



**To Transform Higher Education,**  
**We Must Transform our Understanding of Who We Are:**  
**What we Have Learned from 25 Years of Research and Practice**  
**with the Beliefs, Events, and Values Inventory (BEVI)**

**International Association of Universities**  
**Annual Conference, Puebla Mexico, November 14, 2019**

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## **To Transform Higher Education, We Must Transform our Understanding of Who We Are**

- Within and beyond higher education, and all over the world, there is a pressing need to reexamine our assumptions about the processes and outcomes of teaching and learning.
- Our prevailing models remain anchored in delimiting notions of who we are as human beings, what we need to learn, grow, develop, and what is necessary for us truly to cultivate globally sustainable selves.
- Such perspectives and aspirations are at the core of pursuing and enacting the Sustainable Development Goals (SDGs).



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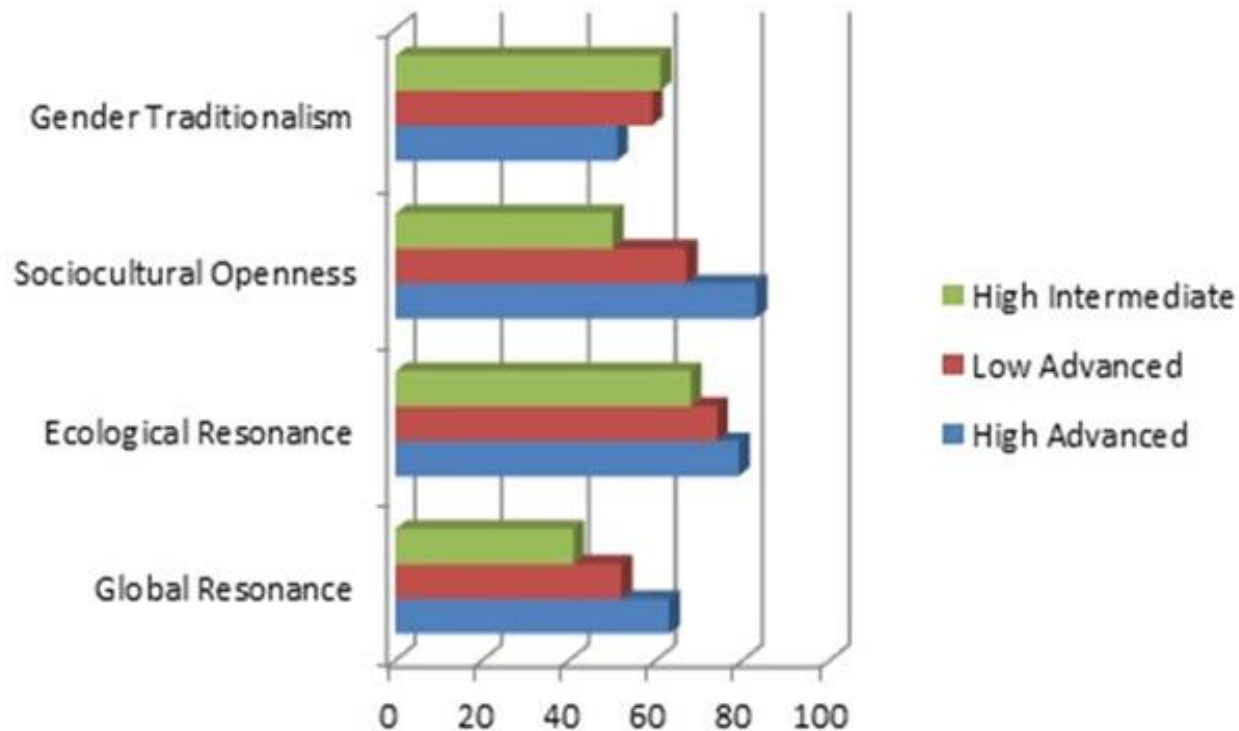
- Such contentions may seem unduly abstract, but they actually are based upon data gathered all over the world (N = 60,000+), which demonstrably illuminate why, how, and under what circumstances teaching and learning are – or are not – aligned with who we are and what we need in order to achieve our potential.
- Overall, our findings illustrate that human beings are not first and foremost, rational or cognitive beings, but deeply emotional and needful creatures, who learn best when these fundamental aspects of self are understood by those who are entrusted to teach.



