From Mindful Learning to Responsive Assessment: Growth Mindset and Feedback Dynamics in English Modules

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Abstract. Effective feedback mechanisms are fundamental to fostering learner agency and a growth mindset, yet there is limited exploration of how they are integrated into high school English modules. This research investigates the extent to which Grade 8 English instructional modules incorporate growth-mindset-oriented features, with particular emphasis on practice feedback solicitation strategies, and examines feedback dynamics during classroom implementation. Using a convergent mixed-methods design, forty-one learning tasks from official modules were analyzed using Dweck's growth mindset theoretical framework, complemented by survey data collection from five English high school educators (n=5). Quantitative analysis revealed minimal integration of growth mindset principles, with only 2.4% of examined tasks explicitly incorporating learner-initiated feedback requests, metacognitive reflection prompts, or collaborative peer/ family engagement components. Feedback provision was predominantly teacher-driven (100%), with moderate peer involvement (60%), and no parental engagement. Written and oral feedback were most common while electronic modes were used selectively. The study highlights the need to redesign modules with explicit inquiry prompts, reflective tasks, and collaborative opportunities to align with growth mindset principles and responsive assessment practices. Implications extend to the development of flexible, learner-centered assessment tools relevant to both traditional and disrupted learning environments.

INTRODUCTION

Feedback serves as a cornerstone of student learning assessment, providing learners with essential information about the extent and quality of their knowledge acquisition and performance relative to specific learning objectives (Brookhart, 2025). This feedback can manifest in various forms (corrections, numerical grades, recommendations, or appraisals), each of which serves as evidence of students' understanding and learning progress. Several factors influence feedback effectiveness, including delivery mode and source of feedback information (Ellis, 2024).

While studies have examined feedback modes and sources, a crucial gap remains in understanding how feedback mechanisms are integrated into structured learning materials. Feedback modes can be categorized as oral or written (Colognesi et al., 2020) and may be provided by teachers or peers (Vuogan & Li, 2023). The integration of technology into contemporary classroom assessment practices has expanded feedback delivery to include electronic modes, encompassing both synchronous and asynchronous e-feedback (Ahmed et al.,

2021; Elmahdi, 2018). Additionally, parents have been observed contributing to students' learning through corrective comments and positive reinforcement regarding their children's academic outputs (Gumapac et al., 2021). However, there seems to be less attention paid to whether instructional materials, such as learning modules, are designed to actively prompt learners to seek feedback, a critical component of self-regulated learning and growth mindset development.

Research demonstrates that properly implemented feedback significantly enhances student performance (Flores et al., 2024). Teacher feedback, particularly comments and suggestions, has shown substantial effects on academic achievement. In grammar instruction a study documented improvement in students' grammatical abilities through targeted teacher commentary, suggesting that feedback focusing on both grammar and content contributes meaningfully to writing performance development (i.e., Ruegg, 2015). Peer feedback effectiveness has also been established in educational research. When learners engage in information sharing, pose appropriate questions, identify challenges, and employ strategic approaches during feedback, they deepen their subject mastery while improving their learning outcomes (Sackstein, 2016). Similarly, studies have documented e-feedback's contribution to student learning, with participants reporting enhanced understanding across multiple subject areas and teachers noting increased opportunities to provide detailed comments on student progress (Bubb & Jones, 2020). Parental involvement in children's learning has also been identified as a critical factor in academic success. It has been found that highly and moderately involved parents who support home learning activities (such as test-preparation guidance) and maintain school communication (including attendance at parent-teacher conferences) are associated with higher-performing learners than those with minimally involved parents (Lara & Saracostti, 2019). Despite these perceived benefits of feedback, there seems to be a question on whether learning materials actively encourage students to solicit feedback from various stakeholders. This represents a crucial oversight, as learner-initiated feedback seeking is foundational to developing autonomous learning capabilities(Khuder, 2025).

