



Assessment of Beliefs, Values, and Global Learning: A Mixed Methods Approach

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The current study focuses on the assessment of semester-long study abroad learning outcomes using the Beliefs, Events, and Values Inventory (BEVI) in a longitudinal mixed methods design. Results suggest that it may be important to conduct longitudinal assessment of global learning outcomes that goes beyond data collection prior to a semester-long study abroad experience and immediately after the semester concludes, because participants reported more optimal learning outcomes after at least six months following the global education experience.

Global Learning Assessment

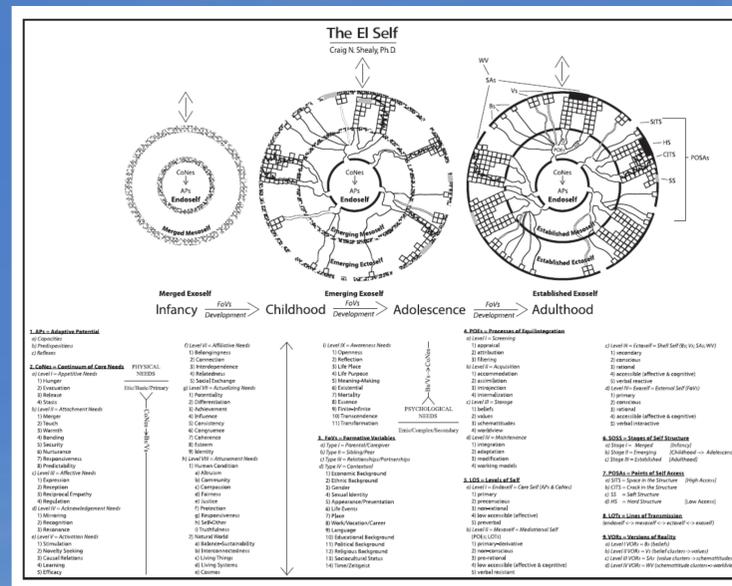
A most fundamental question in the assessment of international, multicultural, and transformative learning experiences is answering cogently the big questions of who learns what, under which conditions, and why (Shealy, 2006; Shealy, in press; Wandschneider, in press). Engagement in global learning (e.g., study abroad) has been associated with greater openness, awareness of “self” and “other,” and greater engagement (Shealy, 2005; Shealy, in press), particularly when such experiences are characterized by the “7 Ds”: duration, difference, depth, determine, design, deliver, debrief (Shealy, in press). The current study aims to extend our understanding of whether and how longitudinal mixed methods research design enhances the ecological validity of international, multicultural, and transformative learning assessment.

EI Theory

This study is grounded in Equilintegration or EI Theory, the EI Self, and the Beliefs, Events, and Values Inventory (BEVI) (Shealy, 2004, 2005, in press). “EI Theory draws upon a wide range of theoretical, empirical, and applied perspectives to account for the dialectic process between the ‘transmission’ and ‘internalization’ of beliefs and values, and constituent aspects of self-regulation, content, structure, affect, attribution, and development.” EI theory “explain[s] 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” (Shealy, 2004, p. 1075).

EI Self

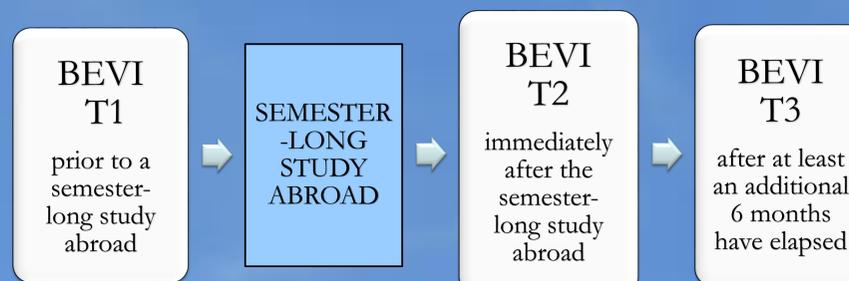
The EI Self represents in pictographic form the integrative and synergistic processes by which beliefs and values are acquired, maintained, and transformed as well as how and why these are linked to the Formative Variables (e.g., caregiver, culture), Core Needs (e.g., for attachment, affiliation), and Adaptive Potential of the self (Shealy, in press).



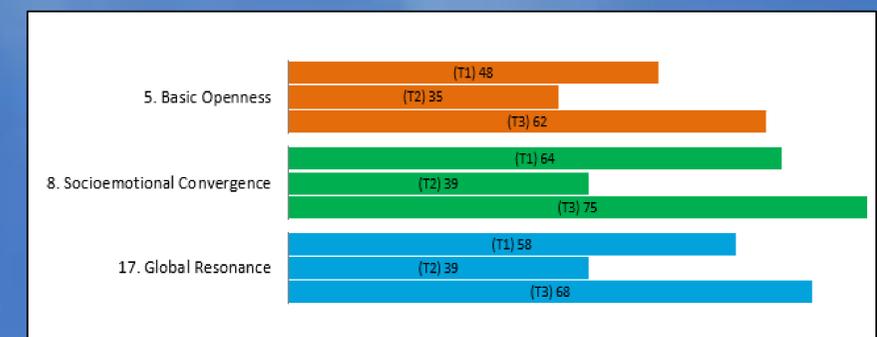
BEVI

The Beliefs, Events, and Values Inventory (BEVI), a mixed methods measure, “...is designed to assess a number of relevant processes and constructs including (but not limited to): basic openness; receptivity to different cultures, religions, and social practices; the tendency (or not) to stereotype in particular ways; self and emotional awareness; and preferred but implicit strategies for making sense of why ‘other’ people and cultures ‘do what they do’ ” (Shealy, 2005, p. 99). The current study examines data from the Forum BEVI Project, a national, multi-year, and multi-institution project that assesses the processes and outcomes of international, multicultural, and transformative learning via the BEVI (Pysarchik, Shealy, & Whalen, 2007; see also Braskamp, Blair, Shealy, & Hammer, 2012; Braskamp & Engbert, 2014; Deardorff, 2006; Gerber, Gottlieb, Pysarchik, & Shealy, 2011; Shealy, 2014; Sternberger, La Brack, & Whalen, 2007).

Mixed Methods Longitudinal Design



Results



The results of the study, as exemplified in the percentile score differences at three different points of the study abroad experience, suggest that at Time 2 students are becoming less open, less aware of self/other, and less invested in seeking global engagement as a result of the experience, whereas results at Time 3 suggest that students appear to be responding in a way that would be optimal (e.g., more open, aware, and engaged).

Qualitative data analysis corroborates the quantitative results as illustrated in the difference in the depth of responses in the following examples:

T1: *I became more open to trying new things.*

T2: *I am much more appreciative of what I have back home.*

T3: *I realized that I need to put myself outside of my comfort zone in order to learn valuable things about myself and others.*

Implications and Future Directions

Results from this mixed methods study indicate that it may be important to conduct longitudinal assessment that goes beyond the data collection at the points of pre-departure and immediately following the semester-long study abroad. The results imply that human beings exposed to experiences that are highly discrepant from their usual experiences may need time to consolidate the learning, growth, and development that occurs (e.g., implications that have been described as the “7Ds” of why “change” does or does not occur) (Shealy, in press; Wandschneider et al., in press).