

The Beliefs, Events, & Values Inventory (BEVI) and the Assessment of Global Learning

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1. We become as we became.
2. We see how we were seen.
3. We know when we are known.
4. We learn what we may learn.
5. We grow if we can grow.

Equilintegration Theory, EI Self, and BEVI

- Draws upon a wide range of theoretical, empirical, and applied perspectives.
- Explains the processes by which beliefs, values, and worldviews are acquired and maintained, why their alteration is typically resisted, and how and under what circumstances their modification occurs.
- Designed to identify and predict a variety of developmental, affective, and attributional processes and outcomes that are integral to EI Theory and the EI Self.

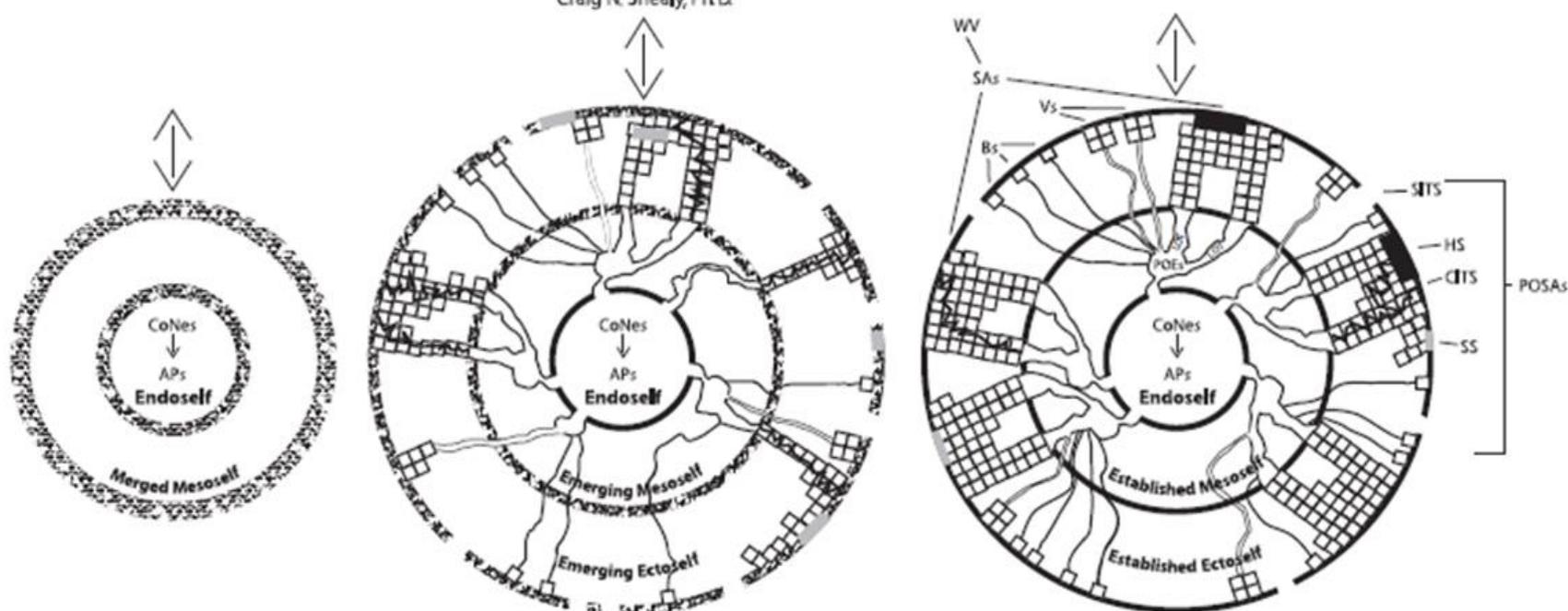
(Shealy, 2004; 2006; 2016)

EI Self Terminology:

- Merged Exoself
- Emerging Exoself
- Established Exoself
- APs = Adaptive Potential
- CoNes = Continuum of Core Needs
- FoVs = Formative Variables
- POEs = Processes of Equilintegration
- LOS = Levels of Self
- SoSS = Stages of Self Structure
- POSAs = Points of Self Access
- LoTs = Lines of Transmission
- VoRs = Versions of Reality

The EI Self

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Merged Exoself → Emerging Exoself → Established Exoself
 Infancy $\xrightarrow[\text{Development}]{\text{FoVs}}$ Childhood $\xrightarrow[\text{Development}]{\text{FoVs}}$ Adolescence $\xrightarrow[\text{Development}]{\text{FoVs}}$ Adulthood