Also, feedback implementation faces several challenges that can compromise its effectiveness. Ellis (2024) identifies multiple factors affecting feedback impact, including frequency, timing, target improvement areas, context, learner beliefs, and individual student differences. Teachers commonly encounter obstacles such as large class sizes, limited instructional time, and challenges in how students interpret corrections or comments (Ellis, 2024). Furthermore, peer feedback is constrained, as only students with developed self-awareness can effectively evaluate their classmates. Without proper teacher guidance and a supportive classroom environment that encourages risk-taking, peer feedback success may be limited. (Hyland & Hyland, 2019; Williams, 2024). Parental feedback challenges include time constraints, competing priorities, and parents' varying knowledge levels and abilities to explain lesson content (Novianti & Garzia, 2020).

The Philippine educational system faced unprecedented challenges due to the COVID-19 pandemic, which necessitated rapid adaptation to ensure learning continuity, especially in areas with limited internet connectivity. Consequently, modular learning emerged as a primary mode of educational delivery (Anzaldo, 2021; Jou et al., 2022). This shift reflected a worldwide educational disruption that highlighted the need for reframed delivery methods and well-developed learning materials capable of supporting flexible education (Dapat et al., 2023). While learning modules have proven valuable during global crises, natural disasters, and technological challenges, their implementation has been challenged by issues such as incomplete module responses, low student performance, illegible handwriting, and limited time for checking due to

teachers' multiple responsibilities (Castroverde & Acala, 2021). These challenges, therefore, lie in how assessment practices address them, necessitating careful examination of the Classroom Assessment Policy (Department of Education, 2015), which underlies the launched Matatag Curriculum. A fundamental principle of this policy states that "assessment and feedback should be a shared responsibility among teachers, learners, and their families." The question remains whether modular learning materials are designed to facilitate this shared responsibility, particularly by encouraging students to seek feedback rather than passively receive it.

Feedback is an essential component of a "growth mindset," the belief that individual abilities, talents, and intelligence can be developed through dedication, learning, effort, strategic diversification, and perseverance (Dweck, 2006). This concept contrasts with "fixed mindset," which assumes that success depends solely on innate abilities and views failure as a negative reflection of a student's capability (Lou et al., 2021). Learners with fixed mindsets typically reject constructive feedback, while those with growth mindsets view corrections positively and understand learning as a process that can emerge from mistakes and failures. Students require input from others, particularly when facing learning obstacles. "Feedback-seeking behavior"— through questioning, seeking additional information, monitoring self-progress, practicing reflection, and collaborating with others—should be encouraged among learners to increase awareness of strengths and improvement areas while bridging gaps between current and target performance (Ramani et al., 2019).

While numerous studies have investigated students' growth mindset qualities (Cutumisu, 2019); (Limeri et al., 2020), they often focus on measuring current student knowledge and the teacher's role in providing feedback, leaving a significant gap regarding the design of learning tools. In addition, limited research has explored whether assessment tools, particularly learning modules, incorporate growth mindset characteristics (e.g., Desabayla, 2023). Specifically, there seems to be no specific investigation into whether these tools encourage proactive feedback solicitation—a critical component of growth mindset development. This represents a significant gap since instructional materials serve as the primary interface between curriculum intentions and actual learning experiences. If modules do not prompt learners to seek feedback, they may inadvertently reinforce passive learning regardless of how committed individual teachers are to provide quality feedback. (Mallari & Tayag, 2022). Cutumisu (2019) also emphasizes that when learners are not encouraged to seek feedback, they miss opportunities to activate metacognitive skills and meaningfully internalize feedback.

Given the important role of learning modules as the primary assessment tool in the Philippine context, this study investigates whether learning tasks in English modules foster feedback-seeking behavior and examines the feedback dynamics in student learning assessment within modular instruction. Specifically, it aims to determine how Grade English learning modules incorporate features that encourage proactive feedback solicitation aligned with growth mindset principles, as well as the feedback dynamics employed by teachers in implementing modular learning tasks. This study addresses two research questions: (1) To what extent do Grade 8 English modules incorporate features encouraging proactive feedback solicitation aligned with growth mindset principles, and (2) What feedback dynamics do teachers employ when implementing modular learning tasks?

