**PSYC110, Week 2: How We Perceive the World Around Us**

**Instructions**

In our reading this week, we learned about the processes of sensation and perception. Although they are two different processes, one often impacts the other. Some individuals are unaware of how much they rely on vision or hearing in their everyday lives, while others with vision or hearing impairments may rely more heavily on their other senses and perceive the world differently than others.

**Please choose Option 1 or Option 2** below to diminish your vision or hearing to become more conscious of the relationship between sensation and perception.

Note: Please be very careful when performing these activities. We suggest doing them in a familiar environment, such as your home, and having a companion present.

**Option 1: Vision**

Spend between 15 to 30 minutes "observing" without using your vision. Rely on your hearing, smell, touch, or taste (if appropriate) to navigate your environment. During this time, try to perform several tasks that you usually do, such as picking up an object, or if you are at home, try walking to the next room, all while not using your vision. To impair your vision, you can close your eyes or wrap a scarf to cover your eyes.

Answer these questions in your own words in 4-5 sentences each.

1. What is the difference between perception and sensation?
2. Explain using this experiment how sensation and perception relate to the brain.
3. During the activity, what other senses were you using and how did you use them to accomplish your tasks to perceive the world around you?
4. Understanding the principles underlying our organization of the visual world and allowing us to make sense of our environment:
5. What information did you pick up on that you may have ignored if you were using your sense of vision?
6. While this activity was only for a short time, describe how your perception might change if one of your senses was permanently lost.

**Option 2: Hearing**

Spend between 15 to 30 minutes "observing" without using your hearing. Rely on your sight, smell, touch, or taste (if appropriate). You can use earplugs or noise-canceling headphones (if you have them) to aid in diminishing your hearing. During this time, try to perform several different tasks that you would typically do, such as watching television (muted) or walking outside, while not using your hearing.

Answer these questions in your own words in 4-5 sentences each.

1. What is the difference between perception and sensation?
2. How are sensation and perception related to the brain?
3. During the activity, what other senses were you using and how did you use them to accomplish your tasks to perceive the world around you?
4. Understanding the role the ear plays in the senses of sound, motion, and balance:
5. What information did you pick up on that you may have ignored if you used your sense of hearing?
6. While this activity was brief, describe how your perception might change if one of your senses was permanently lost.

**Resources:** **Chamberlain Library search pages with links to relevant articles**

* [Search the Chamberlain Library for articles relevant to “sensation and perception”.](https://chamberlain.primo.exlibrisgroup.com/discovery/search?query=any,contains,sensation%20and%20perception&tab=Everything&search_scope=MyInst_and_CI&vid=01CUCON_INST:DEFAULT&lang=en&offset=0)
* [Search the Chamberlain Library for articles relevant to “consciousness”.](https://chamberlain.primo.exlibrisgroup.com/discovery/search?query=any,contains,Consciousness&tab=Everything&search_scope=MyInst_and_CI&vid=01CUCON_INST:DEFAULT&lang=en&offset=0)

**Grading Rubric**

| **Criteria** | **Ratings** |
| --- | --- |
| This criterion is linked to a Learning Outcome: Analyze differences between perception and sensory processing | |  |  |  |  | | --- | --- | --- | --- | | **20 points**  All 4 prompts are described and explain the relationship between sensation and perception concepts in connection to important course content. | **10 points**  3 prompts are described and explain the relationship between sensation and perception concepts in connection to important course content. | **5 points**  2 prompts are described and explain the relationship between sensation and perception concepts in connection to important course content. | **0 points**  No effort | |
| This criterion is linked to a Learning Outcome: Investigate how sensation is related to the brain | |  |  |  |  | | --- | --- | --- | --- | | **15 points**  In 4-5 sentences explains how the chosen sensation process is processed by the brain. | **10 points**  In 3 sentences explains how the chosen sensation process is processed by the brain. | **5 points**  Uses only 2 sentences to explain how the chosen sensation process is processed by the brain. | **0 points**  No effort | |
| This criterion is linked to a Learning Outcome: Investigate how perception affects the brain | |  |  |  |  | | --- | --- | --- | --- | | **15 points**  Explains in 4-5 sentences the process of perception by the brain when sensory information is received through the eyes or ears. | **10 points**  Explains in 3 sentences the process of perception by the brain when sensory information is received through the eyes or ears. | **5 points**  Explains in 2 sentences the process of perception by the brain when sensory information is received through the eyes or ears. | **0 points**  No effort | |
| This criterion is linked to a Learning Outcome: Perception and sensory processing | |  |  |  |  | | --- | --- | --- | --- | | **10 points**  Clearly explains how the environment is perceived by all 4 senses (touch, smell, taste, hear/sight) in the example when the chosen sense is blocked. | **7.5 points**  Explains how the environment is perceived by only 3 of the 4 senses (touch, smell, taste, hear/sight) in the example when the chosen sense is blocked. | **5 points**  Adequately explains how the environment is perceived by 2 of the 4 senses (touch, smell, taste, hear/sight) in the example when the chosen sense is blocked. | **0 points**  No effort | |
| This criterion is linked to a Learning Outcome: Explain the ear’s role in the senses of sound, motion, and balance or the eye’s role in the sense of vision | |  |  |  |  | | --- | --- | --- | --- | | **15 points**  Explains in 4-5 sentences the main idea ofthe ear’s role in sound, motion, and balance OR the eye’s role in the sense of vision. | **10 points**  Explains in 3 sentences the main idea of the ear’s role in sound, motion, and balance OR the eye’s role in the sense of vision. | **5 points**  Explains in 2 sentences the main idea of the ear’s role in sound, motion, and balance OR the eye’s role in the sense of vision. | **0 points**  No effort | |
| This criterion is linked to a Learning Outcome: Explain what principles underlie our organization of the auditory or visual world and allow us to make sense of our environment | |  |  |  |  | | --- | --- | --- | --- | | **15 points**  Explains in 4-5 sentences the role of the ears OR eyes and how they help in making sense of the environment. | **10 points**  Explains in 3 sentences the role of the ears OR eyes as senses and the main idea of how the ears or eyes help in the sensation process. | **5 points**  Explains in 2 sentences the role of the ears OR eyes as senses. Or the main idea of how the ears or eyes help in the sensation process. | **0 points**  No effort | |
| This criterion is linked to a Learning Outcome: APA References Page | |  |  |  |  | | --- | --- | --- | --- | | **10 points**  The textbook is used and properly cited. All sources are properly listed on the references page. | **7.5 points**  The textbook is used and properly cited. Most sources are listed on the references page. | **5 points**  The textbook is used but not cited. And sources are not correctly listed on the references page. | **0 points**  No effort | |
| **Total Points** | **100** |