It is a teaching-learning approach which reverses the roles and actions of teachers and students.

Advantages:
- A better attitude of students which increases motivation and enthusiasm levels.
- Greater learning achievements compared to other approaches.
- Students as active, autonomous agents who play a starring role in their own knowledge building.

Objectives:
- Reviewing the scientific literature on flipped learning.
- Checking the scope reached by flipped learning among teachers working in cross-border regions.

Participants:
- 316 teachers
- 45.6% of teachers use flipped learning
- 54.4% of teachers do not use flipped learning

Instrument:
- Questionnaire
- AD Hoc Items
- Open-ended and close-ended questions

Data analysis:
- SPSS V.22

Conclusions:
Diversity, Inclusion, Multiculturality and Interculturality concepts which can be effectively addressed by means of ICTs.

Limitation:
- Lack of digital resources, fear or reluctance to carry out new teaching practices and poor specific training in such an innovative methodological approach.

The use of flipped learning largely depends on teachers’ knowledge and training.

In the current educational system:
- Teachers have the skills and knowledge needed to implement innovative methodologies such as flipped learning.
- Those who use it experience considerable improvement of students’ autonomy, student participation enhancement, greater interaction between the different agents involved in the learning process, more motivation, perception of a suitable attitude and self-esteem amongst students.
- Those who do not use it do not benefit from the advantages and potential of flipped learning.

Reasons:
- Lack of technological resources for its deployment.
- Fear or apprehension towards innovation.
- Lack of specific training.
- Presence of antagonistic students.
- Achievement of poor results in previous applications.