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METHOD

This study employed a convergent mixed-methods approach to investigate growth mindset characteristics of proactive feedback solicitation and feedback dynamics in modular learning contexts. The quantitative component involved frequency analysis of the feedback types and modes used with learners, while the qualitative component included document analysis to identify modular learning tasks that foster feedback-seeking behavior and thematic analysis of feedback dynamics data. Following concurrent data collection, two datasets were integrated at the interpretation stage through a side-by-side comparison, in which document analysis findings on module design features were juxtaposed with survey results on teacher feedback practices to reveal alignment gaps and compensatory strategies.

Purposive sampling was employed to select five (5) Grade 8 English teachers from two public schools in Cavite Province. Participants ranged in teaching experience from 3-15 years (M = 8.2 years) and all held Bachelor's degrees in English Education. This sampling method ensured participants met specific criteria relevant to investigating feedback dynamics in modular learning contexts, including: (a) minimum two years of experience teaching English at the secondary level, (b) direct involvement in modular learning implementation during the COVID-19 pandemic, and (c) familiarity with DepEd's assessment policies and module-based instruction facilitation. Public junior high school teachers were targeted as they operate within an organizational system required to follow DepEd assessment policies, including principles of dynamic feedback provision.

Two primary instruments facilitated data collection: (a) Document Analysis: Grade 8 English modules disseminated by the regional office to public schools served as primary documents for identifying proactive feedback solicitation features in learning activities. The modules contained five (5) main topics with forty-one (41) learning tasks designed for completion within eight (8) weeks during the first quarter. (b) Survey Questionnaire: A Google Forms questionnaire examined feedback types (by source and mode) that teachers use or encourage during modular task implementation. The questionnaire employed a combination of multiple-choice and open-ended questions (11 items) on the types of feedback, teachers' dynamics, and perceived effective strategies for providing feedback on modular activities. Both instruments underwent validation by two professionals in psychology and education fields.

Prior to data collection, permissions were obtained from school administrations and teacher participants. The researcher communicated the study's nature and scope, emphasizing that information would be used solely for research purposes. Participating teachers were assured of the anonymity of their responses and informed of the voluntary nature of participation. After obtaining participant consent, the researcher requested copies of modules used with junior high school English learners. Data were coded, analyzed, and interpreted following collection and compilation using a two-phase approach:

For the document analysis stage (Phase 1), learning modules were systematically analyzed using a structured coding framework derived from (Dweck, 2006)'s growth mindset theory, focusing on proactive feedback solicitation through three key dimensions: (a) support for learner-initiated inquiry (presence of modular prompts allowing students to ask questions or seek additional information to enhance understanding; (b) progress tracking and reflection (inclusion of learning tasks involving progress monitoring and reflective practices; and, (c) collaborative learning opportunities (explicit promotion of interaction, discussion, or feedback exchange with peers and parents in modular learning tasks). The analysis began with an initial reading of all 41 learning tasks, followed by systematic coding of each task according to the three dimensions, with codes recorded in an Excel spreadsheet. Each learning task was coded binarily (0 = absent, 1 = present) for each this dimension. To ensure coding consistency, a systematic review was

conducted in which 20% of tasks were re-coded after a 2-week interval, achieving 95% consistency in coding decisions. Discrepancies were resolved through careful review of coding and task content.

Following document analysis, participants completed the survey questionnaire regarding feedback provision practices (Phase 2). Quantitative survey responses (multiple-choice items on feedback types and modes) were tallied and analyzed using Excel to calculate frequencies and percentages. Open-ended responses were also coded to identify emergent themes related to perceived effectiveness and implementation strategies/challenges. Generated data were coded, analyzed, and interpreted using Ellis's (2022) feedback categorization by source and mode. The entire data collection and analysis process occurred over five (5) weeks from November 10 to December 14, 2023.

While data collection occurred prior to this publication, the modular learning practices and contexts under investigation remain relevant and aligned with current classroom assessment practices in Philippine public and private institutions. The findings continue reflecting current trends in modular learning implementation and feedback dynamics' role in student academic development. Furthermore, analysis and interpretation were conducted using current literature aligned with assessment policies under the Matatag Curriculum (Department of Education (DepED), 2023) ensuring continued relevance and applicability.

