Given the present demands for teacher accountability, it is imperative that teacher preparation programs prepare teachers by developing their ability to reflect deeply about their practices and to seek better approaches in instruction. Action research offers a possible means of promoting critical reflectivity prior to graduation. However, undergraduates have not yet been exposed to the ways of research to make their inquiries systematic and their conclusions reliable and valid. As proponents of the development of teachers who are reflective practitioners, we embarked on a research project for two reasons: 1. to engage in our own action research to develop instructional practices that promote a reflective stance and a readiness for self inquiry in our pre-service teachers, as they seek to address issues of theory and practice; and 2., to discover the extent to which conducting action research using Web-based tools (i.e., Electronic Learning Communities and Web CT) impacts reflective thinking practices of full-time student teachers in a university teacher preparation program.

In an effort to promote a critical reflective stance in the beginning teacher, this best practices session will include a discussion and demonstration of a working action research model that integrates web-based technology designed for student teachers enrolled in the last semester of coursework of university-based teacher certification degree programs. Largely influenced by the "Action Research on Action Research Project" at The University of Wisconsin-Madison (Noffke, S. & Zeichner, K., 1987), our working model evolved as an
action research project on our use of action research with student teachers at The University of Texas-Pan American. The use of web-based communication tools, such as the use of an Electronic Learning Community (ELC) and Web CT, to facilitate action research projects during student teaching, therefore, played a critical role in providing interns with an electronic forum for virtual mentoring and support during student teaching. In addition, the assignment of an action research project during this critical semester instilled a habit of mind as our interns learned a practical and useful approach to effective reflective practice.