



# PSY 247

## Perception

S1 Day 2019

*Department of Psychology*

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## General Information

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Tutor

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Rm 406, 4 First Walk (formerly C3A)

Credit points

3

Prerequisites

PSY105(P) or PSYC105 or COGS100

Corequisites

Co-badged status

PSYX247

Unit description

Perception, using the senses, is an organism's only link to the outside world. As the only method for our brain to absorb information, perceptual processes mediate what we believe is real and everything we have ever learned. This unit investigates the mechanisms of perception through all of the major senses, giving special attention to the best understood sense of all: vision. We explore aspects from the physiological bases of the senses to the rich and complex experiences and illusions that they produce, answering questions such as 'How do 3D movies work?', 'How do we know which way is up?', 'Why are some people colour-blind?', 'What do wine-tasters know that I don't?', 'How can we tell the pitch of a musical note?', and 'How do we tell our friends from strangers?'

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Identify, define and demonstrate an understanding of the key terms, physiological processes, research findings and theories related to human perception.

Interpret, synthesise and critically evaluate theories and empirical research in human perception.

Understand the difference between the “real” world (what is) and the “phenomenological” world (what seems to be), and use knowledge of human perception to understand and explain ‘real world’ phenomena.

Understand ethical challenges in perception research involving children and animals.

Reflect on what has been learned and incorporate those learnings into future work.

Demonstrate effective time management and work organisation skills

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Online Quizzes (with Feedback)</u></a>	16%	No	1wk after relevant lecture
<a href="#"><u>Practical Worksheets</u></a>	9%	No	Practical Sessions
<a href="#"><u>Mid Semester Test</u></a>	25%	No	9am, 15/04/2019 (recess wk 1)
<a href="#"><u>Final Exam</u></a>	50%	No	S1 Exam Period (date TBA)

### Online Quizzes (with Feedback)

Due: **1wk after relevant lecture**

Weighting: **16%**

**Format:** 10 quizzes, each with 6 Multiple Choice Questions (MCQs). 2% for each of your best 8 quiz scores.

**Duration:** Unlimited, within the 1 week window.

During weeks 3-12, each lecture is associated with an online quiz, administered via iLearn.

Each online quiz will contain several multiple-choice questions that will test students' understanding of the core concepts from preceding lectures. These must be completed individually by each student. Although reference materials may be used, it is advised that

students also prepare for each quiz by reviewing the relevant material before attempting the questions. The online quizzes will be delivered via the online iLearn webpage for the unit. Therefore, access to a reliable computer that connects to the Internet is required. Technical difficulties will not be accepted as a reason for special consideration. Students will have precisely one week (from the beginning of the lecture) to complete each quiz. The online quizzes should take no longer than 20 minutes to complete. Detailed feedback on your performance will be provided at the end of the week in which the quiz is made available. The scores for your best 8 quizzes will be counted in your final mark, each contributing 2%.

On successful completion you will be able to:

- Identify, define and demonstrate an understanding of the key terms, physiological processes, research findings and theories related to human perception.

## Practical Worksheets

Due: **Practical Sessions**

Weighting: **9%**

**Format:** 10 questions each for pracs 1-3, 25 questions for prac 4. 3% for each of your best 3 worksheets.

**Duration:** To be completed within each of your practical sessions.

Worksheets must be completed and handed in during each of the 4 practicals that you attend. Worksheets will not be distributed or accepted at other times. Students who experience serious and unavoidable disruption, and hence are unable to attend practicals and submit these worksheets, and who fear that this may affect their final score for this component of the assessments must apply for special consideration for the assessment item via [ask.mq.edu.au](http://ask.mq.edu.au). [Note: there is no need to submit a separate application for special consideration for attendance.] Appropriate supporting documents must be provided. Original documents need to be presented at the FHSUSSC. This should be done within five (5) working days from the day of the absence. Those with further enquiries regarding the process should visit the FHSUSSC (Level 3, 4 First Walk).

On successful completion you will be able to:

- Identify, define and demonstrate an understanding of the key terms, physiological processes, research findings and theories related to human perception.

