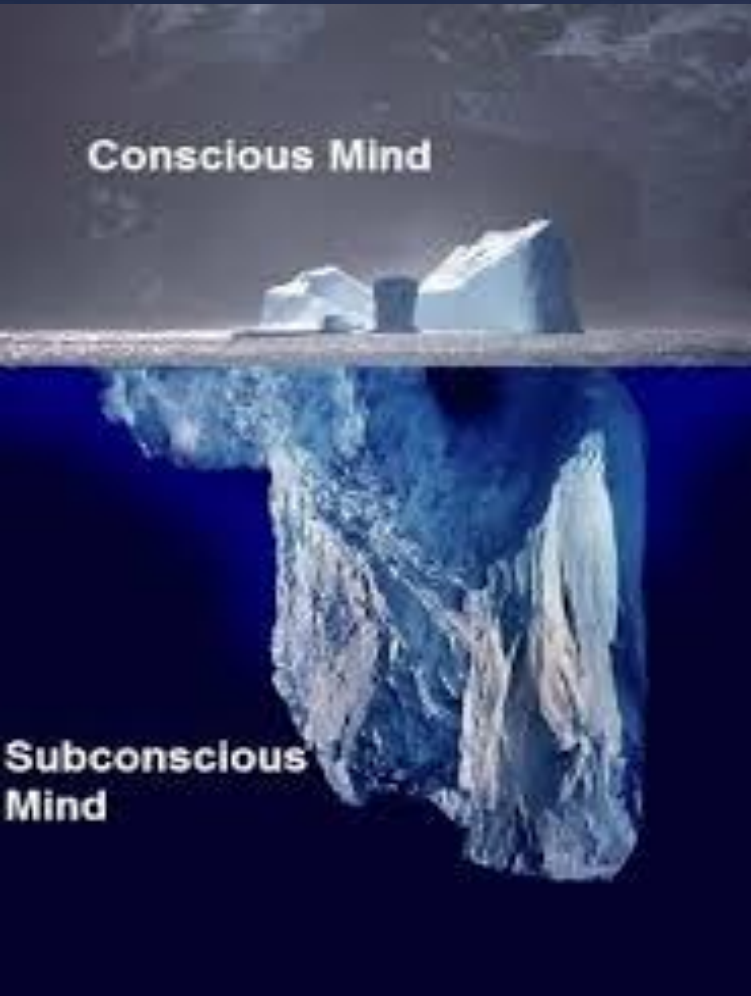


# ÖRTÜK BİLİŞ



SAADET MERİH ÇENGEL  
NİSTANBUL BEYİN HASTANESİ  
ÜSKÜDAR ÜNİVERSİTESİ

# Örtük Biliş (Implicit Cognition) NEDİR?



Farkındalığımızın dışındaki bilişsel süreçler

Karar mekanizmalarımız üzerinde etkilidir

\* KARAR VERME MEKANİZMALARINDA OTOMATİK SÜREÇLER

- \* Kasıtsız
- \* Verimli (yani zahmetsiz)
- \* Kontrolü zor
- \* Farkındalık içermez



