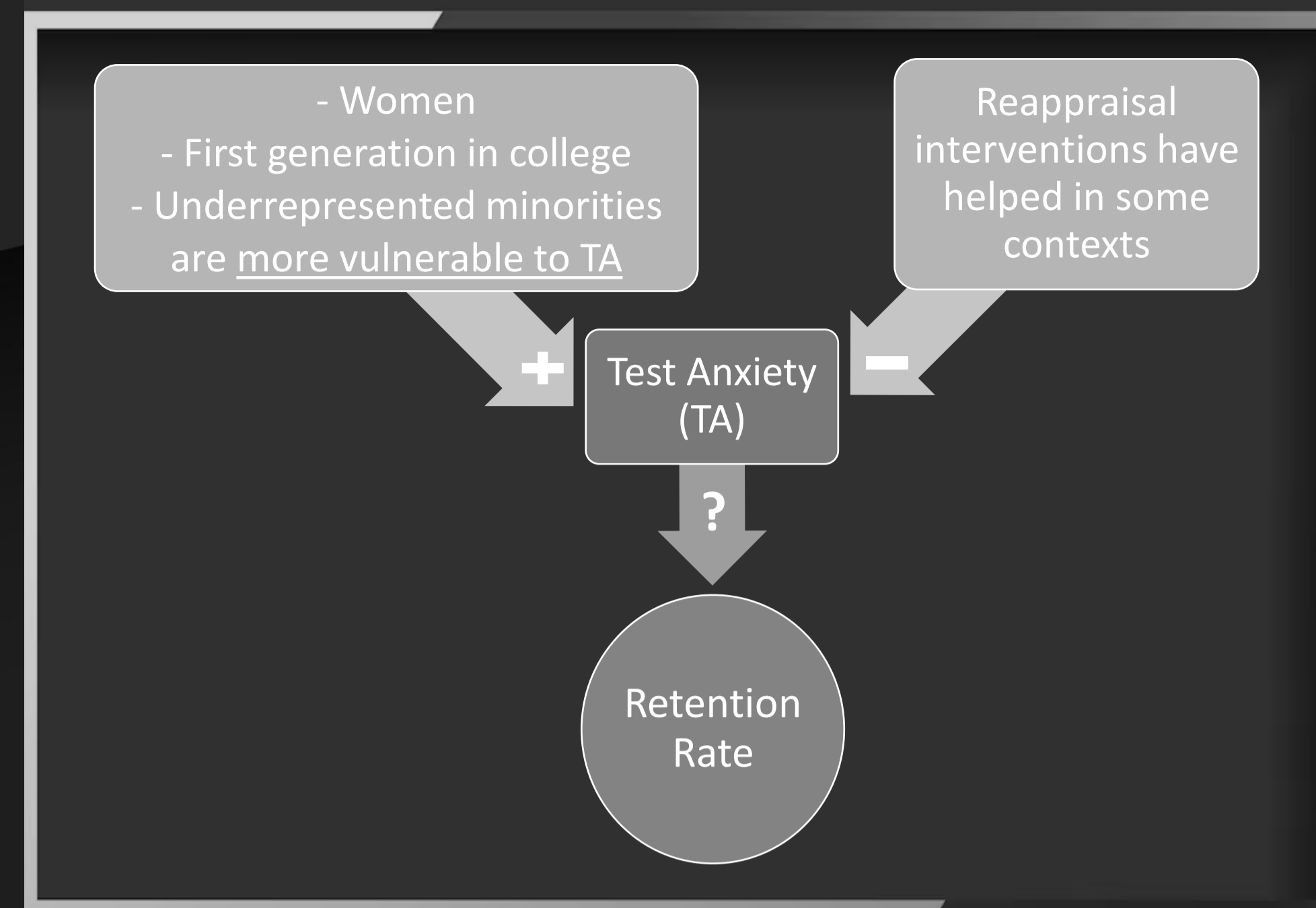


# Bridging the Gap

## A Study on Equity in STEM and the Impact of Test Anxiety Interventions

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**RQ: Do low effort reappraisal interventions mitigate test anxiety (TA) and performance gaps between groups of students?**

Reappraisal intervention excerpt, states that:

- Scientifically, stress is a “fight-flight response” that is a necessary mechanism
- To experience anxiety in stressful situations means to be fit for survival