This represents the first known investigation of growth mindset characteristics (specifically proactive feedback solicitation) and feedback dynamics in modules used by Filipino junior high school learners, contributing to growing interest in educational growth mindset exploration while uncovering feedback provision methods and examining adherence to the principles underlying DepEd's Classroom Assessment Policy 2015, which underpin the Matatag Curriculum.

RESULT AND DISCUSSION

This section presents findings on the proactive feedback solicitation features embedded in Grade 8 English modules and the feedback dynamics practiced by teachers. Results are discussed using themes aligned with Dweck's (2006) growth mindset framework and Ellis's (2022) feedback categorization.

Table 1 summarizes the distribution of learning tasks across the Grade 8 English modules to provide a baseline for identifying which task types potentially embed feedback solicitation features. Understanding this distribution is important for interpreting the extent to which different activities may support or inhibit proactive feedback-seeking behaviors.

Table 1. Distribution of Learning Tasks in Junior High School English Modules

Type of Learning Tasks	Frequency	Percentage
Identification	22	54%
Sentence Writing	10	24%
Rewriting	2	5%
Rearranging	2	5%
True or False	1	2%
Other analytical tasks	4	9%
Total	**41**	**100%**

As shown in Table 1, the predominance of identification tasks (54%) suggests that most module activities target lower-order cognitive skills rather than reflective engagement or complex problem-solving that might naturally prompt students to seek clarification or feedback. Sentence writing tasks constitute the second largest category at 24%, which may offer more opportunities for feedback solicitation, though this depends on how these tasks are framed. The

limited presence of analytical tasks (9%) and near absence of tasks requiring rearrangement or evaluation indicates a curriculum structure that may not inherently encourage the questioning and inquiry behaviours associated with growth mindset development.

1.   Proactive Feedback Solicitation

Six (6) types of learning tasks were identified across five (5) main topics: context clues, conventions in citing sources, modals, signals indicating coherence, and verbs, adjectives, and adverbs. Despite the diversity of tasks across the Grade 8 English modules, analysis revealed minimal evidence that these activities promote proactive feedback-seeking behaviour.

a.   Support for Learner-Initiated Inquiry

None of the 41 modular tasks explicitly invited students to ask questions, seek clarifications, or request help from teachers or peers. Most tasks focused on discrete skills such as identifying correct answers, rewriting sentences, or following instructions based on provided examples. This absence of inquiry-based prompts is significant. Feedback-seeking behavior is critical for bridging gaps between current and desired performance levels. Without built-in spaces for student-generated questions, modules may inadvertently reinforce passive learning approaches and fixed learning roles. Cutumisu (2019) emphasizes that encouraging learners to seek feedback activates metacognitive skills and helps them internalize feedback meaningfully. There might be a tendency for instructional materials to maintain traditional, teacher-centered approaches rather than fostering learner agency. The absence of inquiry-based prompts in 100% of tasks suggests that current module design perpetuates what Dweck (2006) identifies as "fixed mindset" learning environments, where students are positioned as passive recipients rather than active seekers of feedback and learning opportunities

b.   Progress Tracking and Reflection

While task repetition exists—particularly in identifying verbs, adjectives, and adverbs—such repetition does not constitute reflective learning unless paired with guided self-monitoring. Only one (1) task in the modal's module asks students to list their personal talents, indirectly supporting reflection by prompting them to consider what they "can do." This approach loosely aligns with Dweck's growth mindset concept, but without targeted prompts to compare progress over time or identify specific improvement areas, reflection remains superficial. In this study, opportunities for meaningful reflection were limited, failing to establish clear alignment with these principles. This finding seems to be concerning given Limeri et al.'s (2020) research demonstrating that students' mindsets can change when provided with structured reflection opportunities. The superficial reflection tasks identified in this study miss critical opportunities to help students develop what Ramani et al. (2019) term "feedback-seeking behaviour," which requires explicit prompting for self-monitoring and progress comparison over time.

