



Overview of the Beliefs, Events, and Values Inventory (BEVI)

<https://thebevi.com/>

This document provides basic information about 1) the BEVI, 2) how it is used, 3) the rationale for usage, 4) BEVI structure, reliability, and validity, 5) context for reviewing, administering, using, or taking the BEVI, 6) examples of BEVI projects, and 7) how to get more information about the BEVI.

About the BEVI

The BEVI is an accessible, adaptable, and powerful analytic tool that may be used across multiple populations and settings – from education and research to leadership and mental health – to evaluate, understand, and facilitate processes and outcomes of learning, growth, and transformation. Based upon over 30 years of research and practice in the U.S. and internationally – and with excellent psychometric properties – the BEVI asks respondents a series of questions about beliefs, values, and life events which seek to illuminate “who learns what and why, and under what circumstances.”

A grounded theory and mixed methods measure, including both quantitative and qualitative items, the BEVI was developed on the basis of hundreds of actual “belief” statements from individuals all over the world. The most recent version of this measure – BEVI-3 – has been normed upon an international sample of over 10,000 individuals representing over 100 different countries. The BEVI uses a secure, web-based system that takes about 30 minutes to complete while generating an array of reports for individuals, couples, families, groups, organizations, and institutions.

BEVI Usage

There have been over 100,000 administrations of the BEVI across a wide range of countries and cultures. Individuals, groups, institutions, and organizations use the BEVI for a variety of purposes, including:

- To evaluate learning experiences (e.g., general education, international learning, multicultural courses, growth / development / team-building workshops, etc.);

- To understand learning processes (e.g., who learns what and why, and under what circumstances);
- To promote learning objectives (e.g., increased awareness of self, others, and the larger world);
- To enhance teaching and program quality (e.g., which experiences or courses have what impact, why);
- To facilitate growth and development (e.g., of individuals, groups, organizations);
- To conduct research (e.g., how and why do people become more “open” to different cultures);
- To address organizational needs (e.g., staff / leadership development, assessing organizational climate);
- To comply with assessment and accreditation requirements (e.g., substantive assessment).

BEVI Rationale

Individuals, groups, institutions, and organization use the BEVI for many reasons, such as the following:

First, it is comprehensive, using a mixed methods format (e.g., quantitative and qualitative items) measuring multiple aspects of learning, growth, and development 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.”

Second, it is empirically validated and theoretically grounded, with a demonstrable track record over the past 30 years of international development and usage across a diverse array of countries and populations, with excellent psychometric properties (e.g., reliability, validity, scale structure) and an integrative and interdisciplinary theoretical framework. Along with other relevant BEVI information and materials, peer reviewed articles and chapters are available via the Admin section of <https://thebevi.com/>.

Third, it is highly accessible and adaptable, with a secure and on-line system of administration, which requires about 30 minutes to complete and provides individual, group, institutional, and cross-institutional report and analysis options, and the ability to add items and/or be used in conjunction with other assessment measures.

Fourth, it includes both evaluative and practical applications, which can not only examine processes of change within and between individuals, groups, organizations, institutions, but also facilitate learning, growth, and development through a sophisticated and personally tailored report system as well as the “Beviverse,” an AI-mediated system that allows individuals to “walk into their own self” via their own BEVI profiles within an engaging VR (virtual reality) world.

BEVI Structure, Reliability, and Validity

The BEVI is a statistically reliable, well validated, and standardized measure that is normed upon a highly diverse and international sample comprised of thousands of individuals. The BEVI consists of four interrelated components: 1) a comprehensive set of demographic/background items that may be modified for particular projects; 2) a life history questionnaire, which is built into the measure; 3) two validity and seventeen "process scales," comprised of 185 quantitative items answered on a four-point Likert-type scale (Strongly Agree, Agree, Disagree, Strongly Disagree); and 4) three qualitative "experiential reflection" items (please see <https://thebevi.com/about/> for a complete listing of BEVI scales). For more information about BEVI structure, reliability, and validity, please see <https://thebevi.com/about/validity/>.

Reviewing, Administering, Using, or Taking the BEVI

In many ways, the following three points are perhaps the most important in terms of determining whether the BEVI is right for you.

First, if you can tell what a measure is measuring simply by taking it – or by reviewing the items on it – it may not be a very good measure, particularly if what you are doing (e.g., in research, education, practice, etc.) is subject to response set confounds like social desirability (i.e., answering survey questions in a way that is perceived to be positive by others). Such measures (i.e., those that can be understood by looking at them or taking them) are often “face valid.” By design, and based upon extensive research and development, the BEVI is NOT face valid (i.e., it typically cannot be understood just by reviewing the items on it or by taking it).

Second, if you are interested in “going deep” into the underlying factors that make us who we are (e.g., at the level of identity and self) – and how such factors interact with the “interventions” we develop to create change (e.g., who learns what and why and under what circumstances) – the BEVI may be a good instrument for you. Because it accounts for these complex and interacting variables in an ecologically valid (i.e., real world) manner – through a sophisticated analysis and reporting system – the BEVI is able to evaluate and facilitate depth-based change across a highly diverse array of settings and populations.