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- Moreover, the differences among us as learners will not, and cannot, be understood solely or primarily in cognitive terms.
- Our data indicate that what we demonstrate in terms of traditional benchmarks of learning (e.g., language acquisition) are profoundly mediated (i.e., influenced or shaped) by a wide range of internalized beliefs and values, such as how we experience gender, culture, and emotion.

## Within group differences based on English language proficiency



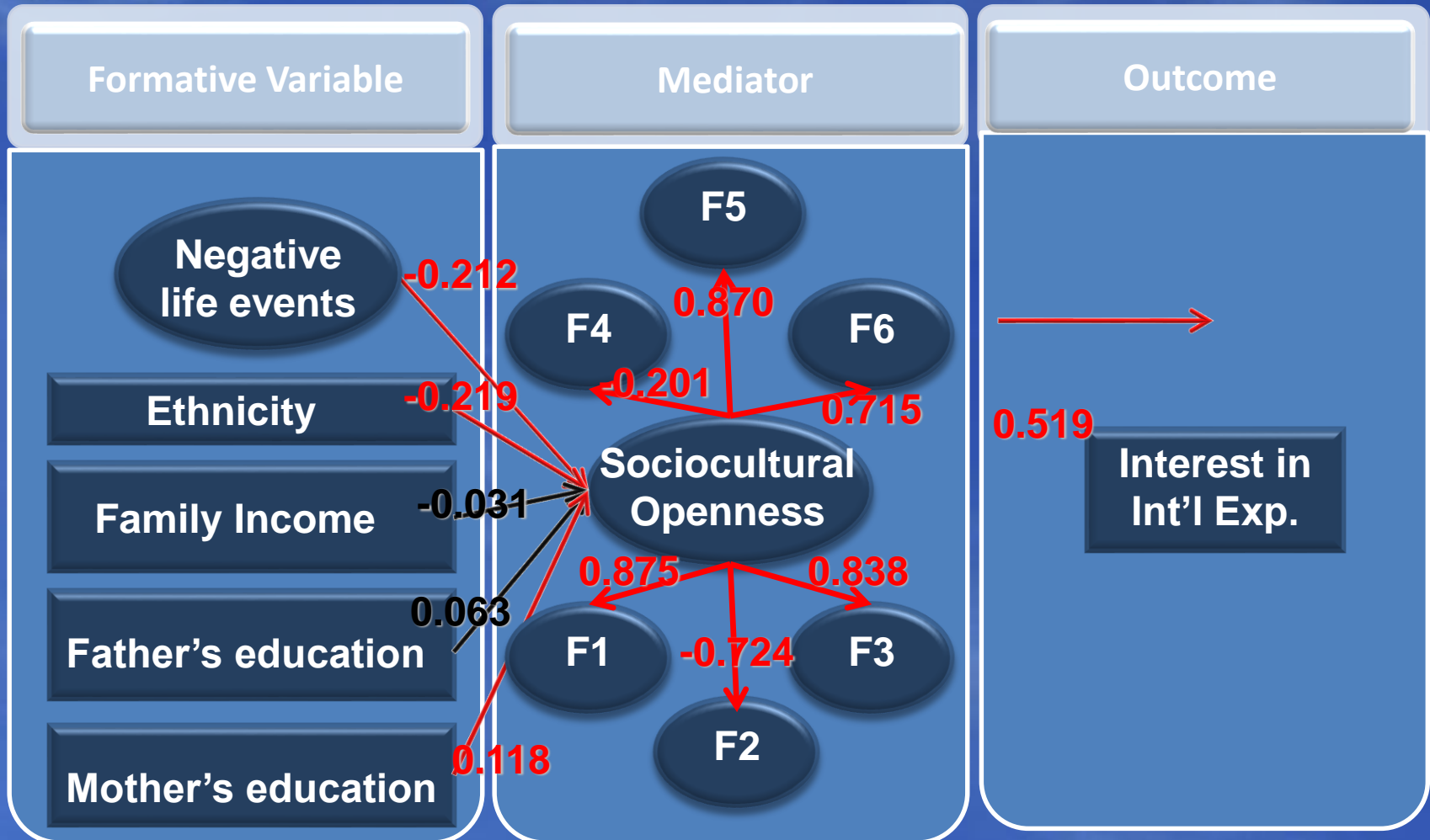




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- The degree to which we are open to cultures that are different from our own is determined in no small part by our