

Response to: The Ownership Cycle and self-regulated learning

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Dear Editor,

I read with great interest the case study on “The Ownership Cycle and self-regulated learning” published by Jian Yi Soh in *The Asia-Pacific Scholar* (Soh, 2019) and congratulate the author for the development of this framework. The author describes how the teacher may encounter 2 different types of learners in the educational setting and how the ownership cycle may play a role in explaining difficult teaching encounters. He also proposes a 6-step intervention on how to help learners with difficulty.

There are parallels to be drawn between the 2 types of Ownership Cycles proposed and the well-described theory of Growth and Fixed mindsets (Dweck, 2006), in the context of medical education (Ricotta, Huang, Hale, Freed, & Smith, 2018). As a brief summary, learners with a Growth mindset feel that their intelligence can improve, while those with a Fixed mindset feel that their intelligence cannot change.

A similarity between Soh’s Ownership Cycle and Dweck’s Growth mindset is that in both instances learners are interested in self-improvement and take feedback as opportunities to improve oneself. A difference between Soh’s No-Ownership Cycle and Dweck’s fixed mindset is that in Soh’s model, there is an intrinsic assumption that learners are driven by personal ego and pride with the resultant formation of a “force field of rejection of the outside world”. Dweck’s theory makes no such assumption. It would be speculative to assume that students in the No-Ownership Cycle might

want to praise themselves. A student with a fixed mindset with no desire for self-praise may also have the descriptions of “reflection on escapism” and “judgment focused on preserving self-image” applied to them. It might be hasty on the teacher’s part to assume that those who do not take well to feedback are interested in self-praise – This does not address the issue of learners with poor self-esteem. In fact, Ricotta et al. (2018) recommend that teachers themselves adopt a growth mindset when teaching learners, focusing on processes rather than fixed attributes which learners can improve on.

It would have been more illustrative if the author had provided certain examples of his own practice so as to better demonstrate the ownership cycle in daily use, particularly in an Asian educational context where cultural norms may differ from Western values, and share the practicability and challenges of implementing such an educational framework.

Note on Contributor

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Declaration of Interest

There is no conflict of interest, including financial, consultant, institutional or otherwise for the author.

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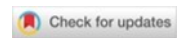
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The Author's reply: The Ownership Cycle and self-regulated learning

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Dear Sir/Madam,

Thank you for pointing out the similarities between the two Cycles and Professor Carol Dweck's studies on Mindsets.

Professor Dweck's mindsets are, in fact, part of the two Cycles. I agree with the need to provide more practical examples – the limitation here being the number of words I could pen in a journal article, plus the existence of the 200-page book of the same name, that does illustrate the exact examples you have asked for.

You are also right in that it would be speculative to classify all students/ learners on Earth, in the No-Ownership Cycle, as wanting self-praise. The Cycles were not written to assume that all learners must fulfil all points in each Cycle, such as wanting self-praise – that certainly cannot be true. The same can be said for those who *project* low self-esteem. I would quietly ask whether in the group with low self-esteem, would the (unspoken) desire be to then protect the self-image and self-praise?...or to go on to tear themselves further to bits?

I will elaborate further on two distinctions between the “fixed” and “growth” mindsets, and what seems to be similar in the No-Ownership Cycles and Ownership Cycles respectively.

The first distinction is that Cycles describe, chronologically, the general subconscious flow of thoughts that lead to the exact behaviors we see in each respective Cycle; the Mindsets don't explain this.

The second distinction is that if one looks at the driving motivation in the Ownership Cycle to be a “I can be better” mindset – akin to the “growth” mindset – then the “this is the image I have of the world and I should be, in a fixed” mindset is akin to the “fixed” mindset.

Thank you for reading.

Note on Contributor

Dr Soh Jian Yi's article, *The Ownership Cycle and self-regulated learning*, was published in TAPS Volume 4 Number 1.

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