



# PSYC763

## Advanced Visual Perception

S1 Day 2019

*Department of Psychology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Kevin Brooks

[kevin.brooks@mq.edu.au](mailto:kevin.brooks@mq.edu.au)

Contact via [kevin.brooks@mq.edu.au](mailto:kevin.brooks@mq.edu.au)

405, 4 First Walk (formerly C3A)

By Appointment

Credit points

4

Prerequisites

Admission to MRes and PSY247

Corequisites

Co-badged status

PSYC763 Advanced Visual Perception

Unit description

Research in visual perception is rapidly changing, with broad impacts on many other areas of psychology and general life. In PSY463 we will meet weekly for lively seminars to critically evaluate recent papers chosen by the group. Recent areas of focus include face perception and the impact on ID screening for security applications; perception of bodies and its implications for eating disorders and body satisfaction, as well as developments in the understanding of basic visual processes. Students will hone their skills in presentations, receiving individualised feedback from peers and members of staff, and submit an essay on a chosen visual perception topic. In addition, staff and postgraduate students may present their own current research to students.

## 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
<u>Essay</u>	50%	No	9am Mon 20th May
<u>Presentation</u>	25%	No	Various
<u>Peer Feedback</u>	10%	No	Various
<u>Seminar Contributions</u>	15%	No	Various

### Essay

Due: **9am Mon 20th May**

Weighting: **50%**

Each student is required to submit an essay on a topic of interest in the field of visual perception.

The topic of the essay should be formally agreed with the Unit Convenor. Students should send a proposed title or topic by e-mail, along with a .pdf copy of at least one principal reference to the convenor for approval. It may focus on a relevant issue or a controversy in the literature, and attempt to provide a summary or resolution. For guidance, a document has been posted on iLearn containing example titles from previous students' high-scoring essays. The subject matter should be different to the subject matter for your honours thesis and your in-class presentation. To avoid wasting time on a topic that may not be approved, it is recommended that students do not begin writing this essay until formal approval has been given.

The total word count, including *everything except the references* should not exceed 2,500 words. The proposal should be submitted to Turnitin, on the PSY463 iLearn Site by the due date.

Assignments will be penalised by 5% per day late. Fractions of a day are rounded up.

Assignments over the word limit will be marked based on the first 2500 words only. Penalties for plagiarism or other forms of academic misconduct will be strictly applied.

***Ordinarily, no extensions of time for submission of written work will be granted since ample time for preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this in writing through [ask.mq.edu.au](mailto:ask.mq.edu.au) with supporting documentary evidence (such as medical certificate,***

***counsellor note, or similar). The Psychology Honours Coordinator (Donna Keeley) will make all decisions regarding extensions. Neither individual tutors nor the course convenor will grant extensions. All requests for extensions must be made prior to the due date for the assignment. If an extension is granted, the approval must be attached to the assignment to avoid any late penalty.***

## Submission Information

You must submit your essay in Microsoft Word format (.doc or .docx) through Turnitin for the purpose of plagiarism detection. The link for submission can be found on the iLearn page.

A digital receipt will be generated. Please save a copy of it.

Although unlikely, should you experience any technical difficulties when submitting your assignment online, an identical copy of the FULL assignment should be emailed to the Unit Convenors while the problem is reviewed. Failure to do so will result in late penalties being applied where the assignment deadline is exceeded.

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- Demonstrate effective time management and work organisation skills

## Presentation

Due: **Various**

Weighting: **25%**

Each student must make at least one presentation during the semester. The topic of this presentation should be one of the pre-approved journal articles distributed at the beginning of semester, or a personally selected journal article, if this is explicitly approved by the Unit Convenors via e-mail. Personally selected articles should be recent (i.e. published in the last 2 years) and should be on the topic of visual perception. The presentation should introduce the study and provide a critical analysis, along with three discussion points to guide the seminar group in their post-presentation discussion.

In addition, the presenter **must** send to the Unit Convenors, via e-mail, the slides used during the

presentation. These are due one week after the date of the presentation.

The mark will be determined by factors such as clear evidence of understanding of the main issues, clarity of explanation, critical analysis, comprehension of the implications for the theories of visual perception or real-world applications, suggestions for future research, etc. Both the slides and the oral presentation will contribute to the grade.

When a student makes more than one presentation during the semester, the highest scoring presentation will be used in the calculation of the final unit grade.