\* KARAR VERME MEKANİZMALARINDA KONTROLLÜ SÜREÇLER

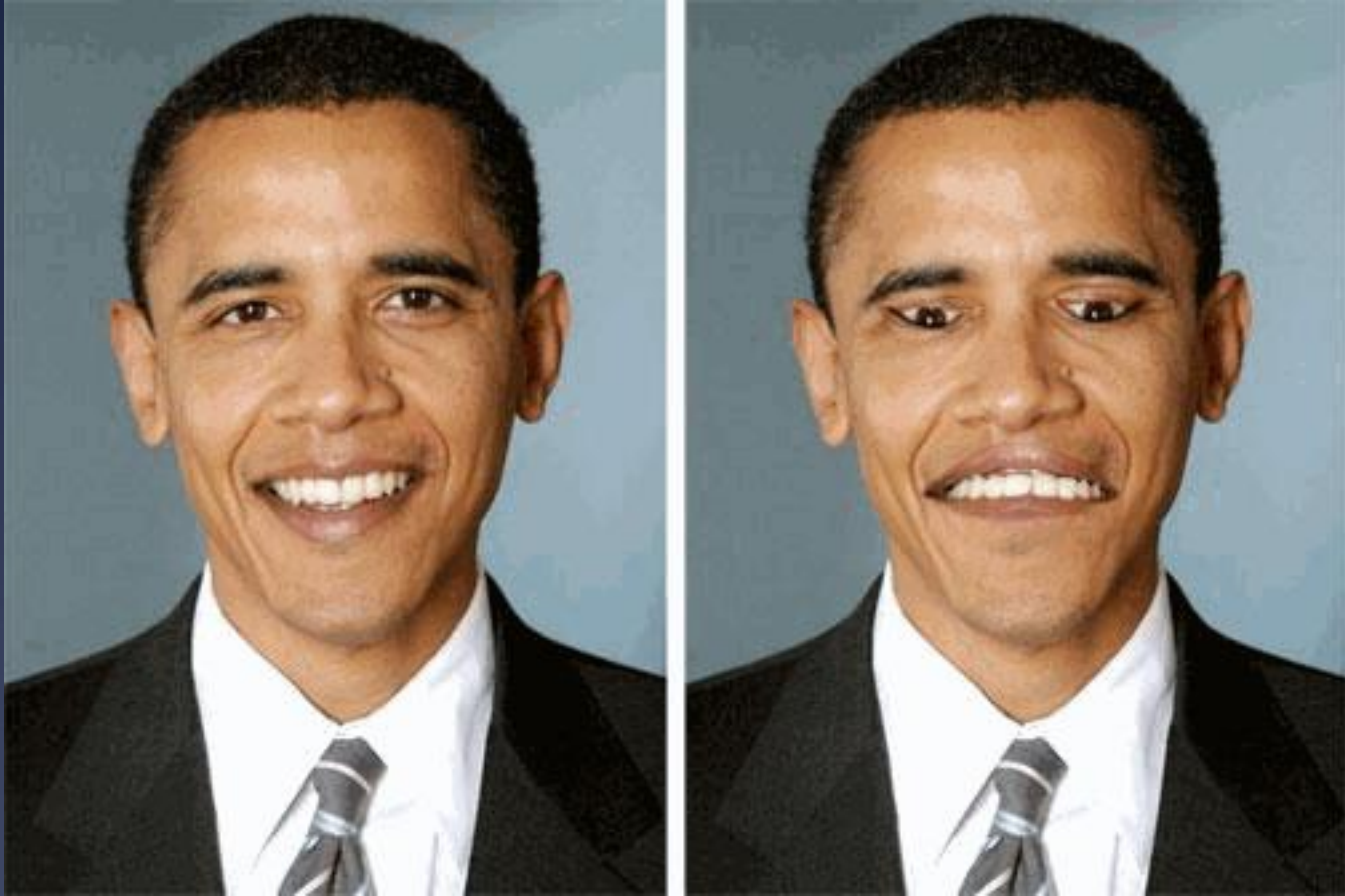
- \* Kasıtlı
- \* Sınırlı dikkat kaynaklarına bağlı
- \* Kontrol edilebilir
- \* Farkındalık içerisinde meydana gelir



(Bargh, 1994).

# Algıda “Kestirme” Yollar





- \* Bireylerin kar zarar analizi sonrasında rasyonel kararlar verdiklerini öngören modellerin aksine örtük biliş model kararlarımızın tetikleyiciler ile spontan olarak aktif hale gelen örtük bilişlerin etkisi altında verdiğimizizi belirtir.



Algı ve kararlarımızın tamamen kontrolümüzün altında olduğu bir yanılgıdır

# ÖRTÜK BİLİŞ NASIL OLUŞUR



•Örtük bilişlerimiz dış dünya ile ilişki kurmaya başladığımızda oluşmaya başlar.

•Yoğun duygulara neden olan uaranlar çerçevesinde oluşur. Özellikle korku kaygı duygularının eşlik ettiği dinamiklerde oluşur.

•Pre-frontal korteks ile kısmi denetlenir düzenlenir.

## The Neural Basis of Implicit Attitudes

Damian Stanley, et al.