c.   Collaborative Learning Opportunities

There seems to be no activities that required interaction with peers or parents. All tasks were designed for independent completion, often with brief written instructions and minimal opportunities for dialogic learning. The absence of collaboration in modular activities contradicts DepEd's guidelines, which state that assessment and feedback should be shared responsibilities among teachers, learners, and families. It also conflicts with research advocating peer interaction for deeper learning. Sackstein (2016) and Vuogan and Li (2023) note that peer feedback facilitates self-evaluation and critical thinking when learners receive appropriate structure and training. The absence of collaborative elements in modular tasks directly contradicts growth mindset

research emphasizing social learning processes. Williams (2024) argue that peer feedback opportunities are essential for developing students' ability to both give and receive constructive input, skills fundamental to lifelong learning and professional success. This gap represents a significant missed opportunity to operationalize DepEd's shared responsibility framework within instructional materials.

These findings address the first research question regarding the extent of feedback solicitation features in Grade 8 modules. The data shows minimal integration: only one (1) out of forty-one (41) tasks (2.4 %) incorporated any element of proactive feedback solicitation, and this single instance (the self-reflection task on personal talents) represented only superficial reflection without explicit prompts for seeking input from others. There are no tasks (0%) included learner-initiated inquiry prompts or collaborative feedback opportunities. This quantitative evidence demonstrates that the module design does not align with growth mindset principles, which emphasize feedback-seeking as a core learning behaviour.

Given the module design, the second phase of analysis below examine the participants' feedback practices during module implementation, which reveals both adaptive strategies and persistent gaps in realizing DepEd's vision of shared assessment responsibility.

2.   Feedback Dynamics

To understand how teachers compensate for the lack of built-in feedback mechanisms in the modules, this study also examined how feedback is provided during implementation. Teachers reported using multiple modes and relying primarily on teacher-driven feedback.

Table 2. Types of Feedback Used in Implementing English Modules (According to Mode)

Feedback type	Frequency	Percentage
Written feedback	4	80%
Oral Feedback	4	80%
Electronic Feedback	3	60%

As shown in Table 2, teachers employ various feedback combinations, with written and oral feedback being most commonly used. Module dissemination through classroom distribution and online platforms explains the incorporation of electronic feedback. Survey responses indicate that teachers utilize different feedback types based on situational needs, primarily to save time given large student populations. Most respondents manage classes with approximately 250 students. One teacher noted this challenge: "It is difficult to provide immediate feedback to all student outputs due to class size," which may affect the quality of corrections, praise, and recommendations—an issue identified by Castoverde and Acala (2021). The simultaneous use of multiple feedback modes (80%) for both written and oral) suggests that teachers are attempting to reach students through various channels, potentially compensating for the lack of built-in feedback prompts identified in the module design.

Table 3, on the other hand, examines feedback provision according to source, which reveals important patterns regarding who participates in the feedback process.

Table 3. Types of Feedback Used in Implementing English Modules (According to Source)

Feedback type	Frequency	Percentage
Teacher feedback	5	100%
Peer Feedback	3	60%
Parent Feedback	0	0

As shown in Table 3, teachers serve as primary sources of corrections, praise, and recommendations (100%), followed by peer feedback (60%), while parental feedback appears

absent from modular learning task implementation. The reliance on teacher feedback (100%) and absence of parental feedback (0%) reveals a significant gap between DepEd's policy mandate for shared assessment responsibility and actual practice. The moderate use of peer-feedback (60%) suggests teachers recognize its value but may lack the embedded structures needed to implement it effectively, as explored in the following subsections:

a.   Perceived Value and Effectiveness of Teachers Feedback

Teachers view their feedback as valuable resources for enhancing student learning. One survey response, consistent with Ruegg's (2015) findings on teacher feedback effectiveness, stated: "I can see my students improve their writing when they read my comments." While teachers recognize peer feedback importance, respondents questioned its impact and reliability. Generated responses included: "Some students do not accept classmates' feedback positively unless it comes from close friends," "Students just repeat feedback they heard from others," and "It seems like they do not know what they're doing." As Williams (2024) and Hyland and Hyland (2019) indicate, successful peer feedback requires proper guidance—an area that requires teacher recalibration.

b.   Barriers to Parental Involvement in Feedback Provision

Respondents recognized minimal opportunities for parents to provide learning feedback to their children. This may relate to limited time due to competing responsibilities, similar to challenges identified by Novianti and Garzia (2020). One teacher responded: "Parents (when they have time) often complete students' work themselves..." indicating support that does not constitute feedback provision. Despite these challenges, some respondents believe parents could become more involved through responding to written updates about children's learning progress and attending parent-teacher association meetings. These findings demonstrate that, while different feedback modes (oral, written, electronic) are used in modular learning tasks, feedback responsibility typically falls to teachers and, occasionally, to students, with minimal parental involvement.