1. APs = Adaptive Potential

- a) Capacities
- b) Predispositions
- c) Reflexes

2. CoNes = Continuum of Core Needs

- a) Level I = Appetitive Needs
 - 1) Hunger
 - 2) Evacuation
 - 3) Release
 - 4) Stasis
- b) Level II = Attachment Needs
 - 1) Merger
 - 2) Touch
 - 3) Warmth
 - 4) Bonding
 - 5) Security
 - 6) Nurture
 - 7) Responsiveness
 - 8) Predictability
- c) Level III = Affective Needs
 - 1) Expression
 - 2) Reception
 - 3) Reciprocal Empathy
 - 4) Regulation
- d) Level IV = Acknowledgement Needs
 - 1) Mirroring
 - 2) Recognition
 - 3) Resonance
- e) Level V = Activation Needs
 - 1) Stimulation
 - 2) Novelty Seeking
 - 3) Causal Relations
 - 4) Learning
 - 5) Efficacy

PHYSICAL NEEDS

Etic/Basic/Primary

CoNes → Bs/Vs

- f) Level VI = Affiliative Needs
 - 1) Belongingness
 - 2) Connection
 - 3) Interdependence
 - 4) Relatedness
 - 5) Social Exchange
- g) Level VII = Actualizing Needs
 - 1) Potentiality
 - 2) Differentiation
 - 3) Achievement
 - 4) Influence
 - 5) Consistency
 - 6) Congruence
 - 7) Coherence
 - 8) Esteem
 - 9) Identity
- h) Level VIII = Attunement Needs
 - 1) Human Condition
 - a) Abuse
 - b) Community
 - c) Compassion
 - d) Fairness
 - e) Justice
 - f) Protection
 - g) Responsiveness
 - h) Self-Other
 - i) Truthfulness
 - 2) Natural World
 - a) Balance-Sustainability
 - b) Interconnectedness
 - c) Living Things
 - d) Living Systems
 - e) Cosmos

- i) Level IX = Awareness Needs
 - 1) Openness
 - 2) Reflection
 - 3) Life Place
 - 4) Life Purpose
 - 5) Meaning-Making
 - 6) Existential
 - 7) Mortality
 - 8) Essence
 - 9) Finite-Infinite
 - 10) Transcendence
 - 11) Transformation

3. FoVs = Formative Variables

- a) Type I = Parental/Caregiver
- b) Type II = Sibling/Peer
- c) Type III = Relationships/Partnerships
- d) Type IV = Contextual
 - 1) Economic Background
 - 2) Ethnic Background
 - 3) Gender
 - 4) Sexual Identity
 - 5) Appearance/Presentation
 - 6) Life Events
 - 7) Place
 - 8) Work/Vocation/Career
 - 9) Language
 - 10) Educational Background
 - 11) Political Background
 - 12) Religious Background
 - 13) Sociocultural Status
 - 14) Time/Zeitgeist

CoNes
 Bs/Vs
 PSYCHOLOGICAL NEEDS
 Emic/Complex/Secondary

4. POEs = Processes of EquiIntegration

- a) Level I = Screening
 - 1) appraisal
 - 2) attribution
 - 3) filtering
- b) Level II = Acquisition
 - 1) accommodation
 - 2) assimilation
 - 3) introjection
 - 4) internalization
- c) Level III = Storage
 - 1) beliefs
 - 2) values
 - 3) schemattitudes
 - 4) worldview
- d) Level IV = Maintenance
 - 1) integration
 - 2) adaptation
 - 3) modification
 - 4) working models

5. LOS = Levels of Self

- a) Level I = Endoself = Core Self (APs & CoNes)
 - 1) primary
 - 2) preconscious
 - 3) non-rational
 - 4) low accessible (affective)
 - 5) preverbal
- b) Level II = Mesoself = Mediatonal Self (POEs, LOSs)
 - 1) primary-derivative
 - 2) non-conscious
 - 3) pre-rational
 - 4) low accessible (affective & cognitive)
 - 5) verbal resistant

- e) Level III = Shell Self (Bs; Vs; SAs; WVs)
 - 1) secondary
 - 2) conscious
 - 3) rational
 - 4) accessible (affective & cognitive)
 - 5) verbal reactive
- d) Level IV = Exoself = External Self (FoVs)
 - 1) primary
 - 2) conscious
 - 3) rational
 - 4) accessible (affective & cognitive)
 - 5) verbal interactive

6. SOSS = Stages of Self Structure

- a) Stage I = Merged (Infancy)
- b) Stage II = Emerging (Childhood → Adolescence)
- c) Stage III = Established (Adulthood)

7. POSAs = Points of Self Access

- a) SITS = Space in the Structure (High Access)
- b) CITS = Crack in the Structure
- c) SS = Soft Structure
- d) HS = Hard Structure (Low Access)