## Mid Semester Test

Due: **9am, 15/04/2019 (recess wk 1)**

Weighting: **25%**

**Format:** 25 multiple choice questions [MCQs]

**Duration:** 1hr

This test will assess all topics covered in lectures, practicals and assigned reading before the mid-semester break, **except for the week 7 lecture.**

***It will take place during the mid-session recess.***

The following locations will be used:

- Students with surnames beginning with letters A-H: 29WW T1 Theatre
- Students with surnames beginning with letters I-Z: 27WW Lotus Theatre

Students who are unable to sit the mid-semester exam at the specified time must advise the Student Centre via [ask.mq.edu.au](https://ask.mq.edu.au) and must also apply for Special Consideration through [ask.mq.edu.au](https://ask.mq.edu.au) and submit appropriate supporting documents. Original documents need to be presented at the Student Centre. This should be done within five (5) working days from the day of the examination. It should be noted that Macquarie University Policy states: "Pre-booked holidays will not routinely be considered unavoidable absences or commitments by the University". Students deemed eligible for a late mid-semester exam will be notified via email about the time and location of the exam. There will only be one time.

On successful completion you will be able to:

- Identify, define and demonstrate an understanding of the key terms, physiological processes, research findings and theories related to human perception.

## Final Exam

Due: **S1 Exam Period (date TBA)**

Weighting: **50%**

**Format:** 50 MCQs

**Duration:** 2hr

This exam will assess *only the aspects of the course on vision, plus the multisensory lecture*. Some information from the introduction and general principles lecture will also be relevant, as much of this lecture applies to all of the senses. This includes the content covered in lectures, practicals and assigned reading. The time and location for this exam will be timetabled centrally, and announced later in the semester.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. <https://students.mq.edu.au/study/exams-and-results/exam-timetables> The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. Under these circumstances you may wish to consider applying for special consideration due to disruption to studies. Information about unavoidable disruption and the special consideration process is available at <https://students.mq.edu.au/study/my-study-program/special-consideration>

***If a Supplementary Examination is granted as a result of the Special Consideration***

***process, the examination will be scheduled after the conclusion of the official examination period. The format of a supplementary examination is at each unit convenor's discretion and is subject to change from the original final examination. Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam because of documented illness or unavoidable disruption. Instructions on applying to sit a supplementary exam are available from the website. It is the student's responsibility to follow the steps outlined on this website. An email will be sent to the student advising them of the outcome of their request for a supplementary exam. Students who are granted a supplementary exam must make themselves available to sit the supplementary exam on the specified date. There will only be one time. It is the student's responsibility to email Student Centre to confirm attendance at the supplementary exam.***

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, which is the final day of the official examination period.

On successful completion you will be able to:

- Identify, define and demonstrate an understanding of the key terms, physiological processes, research findings and theories related to human perception.
- Interpret, synthesise and critically evaluate theories and empirical research in human perception.
- Understand the difference between the “real” world (what is) and the “phenomenological” world (what seems to be), and use knowledge of human perception to understand and explain ‘real world’ phenomena.
- Understand ethical challenges in perception research involving children and animals.
- Reflect on what has been learned and incorporate those learnings into future work.
- Demonstrate effective time management and work organisation skills

## Delivery and Resources

### Technology Used and Required

For this unit you will need to have access to a computer that can reliably connect to the Internet. This will be essential for completing online quizzes (see section on "Assessment Tasks"), and in accessing the unit's web-page, which can be found at:

<https://ilearn.mq.edu.au>

### Required Text

Snowden, R., Thompson, P., & Troscianko, T. *Basic Vision: an introduction to visual perception* 2<sup>nd</sup> Edition. Oxford: Oxford University Press, 2012.



This is a very accessible text that is always popular with students. It introduces technical concepts in an easy-to-grasp fashion, and is an excellent introduction to the discipline of visual perception. It will be an indispensable resource for students on this course.

### Recommended Text

Mather, G. *Foundations of Sensation & Perception, 3<sup>rd</sup> Edition*. Taylor & Francis Group, 2016.

This text offers broader coverage of perception in general, and will be especially useful for topics outside of vision, which Snowden *et al.* does not cover. It also offers more technical detail than Snowden *et al.* in certain areas, allowing the conscientious student to deepen their understanding of the topics that are covered in the required text.

### Access to Assigned Reading Material

Both the required and the recommended texts are available for purchase at the University Bookshop, in addition to the hard copies available at the library, in the main collection and those available for download as eBooks. Where availability is limited, students should consider using previous editions of each book which are just as good for most topics.

[Basic Vision, 2nd Edition \(2014\)](#)

[Basic Vision, "Revised" Edition \(2012\)](#)

[Note: As far as I can see, these are identical, and either could be referred to as the 2nd Edition.]

