making is a cognitive process where a course of action is chosen from a set of alternatives based on specific criteria. The authors place decision-making within the framework of cognitive processes, underscoring its role in human behavior.

Wang, Y., Wang, Y., Patel, S., & Patel, D. (2004). "A cognitive process-based design model for expert systems." *International Journal of Cognitive Informatics and Natural Intelligence*, 1(2), 73–85.

**Simon's decision-making model**

hat outlines the human decision-making process:

* **Intelligence:** The process begins with identifying a problem or an opportunity. This involves examining the environment to recognize conditions that require a decision.
* **Design:** Next, the decision-maker develops and analyzes various possible courses of action. This stage focuses on evaluating the pros and cons of each alternative.
* **Choice:** The final stage involves selecting a course of action from the available alternatives. Simon's model emphasizes that this choice is often a satisfactory one, not necessarily the optimal one.
* Decision making is a process that includes 7 steps but **Herbert A. Simon**

Simon, H. A. (1947). *Administrative Behavior: A Study of Decision-making Processes in Administrative Organization*. The Macmillan Company.

<https://doi.org/10.1016/j.compedu.2025.105330>

Otto, T. (2025). Should educators be concerned? The impact of short videos on rational thinking and learning: A comparative analysis. *Computers & Education*, 105330. <https://doi.org/10.1016/j.compedu.2025.105330>

(Otto, 2025)

Otto (2025)

Watching a short video collection led to a higher situational surface learning approach, and participants who learned with short videos scored lower on the quiz than those who learned with text. Limitations, implications, and future directions are discussedThe findings reveal that SVU is negatively associated with rational thinking and positively associated with a surface learning approach.

The pervasive consumption of short-form videos is significantly impairing the decision-making capabilities of undergraduates by fostering cognitive patterns of impulsivity and reducing tolerance for deliberate thought. The rapid, dopamine-driven feedback loop of platforms like TikTok and Instagram Reels rewires the brain for immediate reward, undermining the executive functions required for critical choices (Montag et al., 2019). This neurological shift manifests in poor time management, as students frequently experience "time distortion" and lose hours to the infinite scroll, directly encroaching on time allocated for academic responsibilities and leading to procrastination. Furthermore, the preference for simplified, emotionally charged 60-second explanations erodes the capacity for the nuanced analysis needed for academic and life-altering decisions, leading to increased stress, decision fatigue, and a reliance on superficial cues over reasoned judgment, thereby threatening the development of the very critical thinking skills higher education aims to instill.

Montag, C., Lachmann, B., Herrlich, M., & Zweig, K. (2019). Addictive Features of Social Media/Messenger Platforms and Freemium Games against the Background of Psychological and Economic Theories. *International Journal of Environmental Research and Public Health*, *16*(14), 2612. <https://doi.org/10.3390/ijerph16142612>