

# Review of: "Strategies for Reducing Inherent Cognitive Biases in Educational Classrooms"

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The author suggests that this manuscript is an exploratory attempt to examine applications of Cognitive Reduction (CDR) strategies by educators across a range of classrooms, focussing in particular on 'transcultural' biases. Given the objective, the introduction seems to have framed the space in too broad a scope. Perhaps the paper is better served by a more focussed description of "transcultural" biases and a clear categorisation with examples of the various biases to be considered as candidates for CDR. Connect this to existing studies in fields other than education, and proceed to identify the need to address this in the field of education with one or two concrete examples.

Few of the other problematic issues are:

- (1) Most of the writing is not adequately referenced, and claims like "Cognitive biases are genetic, hardwired, pre-programmed, and inherent in every individual." are too far-reaching and not necessarily substantiated by the existing literature.
- (2) A confusion in understanding of how behaviour is associated with cognition, how cognition is associated with brain functioning/networks, and how genes underlie network function - this impacts how the ideas of hardwiring/genetics/explicit-implicit sociocultural biases are related. This confusion results in false categories that are presumed to be separate.

I agree with many of the reviewers who have made excellent points. Cognitive biases impact how decisions are made, and the decisions reflect in our behaviours. The framework requires nested elements in the model rather than separating the concepts into different boxes. I think considerable rethinking is required to revise the paper. However, it is a very interesting topic requiring academic engagement. I hope the author can improve upon the existing work for a better impact.