



INTRODUCTION TO IMPLICIT SOCIAL COGNITION

Credit points	3 CP		
Study course annotation	The course introduces students to the basic concepts of implicit social cognition, explicit and implicit attitudes, models of dual processes, explicit and implicit methods of measuring attitudes, discusses unique studies and their results.		
Aim of the study course	To form an idea of the basic principles, methods and models of implicit social cognition.		
Objectives of the course	<ul style="list-style-type: none"> • Introduce students to the history of the study of implicit social cognition. • To form knowledge about the basic concepts of implicit social cognition. • Familiarize with the main areas of applied research. • To build knowledge about the models of dual processes that reveal the essence of explicit and implicit attitudes • To build knowledge about the main implicit methods and their various experimental procedures. • To develop skills in the development of various experimental implicit procedures in the laboratory. 		
Study course results	Knowledge	Skills	Competences
	<ul style="list-style-type: none"> • Knowledge of the foundations of modern theories, models and methods of implicit social cognition, including their critical assessment • Knowledge of the history of the emergence of implicit social cognition as a field of social cognition • Knowledge of the basic dual process models • Knowledge of various types of implicit measurements • The ability to demonstrate a critical understanding of knowledge and an understanding of key concepts and patterns in the field of implicit social 	<ul style="list-style-type: none"> • Use theoretical knowledge in the field of implicit social knowledge to design various studies • Ability to distinguish between different models of dual processes attitudes • Use scientific knowledge of various explicit and implicit methods to analyze various psychological phenomena • Ability to apply an innovative approach to the development of psychological research ideas • Ability to show a scientific approach to problem solving, take responsibility and take the initiative, working individually, in a team or leading other people, 	<ul style="list-style-type: none"> • Ability to integrate knowledge from different models of implicit social cognition • Ability to critically perceive and analyze information • Ability to independently acquire, select, analyze and use information • Ability to structure their learning independently, to guide their own and their subordinates' further learning and professional development • Able to evaluate and apply the skills acquired in the course in their professional activities • Ability to develop successful contact and effective communication skills • Ability to make independent decisions and solve problems in the field of Psychology • Ability to communicate and defend one's ideas and research, both orally and in writing, in discussion with colleagues, faculty, and the

