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Visual Warm-Ups in the Classroom: Student Reflections on Video-Based Learning in Higher Education

[1]Misnawati Misnawati*, [2]Alwi Sibali, [3]Saidna Zulfiqar bin Tahir, [4]Nur Ainun Musa, [5]Anugrah Puspita Ayu Muhammad
*Corresponding author: Misnawati_amir@yahoo.com

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Abstract

This study investigates student perceptions of short video warm-ups used at the beginning of classroom sessions in a higher education English for Professional Purposes (ESP) course. A total of 65 first-semester undergraduate students from seven academic disciplines participated in the study. Using a convergent mixed methods design, both quantitative data from Likert-scale evaluations and qualitative data from open-ended responses were analyzed. Quantitative findings indicated high levels of agreement that the videos increased motivation (M = 4.26), were relevant to the lesson topics (M = 4.26), and aided comprehension (M = 4.23). Thematic analysis of qualitative data revealed six key themes: emotional activation and improved learning atmosphere; cognitive orientation and topic relevance; preferences for engaging media formats; enhanced engagement through real-world connections; technical and language barriers; and suggestions for pedagogical improvement. Students emphasized that short, engaging, and relatable videos helped them transition into learning mode, made the class atmosphere more enjoyable, and supported their understanding of the material. They also expressed a desire for more consistent and interactive integration of video content. The study concludes that short video warm-ups, when well designed and pedagogically aligned, can serve as effective tools for enhancing both cognitive and affective dimensions of learning. The findings offer practical implications for instructors, curriculum designers, and institutions seeking to foster active and student-centered learning environments through digital media.

Keywords: *Video-Based Learning; Student Engagement; English for Specific Purposes (ESP); Higher Education Pedagogy; Mixed Methods Research*

Introduction

In recent years, higher education has increasingly embraced multimedia-based strategies to foster student engagement and improve learning outcomes (Ali et al., 2021; Misnawati et al., 2022). Among these innovations, the integration of short videos as "visual warm-ups" at the beginning of classroom sessions has emerged as a promising practice (Daniels, 2020; Farida et

[1] Universitas Cahaya Prima, Bone, Indonesia. Email: Misnawati_amir@yahoo.com
ORCID: https://orcid.org/0000-0003-3257-7464
[2] Politeknik Maritim AMI Makassar, Indonesia. Email: captalwisibali@gmail.com
[3] Universitas Iqra Buru, Maluku, Indonesia. Email: saidna.zulfikar@yahoo.com
ORCID: https://orcid.org/0000-0002-9251-5567
[4] Universitas Cahaya Prima, Bone, Indonesia. Email: Email: nurainunmusa88c@gmail.com
[5] Universitas Haluoleo, Kendari, Indonesia. Email: Anugrah.p.ayu@uho.ac.id
ORCID: https://orcid.org/0009-0003-7086-6838

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al., 2020; Karpushyna et al., 2019). These short, topic-related videos aim to stimulate curiosity, activate students' prior knowledge, and create an engaging atmosphere conducive to learning.

Empirical studies suggest that video materials can significantly enhance comprehension and retention by combining visual and auditory stimuli, thus accommodating diverse learning preferences (Sherer & Shea, 2011). Moreover, the emotional appeal of videos can increase motivation and interest, especially when the content is relevant, concise, and delivered in a familiar format (Lee & Lehto, 2013).

Despite the pedagogical potential of this approach, limited research has examined how students experience and respond to video-based warm-ups, particularly in the context of non-traditional or interdisciplinary classrooms (Calkins et al., 2020; Casañ-Núñez, 2021; Takano & Nomura, 2023). This study addresses that gap by investigating student reflections on the use of short, thematic videos introduced at the start of learning sessions. Drawing from a cohort of undergraduate students across seven academic disciplines, the study explores how students perceive the relevance, clarity, and motivational value of video-based learning materials.

The findings are expected to offer evidence-based insights for educators seeking to enhance instructional delivery through digital media. Unlike previous research that often generalizes the benefits of video in online or asynchronous learning, this study focuses on the micro-level integration of videos into live sessions—shedding light on their role as cognitive and emotional primers for in-class learning.

