A "What If" Starter Deck
Phenomenon-based Learning

Engage

Expand

Explore
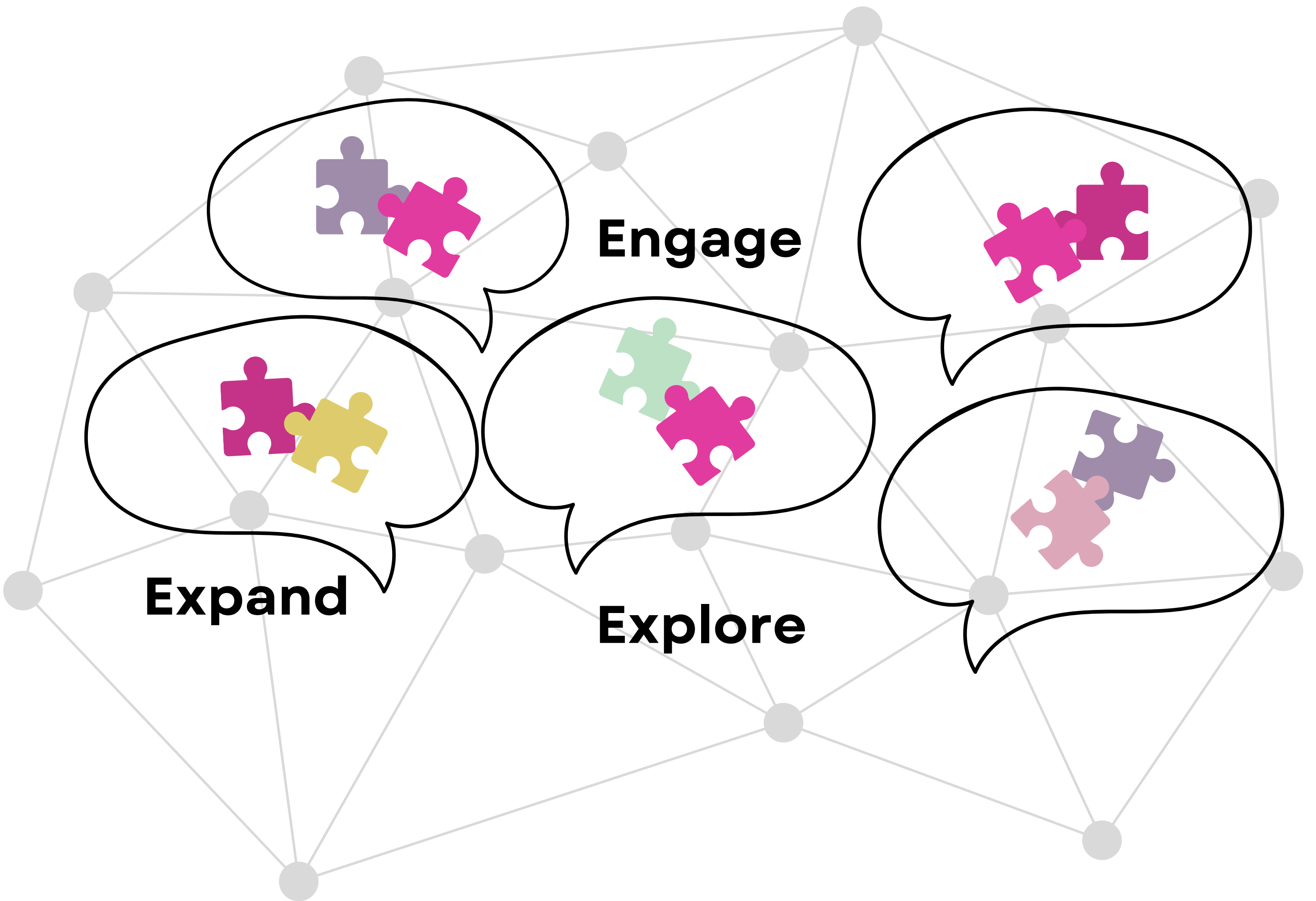
Suggested Use

In this pack you will find 4 cards that detail example phenomena that are linked to the United Nations Sustainable Development Goals. The "What If" questions have been designed to invite students to engage with the phenomenon and commence the process of generating lines of inquiry to move into the explore phase of phenomenon-based learning. These "What If" cards have been tested by multidisciplinary student groups and the questions in the speech bubbles are examples of the lines of inquiry the students produced.