	<p>cognition.</p> <ul style="list-style-type: none"> • Ability to demonstrate critical understanding of knowledge and understanding of key concepts and regularities in implicit social cognition. 	<p>to make decisions and find creative solutions in changing or uncertain circumstances</p> <ul style="list-style-type: none"> • Ability to carry out research work using acquired theoretical foundations and skills 	<p>general public</p> <ul style="list-style-type: none"> • Observe ethics and the impact of its results on the environment and society when conducting scientific research • Students are able to recognize and take responsibility for their professional decisions and actions.
Study course content	Topics		
	1	The subject of implicit social cognition.	
	2	The history of implicit social cognition	
	3	Basic dual process models.	
	3.1.	Characteristics of the model of a single attitude	
	3.2.	Characteristics of the model of two attitudes	
	4	Characterization of the main implicit methods	
	4.1.	Implicit associative test and its variants	
	4.2.	Evaluative priming and its types	
	5	Brand Attitude Studies Using Implicit Experimental Procedures	
6	A study of attitudes towards violence using implicit experimental procedures		
7	The study of attitudes to alcohol using implicit experimental procedures		
8	The study of speeding attitudes using implicit experimental procedures		
Form of assessment:	Exam		
Obligatory literature:	<ol style="list-style-type: none"> 1. Gawronski B., Houwer J. D., Sherman J. W. (2020) Twenty-five years of research using implicit measures. - <i>Social Cognition</i>, Vol. 38, Supplement, pp. S1–S25 2. Petty, R. E., Fazio, R. H., & Briñol, P. (Eds.). (2008). <i>Attitudes: Insights from the new implicit measures</i>. Psychology Press. 3. Gawronski, B., Payne, K. (Eds.) (2010) <i>Handbook of Implicit Social Cognition. Measurement, Theory, and Applications</i>. Publisher: Guilford Press 626 pp 4. Plotka, I., Igonin, D., & Blumenau, N. (2016). Implicit Attitudes and Measurements: Effect of Context. <i>International Business: Innovations, Psychology and Economics</i>, 7(2(12)), 7-150. Business Source Complete (EBSCO); Business Source Corporate 		
Further reading list:	<ol style="list-style-type: none"> 1. Plotka, I., Igonin, D., Shaplavska, J., Kruzite, D., & Blumenau, N. (2017). Long-distance truck drivers coping strategies and hardiness: self-assessment procedure implicit association test. In V. Lubkina, S. Usca, & A. Zvaigzne (Eds.), <i>Society. Integration. Education. Proceedings of the International Scientific Conference</i> May 26th-27th, 2017, V.I (pp. 617-638). Rezekne: Rezeknes Academy of Technologies. Thomson Reuters Web of Science database, DOI: http://dx.doi.org/10.17770/sie2017vol1.2337 2. Simane-Vigante, L., Chuzhuyeva, Y., Plotka, I., & Blumenau, N. (2017). Study of Criminal Attitude towards Violence and Personality Traits in Males. In V. Dislere (Ed.), <i>Proceedings of the 9th International Scientific Conference "Rural Environment, Education, Personality</i>. 12-13.05.2017 V.10 - REEP-2017" (pp.166-175). Jelgava: Latvijas Lauksaimniecības Universitāte. ISSN 2255-808X Abstracted/Indexed: Thomson Reuters Web of Science. 3. Plotka, I., Simane-Vigante, L., & Blumenau, N. (2015). Research of Attitudes Towards Criminal Violence with Implicit and Explicit Measures of Cognition. <i>Journal of Education, Psychology and Social Sciences</i>, 3(2), 72-77. SCI ISSN: 1339-1488. (Indexed in: Google Scholar). Retrieved from https://scholar.google.lv/scholar?q=Research+of+Attitudes+Towards+Criminal+Violence+with+Implicit+and+Explicit+Measures+of+Cognition 		



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4. Plotka, I., Blumenau, N., Igonin, D., Krasone, S., & Bondarevskā, I. (2016). Research of attitudes towards alcohol using implicit and explicit methods. *International Journal of Psychology*, 51(S1), 7, 1092. DOI: 10.1002/ijop.12351. EBSCO, Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/ijop.2016.51.issue-S1/issuetoc>
5. Plotka, I., Urbane, B., & Blumenau, N. (2015). Explicit and Implicit Measurements of Brand Attitudes for Mobile Operators: Emotional and Cognitive Aspects. *International Business: Innovations, Psychology and Economics* 6 (1(10)), 45-60. EBSCO.
6. Plotka, I., Blumenau, N., Igonin, D., & Vinogradova, Z. (2021). Research of the context effects of graded affective valence videos on the results of measurements of implicit attitudes towards risky driving. In L. Malinovska (Ed.), *Proceedings of 20-th International Scientific Conference Engineering for Rural Development Jelgava, Latvia, 26-28.05.2021*. Latvia University of Agriculture Faculty of Engineering (pp. 1244-1259). Scopus. DOI: 10.22616/ERDev.2021.20.TF272.
7. Plotka, I., Urbane, B. & Blumenau, N. (2022). Relationship between implicit and explicit attitudes towards domestic and foreign food brands and personality traits. *Proceedings of 21-th International Scientific Conference Engineering for Rural Development Jelgava, Latvia, 25.- 27.05.2022*. Latvia University of Agriculture Faculty of Engineering. Scopus. <https://www.tf.llu.lv/conference/index.php?topicID=8> DOI: 10.22616/ERDev.2022.21.TF150

Other sources of information (electronic journals):

1. <http://biblio.bsa.edu.lv>
2. Experimental Psychology
3. Learning Memory Cognition
4. Psychological Review

Changes and additions to the program and literature list are possible during the study process