

# Checklist for Avoiding the 25 Cognitive Traps in Teaching Business Communication

## Confirmation Bias

- ☐ Actively seek evidence that challenges your methods.
- ☐ Use peer reviews and anonymous feedback.
- ☐ Require structured decision-making.

## Anchoring Bias

- ☐ Continuously reassess performance.
- ☐ Use blind grading.
- ☐ Avoid labeling based on early impressions.

## Recency Bias

- ☐ Keep long-term records.
- ☐ Review data holistically.
- ☐ Seek semester-wide feedback.

## Overconfidence Bias

- ☐ Pre-assess student needs.
- ☐ Track data, not intuition.
- ☐ Seek peer/student feedback.

## Status Quo Bias

- ☐ Update methods regularly.
- ☐ Try one new strategy each term.
- ☐ Pursue professional development.

## Sunk Cost Fallacy

- ☐ Evaluate based on current outcomes.
- ☐ Define success criteria before use.
- ☐ Frame change as investment in future.

## Bandwagon Effect

- ☐ Critically assess trends before use.
- ☐ Pilot methods before scaling.
- ☐ Discuss pros/cons with colleagues.

## Framing Effect

- ☐ Balance benefits and challenges.
- ☐ Keep framing consistent.
- ☐ Seek student perception feedback.

## Availability Heuristic

- ☐ Log incidents systematically.
- ☐ Pause before big changes.
- ☐ Use analytics to spot real trends.

## Hindsight Bias

- ☐ Document expectations early.
- ☐ Reflect on surprises.
- ☐ Use early assessments for risks.

## Halo Effect

- ☐ Use rubrics for fairness.
- ☐ Blind-grade when possible.
- ☐ Calibrate grading with peers.

## Attribution Bias

- ☐ Check in with students on challenges.
- ☐ Consider external as well as internal factors.
- ☐ Support open student reflection.

## Groupthink

- ☐ Encourage diverse opinions.
- ☐ Assign devil's advocate role.
- ☐ Seek external evaluations.

## Illusory Correlation

- ☐ Use data, not anecdotal evidence.
- ☐ Peer review assumptions.
- ☐ Challenge perceived relationships.

## Self-Serving Bias

- ☐ Gather student feedback regularly.
- ☐ Reflect equally on successes/failures.
- ☐ Recognize systemic influences.

## Optimism Bias

- ☐ Gauge skills before tools.
- ☐ Plan support upfront.
- ☐ Set realistic goals.

## Dunning-Kruger Effect

- ☐ Pursue ongoing professional development.
- ☐ Collaborate with experts.
- ☐ Update content to standards.

## Survivorship Bias

- ☐ Review data on all students.
- ☐ Conduct exit surveys.
- ☐ Reflect on less successful cases.

## Negativity Bias

- ☐ Weigh positives and negatives equally.
- ☐ Keep a success journal.
- ☐ Use data-driven evaluation.

## Halo/Horn Effect

- ☐ Separate behavior from grading.
- ☐ Use objective rubrics.
- ☐ Blind-grade major work.

## Action Bias

- ☐ Pause before major changes.
- ☐ Gather data and input.
- ☐ Define when to act vs. wait.

## Pessimism Bias

- ☐ Balance risks and benefits.
- ☐ Pilot before scaling.
- ☐ Create contingency plans.

## Base Rate Fallacy

- ☐ Use broad student data.
- ☐ Balance anecdotes with statistics.
- ☐ Encourage wide feedback.

## Endowment Effect

- ☐ Update materials regularly.
- ☐ Peer review resources.
- ☐ Incorporate new materials.

## Escalation of Commitment

- ☐ Set clear objectives.
- ☐ Measure outcomes objectively.
- ☐ Reframe change as investment.