The final card of the pack is a blank template that you can complete to prepare for your own phenomenon-based learning experience. You might also like to use the What if examples with colleagues considering phenomenon-based learning in their teaching practice.

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What if....

a community had to relocate for HS2?
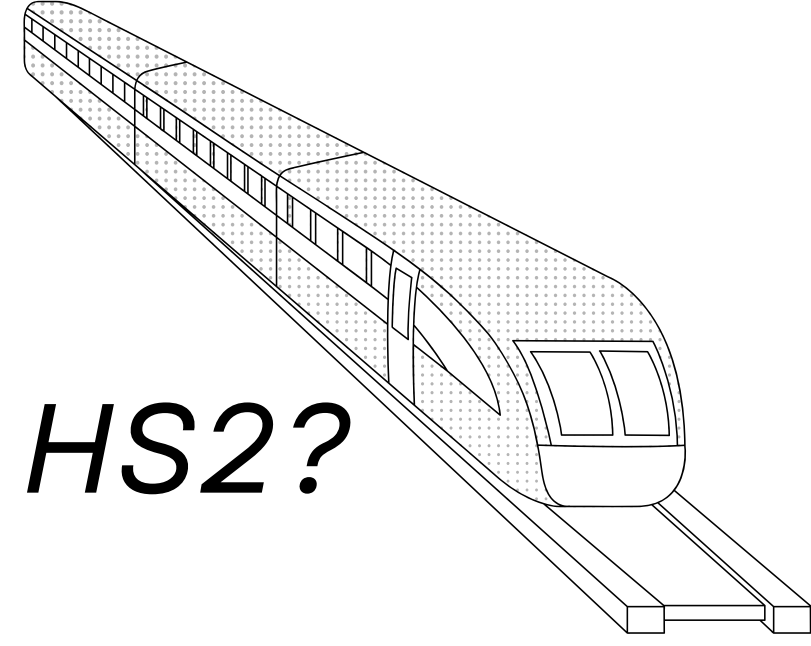
- ## Engage
Developing lines of inquiry to reflect discipline expertise

> How can we use renewable energies developed from HS2?