[Basic Vision, First Edition, \(2006\), available in print only](#)

[Foundations of Sensation & Perception, 3rd Edition](#)

[Foundations of Sensation & Perception, 2nd Edition](#)

You should also note that at the time of writing, Mather's Ch 6 (covering material from lectures in week 5) is available online as a free sample. It is recommended that all students download this. Go to <http://psypress.co.uk/mather/sample.asp> to download the "Sample Chapter".

### Lecture Topics and Assigned Reading:

Session Week	Topic (Lecturer)	Assigned Reading	Also Relevant
1	Course Introduction (KB) General Principles/Methods (KB)	Mather, Ch1	Snowden et al., Ch0, 12
2	Sound, Ear & Brain (KO) Auditory Perception (KO)	Mather, Ch4	-

3	Auditory Perception (KO) Body Senses (KB)	Mather, Ch5	-
4	Body/Chemical Senses (KB)	Mather, Ch2 Mather, Ch3	-
5	Light, Eye & Brain (KB)	Snowden Ch1-2	Mather Ch6-7
6	Spatial Vision (KB)	Snowden et al., Ch3-4	Mather Ch9
7	Colour Vision (KB)	Snowden et al., Ch5	Mather, Ch8
8	Motion Perception (KB)	Snowden et al., Ch6	Mather, Ch12
9	Depth Perception (KB)	Snowden et al., Ch7	Mather, Ch11
10	Visual Development (KB)	Snowden et al., Ch8	-
11	Shape & Object Perception (AC) Multisensory Processing (RZ)	Mather, Ch10 Mather, Ch13	-
12	Face Perception (KB) Q&A on KB's lectures (KB)	Snowden et al., Ch10	-
13	Study Week	-	-

## Additional Reading

Additional material may be assigned from other textbooks and key papers where appropriate. Specific details will be given at the beginning of each lecture.

# Unit Schedule

## PSY247 Unit Overview

The Unit Convenor role will be filled by A/Prof Kevin Brooks. Early lectures by Kevin Brooks and Kirk Olsen will concentrate on the low-level mechanisms of perception through a variety of senses, with special attention given to the details of auditory and visual perception. In later

lectures, Kevin Brooks, Ann Carrigan and Regine Zopf will cover some higher-level issues, such as the perception of faces and objects, the issue of multisensory integration and the development of perceptual abilities.

Practicals will supplement and build upon the lecture material, allowing a hands-on approach to perceptual phenomena and their explanation. Another aim of the unit is to teach general skills. In practical classes, students will learn how to use computers/tablets and will practice oral communication. Aptitude for written communication and problem-solving skills will be refined in practicals, and demonstrated in examinations through multiple-choice questions. Web/IT skills will be used in practicals, as well as in accessing the parts of the course housed on the unit's iLearn web page, including online assessments.

***It is University policy that the University-issued email account will be used for official University communication. All students are required to access their University account frequently.***

The course will comprise lectures and practicals supported by assigned reading. Although some of the material from these separate components may be related to each other, different concepts and topics will be contained in each. Students enrolled in the External Composite attendance mode (Xc1) can access the echo360 recording of the lecture, but must attend the compulsory practical classes.

## Lectures

Weekly lectures will be held on Thursdays from 9am-11am in [14 Sir Christopher Ondaatje Ave - Mason Theatre](#). Details of topics and associated reading can be found in the "Delivery & Resources" section.

## Practicals

The practical program will run from university session weeks 3-6 and 8-11 inclusive, with sessions held in 12 Second Way (aka C5A) in room 316. During this period, students will attend fortnightly practicals either in weeks 3, 5, 8 & 10 (groups 1-13 & 29), or in weeks 4, 6, 9 & 11 (groups 14-26 & 30), as set out below. This differs from the information at [timetables.mq.edu.au](http://timetables.mq.edu.au), which in this case should be ignored. They will be conducted by experienced tutors who will be your first contact if you have problems with this unit. Their names can be found in the schedules below, and their contact details can be found in the "Teaching Staff" section. You will be required to attend four 2-hour practicals throughout the semester. The schedule and topics to be covered are displayed below. The content of the practical classes is identical for all classes. **You should be aware that as practicals will include assessed activities, your attendance is essential.**

## Practical Class Times:

Group	Day	Start	End	Weeks	Location	Tutor
1	Monday	9:00am	11:00am	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Max Farrell-Whelan