8. LOTs = Lines of Transmission

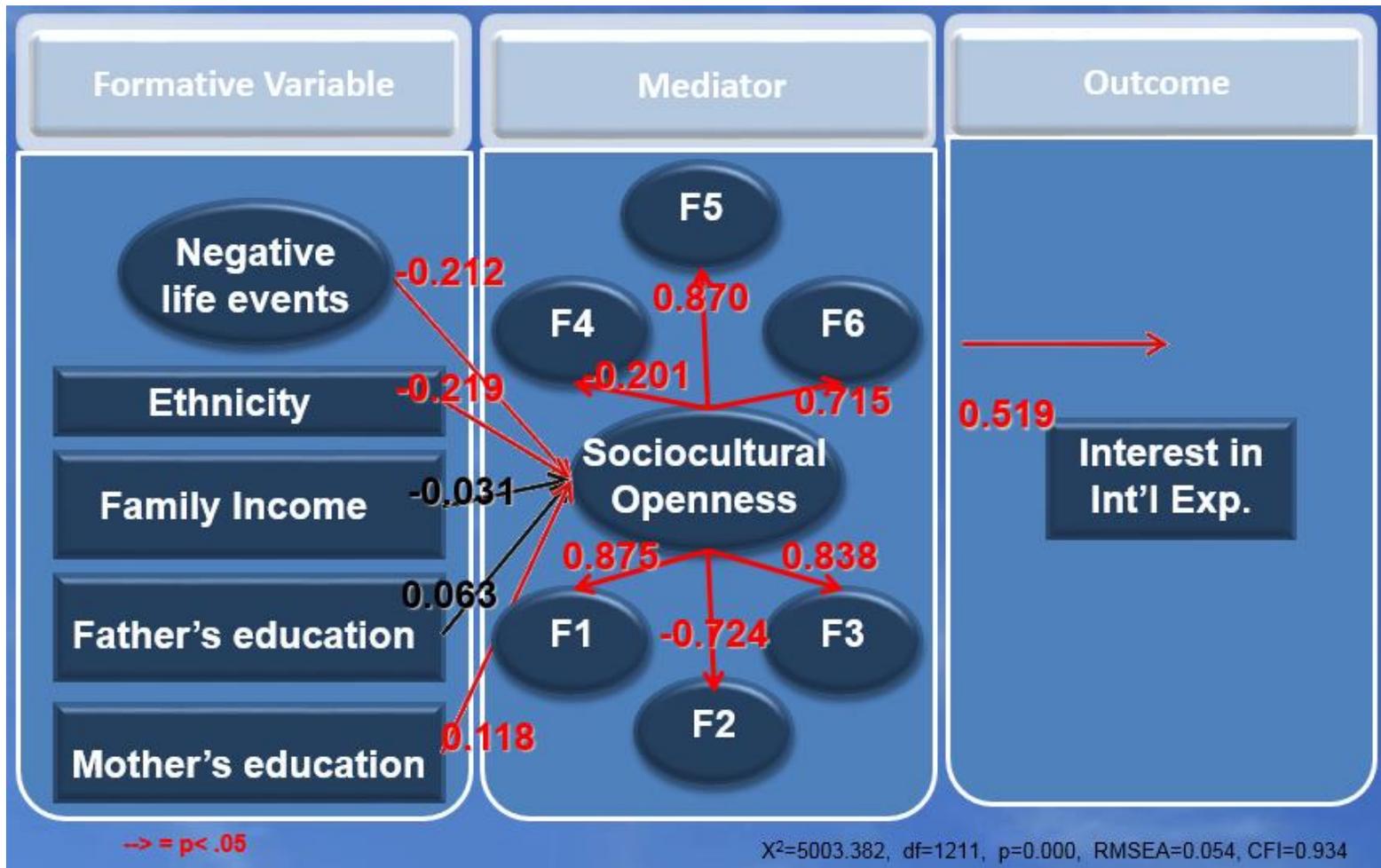
(endoself ↔ mesoself ↔ ectoself ↔ exoself)