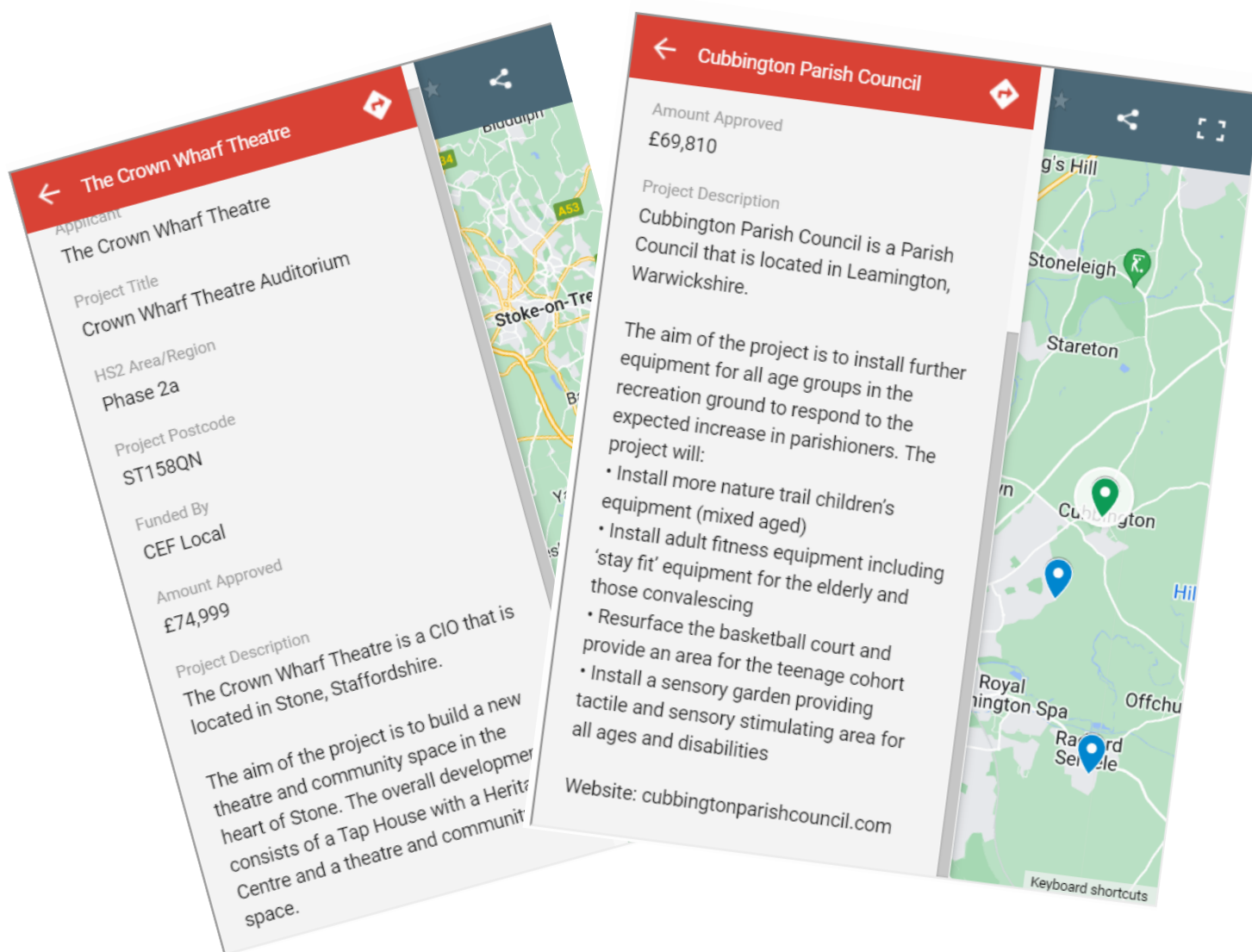> What will be the effects on mental health?

> What measures are in place to prevent novel diseases?

> How will the sense of community change?

> How will children's education be impacted by relocation?

- ## Explore
Live data on community development funds

The Crown Wharf Theatre

Applicant
The Crown Wharf Theatre

Project Title
Crown Wharf Theatre Auditorium

HS2 Area/Region
Phase 2a

Project Postcode
ST158QN

Funded By
CEF Local

Amount Approved
£74,999

Project Description
The Crown Wharf Theatre is a CIO that is located in Stone, Staffordshire.

The aim of the project is to build a new theatre and community space in the heart of Stone. The overall development consists of a Tap House with a Heritage Centre and a theatre and community space.

Cubbington Parish Council

Amount Approved
£69,810

Project Description
Cubbington Parish Council is a Parish Council that is located in Leamington, Warwickshire.

The aim of the project is to install further equipment for all age groups in the recreation ground to respond to the expected increase in parishioners. The project will:
• Install more nature trail children's equipment (mixed aged)
• Install adult fitness equipment including 'stay fit' equipment for the elderly and those convalescing
• Resurface the basketball court and provide an area for the teenage cohort
• Install a sensory garden providing tactile and sensory stimulating area for all ages and disabilities

