Docket #: S21-298

An application-based self-affirmation tool for students

Stanford researchers have developed a self-affirmation web application to improve students' mental wellbeing. Studies have previously shown that a series of structured writing assignments focusing students on a self-affirming value reduces achievement gaps in race, gender, and social class. Teachers can use the application to deliver self-affirmation activities to students at timely moments without the need for individual, direct instruction.

Applications

- Reducing achievement gaps in education due to race, gender, and social class

Advantages

- The application allows for the wide deployment of the beneficial self-affirmation activities without the need for direct instructions for the educator

Publications

- Cohen, Geoffrey L., et al. "Recursive processes in self-affirmation: Intervening to close the minority achievement gap." *Science* 324.5925 (2009): 400-403.

Innovators

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