The findings presented above reveal a significant disconnect between policy aspirations and instructional reality in Philippine modular learning materials. The following section situates the findings within existing scholarship on module design, feedback implementation, and cultural contexts of Philippine education to understand the broader implications of these results

a.   Structural Constraints and Design Philosophy

The minimal integration of growth mindset features in the examined modules (only 2.4%) of tasks) contrasts sharply with the growing international emphasis on learner-centered, feedback-rich educational materials. Dapat et al. (2023) evaluated flexible learning modules on new literacies and similarly found that while modules effectively delivered content, they provided limited scaffolding for metacognitive engagement. This suggests a systematic issue in module development in which content coverage takes precedence over learning-process support. The predominance of identification tasks (54%) may be a pragmatic response to implementation challenges, but it inadvertently reinforces fixed-mindset learning approaches.

The absence of collaborative learning opportunities in the modules, when viewed against the policy mandate for shared assessment responsibility (Department of Education, 2015), may reflect practical constraints identified by Castroverde and Acala (2021), who documented how teachers managing large class sizes and multiple responsibilities struggle to implement complex pedagogical approaches. Module designers may have anticipated these constraints and opted for simpler, independent-work formats. However, this design choice of not building collaboration may fail to normalize peer and family engagement, making such practices seem like additional burdens rather than integral learning processes.

b.   Feedback Dynamics in Resource-Constrained Contexts

The finding that teachers serve as the main feedback source (100%) while peer feedback remains moderate (60%) and parental feedback non-existent (0%) reflects implementation realities documented in studies, such as Novianti and Garzia (2020), who identified similar parental engagement challenges during pandemic learning, noting that time constraints and varying parental educational backgrounds created barriers to meaningful feedback provision. However, Lara and Saracostti's (2019) research demonstrated that even modest parental involvement correlates with improved student outcomes, suggesting that the complete absence of parent-oriented feedback prompts in modules represents a missed opportunity for leveraging existing family support.

The teachers' scepticism toward the effectiveness of peer feedback, expressed in comments about students simply repeating feedback they heard from others, reflects concerns documented by Hyland (2019) and Williams (2024) about the need for explicit peer feedback training. Vuogan and Li's (2023) meta-analysis showed peer feedback can be highly effective in second language writing when properly scaffolded, but this scaffolding must be intentionally designed into learning materials and accompanied by teacher guidance. The modules examined seems to provide neither the structural support nor the pedagogical prompts needed for productive peer feedback, leaving teachers to improvise these elements or abandon peer feedback altogether.

c.   Cultural and Contextual Factors

The Filipino educational context adds specific dimensions to these findings. The Classroom Assessment Policy's emphasis on "shared responsibility" aligns with collectivist values prevalent in Philippine culture, yet this study reveals that instructional materials have not operationalized these cultural strengths. Gumapac et al. (2021) documented parents' willingness to support children's learning during modular instruction, but as some of the family members may often complete students' work themselves (Novianti & Garzia, 2020), they may need more explicit guidance on how to support students' learning through parent-oriented prompts and suggestions.

These comparative insights suggest that a fundamental reconceptualization is needed, treating feedback solicitation not as an optional enhancement but as a core design principle. This aligns with Ellis's (2024) argument that feedback effectiveness depends not only on how feedback is delivered but also on creating conditions in which learners actively seek and use it. Modules should include explicit prompts such as "What would you like to understand about this task?" or What would you like to understand better?" alongside reflection prompts like "How has your understanding changed?" and collaboration prompts such as "Discuss this with a family member and write what you learned from their perspective." The predominance of teacher-driven feedback (100%), need to be reconsidered. Modules could include brief guides for parents on how to ask productive questions rather than provide answers, may potentially address the concern that parents "complete students' work themselves." By integrating feedback solicitation features aligned with growth mindset principles, future module iterations could transform assessment from a predominantly teacher-driven evaluative process into a shared, growth-oriented learning experience that prepares students for the self-regulated learning demands of higher education and professional life.

