



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 7: Visual perception 4.3 Gregory's constructivist 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: • Describe Gregory's constructivist theory • Explain schemas, inferences, perceptual hypotheses, and perceptual set • Explain the factors affecting perceptual set
Vocabulary	Schemas: mental structures people use to organise and store information about their environment Inferences: conclusion or prediction based on prior knowledge Perceptual hypotheses: educated guesses people make when interpreting sensory information Perceptual set: noticing some aspects of sensory information and not others, based on schemas
Previous learning	Learners have studied key concepts in visual perception and Gibson's direct theory of perception.

Plan

Activities		Resources
Beginning (5 mins)	Learners can complete the starter activity to review prior knowledge.	
Middle (50 mins)	Introduce Gregory's constructive theory of perception. Share the key concepts and discuss as a class. Learners can explore the resource explaining the theory with examples and make notes, Share the definitions of the key terms and answer any questions or gaps in knowledge. Arrange learners into groups of four. Groups can assign one feature of Gregory's constructivist theory to each person. Support individuals in creating their scenarios and discuss posters with groups as they combine their ideas.	

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End (5 mins)

Learners can complete the plenary exercise, sharing and reflecting on each other's group work posters.

Reflection and evaluation

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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