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| Topic & specification ref: Perception 12: studies of perceptual set | | | |
| Lesson aim: To stimulate critical thinking about research through active consideration of studies of perceptual set. | | | |
| Material to be learned: | | | |
| Concepts | Facts | Skills | Metacognitive |
| Perceptual set Perceptual defence | Studies by McGinnies (1949); Gilchrist & Nesburg (1952); Bruner & Minturn (1966); Seagall et al (1966) | Commenting on research studies using a range of criteria. | Transferrable nature of commentary/evaluation skills |
| Assessment strategies | | Details as appropriate | |
| Question and answer | | Throughout. Assertive. AfL. Scaffolding. | |
| Self assessment | | | |
| Peer assessment | | | |
| Individual learner review | | | |
| Group presentation | | During spectacles activity | |
| Observation of skill | | | |
| Assignment/homework | | | |
| Summative test | | | |
| Teaching and learning techniques (tick as applicable): | | | |
| Whole class teaching | ✓ | Presentations | |
| Coaching and instruction | | Discussion | ✓ |
| Working in small groups | ✓ | Practical exercises | |
| Individual project work | | Practical demonstrations | |
| Role-playing exercises | | Copying notes | |
| Case study | | Comprehension questions | |
| Inclusion: | | | |
| SEN | | | |
| G&T | | | |
| Other | | | |
| Health & safety: see departmental risk assessment | | | |
| Lesson sequence: | | | |
| Timing: | Content: | | |
| 0-10 | Orientation. Perceptual set demo. Students presented with a series of images (1 s each – slideshow does this automatically). Asked to write down what each image shows. Afterwards ask what they wrote for image 4. This is an ambiguous figure and their answers may have been affected by the context of the preceding image. Discuss outcome – if no effect, invite consideration of why. Introduce session aims . | | |
| 10-15 | Presentation (1) perceptual set; (2) different ways of commenting on a study. | | |
| 15-50 | Spectacles activity. Divide students into groups of 3 or 4. Give each group a different ‘pair of spectacles’ (see ‘spectacles’ cards). There are four studies on the accompanying handout. Take each study in turn and give the students 3 minutes to examine it using the ‘spectacles’ they have been given. Then get a response from each group, highlighting useful comments and drawing attention to how a study looks different according to which spectacles you’re looking through. Do this for each study, swapping spectacles each time so that every group has a go with each criterion. | | |
| 50-60 | Presentation: AO1 and AO2 when writing about studies in an exam. Review/transfer task: students should apply one pair of spectacles they have used today to a study from a different area of the course. Take a couple of sample responses, drawing attention to how the same criteria can be applied regardless of topic. | | |
| Resources: | | | |
| Perception 12 slides Perceptual set studies handout ‘Spectacles’ cards | | | |