

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

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Potential competing interests: No potential competing interests to declare.

This paper tackles an intriguing and relatively underexplored area—strategies for mitigating cognitive biases in educational settings. The author delves into the concept of innate cognitive biases, distinguishing them from culturally mediated biases, and emphasizes their omnipresence, transcultural nature, and their impact on decision-making in education.

The paper notably highlights the lack of dedicated research on cognitive biases specifically within elementary, secondary, and tertiary education levels. It draws attention to the paucity of studies that address Cognitive Debiasing Reduction (CDR) strategies within these educational settings, focusing primarily on its robust presence in medical, legal, and science-related fields.

The differentiation between micro, meso, and macro levels of cognitive biases and their various sources is a compelling framework for categorizing biases. The proposed adaptation of medical CDR strategies for educational settings, particularly the emphasis on mitigating cognitive biases of educators and administrators, presents a novel approach.

However, the paper could benefit from certain improvements:

Clarity and Structure: The paper could be structured more explicitly to guide readers through the inquiry process and findings. This could involve clearer delineation of sections and subheadings.

Supporting Evidence: While the paper refers to existing literature and sources, incorporating specific studies or empirical evidence could strengthen its arguments and assertions.

Practical Implementation: While proposing CDR strategies for educators is insightful, the paper lacks detailed guidance on how these strategies can be practically implemented in educational settings.

Focus and Depth: The breadth of biases discussed in the paper is extensive, but deeper exploration or case studies focusing on a few biases within educational contexts could enhance the paper's depth.

Conclusion and Future Directions: The conclusion could offer more specific guidance on future research directions, potential studies, or areas for further investigation in this field.

Overall, the paper marks a valuable attempt to address a significant gap in educational research. By focusing on cognitive

biases and proposing strategies to mitigate them in educational contexts, it contributes to the ongoing conversation on improving decision-making processes in teaching and learning environments. Refinement in structure, supporting evidence, and practical application could enhance its impact and clarity.