



PSYU3342

Real-world Applications of Perception

Session 2, Special circumstance 2020

Department of Psychology

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

20cp at 2000 level including PSY247 or PSYU2247 or PSYX247 or PSYX2247

Corequisites

Co-badged status

Unit description

The diverse influences of perception in everyday life form the subject matter for this course. Topics include the perception of motion during driving; of faces in security and forensic contexts; of body shape and size as relevant to issues of body image, and the perception of depth in artwork through the ages. It also deals with the study of reading, reading disability, and other perceptual disorders. In addition to interactive lectures, practical sessions will give students hands-on experience of the principles of 3D vision through training in stereoscopic photography as well as imparting the skills used in perceptual research and other related areas of psychology.

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:

ULO1: Demonstrate knowledge of the key terms, processes, theories and models in perception.

ULO2: Discuss the key structures in the physiology of human sensory systems and their role in different perceptual phenomena.

ULO3: Differentiate between the real world (what is) and the phenomenological world (what seems to be) as it applies to perceptual phenomena.

ULO4: Critically evaluate perceptual theories and relevant research in perceptual psychology.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Research Proposal</u>	30%	No	9am, 2/11/2020
<u>Practical worksheet</u>	15%	No	23/08/2020, 06/09/2020, 20/09/2020, 18/10/2020
<u>Final Examination</u>	40%	No	TBA
<u>Photography</u>	15%	No	9am, 26/10/2020

Research Proposal

Assessment Type **1**: Plan

Indicative Time on Task **2**: 35 hours

Due: **9am, 2/11/2020**

Weighting: **30%**

Students are required to identify a gap in the literature, and to suggest an experiment that could help fill that gap in 2500 words.

On successful completion you will be able to:

- Demonstrate knowledge of the key terms, processes, theories and models in perception.
- Differentiate between the real world (what is) and the phenomenological world (what seems to be) as it applies to perceptual phenomena.
- Critically evaluate perceptual theories and relevant research in perceptual psychology.

Practical worksheet

Assessment Type **1**: Quiz/Test

Indicative Time on Task **2**: 0 hours

Due: **23/08/2020, 06/09/2020, 20/09/2020, 18/10/2020**

Weighting: **15%**

Worksheets completed as part of practical exercise

On successful completion you will be able to:

- Demonstrate knowledge of the key terms, processes, theories and models in perception.
- Discuss the key structures in the physiology of human sensory systems and their role in different perceptual phenomena.
- Differentiate between the real world (what is) and the phenomenological world (what seems to be) as it applies to perceptual phenomena.

Final Examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 40 hours

Due: **TBA**

Weighting: **40%**

Final examination held within the University's formal exam period, in accordance with relevant requirements.

On successful completion you will be able to:

- Demonstrate knowledge of the key terms, processes, theories and models in perception.
- Discuss the key structures in the physiology of human sensory systems and their role in different perceptual phenomena.
- Differentiate between the real world (what is) and the phenomenological world (what seems to be) as it applies to perceptual phenomena.
- Critically evaluate perceptual theories and relevant research in perceptual psychology.

Photography

Assessment Type ¹: Creative work

Indicative Time on Task ²: 15 hours

Due: **9am, 26/10/2020**

Weighting: **15%**

Students are required to demonstrate their understanding of binocular vision by taking 3D photos. Students submit three photos with a description of how they were taken and edited.

On successful completion you will be able to:

- Demonstrate knowledge of the key terms, processes, theories and models in perception.
- Discuss the key structures in the physiology of human sensory systems and their role in different perceptual phenomena.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

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 the unit's web-page, which can be found at:

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

In particular, the assessed Research Design Proposal and the 3D Photo Assignment must be submitted online via the Turnitin link on the iLearn page.

Required Texts

For this course, the primary readings will come from original research papers or review articles, rather than from a textbook. References for these papers will be given for each lecture by the member of staff responsible for delivering the material. They are available for download via the university's library web-site (Multisearch).

Useful Back-up Texts

The two textbooks that were recommended for PSYU2247 will also be useful as a back-up and for revision of concepts learnt on lower level courses. Details are given below.