The study's novelty lies in capturing student voices on this specific practice, combining both quantitative ratings and qualitative narratives to offer a nuanced view of classroom engagement. Its implications span across teaching practice, curriculum design, and institutional policy, suggesting that when strategically employed, short video warm-ups can serve as effective catalysts for focus, participation, and deeper comprehension in higher education.

The Role of Video in Higher Education

The integration of video content into higher education has become a widespread practice, particularly as educators aim to enhance engagement, clarify complex ideas, and support diverse learning preferences (Alenezi et al., 2023; Noetel et al., 2021). Video-based learning has been shown to offer advantages across various instructional settings, especially when it comes to delivering abstract content through multimodal formats (Navarrete et al., 2023; Sablić et al., 2021). According to Sablić et al. (2021), video use in education supports conceptual understanding, improves student motivation, and can lead to greater learner satisfaction when aligned with course objectives. Videos can provide consistency in instructional quality, offer flexible access to information, and support repeated exposure to key concepts—all of which are highly valued in contemporary learning environments (Fyfield et al., 2022; R. E. Mayer, 2021).

Video as a Cognitive and Affective Tool

Beyond content delivery, videos play a dual role in supporting both cognitive processing and affective engagement (Dubovi & Tabak, 2021; Shen & Pritchard, 2022). Mayer's (2022) Cognitive Theory of Multimedia Learning suggests that students learn better from words and pictures than from words alone, provided that the multimedia elements are coherent, focused, and well-structured. This dual-channel approach facilitates deeper processing and enhances memory retention. At the same time, videos also act as emotional catalysts—helping to reduce anxiety, spark curiosity, and set a positive tone for the session (Bocharski, 2023; Xiao et al., 2023). Ibrahim et al. (2012) found that video design features such

as segmenting and signaling can improve student focus and comprehension, making videos particularly effective as warm-up tools before more intensive content delivery begins.

Video Warm-Ups and Classroom Engagement

The idea of using short videos as warm-up activities—commonly referred to as visual warm-ups—is rooted in the pedagogical principle of "advance organizers" or pre-learning stimulation (Sadler-Smith, 2021). These brief, targeted videos are used at the beginning of class sessions to introduce a topic, spark discussion, or prime students' attention (Farida et al., 2020). Research by Choi & Johnson (2007) and Choi & Yang (2011) demonstrated that problem-based videos shown at the start of lessons significantly improved student engagement and satisfaction. However, most of the literature has focused on asynchronous learning contexts, such as MOOCs or flipped classrooms, leaving a gap in the exploration of real-time, in-class video integration (Aras & Ybnu T, 2022; Misnawati, 2021). In traditional classroom environments, the strategic placement of video warm-ups could act not only as transitions into the material but also as mood-setters that shape the emotional climate of the session.

Student Perception and the Missing Voice

Despite the expanding use of video in educational contexts, the student perspective on how such media influence their learning experiences—especially in the form of short video introductions—has been underrepresented in academic discourse (Calkins et al., 2020; Guo et al., 2014; Tse et al., 2019). While studies often measure knowledge retention or test performance after video-based instruction, fewer examine how students interpret the usefulness, relevance, and emotional impact of these videos. Hansch et al. (2015) noted that while video can create immersive and memorable learning experiences, these outcomes are highly dependent on content quality, delivery context, and the learner's subjective reception. Understanding how students reflect on video use, therefore, offers valuable insight into the affective and experiential dimensions of multimedia learning, which are often overlooked in quantitative performance metrics.

Accordingly, this study aims to investigate how undergraduate students perceive the use of short, topic-related videos as visual warm-ups in face-to-face classroom settings. Specifically, it explores students' reflections on the relevance, clarity, emotional resonance, and motivational impact of these video-based introductions across diverse academic disciplines. By capturing students' voices through both quantitative measures and qualitative narratives, the study seeks to provide a deeper understanding of how visual warm-ups shape engagement in real-time learning environments. To guide the inquiry, the following research questions are posed:

1. How do students perceive the clarity, relevance, and motivational value of short video warm-ups used at the beginning of classroom sessions?
2. What emotional and cognitive responses do these videos evoke among students across different disciplines?