9. VORs = Versions of Reality

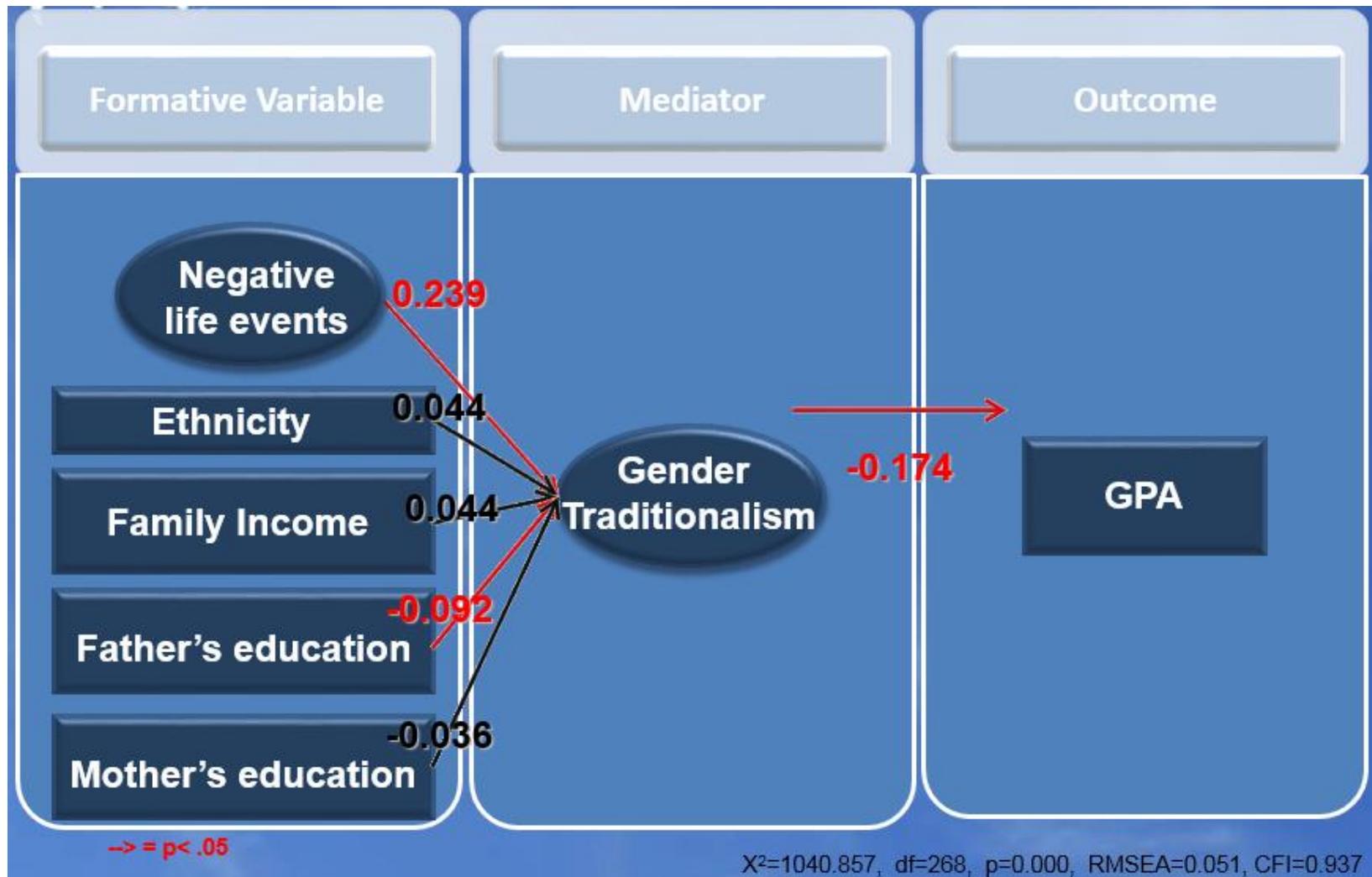
- a) Level I VORs = Bs (beliefs)
- b) Level II VORs = Vs (belief clusters → values)
- c) Level III VORs = SAs (value clusters → schemattitudes)
- d) Level IV VORs = WVs (schemattitude clusters → worldview)

Key Findings

1. Life history/background influences openness to different cultures, beliefs, and practices, which influences learning interest.



2. Life history/background influences beliefs regarding who males and females are and should be, which influences GPA.



Changes in beliefs and values about self, others, and the world at large seems determined largely by the 7Ds:

1. **Duration** - i.e., how long an international, multicultural, or transformative education experience occurs
2. **Difference** - i.e., how different the experience is from what the “self” of the experiencer is accustomed
3. **Depth** - i.e., what is the capacity of the learner to experience all that the intervention is able to convey
4. **Determine** - i.e., through formal and informal assessment, how well does the intervener understand his/her audience
5. **Design** - i.e., based upon knowledge of the audience and careful deliberation and development, what is the quality of the intervention
6. **Deliver** - i.e., how able is the intervener to fulfill the transformative potential of the intervention
7. **Debrief** - i.e., before, during, and after the intervention, how deeply does the intervener assess the nature of the learning experience, and use such feedback to improve future interventions