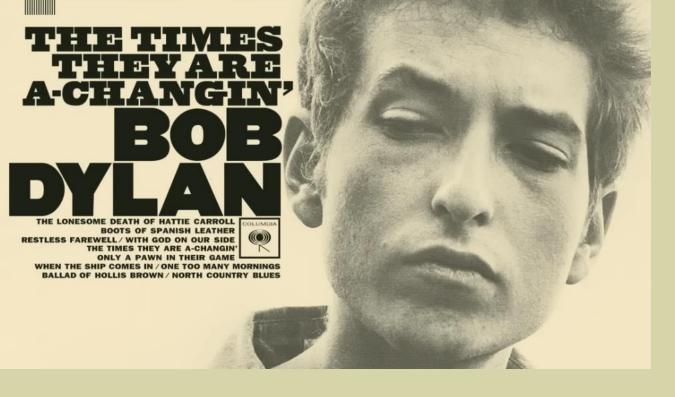
Cross-Cultural Psychology Teaching: Leveraging AI for Global Perspectives

Brent Moore, PhD, LPC

Indiana Wesleyan University

Professor of Psychology

Chair of Behavioral & Health Sciences



Come gather 'round people Wherever you own

And admit that the waters around you have grown And accept it that soon you'll be drenched to the bone

If your time to you is worth saving
Then you better start swimming or you'll sink like a
stone

For the times they are a-changin'



Just-in-Time Teaching (JiTT)

"By examining student responses to Warm Up exercise before class, faculty members can determine the level of understanding, prior knowledge, and misconceptions that students bring to class...Classroom time can then be spent addressing these misconceptions while discussing course content" (Marrs & Novak, 2004, p. 49).



Cell Biology Education Vol. 3,049–061, Spring 2004

Articles

Just-in-Time Teaching in Biology: Creating an Active Learner Classroom Using the Internet

Kathleen A. Marrs*† and Gregor Novak**

*Department of Biology, Indiana University, Purdue University Indianapolis, 723 W. Michigan Street, Indianapolis IN 46202; and **Department of Physics, United States Air Force Academy, 2354 Fairchild Drive, Colorado Springs Colorado 80840

Received for publication November 21, 2003; accepted December 12, 2003.

Driving International Collaboration on Undergraduate Psychology Outcomes (ICUP) using Al

Competency 4. Psychology-relevant Cultural Responsiveness & Diversity (ICUP, 2024, p. 35)

- (4.1) Assessable reflexivity exercise (i.e., Appendix of Walker et al. (2014))
 - Consider cultural influences on their thinking and behavior (portfolio)
 - Revisit in the student's final year to notice changes in understanding and behavior

Consider Using These Al-Driven Ideas:

- Interactive Chatbot Reflection
- 2. Al-Driven Discussion Forums
- 3. Personalized Reflection Journals
- 4. Role-Playing Games

ICUP Instructor Resource Toolkit for Al Integration to Test and Assess Competency #4



More About the Walker et al. (2014)/Tannoch-Bland (1998) Exercise

Tannoch-Bland provides 47 examples of the kinds of invisible privilege and unearned benefits associated with whiteness.

• Assignment prompt: Read the examples above and list three examples of benefits that you believe come from your race/ethnicity/gender/position/location.

Enhance Student Profiles for Al Interaction

- Create a digital questionnaire for students to highlight their cultural values and heritage
 - Individualism/collectivism
 - Power distance
 - Uncertainty avoidance
- Make it a collaborative exercise with the class (lead from behind)
 - Family traditions
 - Communication styles
 - Conflict resolution approaches
 - Experiences with discrimination or privilege

Copy & paste output from questionnaire for the personalized reflection journal

Advantages by Journal Method

| | Traditional Journaling | Al-Assisted Journaling |
|-------------------------|--|---|
| Personal Reflection | Encourages deep, personal reflection without external influence. Guided reflection with tailored prompts and questions. | |
| Emotional Expression | Writing by hand can be therapeutic and help in expressing emotions freely. | Provides feedback and insights, highlighting patterns or biases. |
| Privacy | Journals are private and secure, with no risk of digital data breaches. | Convenient and accessible from multiple devices. |
| Unstructured Creativity | Offers complete freedom in how thoughts are recorded, encouraging creativity. | Al can analyze entries over time to identify trends and areas for growth. |

