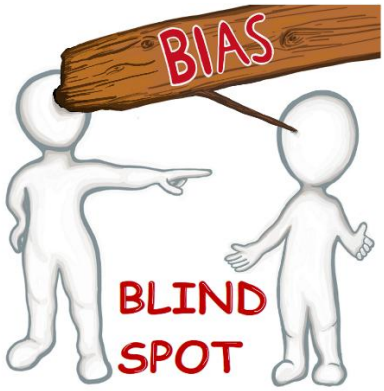

Bias Blind Spot – der Balken im eigenen Auge

Fragestellung

Der Bias Blind Spot besagt, dass sich Personen im Allgemeinen weniger von kognitiven Urteilsfehlern beeinflusst einschätzen als andere Personen (Pronin, 2007). Dieser robuste Effekt konnte in zahlreichen Studien repliziert werden. Dabei wurde bisher fast ausschließlich ein allgemeiner Kontext untersucht.

Im laufenden Forschungsprojekt werden verschiedene Kontexte untersucht, die die Stärke des Bias Blind Spots beeinflussen und es wird der Frage nachgegangen, wie dieser Urteilsfehler reduziert werden kann. Methodisch ist dabei die vollständige Randomisierung aller Faktoren ein besonderes Anliegen, um belastbare Ergebnisse zu erhalten.

Bisher wurde der BBS bei Studierenden des Lehramts und Lehrkräften bei der Einschätzung von lernrelevanten Beurteilungsfehlern nachgewiesen. Auch bei Psychotherpeut:innen in Ausbildung wurde der Effekt im Rahmen von Vignetten zu diagnostischen Fragestellungen gezeigt.

Hinsichtlich der Reduktion des Bias Blind Spots zeigten sich Achtsamkeitsinterventionen als nicht wirksam, es konnten dagegen signifikante Bezüge zum Persönlichkeitsmerkmal „Demut“ festgestellt werden.

Aktuell wollen wir untersuchen, wie stark der BBS bei Schulkindern und Jugendlichen auftritt und warum der sogenannte Experteneffekt in unseren bisherigen Studien nicht mehr in dem zuvor berichteten Umfang zu finden ist.

Literatur

Liagath, A., Jekel, M. & Aschermann, E. (2023*). Does a brief mindfulness intervention influence the degree of Bias Blind Spot in students?*

Pronin, E. (2007). Perception and misperception of bias in human judgment. *Trends in Cognitive Sciences*, *11*(1), 37–43. https://doi.org/10.1016/j.tics.2006.11.001

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Poster auf der 65. TeaP, Trier 2023.

Does a brief mindfulness intervention influence the degree of Bias Blind Spot in students?

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Background

Bias Blind Spot (BBS)

Typically, people perceive systematic errors of judgement in others, but see themselves as free(er) from such biases (Pronin, 2007). The consequences of BBS include erroneous assessments of situations and suboptimal consequences of action.

Mindfulness

State characterised by heightened, non-judgemental attention and awareness to the present moment (Kiken & Shook, 2012).

Previous research

BBS has been found in medical (Sposnik, 2016) and legal (Keith et al., 2013) contexts. In higher education, there is a lack of studies that specifically relates BBS to assessment processes at university. The perspective of vignettes has not yet been systematically varied.
Mindfulness interventions can positively influence cognitive biases: experimentally, fundamental attribution error has been reduced (Hopthrow et al., 2017). The influence of mindfulness on other judgement errors has not yet been studied.

Research question

Does the bias blind spot occur in the higher education context? To what extent can it be reduced through a mindfulness intervention?

Hypotheses

H1: Students rate themselves and lecturers on average as less influenced by errors of judgement than their peers.
H2: Students who receive a mindfulness intervention rate themselves and lecturers as more influenced by errors in judgement than students who receive education about the BBS or no intervention.

Pre-registration

OS Framework: https://osf.io/7tpm6.

Method

Intervention 1: Mindfulness (N=53)

Audio file: Meditation, focus on breathing and body sensation

Intervention 2: Information (N=54)

Audio file: Explanation of BBS

Control group (N=61)

No prior information

Biases investigated

Fundamental Attribution Error
Better-Than-Average Effect
Halo Effect
Contrast Effect

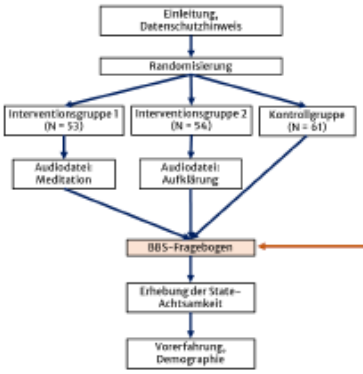
Implementation

Bias is presented through description and case vignettes from three perspectives: self, expert, fellow student.
Assessment of the strength of the influence on a 7-point Likert scale .
Assessment only from the perspective of the protagonist in the vignette.

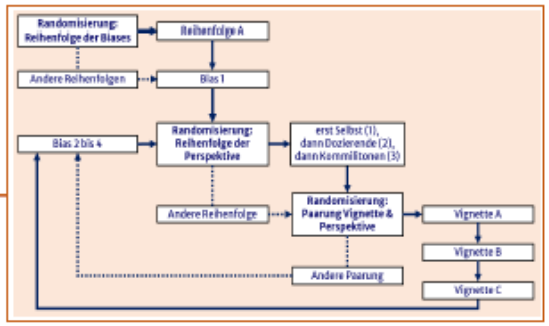
Manipulation Check

Measurement of state mindfulness by means of the Toronto Mindfulness Scale (TMS; Lau et al., 2006).

Procedure



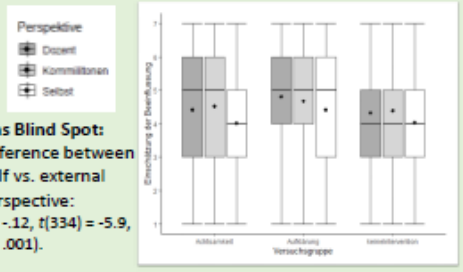
Randomization



Example of a vignette (Better-Than-Average-Effect)

Lecturer perspective
Dr. Rose considers himself to be an above-average helpful lecturer. In his opinion, his colleagues are less helpful.
Self-perspective
You consider yourself to be more helpful than average. In your estimation, your fellow students are less so.
Fellow student perspective
Nele considers herself to be an above-average helpful student. In her opinion, her fellow students are less helpful.

Results and Discussion



Bias Blind Spot: Difference between self vs. external perspective: $b = -.12$, $t(334) = -5.9$, $p < .001$).

BBS is descriptively strongest in the mindfulness condition.

Hypotheses testing

H1: VPs rated themselves as less affected by judgment errors, but not lecturers (no statistically evident expert effect, fellow student vs. lecturer perspective
($b = -.01$, $t(334) = -.17$, $p = .87$.
H2: Mindfulness intervention does not reduce bias blind spot. Main effect intervention ($\chi2(4) = 5.84$, $p = .053$).
Exploratory results: Bias Blind Spot found for FAF, BTA and Halo Effect, not for Contrast effect; Expert Effect (H1) only for Halo Effect.

Strengths

Case vignettes from three different perspectives
Avoidance of priming and sequence effects through four-stage randomisation

Limitations

Unclear whether lecturers were attributed more expertise (no expert effect)
TMS has only low reliability ($\alpha = .57$), effect of mindfulness intervention on state mindfulness thus unclear
Experimental situation not completely controlled (online study)

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