Abstract
This paper reviews the scientific literature concerning the potentials and limitations of interactive whiteboards (IWB), focusing on the following research categories: (1) context, (2) teacher training, (3) teachers' usage of IWB, (4) method, (5) IWB characteristics, (6) performance and (7) students' motivation. The results suggest that the convergence of multimedia elements along with a connectivity environment and its kinesthetic nature are great potentials of this tool. However, integral teachers' training and context support are key elements to avoid a disruptive usage. Further empirical research on the integration of IWB in the classroom and academic performance is needed.

Keywords
Interactive whiteboards, ICT, digital tools, childhood education, primary education.