**Introduction**

We live in a world dominated by a large number of digital technologies. However, this digitization is not always reflected in the learning environments of higher education institutions.

Flipped learning is a new pedagogy which has aroused great interest in different contexts. In this sense, the expression “flipped classroom” serves to describe the teaching strategy in which the content is provided before the lesson is taught.

Hypothesis posed: The flipped classroom may help higher education teachers to develop their teaching in contexts characterized by the scarcity of technological equipment. More precisely, flipped elements may favor the reduction of students' negative results directly resulting from having to work in learning environments with few technological resources.

Objective of the study: Investigating the use of this methodology in learning environments lacking technological features.

**Method**

Design-based research project with the following stages:

1. Design: The research is situated in a real teaching context where a potential for improvement was identified.
2. Implementation: An intervention is estimated to have a notable effect.
3. Evaluation: Qualitative and quantitative data are purposefully integrated to assess the intervention.

Research design: the establishment of comparisons between two subjects (A and B) in highly different learning contexts and environments, despite sharing goals, target audience and institutional context.

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2. Inside this context, an intervention is implemented that is estimated to have a notable effect.
3. Qualitative and quantitative data are purposefully integrated to assess the intervention.

In relation to self-efficacy significant differences were found between settings A and B.

With regard to anxiety, no significant differences were found between the learning environments of settings A and B.

Concerning performance evaluation scales, existence of significant differences.

**Discussion**

Flipped learning is a new pedagogy that has aroused great interest in different contexts. In this sense, the expression “flipped classroom” serves to describe the teaching strategy in which the content is provided before the lesson is taught.

The buffering of the potentially negative effects that learning environments with scarce technological resources are likely to have may prove positive in practice for the transition of universities towards the digital age and provide yet another reason for teachers to embrace the flipped learning model.

**Results**

1. Quantitative

   In relation to self-efficacy significant differences were found between settings A and B.

   With regard to anxiety, no significant differences were found between the learning environments of settings A and B.

   Concerning performance evaluation scales, existence of significant differences.

2. Qualitative

   They do not suggest the existence of a striking difference between the learning environments of settings A and B.

   The students in both courses highlighted the videos as the most important resource to prepare each class and the exam.

   Limitations of the study regarding generalizability of results, despite the utilization of numerous indicators to provide the results obtained with robustness.

   Confirmation of the initial hypothesis the course in the less 'technologized' environment of setting B is not evaluated to be more negative in any way that that taught in the learning environment characterized by a better technological equipment of setting A.

   The buffering of the potentially negative effects that learning environments with scarce technological resources are likely to have may prove positive in practice for the transition of universities towards the digital age and provide yet another reason for teachers to embrace the flipped learning model.