Method

Research Design

This study employed a convergent parallel mixed methods design, integrating quantitative and qualitative data to provide a comprehensive understanding of student

reflections on the use of short video warm-ups in the classroom. This approach allowed the researcher to capture both measurable patterns in student perceptions and rich, descriptive insights into their learning experiences (Creswell & Creswell, 2018). Quantitative data were used to assess the overall effectiveness of video-based warm-ups in enhancing student motivation, relevance of materials, and comprehension. Qualitative data, on the other hand, provided deeper narratives regarding how students emotionally and cognitively responded to video use, including specific preferences and suggestions for improvement.

Participants

The study involved 65 undergraduate students enrolled in a compulsory English for Professional Purposes course at a private university in South Sulawesi, Indonesia. The participants came from seven academic disciplines: Information Technology Education, Civil Engineering, Retail Management, Health Administration, Library and Information Science, Sports Science, and Fisheries Science. All students were in their first semester and had a common English language learning objective tailored to their future professional fields. Classes were conducted once per week over a 16-week semester. At the beginning of each session, students were shown a short video (1–3 minutes) relevant to the weekly topic, such as social media trends, workplace ethics, or digital communication, followed by a guided discussion or a reflective writing activity.

Data Collection and Analysis

Data collection was conducted at the end of the semester using a structured evaluation form distributed to all participating students. The instrument consisted of both quantitative and qualitative components, designed to capture a comprehensive range of student perceptions and reflections. The form was administered online via Google Forms, allowing for flexible access and ensuring anonymity. Students were invited to complete the form during the final week of class, and responses were collected over a seven-day period without time restrictions. Participation was voluntary, and informed consent was obtained digitally prior to completion. The online format also allowed students to provide longer, more thoughtful reflections in the open-ended section.

The quantitative section comprised three Likert-scale statements, where students rated (1= strongly disagree to 5= strongly agree) the extent to which: (1) the video warm-ups increased their motivation to learn, (2) the videos were relevant to the topic, and (3) the videos helped them better understand the material. While the qualitative section included three open-ended prompts asking students to describe: (1) how the videos affected the classroom atmosphere, (2) the type of videos they found most engaging and why, and (3) their suggestions for improving the use of videos in class.

Data analysis followed a two-tiered approach. The quantitative data were processed using Microsoft Excel and Python's Pandas library to compute descriptive statistics, including means, standard deviations, and frequency distributions, offering a general overview of students' perceptions.

Data analysis followed a two-tiered approach. The quantitative data were processed using Microsoft Excel and Python's Pandas library to compute descriptive statistics, including means, standard deviations, and frequency distributions. These figures provided a broad overview of students' perceptions. For the qualitative responses, a thematic analysis was conducted following Braun & Clarke's (2006) six-phase model: (1) data familiarization, (2) generation of initial codes, (3) theme identification, (4) theme review, (5) theme definition, and (6) report

writing. Each student's response was coded manually, and emerging patterns were grouped into overarching themes such as "video as a motivator," "relevance to real-world issues," "engagement through storytelling or humor," and "suggestions for technical improvement." Particular attention was given to longer and more reflective responses to enrich the interpretation and to represent the diversity of student voices.

Data Validity and Ethical Considerations

To ensure data validity and rigor, triangulation was employed by comparing findings from the quantitative and qualitative data sets. The convergence of both data types strengthened the credibility of the interpretations. Furthermore, member checking was conducted informally: after analysis, a brief summary of key themes was presented to a small focus group of students (n = 6) from the same class for confirmation. Their feedback confirmed the accuracy of the interpretation and offered minor clarifications. In terms of ethical considerations, the study adhered to standard ethical guidelines for classroom-based educational research. Participation was voluntary, and students were informed that their responses would remain anonymous and would not affect their course grades. Since the evaluation was part of routine reflective teaching practice and involved no intervention or personal identifiers, formal institutional review board (IRB) approval was not required under the university's current research policy. Nevertheless, confidentiality, transparency, and respect for student voices were upheld throughout the research process.

