



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 6: Visual perception 4.2 Gibson's direct theory of perception

Learning objective	To gain knowledge and understanding of visual perception
Lesson objectives	By the end of the lesson, learners will be able to: • Explain the argument against Gibson's direct theory of perception • Apply Gibson's direct theory to novel scenarios
Vocabulary	n/a
Previous learning	Learners have studied the key concepts in visual perception, Gibson's direct theory of perception and the argument for this theory.

Plan

Activities		Resources
Beginning (5 mins)	Learners can complete the starter activity to encourage thinking about the role of expectation in perception.	Argument against Gibson's direct theory: www.slideshare.net/slideshow/perception-35743185/35743185#9
Middle (50 mins)	Review responses as a whole class. Refer to responses to last lesson's plenary about prediction for the argument against. Ask questions to encourage group discussion. Working independently, learners can read the resource and make notes on the argument against the direct theory of perception. Discuss examples as a class and ensure learners have a complete set of notes on the argument against Gibson's direct theory. Using the writing frame, learners can work in pairs to construct a response to the practice questions requiring AO2 application and AO3 evaluation.	
End (5 mins)	Learners can peer or self-assess using the mark scheme provided.	

Reflection and evaluation

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Reflection:

Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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