life histories, backgrounds, and fundamental psychological characteristics such as basic openness, critical thinking, emotional capacity, and self awareness.

**Key Finding: Life history / background influences openness to different cultures, beliefs, and practices, which influences learning interest**



--> =  $p < .05$

$\chi^2=5003.382$ ,  $df=1211$ ,  $p=0.000$ ,  $RMSEA=0.054$ ,  $CFI=0.934$

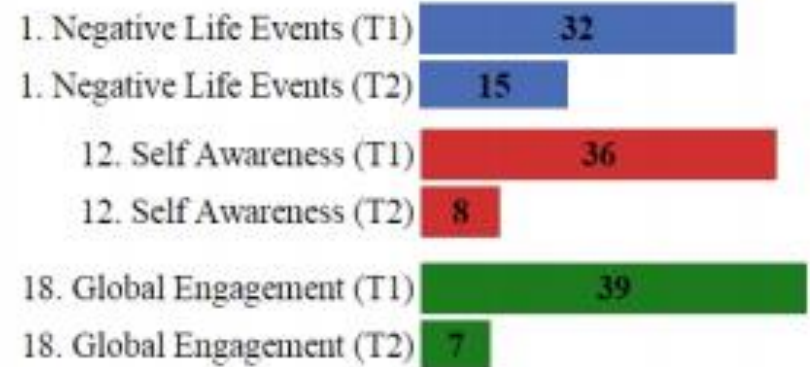
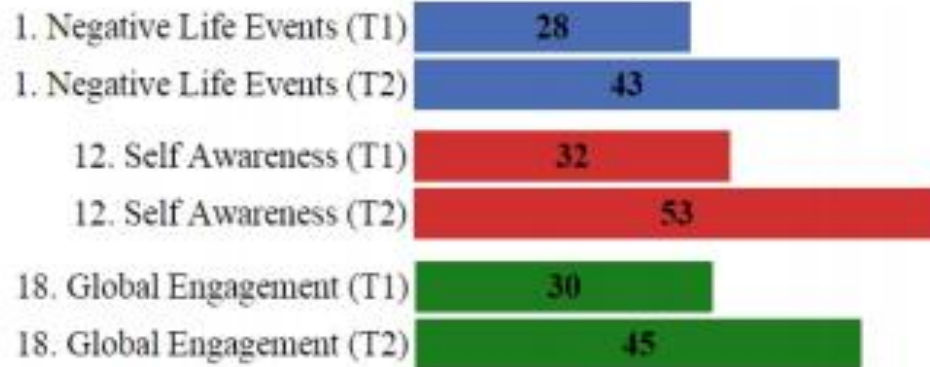


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- Teachers differ greatly in their capacity and inclination to apprehend and address human complexity, which manifests in differential outcomes in terms of student learning, growth, and development.