Results and Discussion

Results

Quantitative Results

To understand students' perceptions of short video use at the beginning of classroom sessions, three Likert-scale items were administered. Students were asked to indicate their agreement (1 = Strongly Disagree to 5 = Strongly Agree) with the statements: 1) The short video increased my motivation to learn, 2) The video content was relevant to the topic being taught, and 3) The video helped me better understand the material.

Descriptive statistics from 65 student responses are summarized below:

Table 1. Descriptive Statistics Data

Item	Mean	Std. Dev	Min	Max
The short video increased my motivation to learn.	4.26	0.79	2	5
The video content was relevant to the topic being taught.	4.26	0.75	3	5
The video helped me better understand the material.	4.23	0.72	3	5

Table 1 showed the average score for all three items exceeded 4.20, indicating a high level of agreement among students regarding the effectiveness of short videos as part of the classroom experience. The distribution of responses also showed consistency, as the standard deviations remained below 0.8 for each item, suggesting that most students had similarly positive perceptions.

1. Motivation (M = 4.26): This item received the joint-highest mean score, indicating that the majority of students felt the videos had a motivating effect. Many students expressed in open-ended responses that the videos made them feel more energized and less passive, especially at the start of class sessions. The motivational aspect was not only emotional

but also functional—students described feeling more "awake" and interested after watching the videos.

2. Relevance (M = 4.26): Students also gave high ratings to the relevance of the video content. This suggests that the videos were seen as closely aligned with the lesson themes. Since the topics varied from professional contexts to current issues, students likely appreciated the effort to connect videos with what they were about to study. The lowest score reported for this item was 3, indicating that even students who were more critical still found the content somewhat appropriate.
3. Comprehension (M = 4.23): Although this item had the slightly lowest mean, it remained strongly positive. Students believed the video helped them understand the material better. This finding complements qualitative feedback, where students mentioned that the video gave them a "mental preview" or a simplified introduction that helped them grasp key concepts more easily during the lecture.

The quantitative data showed that the distribution patterns were no students selected the lowest score (1) for any item, the minimum for motivation was 2, but only one or two students fell in that range, and most students chose 4 or 5 consistently, especially for the relevance and motivation items. These data strongly support the conclusion that video warm-ups were well received and pedagogically effective from the students' perspective. The relatively small variation in scores also suggests a shared positive experience across different majors and backgrounds. Combined with the qualitative results, these numbers reinforce the potential of short videos to function as both affective and cognitive entry points into the learning process.

Qualitative Results

An in-depth analysis of the 65 students' open-ended responses revealed six key themes that capture how they experienced and interpreted the use of short video warm-ups at the beginning of class. Each theme is supported by direct quotes from various participants and is followed by an interpretation that reflects the overall tone and meaning of their feedback.

Theme 1: Emotional Activation and Learning Atmosphere

Many students described the video warm-ups as tools that helped create a more relaxed, welcoming, and enjoyable classroom environment. The videos were perceived as helping them transition into learning mode by reducing tension, sparking interest, and breaking the monotony often felt at the beginning of class. Several students emphasized that these videos made them feel mentally prepared, less nervous, and more enthusiastic to follow the lesson.

S1: *"It helped my brain relax before starting the lesson."*

S5: *"It triggered my curiosity."*

S7: *"It helped me focus more, and it wasn't boring."*

S13: *"It made me interested and laugh along with other students before the material began."*

S21: *"I felt more open and less stiff when class started with a video."*

Students clearly valued the emotional impact of the video warm-ups. They saw them not merely as content but as atmosphere-builders. These brief videos contributed to a lighter, more engaging start to the session, making students feel welcomed and motivated. The shift in emotional state from neutral or tense to engaged and curious played a central role in setting the tone for their learning experience.