Third, for the above two reasons, we do allow – in fact encourage – potential users of the BEVI to review and/or take it, but only after they receive training in the basics of test development and applied assessment research and practice as well as the underlying theory of the BEVI in order to understand why it is designed as it is. Without such understanding (e.g., of depth-based and mixed methods assessment), the BEVI may be misunderstood or misused. However, even without training, potential users of the BEVI can still gain a good understanding of this measure by reviewing its design and structure, including BEVI scales and sample items (e.g., <https://thebevi.com/about/scales/>). Other sources of information about the BEVI include numerous publications as well as publicly available resources and initiatives (e.g., see the many links in this BEVI Overview document).

One of the more interesting aspects of the BEVI is that people looking for the first time at BEVI items (e.g., as a researcher, educator, practitioner, administrator, reviewer, leader) may believe that the BEVI can be understood and/or be evaluated by reviewing items at a face valid level (i.e., thinking the BEVI can or should be understood simply by looking at each BEVI item “on the face of it”). By design, the BEVI as a whole is deliberately *not* face valid, a design feature that helps mitigate response set confounds such as social desirability (these and other psychometric and instrument design issues are discussed in depth during BEVI training and certification). Among other problems with thinking that the BEVI can be understood simply by reviewing BEVI items, individuals may project themselves into the heads of others (e.g., students, participants, colleagues), imagining what they will feel or think as they take the BEVI, thereby assuming their own experience will be identical, universal, or sufficiently similar to the experience that others will have when they take this measure. *All sorts of attributions may arise during such a process, which is the very point of the measure.*

In other words, one's reaction to the BEVI is a direct result of one's own beliefs, values, schemas, attitudes, and worldview, which arise – from the perspective of the “equilintegration” or EI theoretical model underlying the BEVI (see <https://thebevi.com/about/eitheory/>) – out of one's own formative variables (e.g., life history, culture, gender, educational level, religious / political background, etc.) interacting with one's own core needs (e.g., affective, acknowledgement, affiliative), which are then filtered further through the identities / roles we assume (e.g., as researchers, educators, practitioners, administrators, leaders, etc.). The fact that individuals may experience the BEVI differently (e.g., Person A “Strongly Agrees” with BEVI item X whereas Person B “Strongly Disagrees” with BEVI item X), may say more about one's own self structure than it does about the measure itself, which is officially neutral (i.e., the BEVI takes no position regarding the “rightness” or “wrongness” of any BEVI item). *Again, the individual / differential nature of such projections onto BEVI items is the very point and purpose of this measure* because those experiences tell and show us (through individual and group reports) how we are structured at these core levels of self from the standpoint of the BEVI and its underlying EI theoretical framework.

As noted previously, BEVI items emerged from belief statements from real people all over the world, and have been extensively reviewed, not only statistically (e.g., through factor analyses, SEM, IRT), but by multiple groups of Subject Matter Experts (SMEs) (e.g., to ensure that items tend to fall within optimal experiential bounds, aren't inherently biased, etc.). If we somehow tried to neutralize or hygienize the subjective / affective / attributional / historical dimensionality of BEVI items, we would essentially eliminate the very purpose of the BEVI itself, which is to “tap into” how and why we experience self, others, and the larger world as we do. Because the BEVI is an objective measure that functions in a projective manner as described above, it is essential that reviewers, administrators, or users of the BEVI understand these fundamental features of the BEVI *before* reviewing or taking the measure and/or evaluating its potential suitability for various projects (e.g., studies, courses, programs, workshops, interventions).

These and related issues (e.g., the completely voluntary nature of taking the BEVI, the need to provide informed consent before completing the BEVI, appropriate processes of administration and interpretation, etc.) are covered in depth during BEVI training and certification, which is required of all BEVI administrators. In addition, all reviewers, administrators, users, and completers of the BEVI are asked to watch a brief (7.5 minute) video about the BEVI at <https://www.youtube.com/watch?v=dKGVODnVOW4>. Overall, anyone wishing to understand, evaluate, implement, or take the BEVI is encouraged to learn as much as possible about this instrument to make sense of what it measures, how it is designed, and why it is structured as it is.

BEVI Projects

Over the years, the BEVI has been used in a wide range of research, educational, and applied projects. For example, the BEVI was utilized with around 20 institutions in the U.S. and internationally through the Forum BEVI Project, a multi-year assessment-to-practice initiative (see <https://eric.ed.gov/?id=EJ1071299>), which resulted in “over 20 publications (e.g., articles, chapters, dissertations), 50 presentations (e.g., symposia, papers, posters), and hundreds of separate analyses” (Wandschneider et al., 2015, p. 418). The BEVI also is integral to the COIL BEVI Project, a multi-institution, multi-country initiative with support from the American Council on Education (ACE) and Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), which is evaluating and facilitating the effectiveness of online learning, including Virtual Exchange (VE) and Collaborative Online International Learning (COIL) (see <https://www.youtube.com/watch?v=8AoGG82uefg> for a brief video about the COIL BEVI Project). For examples of other BEVI projects, please see <https://thebevi.com/about/projects/>.

Further Information

If you want additional information about the BEVI, good resources are the BEVI website (<https://thebevi.com/>) as well as *Making Sense of Beliefs and Values: Theory, Research, and Practice* (<https://media.springerpub.com/media/9780826104526/9780826104526.pdf>). Individuals who are trained on the BEVI also may have access to the “Admin” system on the BEVI website (<https://thebevi.com/login/>), which includes a wide range of resources (e.g., peer reviewed articles on the BEVI; information about accessing the AI / VR “Beviverse”; training videos; administrator / IRB materials, etc.). Finally, please feel free to contact us directly at info@thebevi.com.