This research presents a tool that offers an agile solution for university subjects perceived by students to be significantly complex.

The tool combines, on the one hand, video-based learning and, on the other hand, a system for assessing difficulty prior to the production of videos.

As a starting point, student feedback was used to obtain a map of subject difficulty.

Based on the identifying markers on this map, a set of ad hoc videos was prepared to address the key and most difficult issues.

After using these videos in their preparation in the subject, students completed a satisfaction survey, which was qualitatively validated by experts and quantitatively validated with a Cronbach's alpha test.

The results of this survey reflect the usefulness of the designed learning proposal and the interest aroused in the students.

Likewise, through statistical analysis, an improvement in the academic performance of students with access to these videos compared to the control group was revealed.

Using an accounting subject for a pilot test has enabled the construction of a learning proposal that can be extrapolated to any field of knowledge.

The proposed system thus contributes an effective teaching process for students and allows them to be protagonists in their own academic training.