Theme 2: Cognitive Orientation and Topic Relevance

Many responses indicated that students found the videos helpful in understanding the general topic of the day. The videos were appreciated for offering a preview or outline that mentally prepared students for the main content. Rather than entering the session with no idea of what to expect, students felt that the video gave them a clear idea of the direction the discussion would take.

> S2: *"The video gave me a glimpse of what would be taught and made me more interested in understanding the topic."*
>
> S9: *"I could already sense the flow of the discussion just from the video."*
>
> S20: *"It gave a short explanation I needed before the main lesson."*
>
> S33: *"The video helped me understand the context of the topic before it was explained."*
>
> S45: *"After watching the video, I already knew the main idea, so I didn't come into class blank."*

These comments suggest that students relied on the video as a cognitive primer. It helped orient their attention and thinking toward the subject matter. The clarity and relevance of the video helped students enter the lesson with a sense of direction, making it easier to connect the upcoming content with what they had just watched. The video served not only as an introduction but also as a mental framework to guide their focus.

Theme 3: Media Format and Presentation Style Preferences

Students expressed strong preferences regarding the type and style of videos they enjoyed. They tended to favor short, entertaining, and animated videos that conveyed a message without being overly formal or intense. The visual and tonal elements of the videos were frequently mentioned, with several students indicating that they found humorous or youthful delivery styles more relatable and easier to absorb.

> S1: *"Short stories about conflicts were interesting and not heavy."*
>
> S2: *"Positive cartoon videos. They were not boring or too serious."*
>
> S6: *"Videos with a bit of dramatization made them feel less stiff."*
>
> S14: *"I liked videos delivered by younger speakers because they felt more relatable."*
>
> S38: *"Simple but fun videos stuck better in my memory."*

Students were not only evaluating the content of the videos, but also how that content was delivered. Visual storytelling, simplicity, and a touch of humor or relatability played important roles in their engagement. These preferences suggest that when designing video warm-ups, instructors should pay attention to tone, length, and presentation style—factors that directly influence student receptivity.

Theme 4: Engagement through Real-World Connection

A number of students appreciated when the videos were tied to real-world themes, such as current events, workplace issues, or technological trends. These types of videos resonated with students because they connected directly with their everyday lives or future professions. Rather than abstract topics, students showed interest in video content that reflected reality and offered practical insights.

S3: *"The video responded to a tech issue. I'm interested in technology trends, so it caught my attention."*

S4: *"Videos about politics because there are many politicians who can be used as examples."*

S16: *"Videos showing communication in the workplace were very helpful."*

S25: *"I liked videos with social criticism. They opened my eyes to real-life situations."*

S30: *"When the video is related to what's going on in the world, I feel more involved in the topic."*

Students showed a clear preference for content that felt grounded in reality. Their engagement was noticeably higher when the videos reflected real-world scenarios or challenges. This illustrates how relevant content can bridge the gap between academic learning and students' lived experiences, making the learning feel more meaningful and applicable.

Theme 5: Barriers and Limitations in Use

Although the majority of feedback was positive, several students pointed out challenges they experienced while watching the videos. The most common issues included difficulty understanding the English language used in the videos, poor audio quality, and a lack of subtitles. A few students also mentioned that technical issues, such as unstable internet connections during online classes, reduced their ability to follow or appreciate the video content.

S4: *"I didn't really understand because the video used English terms I'm not familiar with."*

S22: *"The sound wasn't clear enough, Miss."*

S35: *"Sometimes I had trouble following because there were no subtitles."*

S40: *"When my connection is unstable, I can't focus on the video and it becomes distracting."*

S53: *"The video quality was not very good; it made it hard to understand the visuals."*

These responses highlight the importance of accessibility and technical quality in using multimedia materials. While videos can be powerful tools, their effectiveness depends heavily on how they are produced and delivered. For students with limited English proficiency or with technical constraints, unclear audio, missing subtitles, or complex vocabulary can become barriers rather than supports. This theme reminds us that even the most engaging content can lose its impact if the format does not accommodate all learners' needs.