Website: cubbingtonparishcouncil.com

- ## Explore more
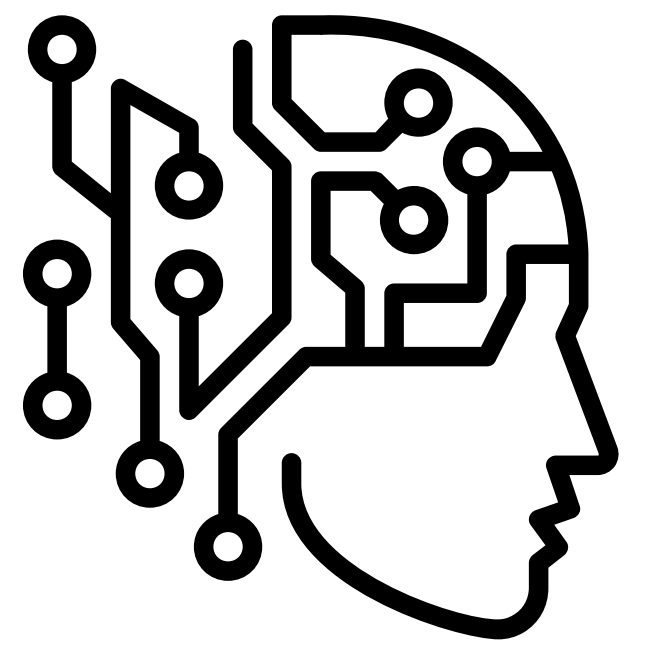Review digital engineering claims from HS2 developments

- ## Expand
Has this happened elsewhere- how can we transfer the learning? Glasgow Leverhulme Project

What if....

Artificial intelligence can be used by students without limitation?

• Engage

Developing lines of inquiry to reflect discipline expertise

> How can everyone get fair access?

> Who owns the data?

> What is the value of a degree when AI is involved in producing the work?

> What is the role of lecturers and educators in an AI world?

> How can we tell what is true?

• Explore

Produce a rich picture that tracks the sector useage of AI across the student lifecyle. Annotate from variety of sources/ stakeholders and genrate implications for disciplines and student characteristics.

• Explore more

Connect with the Rome Call, a framework for ethical useage of AI. How are the 6 principles represented in higher education assessment?
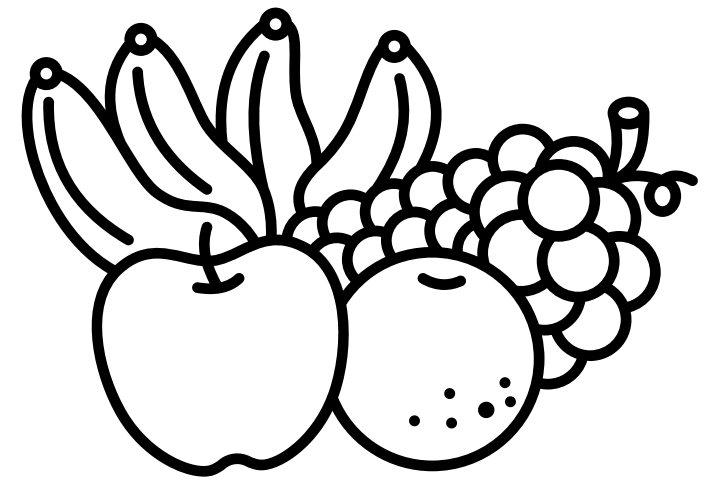
• Expand

Using AI chatbot generate 3 scenarios that represent future directions of AI in higher education. The focus of your scenarios may differ in terms of subject or area of student life.

What if....

all food had to be produced within 500miles/800K of point of sale?

- ## Engage

Developing lines of inquiry to reflect discipline expertise

> How would technology effect the amount/quality in food production?

> What would happen to cultural identity?

> How would this affect relationships with other countries?

> How much land would need to be diversified to be used for production?