Disadvantages by Journal Method

| | Traditional Journaling | Al-Assisted Journaling |
|---------------------------|---|--|
| Limited Feedback | Lacks external input or feedback, which might limit the identification of blind spots. | Digital entries may be vulnerable to data breaches or unauthorized access. |
| Time-Consuming | Writing by hand can be slower and may discourage frequent entries. | Users might become dependent on Al for reflection, potentially limiting introspection. |
| Lack of Guidance | Without prompts or guidance, it may be challenging to explore certain areas effectively. | Typing may not provide the same emotional release as writing by hand. |
| Storage and Accessibility | Physical journals can be lost or damaged and are not as easily accessible as digital formats. | Al algorithms may have inherent biases that could influence the feedback provided. |

...More Practical Ideas...

- (4.2) Responsiveness & behavior
- Versatility of case studies
- The case of Jason
 - Simulated role-playing (perspective-taking)
 - Therapist
 - Healthcare providers
 - Friends
 - Family members

Cultural Responsiveness in Ethical Scenarios:Interpretation Matters

| Ethical Standard | Description | Cultural Context Impact |
|-------------------------|--|---|
| Confidentiality | Maintain client confidentiality. | In cultures valuing family involvement, Jason's estrangement might affect confidentiality decisions. |
| Autonomy | Respect the client's autonomy and decision-making. | Jason's choice to stop medication might be viewed differently in cultures prioritizing community welfare. |
| Non-Maleficence | Do no harm. | Jason's use of marijuana might be stigmatized in some cultures, affecting perceptions of harm. |
| Beneficence | Act in the best interest of the client. | Balancing Jason's quality of life desires with a counselor's view of beneficence requires cultural sensitivity. |
| Cultural Competence | Provide culturally competent services. | Addressing issues related to sexual orientation and religious beliefs requires understanding Jason's cultural background. |

A Critical Lens + Predictive Analytics + Data Literacy

(4.3) Ensure interventions meet the needs of diverse cultural groups

- Bias detection
 - Educational materials and interactions
- Simulation & modeling
 - Generate outcome potentials given the intervention
 - Evaluate effectiveness virtually
- Utilize evaluation metrics
 - Data-driven insights parsed by cultural variables

Q&A

References

Herlihy, B., & Corey, G. (2006). *American Counseling Association ethical standards casebook* (6th ed.). Alexandria, VA: ACA.

Marrs, K. A., & Novak, G. (2004). Just-in-time teaching in biology: Creating an active learner classroom using the Internet. *Cell Biology Education*, *3*, 49-61. https://doi.org/10.1187/cbe.03-11-0022

Nolan, S. A., Cranney, J., Jia, F., Sokolová, L., Selvam, S. G., Dunn, D. S., Mena, J. A., Richmond, A. S., Machin, M. A., & Yahiiaiev, I. (2024). Going global: Intersections of the American Psychological Association's *Guidelines* 3.0 with international foundational competence framework. *Scholarship of Teaching and Learning in Psychology.* Advance online publication. https://doi.org/10.1037/stl0000409

Tannoch-Bland, J. (1998). Identifying White Race Privilege. *Bringing Australia Together: The Structure and Experience of Racism in Australia*, The Foundation for Aboriginal and Islander Research Action, Wooloongabba, Qld, 33-38.

Walker, R., Schultz, C., & Sonn, C. (2014). Cultural competence – Transforming policy, services, programs and practice. In P. Dudgeon, H. Milroy, & R. Walker, R. (Eds), Working together: Aboriginal and Torres Strait Islander mental health and wellbeing principles and practice (pp.195-220).. 2nd ed. Canberra: Australian Government Department of Health and Ageing. https://www.telethonkids.org.au/globalassets/media/documents/aboriginal-health/working-together-second-edition/working-togetheraboriginal-and-wellbeing-2014.pdf