Theme 6: Suggestions for Pedagogical Improvement

Many students offered suggestions to improve how videos were used in class. Their ideas covered a range of pedagogical strategies, from increasing the frequency of video use, adding subtitles, and selecting more up-to-date content, to integrating videos more deeply into class discussions. Some students also emphasized the need for interaction before and after the video is shown, such as asking reflective questions or allowing time for group discussion based on the video content.

S1: *"It would be better with subtitles because I still don't understand many English words."*

S2: *"Choose updated videos from relevant sources so they feel fresh."*

S3: *"Maybe more interaction before watching, so we know what to pay attention to."*

S8: *"Use videos at every session to make the routine more consistent."*

S19: *"Ask us questions before and after the video so we're more focused and active."*

S44: *"I would like the teacher to ask us our opinion about the video, not just show it and move on."*

Students demonstrated a thoughtful awareness of how video content could be better integrated into the flow of learning. Rather than passive viewing, they suggested active engagement with the video content through questions, interaction, and reflection. These comments suggest that students are not only consumers of content but also willing participants in shaping how that content is used. Their feedback offers valuable insights into how instructors can design more interactive and inclusive multimedia learning experiences.

Discussion

The results of this study provide compelling evidence that short video warm-ups can serve as both affective and cognitive tools to enhance student engagement and understanding in higher education classrooms. The combination of quantitative and qualitative findings demonstrates that videos shown at the beginning of class sessions helped students transition more comfortably into learning, provided conceptual previews of lesson topics, and sparked meaningful engagement—especially when the content was perceived as relevant and well presented.

The first theme, emotional activation and learning atmosphere, highlights the affective function of video warm-ups. Many students expressed that the videos helped them feel relaxed, more mentally prepared, and emotionally engaged. These experiences align with the concept of "brain breaks" or affective openers that prepare the mind for focused learning (Parra & Vega, 2023). Video as a warm-up tool can reduce classroom anxiety and create a safe space for students to participate, echoing the role of emotion in activating learning readiness (Sherer & Shea, 2011).

The second theme, cognitive orientation and topic relevance, shows that students used the videos as a preview mechanism to understand the direction of the lesson. This aligns with Ausubel's (1960) theory of advance organizers, which suggests that learners benefit when given a conceptual scaffold before instruction. Recent studies also emphasize the importance of short pre-class videos in activating prior knowledge and improving retention (Guo et al., 2014; Sablić et al., 2021). When students feel they already have a basic grasp of the topic before formal instruction begins, their sense of control and comprehension increases.

The third theme, media format and presentation style preferences, revealed students' favor for concise, visually engaging, and relatable video formats—particularly those with humor, animation, or youth-oriented presenters. This is supported by current research which shows that students typically engage more with videos under six minutes in length, and tend to disengage from longer or overly formal formats (Guo et al., 2014). The visual richness of animated or dramatized content aligns with Mayer's (2022) cognitive theory of multimedia learning, where dual coding (visual and verbal) improves processing efficiency when the content is simple and well-organized.

In the fourth theme, engagement through real-world connection, students showed strong interest in videos that connected with contemporary issues, professional situations, or relatable life contexts. The perceived relevance of instructional material is a powerful motivator, especially when students can visualize the real-life application of what they are learning (Choi & Johnson, 2007; Choi & Yang, 2011). Videos that featured workplace scenarios or current events helped students see the value of classroom learning in broader contexts, which is particularly important in ESP (English for Specific Purposes) environments.

However, students also pointed out limitations. The fifth theme, barriers and limitations, indicates that technical issues—such as audio clarity, lack of subtitles, or difficult English vocabulary—can interfere with the learning process. These issues are not uncommon in multimedia instruction and must be carefully addressed to prevent cognitive overload or frustration (Ibrahim et al., 2012). Even when content is pedagogically sound, poor design or delivery can compromise its effectiveness. Universal design principles, such as closed captions and appropriate pacing, are crucial for ensuring accessibility for all learners.