<sup>1</sup>New York University

**ABSTRACT**—Evidence that behavior are influenced by unconscious processes has led to a reevaluation of the neural basis of the automatic activation of the anterior cingulate cortex. This area is involved in the processing of implicit attitudes and is also involved in the processing of conflict. The anterior cingulate cortex is a substrate for implicit psychological research. We describe the important characteristics of this area and its role in the processing of implicit attitudes.

**KEYWORDS**—implicit attitudes; social neuroscience

Attitudes or preferences are learned systems. They are learned from the environment and are stored in the brain. In humans, the range of implicit attitudes is vast and diverse. They are learned from the environment and are stored in the brain. In humans, the range of implicit attitudes is vast and diverse.

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### Frontiers in HUMAN NEUROSCIENCE

## A review of neuroimaging studies of race-related prejudice: does amygdala response reflect threat?

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### INTRODUCTION

An emergent trait, non-invasive, has focused on neural function. Research in this area has focused on the role of the amygdala in the processing of implicit attitudes. The amygdala is a subcortical structure that is involved in the processing of emotional information. It is also involved in the processing of social information. The amygdala is a subcortical structure that is involved in the processing of emotional information. It is also involved in the processing of social information.

How early in development do implicit attitudes form? What is the neural basis of implicit attitudes? When do implicit attitudes emerge? In adults, implicit attitudes are formed in early childhood. The neural basis of implicit attitudes is the amygdala. The amygdala is a subcortical structure that is involved in the processing of emotional information. It is also involved in the processing of social information.

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### PSYCHOLOGICAL SCIENCE

### Research Article

## The Development of Implicit Attitudes

### Evidence of Adulthood

Andrew Scott Barron, et al.

### ABSTRACT

To understand implicit attitudes, we developed a child-oriented Implicit Association Test (IAT) with two categories: "healthy foods" and "unhealthy foods". Children with family members who smoked (versus non-smokers) and children who were high in sensation seeking (versus low) had a significantly more favorable implicit attitude toward smoking. Further, implicit attitudes became less favorable after engaging in tobacco prevention activities targeting risk perceptions of addiction. Results support the reliability and validity of this version of the IAT and illustrate its usefulness in assessing young children's implicit attitudes toward smoking.

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**Using the Implicit Association Test to Assess Children's Implicit Attitudes toward Smoking**

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**Abstract**  
The development and psychometric properties of an Implicit Association Test (IAT) measuring implicit attitudes toward smoking among fifth grade children were described. The IAT with "sweet" as the contrast category resulted in higher correlations with explicit attitudes than did the IAT with "healthy foods" as the contrast category. Children with family members who smoked (versus non-smokers) and children who were high in sensation seeking (versus low) had a significantly more favorable implicit attitude toward smoking. Further, implicit attitudes became less favorable after engaging in tobacco prevention activities targeting risk perceptions of addiction. Results support the reliability and validity of this version of the IAT and illustrate its usefulness in assessing young children's implicit attitudes toward smoking.

The Implicit Association Test (IAT) measures the strength of relatively automatic mental associations using a reaction-time paradigm (Greenwald, McHugh, & Schwarz, 1998). It is one of a number of techniques to measure attitudes without using direct self-report, thereby avoiding social-desirability response bias (Fazio & Olson, 2003). There is a large body of evidence for the validity of the IAT as a measure of both children's (e.g., Baron & Banaji, 2006; Greenwald et al., 2007; Dunham, Baron, & Banaji, 2006; Skowronski & Lawrence, 2001) and adults' implicit attitudes (Greenwald & Nosek, 2001; Nosek, Greenwald & Banaji, 2007). Several previous studies have used the IAT to assess implicit attitudes toward smoking among adults (e.g., Hollidge, de Jong, Wiers, & Vervaeke, 2005; Sherman, Rose, Koch, Prewon, & Chassin, 2003; Swanson, Rattan, & Greenwald, 2001), but to our knowledge, implicit attitudes toward smoking have not been previously assessed among children.

