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*Building resilience through self-affirmation and reflection exercises*

Throughout their university career, there are often non-content specific learning outcomes that students master to aid in their learning. Two such outcomes are determination and resilience, which are key skills to becoming lifelong learners. With growing class sizes, it can often be challenging to implement targeted activities to help advance these non-content specific learning objectives in student cohorts. One such tool is the inclusion of self-affirmation interventions, which have been shown to improve problem-solving and academic outcomes, and to reduce achievement gaps (Jordt et al). In this talk, we explore how self-affirmation and reflection activities can be implemented before summative assessments in both large and small classrooms.