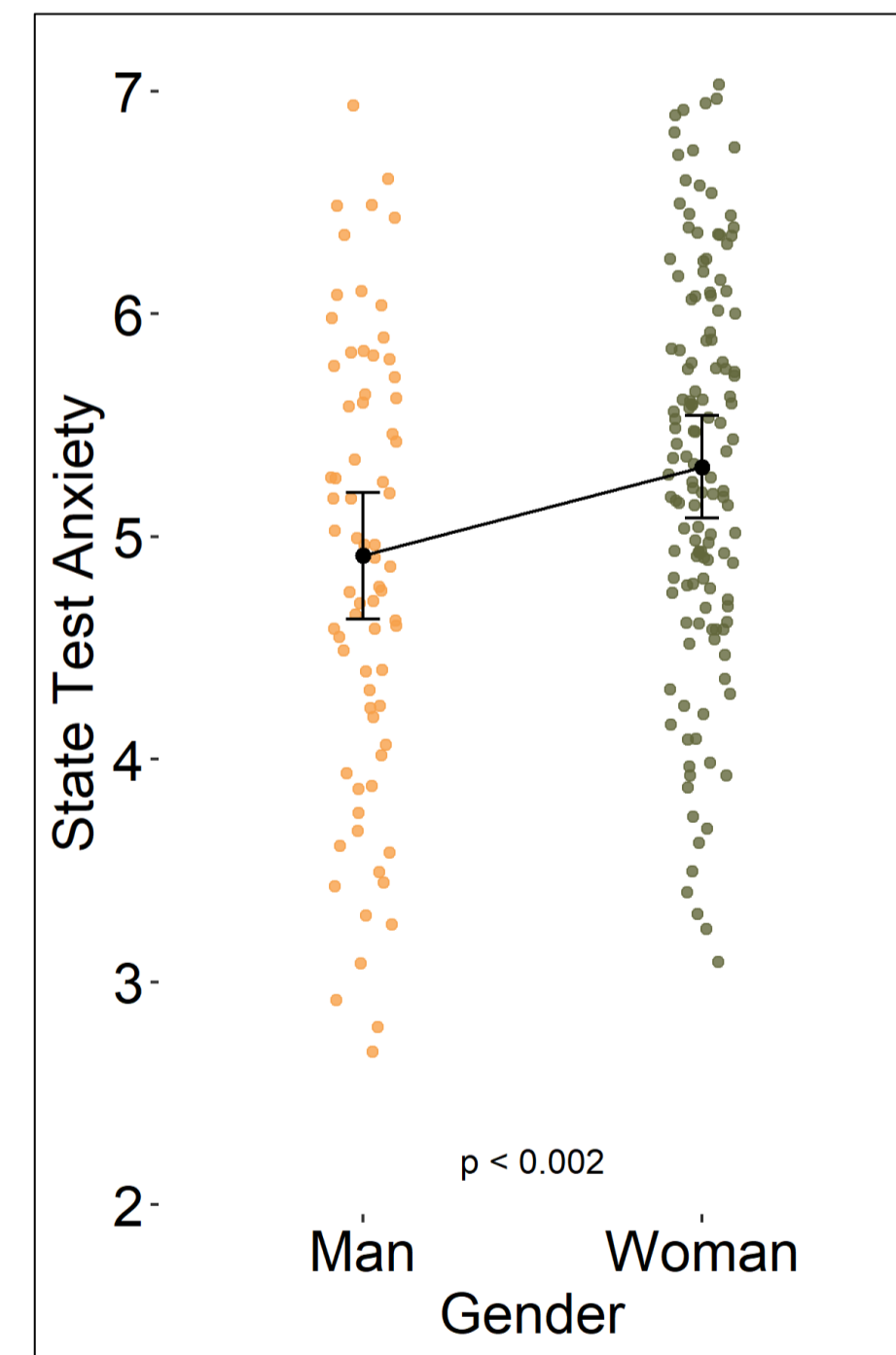


Figure 1: Students level of Test Anxiety, separated by gender

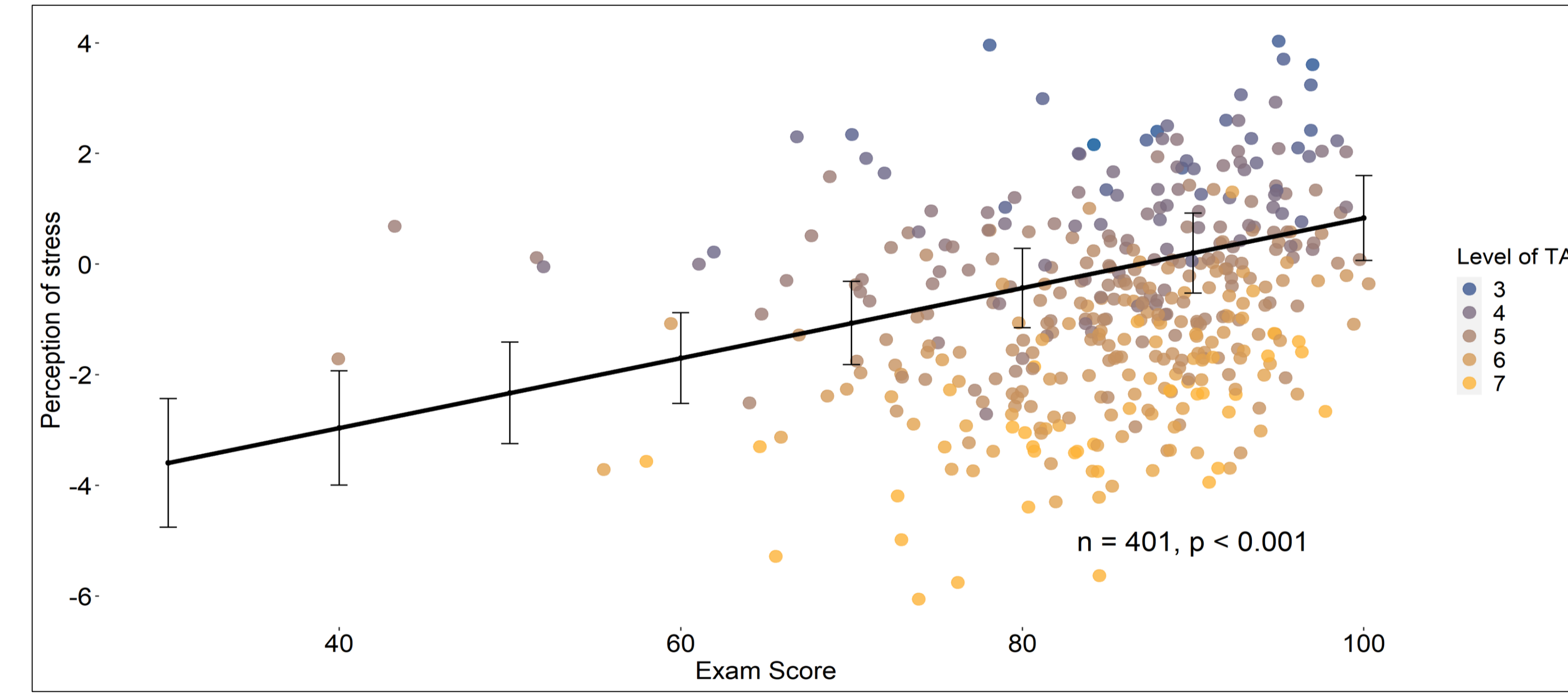


Figure 2: X-axis shows the students total score in the course. Y-Axis is the results of the equation: *Perception of stress as something positive* – Level of TA

**TAKE HOME MESSAGE:**  
Intervention provided null results!

**NEXT UP:**  
Testing it in Norway where high stakes testing is the norm!

| Formula: $x \sim \text{condition (placebo)}$ | Estimate | Std. Pr(>  t ) |
|--|----------|----------------|
| Total Score                                  | -0.3950  | 0.581          |
| TA Perception after intervention             | -0.1028  | 0.375          |
| Level of TA after intervention               | 0.13498  | 0.176          |
| Improvement in dealing with TA               | 0.03445  | 0.868          |

- Jamieson, J. P., Mendes, W. B., Blackstock, E., & Schmader, T. (2010). Turning the knots in your stomach into bows: Reappraising arousal improves performance on the GRE. *Journal of Experimental Social Psychology*, 46(1), 208–212. <https://doi.org/10.1016/j.jesp.2009.08.015>

- Jamieson, J. P., Peters, B. J., Greenwood, E. J., & Altose, A. J. (2016). Reappraising Stress Arousal Improves Performance and Reduces Evaluation Anxiety in Classroom Exam Situations. *Social Psychological and Personality Science*, 7(6), 579–587. <https://doi.org/10.1177/194855061664465>