Finally, the sixth theme, suggestions for pedagogical improvement, reflects a strong sense of learner agency. Students asked for more frequent integration of videos, more interactive follow-up discussions, and better alignment between video content and course objectives. These insights point toward the value of combining video warm-ups with reflective questioning, collaborative activities, or guided prompts to deepen their impact (O'Lynn, 2021; Winstone & Carless, 2019). The students' suggestions also indicate that video warm-ups are most effective when treated as an integrated part of instructional design—not just as entertaining preludes.

In sum, this study confirms that short video warm-ups can function as powerful tools for enhancing both engagement and comprehension in classroom settings. Their impact is amplified when they are emotionally engaging, cognitively purposeful, visually appealing, and pedagogically integrated. The alignment of these findings with established theories and contemporary research reinforces the practical value of using short, targeted videos as a routine strategy in higher education pedagogy.

Conclusion

This study set out to explore student reflections on the use of short video warm-ups in higher education classrooms, particularly in a course focused on English for Professional Purposes. Drawing from both quantitative and qualitative data collected from 65 undergraduate students, the findings confirm that video-based warm-ups can serve as effective tools for enhancing student motivation, increasing topic relevance, and supporting comprehension. Students consistently reported that these videos contributed to a more relaxed and engaging classroom atmosphere, helped them better understand the subject matter, and encouraged their curiosity and participation. Importantly, students also demonstrated critical awareness of how video formats, technical quality, and content relevance affected their learning experience.

The study found that videos were most impactful when they were emotionally engaging, contextually relevant, visually appealing, and cognitively aligned with the day's lesson. Moreover, students favored brief, animated, and relatable content that mirrored real-world or professional contexts. However, several students also raised concerns regarding accessibility issues, such as language barriers and unclear audio, indicating the need for inclusive and well-produced video materials. Students further recommended that videos be integrated more

consistently and interactively, not merely as passive media but as springboards for discussion and deeper learning.

Implications for educators include the strategic use of short videos to activate students' emotional and cognitive readiness at the start of lessons. Videos should be carefully selected or produced to match students' language proficiency, interests, and professional fields. Instructors are encouraged to combine video viewing with interactive techniques, such as prompting reflection or class dialogue, to maximize their pedagogical value.

For curriculum designers and academic program planners, these findings emphasize the importance of integrating digital media not as isolated elements but as core components of instructional design. When appropriately embedded in lesson structures, video warm-ups can serve both as motivators and scaffolds for content understanding.

For future research, the study opens pathways to examine the long-term effects of repeated video warm-up use on learning outcomes, language development, and student participation. Comparative studies across disciplines or education levels may also provide broader generalizability.

In conclusion, short video warm-ups, when thoughtfully implemented, represent a powerful yet accessible strategy for fostering student-centered learning. Their dual role in activating affective engagement and guiding cognitive orientation positions them as practical tools in the evolving landscape of digital and interactive pedagogy in higher education.

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Biographies

Misnawati is a lecturer at Universitas Cahaya Prima specializing in corpus linguistics and English language teaching. Her recent publications explore the integration of corpus methods in education and public administration. She has collaborated widely and her work has been cited in national and international academic forums.

Alwi Sibali is a lecturer at Politeknik Maritim AMI Makassar. His research interests include intercultural communication, English Language Teaching (ELT), and English for Specific Purposes (ESP). He has published in national journals and actively collaborates with scholars in applied linguistics and multilingual education.

Saidna Zulfiqar A. Bin Tahir is a senior researcher and lecturer at Universitas Iqra Buru. His prolific work spans English education, multilingualism, and applied linguistics. With over 4,400 citations, his research addresses language pedagogy, corpus-based learning, and the development of English materials for diverse educational contexts.

Nur Ainun Musa is a lecturer at Universitas Cahaya Prima with research interests in EFL instruction, virtual learning, and collaborative teaching. Her publications explore reading, speaking, and the use of educational technology in English language classrooms.

Anugrah Puspita Ayu Muhammad is a lecturer in the English Department at Halu Oleo University. Her research focuses on English language education, metacognitive strategies, and writing instruction. She actively publishes on EFL learning strategies and has contributed to innovations in student-centered language teaching.