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International Education

Cambridge IGCSE™ Psychology 0266

Lesson 12: Visual perception 4.4 Visual illusions and culture

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 cultural influence • Describe universal aspects of perception • Apply knowledge of the effect of culture on experience of visual illusions to novel scenarios
Vocabulary	n/a
Previous learning	Learners have studied key concepts including Gestalt principles, Gibson's direct theory and Gregory's constructivist theory of perception. In the previous lesson, learners studied the effect of culture on perception of visual illusions and the argument for this theory.

Plan

Activities		Resources
Beginning (5 mins)	Learners can use the plan they created at the end of the previous lesson to do a timed response to the question.	
Middle (50 mins)	Review learner's responses to the starter activity and discuss as a class. Address any misunderstandings or gaps in knowledge. Introduce the argument against the idea that culture influences perception of visual illusions. Discuss any findings from the named study which cannot be explained by cultural differences. Ask learners what could explain similarities in perception of illusions. Learners can work in pairs to research similarities in perception of illusions, for example in illusions of fictions or impossible figures where there are few cultural effects. Discuss research outcomes as a group and how this means that there are universal aspects to perception, including perception of visual illusions.	

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	Learners can work independently on completing the writing frame of the AO3 evaluation practice assessment question. Discuss responses as a class.	
End (5 mins)	Learners can complete the plenary task to self-assess knowledge and understanding of the topic.	

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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