Abstract

The article offers a perspective on the integration, difficulties, causes and results of the TIC in primary education in Navarre, from teachers’ studies, perceptions, experiences on this stage, expert opinions and families. The work is an analytic and prospective study with an important and valuable contribution to teacher initial and permanent training, schools and classroom resources, technological maintenance, and support staff. Educational administration, families and teachers are questioned. Because of the resources’ reliability and analysis performed, the results can be extrapolated to other regions, teachers and educational realities.

Keywords

Educative sociology, technology, social change, nursery education, Navarra.