The IAT measures implicit attitudes by assessing the strength of mental associations between a target concept (e.g., smoking) and one pole of an evaluative dimension (e.g., "good"), as compared to a contrast concept and the opposite pole of the evaluative dimension (e.g., "bad"). For example, in the version of the IAT developed by Sherman et al. (2003) to assess adults' implicit attitudes towards smoking, the target concept was of

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LIVE

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## Understanding Implicit and Explicit Attitude Change: A Systems of Reasoning Analysis

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There is considerable controversy about how to conceptualize implicit and explicit attitudes, reflecting substantial speculation about the mechanisms involved in implicit and explicit attitude formation and change. To investigate this issue, the current work examines the processes by which new attitudes are formed and changed and how these attitudes predict behavior. Five experiments support a systems of reasoning approach to implicit and explicit attitude change. Specifically, explicit attitudes were shaped in a manner consistent with fast-changing processes, were affected by explicit processing goals, and uniquely predicted more deliberate behavioral intentions. Conversely, implicit attitudes reflected an associative system characterized by a slower process of repeated pairings between an attitude object and related evaluations, were unaffected by explicit processing goals, uniquely predicted spontaneous behaviors, and were exclusively affected by associative information about the attitude object that was not available for higher order cognition.

**Keywords:** implicit attitudes, explicit attitudes, attitude change

•Örtük bilişlerimiz farkındalık düzeyindeki bilişlerimize göre değişime daha dirençlidir.

The study of attitudes—evaluations of the self, individuals, groups, and other objects—has a long and rich history in social psychology (Eagly & Chaiken, 1993). In recent years, the focus of attitude research has shifted from understanding explicit attitudes (i.e., attitudes that people can report and for which activation can be consciously controlled) to examining implicit attitudes (i.e., attitudes for which people do not initially have conscious access and for which activation cannot be controlled).<sup>1</sup> Past research has shown that relying on implicit rather than explicit measures of attitudes can circumvent self-presentational motives (e.g., Dunton & Fazio, 1997) and can often uniquely predict spontaneous behaviors (e.g., McConnell & Leibold, 2001); however, less is known about the processes underlying how implicit and explicit attitudes form and operate. The current work posited that there are important differences between them, especially in how they change. Specifically, we propose that explicit attitudes form and

change through the use of fast-learning, rule-based reasoning, whereas implicit attitudes form and change through the use of slow-learning, associative reasoning (Sloman, 1996).

Heretofore, implicit attitude change and explicit attitude change have been studied in relative isolation. Indeed, research on explicit attitude change has been one of the most productive areas of study in social psychology (Eagly & Chaiken, 1993; Petty & Wegener, 1998). Although some researchers have found that implicit attitudes are relatively difficult to change with conventional attitude change manipulations (e.g., Gawronski & Strack, 2004; Gregg, Scit, & Banaji, 2006; Petty, Tormala, Briñol, & Jarvis, 2006), other research has demonstrated that implicit attitudes can change relatively quickly in response to contextual stimuli or social roles (e.g., Barden, Maddux, Petty, & Brewer, 2004; Dasgupta & Greenwald, 2001; Wittenbrink, Judd, & Park, 2001). But despite these demonstrations, the theory underlying implicit attitude change is relatively underdeveloped (see Devine, 2001; Fazio & Olson, 2003; Wilson, Lindsey, & Schooler, 2000), and experimental paradigms that can systematically examine the concurrent formation and change of implicit and explicit attitudes

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<sup>1</sup> Although there is disagreement about the use of the terms *implicit attitudes* and *explicit attitudes* in the literature (e.g., Fazio & Olson, 2003), we agree with Strack and Deutsch (2004) who note that "explicit and implicit measures are defined by the cognitive operations that they capture. In this sense, explicit measures tap into people's knowledge or beliefs, implicit measures tap into their associative structures" (p. 239; see also, Wilson et al., 2000). Because we contrast and compare implicit and explicit measures, we use the terms *implicit attitudes* and *explicit attitudes* throughout this article.

- \* Örtük önyargı bilinçli motivasyondan farklıdır
- \* Çocukluktan bu yana maruz kaldığımız uyarılara göre oluşurlar
- \* Tedavi ile değiştirilebilirler.
- \* Farkındalığımız dışında karar mekanizmalarımıza ve davranışlarımıza direk etkileri vardır.

# Örtük bilişlerinizi değerlendirebilirsiniz

PROJECT IMPLICIT SOCIAL ATTITUDES

PROJECT IMPLICIT MENTAL HEALTH

<https://implicit.harvard.edu/implicit/>



TEŞEKKÜRLER..