Snowden, R., Thompson, P., & Troscianko, T. *Basic vision: an introduction to visual perception* 2nd 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.

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

This text offers broader coverage of perception in general, with more technical detail than Snowden *et al.* in certain areas.

Access to Assigned Reading Material

Both of the aforementioned texts are available for purchase at the University Bookshop, in addition to the copies available at the library, in the main collection and on e-reserve. Where availability is limited, students should consider using the first edition of the Mather book (entitled "Foundations of Perception"), of which the library has additional copies.

Unit Schedule

PSYU3342 Unit Overview

Lectures will be given on various research topics by staff who are active in those fields.

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 psychophysical methodology and techniques for data analysis. 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, some different concepts and topics may be contained in each.

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

Lectures:

Weekly lectures will be pre-recorded and delivered online. They will be available from 9am Monday each week.

Topics and Lecturers:

Session Week	Date	Topic	Lecturer
1	27/07	Olfactory perception: smelling your way to good food, people and sex	Mem Mahmut
2	03/08	Signal Detection Theory	Kevin Brooks
3	10/08	Stereophotography	Kevin Brooks
4	17/08	The History of Depth Cues in Art	Kevin Brooks
5	24/08	Speed Perception and the Influence of Contrast	Kevin Brooks
6	31/08	Medical Image Perception	Ann Carrigan
7	07/09	Music Perception: From sensation to emotion	Kirk Olsen
8	28/09	Social Perception of Faces and Bodies	Ian Stephen

9	5/10	Adaptation	Kevin Brooks
10	12/10	Face Perception and Adaptation	Kevin Brooks
11	19/10	Body Perception and Adaptation	Kevin Brooks
12	26/10	Visual Expertise	Kim Curby
13	02/11	STUDY WEEK	--

Practicals

The practical program will be delivered entirely online, with practical activities made available on university session weeks 3, 5, 7 & 9. They will be facilitated via an iLearn discussion board by experienced tutors who will be your first contact if you have problems with this unit. Their full contact details can be found in the "Teaching Staff" section. You will be required to complete four practical activities throughout the semester. Students will be divided into groups. The schedule and topics to be covered are displayed below. The content of the practical classes is identical for all classes.

Practical activities will be made available on Monday at 9am in weeks 3, 5, 7 & 9. Students will have 2 weeks to complete each one.

Practical Topic Schedule

Week	Topic
3	Illusions
5	Measuring Accuracy & Precision
7	Global Precedence/SDT
9	Editing 3D Photos

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.*)

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 or if you are a Global MBA student contact 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) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)

- [Ask a Librarian](#)

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

If you are a Global MBA student contact 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/.

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.

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 is a guide only, and is intended to be flexible.

iLearn

Students should check the iLearn web site at regular intervals for announcements, voluntary online quizzes, lecture notes, examples of illusions and perceptual phenomena in picture, video and sound files and other supplementary learning materials. It will feature a discussion board on which students may converse about course material, or any other legitimate business related to PSYU3342. Links to lecture recordings, which will be available in audio and video format, will be included. It is also the method of managing submission of the Research Proposal and the Stereophotography assignment. It is recommended that students visit this site regularly and make full use of the facilities.

What does it take to do well in PSYU3342?

Students are expected to pay close attention to all lectures and to take notes to aid their retention of the material covered. 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. Attention to the details of the practical activities is also mandatory. Online worksheets completed during practicals are assessed and need to be completed within the appropriate period. The Research Proposal assignment constitutes a major aspect of the examination for this course, and students are advised to begin work on this early in the semester, and to continue as the submission date approaches, rather than trying to complete the entire assignment within 1 week of the deadline. The stereophotography assignment gives students the opportunity to pick up some marks in a low-pressure assessment following a fun activity. These crucial marks should not be squandered.

It should be noted that according to Senate and Commonwealth guidelines, workloads for a 10 credit point unit such as PSYU2247 are expected to involve a total of 150 hours of academic activity. This translates to approximately 10 hours per week of session, plus an additional 20 hours of extra study for completion of assignments, exam preparation, etc.

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 mentioned 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. Likewise, all lecturers and students are expected to display appropriate academic behaviour that is conducive to a healthy learning environment for everyone.

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 orientation, 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.