CONCLUSION

This study explored the presence of proactive feedback solicitation—an essential growth mindset framework feature—in modular learning tasks used in junior high school English instruction. Findings revealed that while Grade 8 English modules include various task types, they offer

limited opportunities for learners to ask questions, reflect on their progress, or collaborate with peers and family members. These limitations suggest that current modular activity structures do not actively foster students' feedback-seeking behaviors.

Regarding feedback dynamics, teachers primarily provide written and oral feedback, occasionally supplemented by electronic modes. Peer feedback was utilized to a lesser extent, while parental feedback was notably absent. Teachers perceived their feedback as critical to student development but expressed concerns about the reliability and receptiveness of peer feedback, while noting barriers to parental involvement.

These results indicate a need to redesign modular learning tasks to intentionally include prompts encouraging learner inquiry, self-monitoring, and social interaction. Such enhancements would align with Classroom Assessment Policy principles while supporting the development of a growth mindset among learners. Specifically, educational stakeholders should consider: (a) module redesign (incorporating explicit prompts for student questions, reflection activities, and collaborative tasks; (b) teacher training (providing professional development on facilitating peer feedback and engaging parents in the feedback process); (c) policy alignment (ensuring assessment tools align with shared responsibility principles outlined in educational policies); and, (d) technology integration (leveraging electronic feedback tools to enhance communication among teachers, students, and parents) (Department of Education, 2015)

These recommendations directly support the implementation of DepEd's Matatag Curriculum principles, which emphasize the development of 21st-century skills, including critical thinking, creativity, and self-directed learning. By embedding growth mindset characteristics into modular learning tasks, educational stakeholders can better prepare students for both academic success and lifelong learning resilience, particularly crucial in post-pandemic educational recovery efforts. Further research should explore these dynamics across other subject areas, grade levels, and assessment tools, while evaluating additional growth-mindset traits embedded in learning materials. Longitudinal studies examining the impact of enhanced feedback mechanisms on student achievement and the development of a growth mindset would provide valuable insights for educational policy and practice.

This study was conducted prior to the full implementation of the 2024 revisions to the Classroom Assessment Policy in the Philippines (Department of Education (DepEd), 2024). The observed feedback practices reflect standards under the previous policy framework. The updated 2024 policy emphasizes formative assessment and timely, constructive feedback as integral components of student learning, aligning closely with the principles of the Matatag Curriculum. These revisions have the potential to improve feedback provision across various learning modalities, including modular instruction. Despite these policy developments, modular learning remains highly relevant today. While face-to-face classes have resumed, modular or blended setups continue to be used in both public and private schools—particularly in areas affected by limited connectivity, disasters, or socioeconomic challenges. In addition, some private institutions retain modular formats to meet the needs of diverse learners. This ongoing implementation highlights the importance of continuously refining learning modules and feedback strategies to better align with real-world learning conditions.

More importantly, the COVID-19 pandemic has underscored the need for flexible and resilient education systems. Strengthening feedback mechanisms and fostering growth mindset characteristics in modular learning environments is not only beneficial in the present but also essential for preparing the education sector for future emergencies, such as another pandemic or natural disaster. Revisiting feedback structures within modular modules is therefore a proactive and necessary response to ensure educational continuity and quality. Future studies should

investigate how these policy changes influence actual feedback practices among teachers, peers, and parents in both traditional and flexible learning environments. In addition, research should examine the effectiveness of these policy shifts in fostering growth mindset development in modular learning contexts.

The findings from this study provide a timely foundation for understanding current feedback dynamics in modular learning while identifying clear areas for improvement. Addressing these gaps will contribute to enhancing student academic achievement and growth mindset development in both contemporary and future educational landscapes.

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