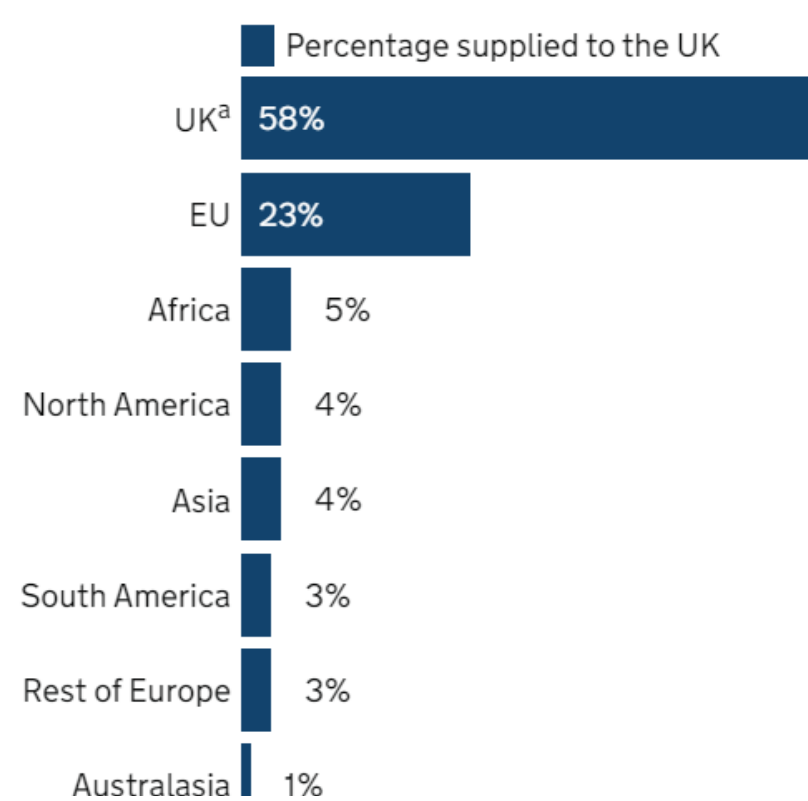> How would infrastructures in cities be affected?

> Will this be fair for all?

- ## Explore
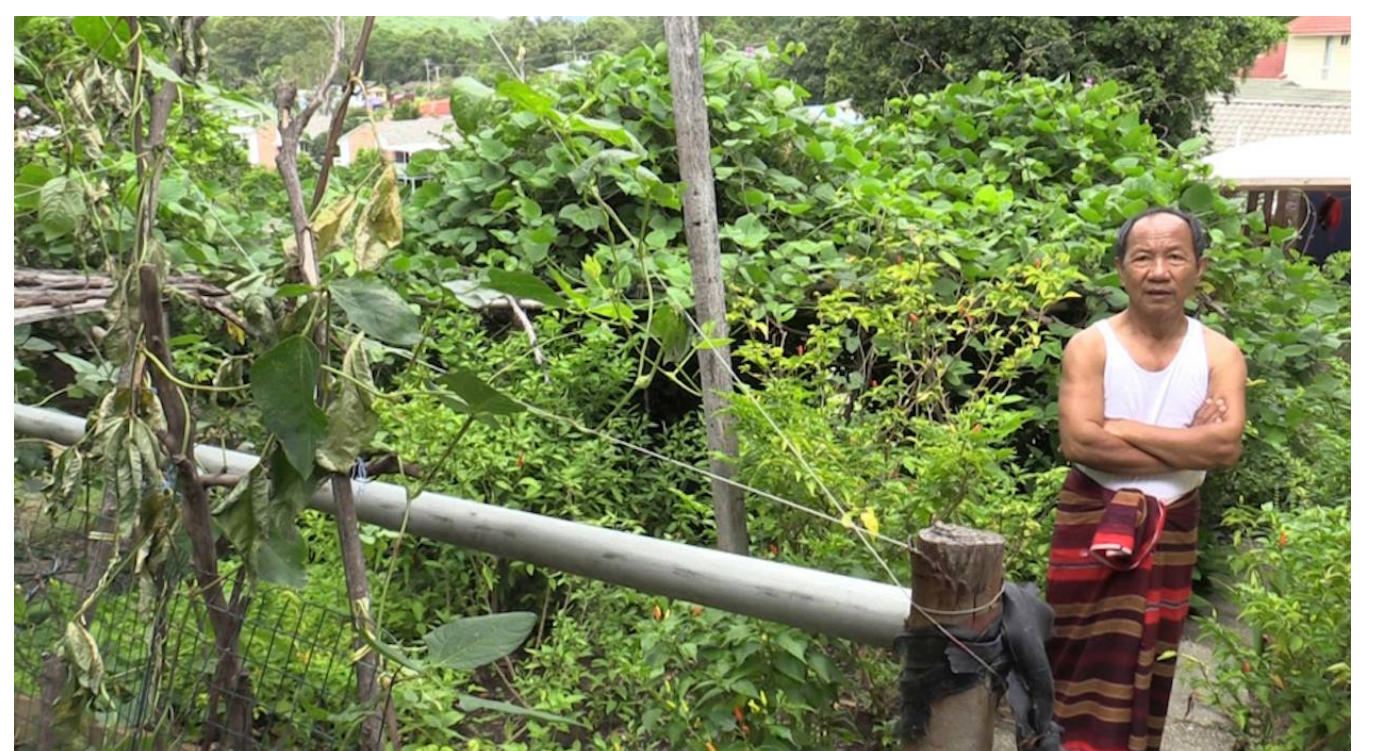
Access data from National Statistics

