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International Education

Cambridge IGCSE™ Psychology 0266

Lesson 8: 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: • Outline the aim, sample, procedure, results and conclusions of the named study familiarity and perception • Explain the argument for Gregory's constructivist theory of perception using the named study familiarity and perception • Explain the argument against Gregory's constructivist theory of perception
Vocabulary	n/a
Previous learning	Learners have studied key concepts, Gibson's direct theory and Gregory's constructivist theory of perception.

Plan

Activities		Resources
Beginning (5 mins)	Learners can complete the starter activity judging the size of familiar objects. You could use a piece of fruit, a mug, or other familiar items from the classroom. Place these at varying distances from the learners.	
Middle (50 mins)	Discuss the responses to the starter activity as a class. Explain that familiarity is an example of experience and can influence perception, according to the constructivist theory. Share the named study summary familiarity and perception (Haber and Levin). Learners can make notes or complete a study template. Use question and answer to check understanding of the study aim, sample and method. Learners can work in pairs to respond to the questions checking understanding of the results and conclusions and how these support the argument for the constructivist theory. Introduce the argument against Gregory's constructivist theory, which ignores innate factors and the role of nature. Ask learners to complete the grid using prior knowledge of Gibson's direct theory of perception.	

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End (5 mins)

Check learners understanding using the vote on the novel scenario. Ask learners to explain their response linked to the direct or constructivist theory.

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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