Abstract
The final results of a qualitative study are presented by means of a case study on practice communities, which corresponds to three Mexican elementary schools. 50 teachers have participated in it. It is concluded that collaborative work has good impact in the studied schools, but it requires a longer permanency of the actions for that type of participation, because the activity is related to the school culture and requires a considerable effort from teachers, not only in the use of ICT, but also in its application as a didactical resource.

Keywords
Communities of practice, Teacher Collaboration, Technology Uses in Education, Reflective Teaching.