3.1 Origins of food consumed in the UK, 2021

Change to table and accessible view

Percentage supplied to the UK

UK[a]	58%
EU	23%
Africa	5%
North America	4%
Asia	4%
South America	3%
Rest of Europe	3%
Australasia	1%

- ## Explore more

Connect with researcher Mandy Hughes to discuss food stories of migrants from Myanmar

- ## Expand

Field trip to local school to talk with Governors about choices made for school food produce and considerations about special dietary requirements in inclusive practice.

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What if....

your next appointment to see a GP was with a robot?

- **Engage**

Developing lines of inquiry to reflect discipline expertise

> How would manufacturing and supply keep up with demand?

> Can robots bring in the necessary bedside manner for care?

> How will patients and the public respond?

> What are the ethical issues involved in AI in healthcare?

> Will medical errors be reduced or increased?

> How will this impact waiting lists?

- **Explore**

Catalogue the ways in which artifical intelligence is currently employed in healthcare

- **Explore more**

Interrogate the data held by The National patient safety incident reports (NaPSIRs) to understand the types of errors occurring in healthcare.
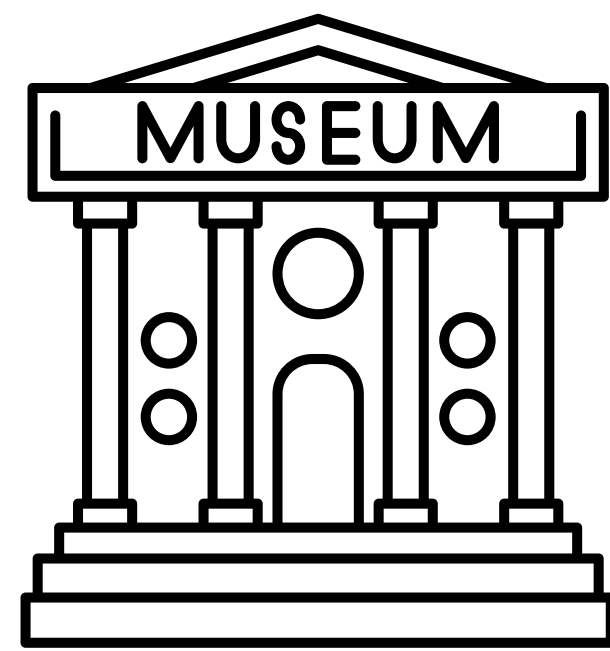
- **Expand**

