



th

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Chair: Agnieszka Popławska-Boruc

**Implicit learning in the social context:
Mediating role of metacognitive feelings**

Roman Tikhonov^{ab} and Nadezhda Moroshkina^a

^a St. Petersburg University, Russia

^b National Research University Higher School of Economics, Russia

In implicit learning tasks, participants have no awareness of the underlying structure of the task, but they often acquire conscious judgment knowledge (Dienes & Scott, 2005; Price & Norman, 2008). We believe that it may play an important role in dyadic judgements, and help to apply, verify, and modify implicit knowledge in the social context.

We investigated the influence of dyadic interaction on the use of implicit knowledge. In the learning phase, participants memorized faces of women together with their IQ ratings, which were correlated with the type of hairstyle or the background color. In the test phases, participants had to guess the IQ ratings of new stimulus persons while working individually ($n = 40$) or in dyads ($n = 114$). There were three dyadic conditions: 1) in the congruent condition both participants learned the same covariation; 2) in the conflict condition participants learned mutually exclusive covariations; 3) and in the partially-conflict condition, the members of the dyad learned independent covariations which gave conflicting predictions only in 50% of trials (partial conflict in judgment knowledge).

We found that both in individual and dyadic congruent conditions participants learned the implicit covariation, but showed no metacognitive sensitivity. However, dyadic interaction in conflict and partially-conflict conditions induced metacognitive sensitivity towards the hidden covariation, even though the dyadic judgments did not follow the implicitly learned covariations. Moreover, participants in the partially-conflict condition showed the development of the new implicit criteria, based on the agreement or disagreement with the partner. The results are discussed in relation to the role of metacognitive feelings in the context of socially-distributed cognition.

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