## Sample Comparison of Time 1 and Time 2 profiles for two different instructors of the same course on Negative Life Events, Self Awareness, and Global Engagement





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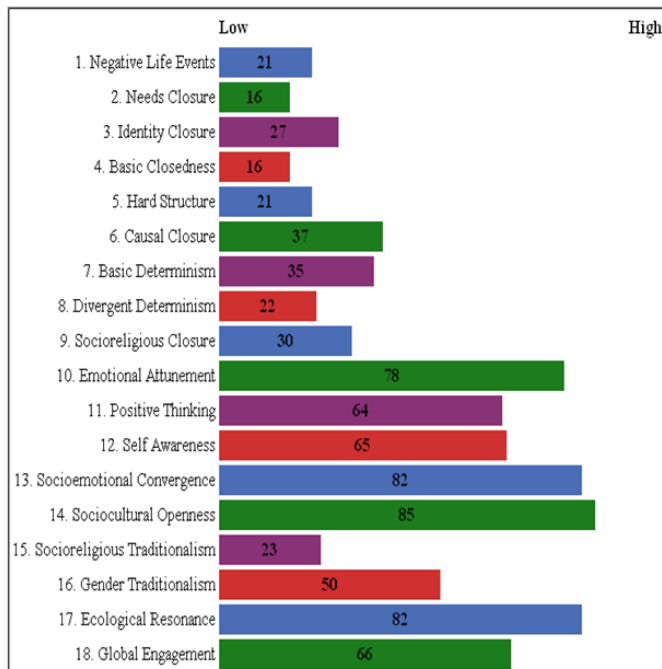
- Higher education institutions – and their student bodies – often are remarkably different, which may profoundly affect the processes and outcomes of student learning; teachers and institutions may have no awareness of these factors, therefore misattributing success and failure, particularly if comprehensive, longitudinal, and depth-based assessment doesn't occur.

## BEVI Group Profile Comparisons Across Institutions

### Freshmen at Highly Internationalized Liberal Arts College (N = 157)

#### Aggregate Profile

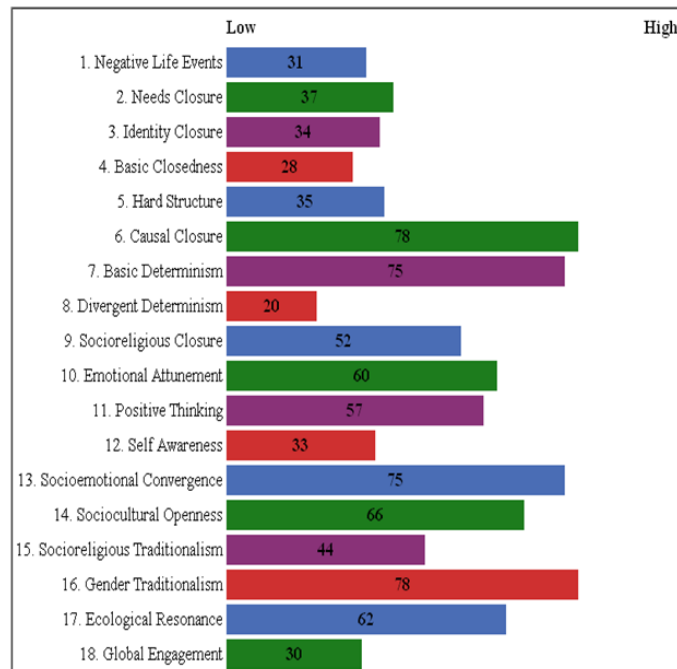
Decile Scores by Scale



### Freshmen at a Technical University with Engineering Focus (N = 292)

#### Aggregate Profile

Decile Scores by Scale





## To Transform Higher Education, We Must Transform our Understanding of Who We Are

- Students who look alike (e.g., gender, ethnicity), or who share similar backgrounds or identities (e.g., economic, religious, political), may actually be very different in terms of how they experience self, others, and the larger world.