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## Peer Feedback

Due: **Various**

Weighting: **10%**

Each week, students not making a formal oral presentation will be required to provide feedback to the speaker. This must be e-mailed to the Unit Convenor(s) within 1 week of the presentation, using the template provided. The Convenor(s) will collate the feedback and remove the names of the contributors before forwarding to the presenter.

The focus of the feedback should be to help the presenter to improve their technique for future presentations. Comments should be concise, professional and impersonal, identifying **3 positive aspects** of the presentation, and **3 areas for improvement**. Inappropriate and excessively personal comments will not be forwarded to the speaker, and action will be taken if necessary.

Absences from class will affect the student's score on this assessment task. For this reason, attendance is compulsory. In case of unavoidable absence (for example, due to illness) an application for Disruption to Studies should be submitted through [ask.mq.edu](https://ask.mq.edu) with the 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 absence.

On successful completion you will be able to:

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## Seminar Contributions

Due: **Various**

Weighting: **15%**

For each of the weekly seminars, all students are expected to have read the relevant journal article(s), and to contribute to discussion in class. The contributions of each student to in-class discussions will be judged by the members of staff present, and will constitute the grade for this assessment task.

Absences from class will affect the student's score on this assessment task. For this reason, attendance is compulsory. In case of unavoidable absence (for example, due to illness) an application for Disruption to Studies should be submitted through [ask.mq.edu](http://ask.mq.edu) with the 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 absence.

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## 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 accessing your student e-mail account - the principal medium for organisation of this unit - and for accessing the unit's iLearn page, which can be found at:

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

**NB: It is University Policy that the University-issued e-mail account will be used for official University communication. All students are required to access their University account frequently.**

## Required Text

No required text. PDF files of relevant papers will be provided.

## Unit Schedule

The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

## Seminars

Weekly seminars will have a "Journal Club Meeting" style, and will be held on Mondays from 2-4pm in 17WW 238.

**You should be aware that as your performance during these seminars will form a part of your assessment activities, your attendance is essential.**

## 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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

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
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- 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

- Essay
- Presentation
- Peer Feedback
- Seminar Contributions

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

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.
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- Reflect on what has been learned and incorporate those learnings into future work
- Demonstrate effective time management and work organisation skills

## Assessment tasks

- Essay
- Presentation
- Peer Feedback
- Seminar Contributions

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

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.
- Understand ethical challenges in perception research involving children and animals
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- Demonstrate effective time management and work organisation skills

## Assessment tasks

- Essay
- Presentation
- Peer Feedback
- Seminar Contributions

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

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.
- 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

- Essay
- Presentation
- Peer Feedback
- Seminar Contributions

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

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.
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## Assessment tasks

- Essay
- Presentation
- Peer Feedback
- Seminar Contributions

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

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
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## Assessment tasks

- Essay
- Presentation
- Peer Feedback
- Seminar Contributions

## Teaching Staff

Note that visits with any of the staff listed below is by appointment only.

### Unit Convenor

Dr. Kevin Brooks, C3A 405, Tel: 9850 7796, email: kevin.brooks@mq.edu.au

## Teaching and Learning Strategy

### PSY463 Unit Overview

While earlier units at 200- and 300-level were intended to introduce the fundamentals and basic concepts, PSY463 is designed to allow students to explore deeper issues in the rapidly changing field of vision science, alongside other interested students and more experienced academics. PSY463 aims to give students exposure to contemporary research in the field of visual perception, and to help them to develop advanced research skills, particularly those involving critical thinking, analysis and synthesis of empirical data, and oral and written presentation.

To this end, the course will be run as a series of "Journal Club" seminars, attended by all enrolled UG students as well as interested PG students and members of staff. In each seminar, a student or member of staff will give a presentation of a journal article of their choice (from a pre-approved list of options), as the starting point for a more detailed discussion by the rest of the class, each of whom will be expected to have read the relevant paper. Students wishing to make a presentation based on a paper outside the options provided must seek approval from the Unit Convenor first. Each student must present at least once during the semester, and must hand in a copy of their slides for assessment. All students are scored on their contributions, both as presenters and as participants in the ensuing discussions. When the schedule allows, students may request feedback on the design of their perception-related Honours projects, or members of staff may present their own current research. In previous years, these sessions have been social, lively and enjoyable for most of the students and staff members involved. Additional assessment activities involve a 2500-word essay (take-home exam) on a topic of the student's choosing, but different to the topic on which the presentation was based (approval of the Unit Convenor required), and the provision of feedback to peers.

### **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 room as quietly as possible to minimise disruption. Although some speakers may allow questions during their oral presentation, 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 the seminar.

### **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 GLBTIQ community.