University of the
West of England

MODULE SPECIFICATION

Code: USPJGH-20-3 **Title:** Perception **Version:** 2

Level: 3 **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Standard

Owning Faculty: Health and Life Sciences **Department:** Psychology

Faculty Committee approval: Quality and Standards Committee **Date:** March 2011

Approved for Delivery by: N/A

Valid from: September 2011 **Discontinued from:**

Pre-requisites:
USPJLC-30-2 Cognitive and Developmental Psychology 2 or USPJLX-20-2 Developmental and Cognitive Psychology

Co-requisites:
None

Entry Requirements:
N/A

Excluded Combinations:
None

Learning Outcomes:

The student will be able to:

• explain a wide range of perceptual phenomena, in terms of assessment of evidence from a range of experimental methods and theoretical perspectives;
• trace the history of key perception concepts from ancient scientific investigation to the current time;
• evaluate the design of displays and audio equipment for best perception.

Syllabus Outline:

Historical approach to perception, showing how it has been studied from ancient times to the present time and focusing on recent theoretical perspectives

General introduction to the multi-modal nature of perception and how the senses have evolved (reflexes, tropisms, proximal-distal) and of the visual pathway (Dorsal-ventral).

The role of attention in perception, with reference to cross modal effects, change blindness and eye-movements

Concept of illusions and how general principles, apply over a wide range of phenomena

There will be an emphasis on vision:
How the information from the retina is processed in parallel channels to give perception of: brightness & colour, form, movement (Biological movement) and depth (stereo, motion parallax, vergence). Theories of object perception. Constancies. Face perception

How perception develops over the first months of life.

Other senses will be considered:
Taste & Smell & Touch & Pain - indicating the neural processing and the psychological processes.

Audition will be compared to vision. Its neural pathways and sound processing capacities underlying speech will be explored and the many ways sound perception is affected by context.

Teaching and Learning Methods:

Lectures with demonstrations, and problem based learning sessions designed to reflect on the lecture content, critically evaluate relevant literature and carry out informal experiments on the perceptual phenomena.

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List:

Students will be required to rely heavily on journal articles and practical observations to support this module. The following list is designed as a guide only:

Bruce, V. Green, P.R., and Georgeson, M.A. (2003) Visual Perceeption: Physiology, Psychology, and Ecology Hove: Lawence Earlbaum
Goldstein, E. B. (2002) Sensation and Perception. (4th edition), Pacific Grove: Brooks/Cole publishing company.
Gregory R.L. (1998) Eye and brain, (5th edition), Oxford: Oxford University Press.
Levine M.W. and Shefner, J.M. (2000) Levine and Shefner's Fundamentals of Sensation and Perception. (3rd edition), Oxford: Oxford University Press.
Marr, D. (1982) Vision NewYork
Shiffman H.R. Sensation and Perception: An integrated approach. (4th edition) New York: John Wiley
Wade N.J. and Swanson M.T. (2001) Visual Perception and Introduction (2nd edition) Hove: Psychology press
Yantis S (2001) Visual Perception Essential readings. New York Psychology press

Assessment:

Weighting between components A and B (standard modules only) A: 50% B: 50%

FIRST ATTEMPT

First Assessment Opportunity

Component A *(controlled)*	**Element Wt (Ratio)**
Description of each element	*(within Component)*
EX1 Examination (3 hours)	1

Component B	**Element Wt (Ratio)**
Description of each element	*(within Component)*

CW1	Portfolio of experiment records and literature reviews	1

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A *(controlled)*		**Element Wt (Ratio)**
Description of each element		*(within Component)*
EX1	Examination (3 hours)	1

Component B		**Element Wt (Ratio)**
Description of each element		*(within Component)*
CW1	Portfolio of literature reviews and a research proposal	1

<u>EXCEPTIONAL</u> SECOND ATTEMPT Attendance at taught classes is required.

Specification confirmed by ……Date ……
(Associate Dean/Programme Director)