## The Socioreligious Traditionalism Scale from Decile Profile on the BEVI for the Madison International Learning Community

15. Socioreligious Traditionalism	23%	5%	9%	14%	0%	0%	0%	32%	9%	9%
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**Finally, if we are trying to teach  
sustainable development,  
we must cultivate  
sustainable selves.**

***We cannot have one without the other.***

# Correlation Matrix Data For Ecological Resonance With Other BEVI Scales

- Scale 17. Ecological Resonance (.91, SF 26)  
(sees earth as mother, sees spirituality in natural world, introspective, open to experience, open to possibilities, sexually uninhibited/open, values rights for all, liberal/progressive)

Sociocultural Openness (.88) Rectangular Snip

Needs Closure (-.72)

Socioemotional Convergence (.69)

Basic Closedness (-.65)

Emotional Attunement (.64)

Socioreligious Traditionalism (-.53)

Identity Closure (-.49)

Hard Structure (-.44)

Negative Life Events (-.43)

Divergent Determinism (-.43)

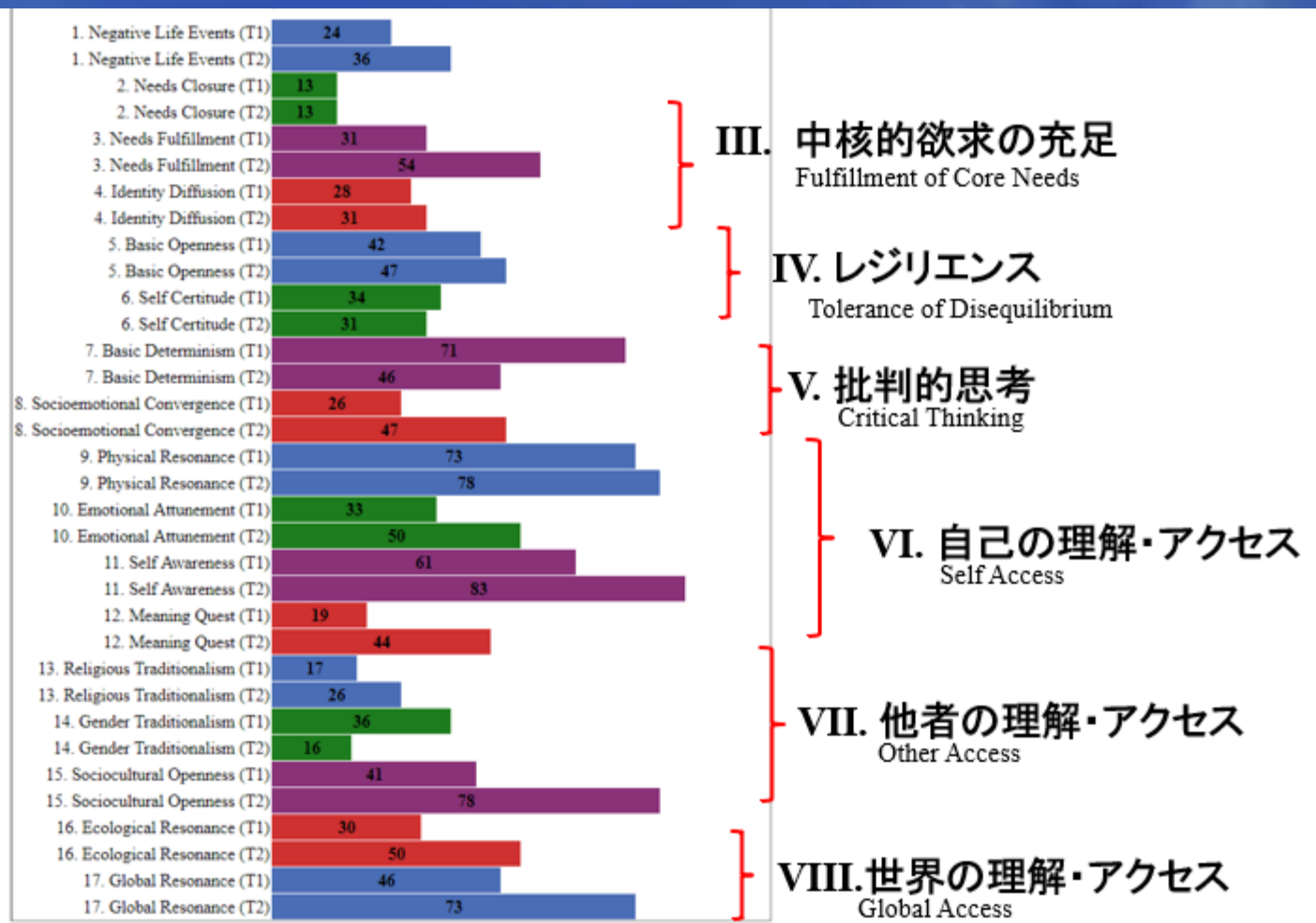


**What We Have Learned Over the Past 25 Years:  
5 Principles of Teaching and Learning, 17 Scales,  
1 Model of Self, 9 Core Needs, and 7Ds of Change**

- **First**, if we truly want to "transform higher education for the future," we must transform our understanding of who we are as a species.
- **Second**, as educators, scholars, and leaders, we must attend much more to human context, culture, development, emotions, and values, and not privilege only the acquisition of knowledge and skills.
- **Third**, we should focus on process as much as content, particularly when dealing with controversial topics.
- **Fourth**, we need to assess where our learners are, not where we think they should be.
- **Fifth**, we need to explore why we believe what we believe.



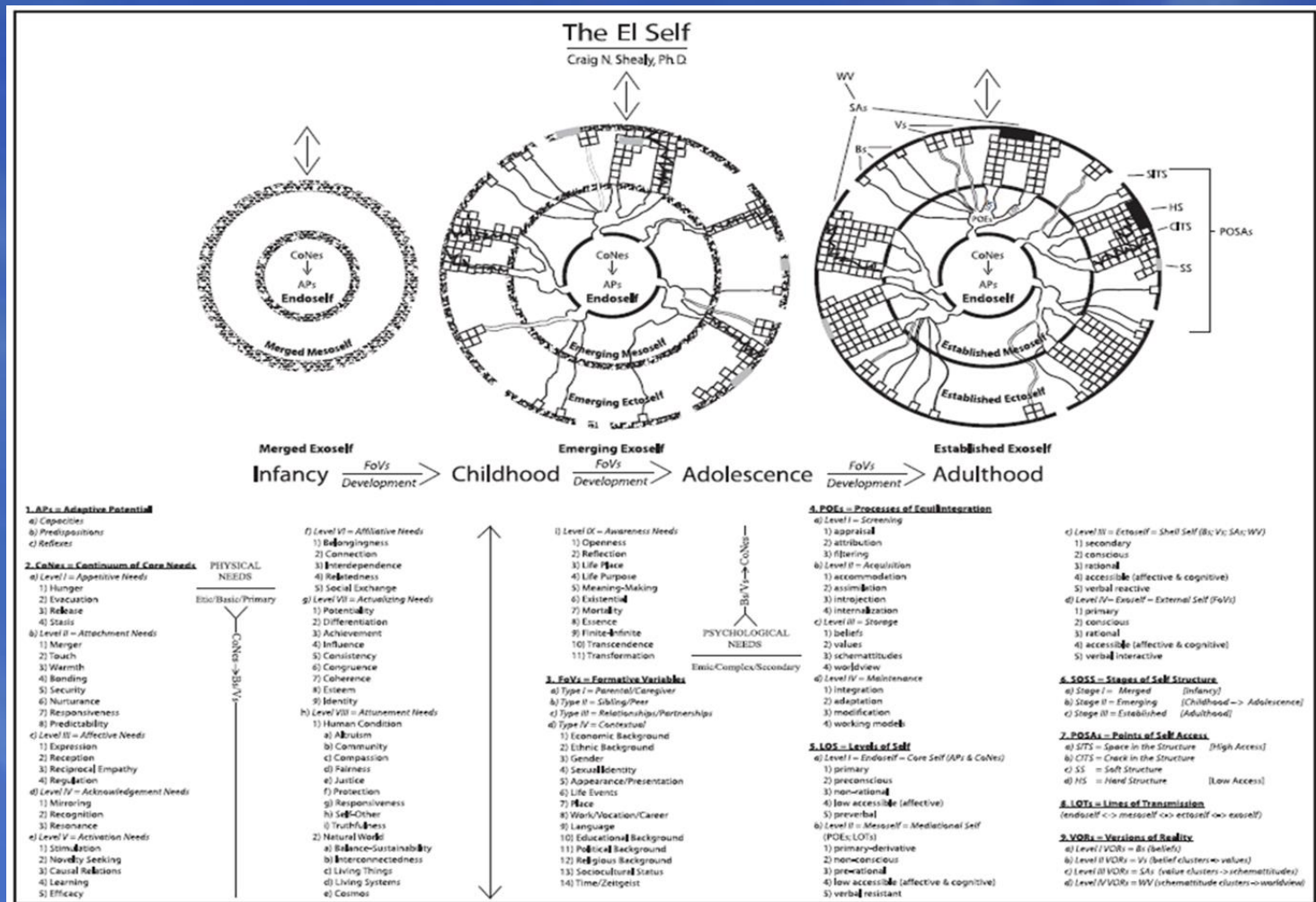
## What We Have Learned Over the Past 25 Years: 5 Principles of Teaching and Learning, 17 Scales, 1 Model of Self, 9 Core Needs, and 7Ds of Change







