

STUDENT DRAWINGS:

An AI eschewed means to show curriculum-based change

Using student drawings to show their thinking, their personal viewpoints (PVs), related to problematic social situations is proffered as a means of assessing positive change in pro-social behaviour related to curriculums designed to adjust how students prioritise themselves and others. Using pre/post comparison of drawings coded for levels of self-prioritisation enabled issues of AI augmentation in assessment to be curbed.

Catalyst - Why Use Drawings?



The faces show so much. This student with poor written proficiency and inclined to be disruptive is GIVEN A VOICE.

Change In Student's Pre/Post Drawings

Bullying Scenario Yr6 PVP Curriculum



Post-Curr. (below) Bully Buddies missing suggesting change in culture



Borrowing scenario from Yr 5 salience Curriculum

Coded Drawings for Self-prioritisation (Phil 2:3-4)

Self-Concept (SCoC) Softish ambition a train engine



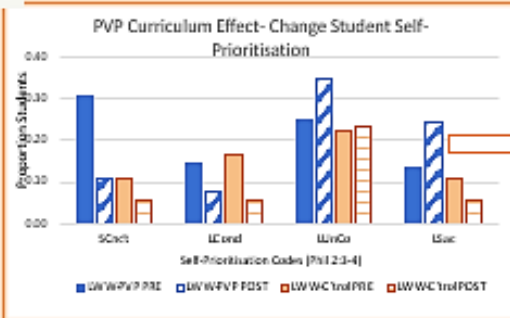
Conditional (LCoD) Valuing others but not above their own interests



Unconditional (LUoC) valuing others above themselves



Sacrificial (LSaC) Looking beyond their own interests



Dr Anne Knowles, TEC Consultant
Researcher
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Other-focused at cost to herself (LSaC)