2	Monday	11:00am	1:00pm	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Max Farrell-Whelan
3	Monday	3:00pm	5:00pm	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Xanthe Harrison
4	Monday	5:00pm	7:00pm	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Xanthe Harrison
5	Tuesday	8:00am	10:00am	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Zoe Purcell
6	Tuesday	10:00am	12:00pm	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Max Farrell-Whelan
7	Tuesday	12:00pm	2:00pm	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Edwina Keen
8	Tuesday	2:00pm	4:00pm	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Max Farrell-Whelan
9	Thursday	11:00am	1:00pm	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Edwina Keen
10	Thursday	1:00pm	3:00pm	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Edwina Keen
11	Thursday	3:00pm	5:00pm	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Edwina Keen
12	Friday	8:00am	10:00am	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Aydin Anic
13	Friday	10:00am	12:00pm	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Aydin Anic
14	Monday	9:00am	11:00am	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Max Farrell-Whelan
15	Monday	11:00am	1:00pm	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Max Farrell-Whelan
16	Monday	3:00pm	5:00pm	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Xanthe Harrison
17	Monday	5:00pm	7:00pm	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Xanthe Harrison
18	Tuesday	8:00am	10:00am	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Zoe Purcell
19	Tuesday	10:00am	12:00pm	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Max Farrell-Whelan
20	Tuesday	12:00pm	2:00pm	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Edwina Keen
21	Tuesday	2:00pm	4:00pm	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Max Farrell-Whelan
22	Thursday	11:00am	1:00pm	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Edwina Keen
23	Thursday	1:00pm	3:00pm	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Edwina Keen
24	Thursday	3:00pm	5:00pm	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Edwina Keen
25	Friday	8:00am	10:00am	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Aydin Anic
26	Friday	10:00am	12:00pm	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Aydin Anic
29	Friday	5:00pm	7:00pm	3, 5, 8, 10	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Zoe Purcell
30	Friday	5:00pm	7:00pm	4, 6, 9, 11	<a href="#">12 Second Way - 316 Faculty PC Lab</a>	Zoe Purcell

Please note that 12 Second Way is the building formerly known as C5A.

**Due to restrictions on the availability of resources in the laboratory and to health and safety regulations it is important that you attend the practical to which you have been assigned.** Although students may be permitted to attend a tutorial that they were not assigned to

if there happens to be ample room in the class (e.g. if registered students are absent), classes are expected to be full. In cases of overcrowding, **those not attending their assigned group will be asked to leave. Under these circumstances, no special provisions will be made for attendance in an alternative practical class.**

***Managing Classes: Changes to all units can be made online via eStudent. IT SHOULD BE NOTED THAT TUTORS AND LECTURERS ARE UNABLE TO HELP WITH THIS. After the designated last day to add units, no further changes will be allowed unless supporting documentation about the reason for changing is provided and there is space in the tutorial you wish to change into.***

### Practical Topics:

Session Weeks	Topic
3-4	Illusions & Aftereffects
5-6	Spatial Vision
8-9	Binocular (3D) Vision
10-11	Psychophysical Methods

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Assessment tasks

- Practical Worksheets
- Final Exam

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcome

- Demonstrate effective time management and work organisation skills

#### Assessment tasks

- Online Quizzes (with Feedback)
- Practical Worksheets
- Final Exam

### Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

#### Learning outcome

- Reflect on what has been learned and incorporate those learnings into future work.



## Assessment tasks

- Practical Worksheets
- Final Exam

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Identify, define and demonstrate an understanding of the key terms, physiological processes, research findings and theories related to human perception.
- Interpret, synthesise and critically evaluate theories and empirical research in human perception.
- Understand the difference between the “real” world (what is) and the “phenomenological” world (what seems to be), and use knowledge of human perception to understand and explain ‘real world’ phenomena.
- Reflect on what has been learned and incorporate those learnings into future work.

## Assessment tasks

- Online Quizzes (with Feedback)
- Practical Worksheets
- Final Exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Identify, define and demonstrate an understanding of the key terms, physiological



processes, research findings and theories related to human perception.

- Interpret, synthesise and critically evaluate theories and empirical research in human perception.
- Understand the difference between the “real” world (what is) and the “phenomenological” world (what seems to be), and use knowledge of human perception to understand and explain ‘real world’ phenomena.
- Reflect on what has been learned and incorporate those learnings into future work.