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### Levels of Needs





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## **Pedagogical Implications**

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### **The 7 D's**

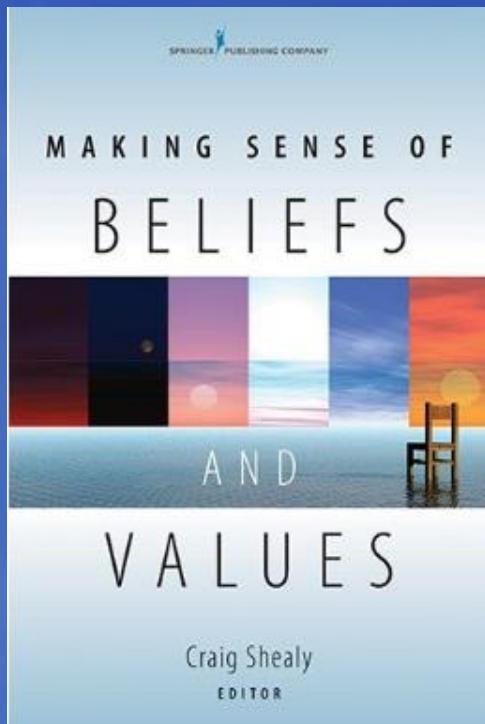
- Duration
- Difference
- Depth
- Determine
- Design
- Delivery
- Debriefing

(Wandschneider et al., 2015)



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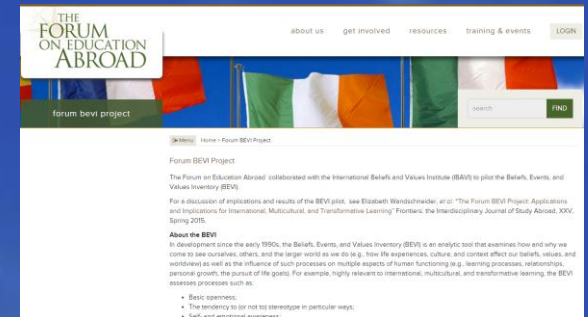
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# Thank you!

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