Review the ways in which automation bias can impact the reliability of machine learning, particularly for underrepresented groups See research from MIT.
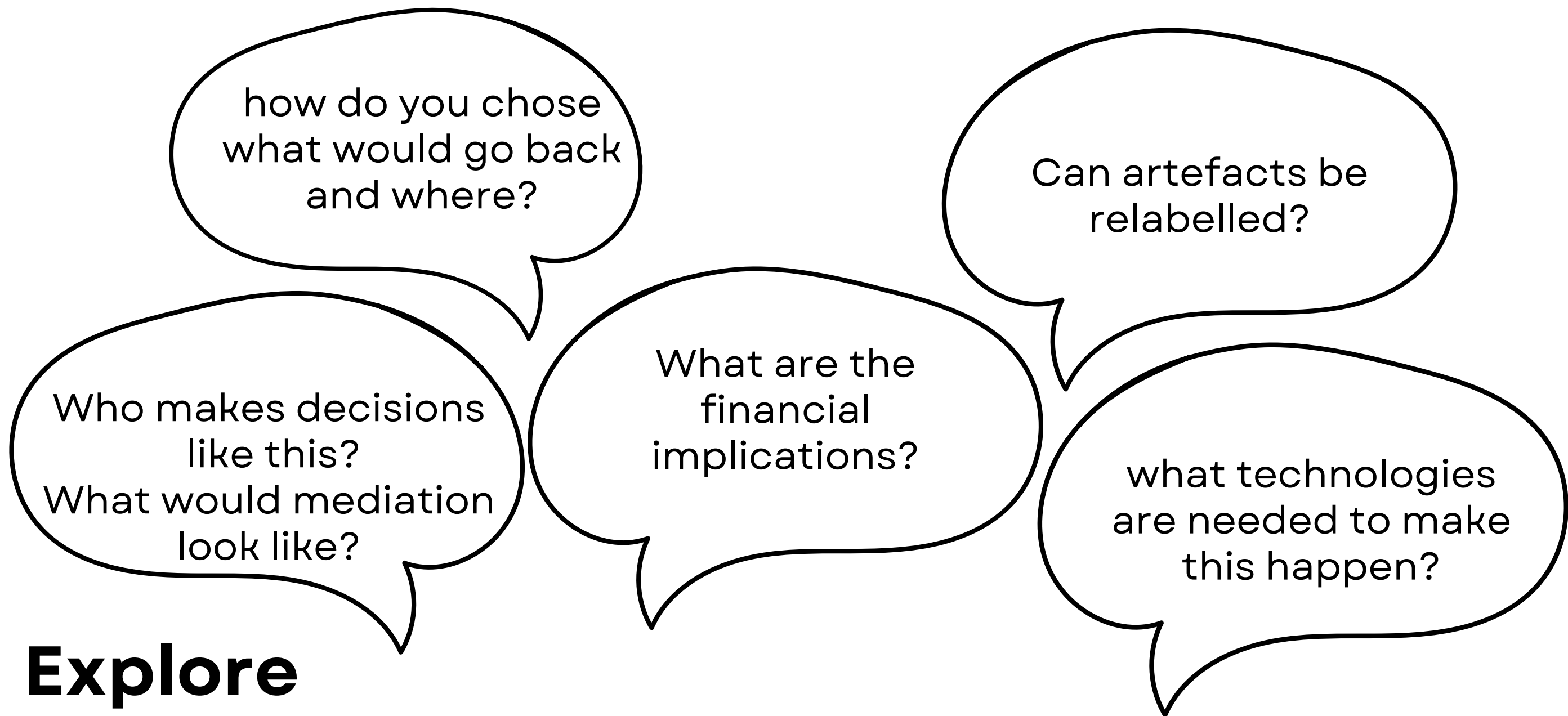Consider how this would influence public and professional trust.

What if....

UK museums had to return all "looted" artefacts?

- ## Engage

Developing lines of inquiry to reflect discipline expertise

> how do you chose what would go back and where?

> Can artefacts be relabelled?

> Who makes decisions like this?
> What would mediation look like?

> What are the financial implications?

> what technologies are needed to make this happen?

- ## Explore

Collate contemporary sources to generate a view of museum use. Highlight points regarding community diversity and responses to global events. Draw on the Cultural Participation Monitor as a resource.

