**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 preferred 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**

- Post-Curr. (below) Bully Beddies missing Suggesting change in culture

![Image of student drawings showing change in behavior]

**Coded Drawings for Self-prioritisation (Pilot 2.3.4)**

- Self-Consist (SCons) Self-oriented & non-moral
- Conditional (Cond) Valuing others but not above their own interests
- Unconditional (UnCon) Valuing others above themselves
- Sacrificial (Sac) looking bound by their own interests

**Bullying Scenario from yr 5 Salience Curriculum**

![Image of bullying scenario drawing]

**PVP Curriculum Effect - Change Student Self-Prioritisation**

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<thead>
<tr>
<th>Self-Prioritisation Codes (Pilot 2.3.4)</th>
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Pacific Group Christian Schools