## **Assessment tasks**

- Online Quizzes (with Feedback)
- Practical Worksheets
- Final Exam

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Interpret, synthesise and critically evaluate theories and empirical research in human perception.
- Reflect on what has been learned and incorporate those learnings into future work.

## **Assessment tasks**

- Online Quizzes (with Feedback)
- Practical Worksheets
- Final Exam

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Assessment tasks

- Practical Worksheets
- Final Exam

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcome

- Understand ethical challenges in perception research involving children and animals.

## Teaching and Learning Strategy

This unit is taught through lectures and practicals with support from web-based resources such as iLearn, including the online discussion board. While lectures are useful principally for introducing new concepts and knowledge, practicals allow more direct interactions between instructor and students. They are your opportunity to enhance your understanding further by participating in activities and asking questions. The iLearn discussion board also allows students to discuss topics in greater depth, and may also feature contributions by staff members when there appears to be confusion amongst the student body. The lecture schedule set out above is a guide only, and is intended to be flexible. On occasion, more time will be spent on certain topics if additional explanation is required. As such, material from one lecture may overlap into the next, where necessary.

### iLearn

Students should check the iLearn web site at regular intervals for announcements, voluntary online quizzes, lecture notes, terminology lists, examples of illusions and perceptual phenomena in picture, video and sound files and other supplementary learning materials. It will also feature a discussion board on which students may converse about course material, or any other legitimate business related to PSY247. Links to echo360, which will be available in audio and video format, will be included. It is recommended that students visit this site regularly and make full use of the facilities.

### Feedback

In this course you will have several opportunities to get feedback, and to assess your progress through formative assessment activities. One of these will be through online quizzes offered on the course's iLearn webpage. These are part of the assessments for this course, and while they are in progress feedback will not be available. However, when each quiz closes, extensive details of why each given answer was correct or incorrect are given, and the student is directed towards the appropriate textbook pages to cement his/her understanding.

### **What does it take to do well in PSY247?**

Students are expected to pay close attention to all lectures and to take notes to aid their retention of the material covered. Although echo360 will be invaluable when attendance is physically impossible, it is recommended that students attend lectures, as there are some aspects of the course that cannot be replicated through such media. Reading assigned during each lecture should be completed close to the date of the relevant lecture. Review of the material (individually, or in group sessions) in the student's own time will be essential to consolidate knowledge and enhance understanding. Attendance of, and active participation in practicals is also mandatory. Worksheets distributed during practicals are assessed and need to be completed and handed in during the same practical. Online quizzes offer the chance to answer questions while using resources such as textbooks and lecture notes. This open book format is unlike formal examinations, and offers an opportunity for grade enhancement that should not be missed. In addition, other learning resources will be made available, such as lists of key terminology. It should be noted that according to Senate guidelines, workloads should involve 3 hours per credit point per week. This results in 9 hours per week (including lectures and practicals) for a 3 credit point unit such as PSY247.

**Note: Assessment will be based on the successful *understanding* of material from lectures, practicals and from the assigned reading. Please note that rote learning alone will not be a successful strategy, as the assessments will test for deeper appreciation of the course material in a variety of formats. Simply remembering the “facts” will not suffice. Students need to demonstrate their understanding of the principles, and demonstrate the ability to apply such understanding in new contexts.**

### **What material is examinable?**

Obviously, the exact details of the questions to be asked in the examinations will not be released in advance. However, questions will come from topics covered during lectures and practicals. Where additional information on these topics is supplied in the assigned reading, this should also be considered examinable. The examinations will not feature questions on topics not covered during lectures even if they are included in the assigned reading.

### **Statement on Academic Courtesy**

It is the right of each student to learn in an environment that is free of disruption and distraction. Please make an effort to arrive to class on time, and if you are unavoidably detained, please

enter the lecture theatre as quietly as possible to minimise disruption, using the back entrance if possible. Although some lecturers may allow questions during lectures, talking between students is often disruptive and is strongly discouraged. Phones, pagers, and other electronic devices that produce noise and other distractions must be turned off prior to entering class, and remain off for the duration of lectures and practicals.

### **Statement on Social Inclusion and Diversity**

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others on the basis of their sex, gender, race, marital status, carers' responsibilities, disability, sexual preference, age, political conviction or religious belief. All lecturers, tutors and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone. The Unit Convenor is a member of the [Ally Network](#) and is happy to provide support to members of the LGBTIQ community.