- ## Explore more

Connect with the V&A's ReACH (Reproduction of Art and Cultural Heritage) project as it explores what reproducing, storing and sharing artefacts might mean in the twenty-first century. Map the technologies in development, the legal implications and educational imperatives.
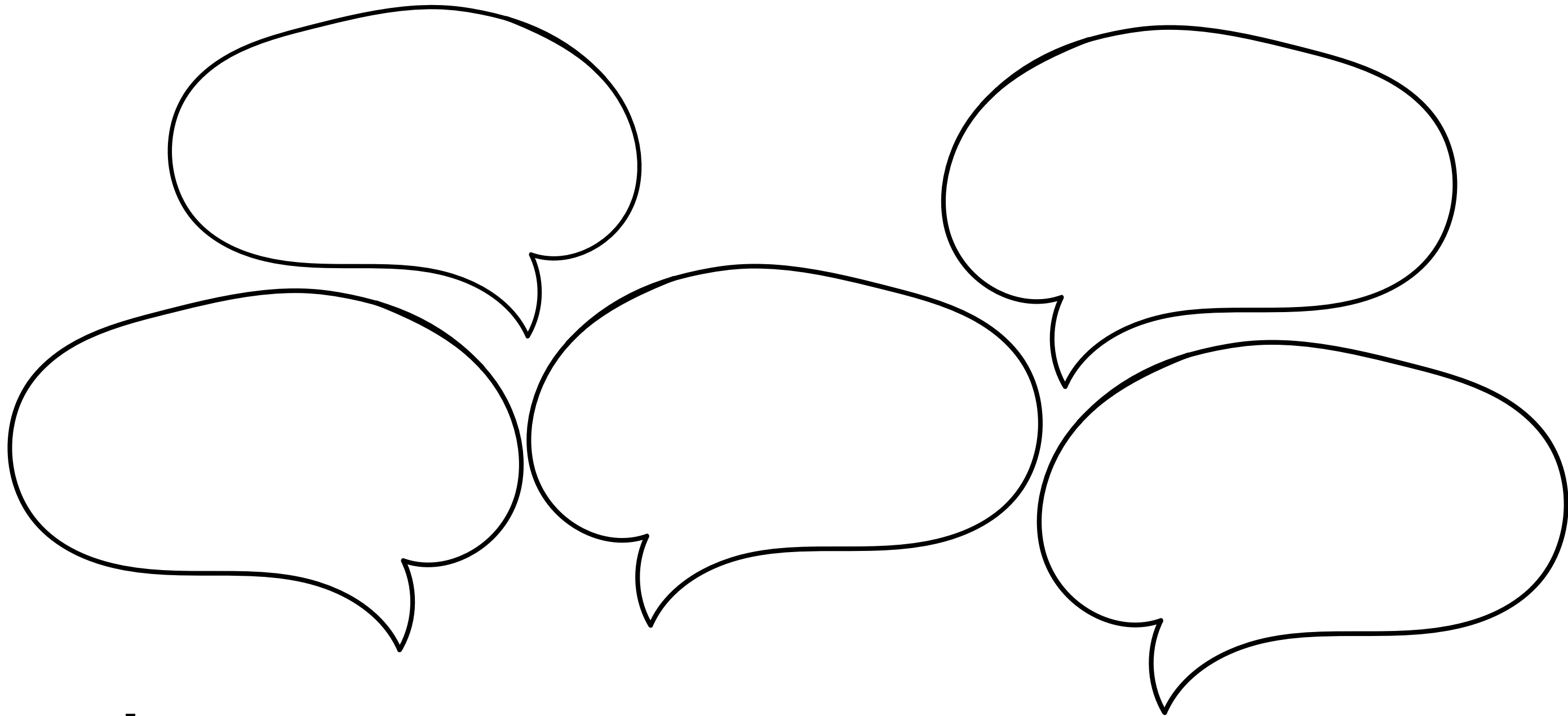
- ## Expand

In 2022 the Arts Council England produced a framework for decision making and practical steps for repatriation. How well is this embedded and what are the implications?

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What if....

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- ## Engage
What are the potential lines of inquiry?

- ## Explore
Where might the students go next? How can you make connections to course material? What are the key theories that could provide explanations?

- ## Explore more

Who is researching this? Is there any "live data" that can shed light on the situation? Are there local, national or international examples of the phenomenon occurring? How can students learn from those with lived experiences?

- ## Expand
Encourage leaps by sharing with students examples of similar or contrasting phenomena that allows comparison or points of learning that can be applied. Maybe this has happened elsewhere or at a different point in time.

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