The importance and necessity of the conceptual framework was demonstrated. The framework has allowed to specify the problem area (financial self-sustainability of URAN and capacity planning and management) in terms of a language created by the conceptual framework: entities, properties, instances, relationships and external influences.

Although the answers to the research questions formulated in 4.3 have not been found yet, the authors hope that by the time of presenting current paper at the IES2000 conference, some results can already be achieved and presented to the audience.

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SOME ASPECTS OF TIME MANAGEMENT IN ONLINE EDUCATION

Розглянуто деякі з аспектів підготовки дистанційного інтернет-курсу з опрацюванням рекомендацій щодо практичного застосування викладачами для розподілу свого часу на різні види робіт зі студентами в онлайн- і офлайн-режимах.

Рассмотрены некоторые аспекты подготовки дистанционного интернет-курса с выработкой рекомендаций по практическому использованию преподавателями при распределении своего времени на различные виды работы со студентами в онлай- и офлайн-режимах.

The article examines one of the aspects of Web-based education namely time management for online teachers or facilitators. A special accent is made on the development of practical recommendations to use while distributing time for various types of online and offline activities.

The problem in general. The world of education finds itself in the state of constant development and change. As it becomes more complicated, it becomes more competitive. To follow the lead of time and stay competitive schools of higher learning are seeking new types and methods of teaching. Only about a little more than ten years ago the statistics on the then new Web-based education began to surface even in the most technologically advanced countries like the United States and in parts of Europe showing that eighty percent of colleges and universities in the US alone were offering Web-based components in their curriculum, sixty-eight percent of K-12 classrooms included some Web-based learning and sixty percent of large corporations offered training efforts that used the Web. Since early 2001 when those figures appeared to 2013 the percentage has dramatically increased. The Ukrainian universities have followed suit though much of the progress in this field in this country has been hampered by lack of sufficient technological resources and technologies. Thus, a lot needs to be done in adapting foreign experience and developing our own for the Ukrainian Universities to stay competitive in the global educational market.

The analysis of the latest research and publications. During the analysis of the latest publications summarizing the research in the field it was found that though there is an extensive amount of material concerning Web-based education we can still develop the topic and add something of practical use to online instructors and facilitators. It is an axiom that change is a permanent associate of education as it is a regular partner of all our environment [1; 2; 4; 5]. The global system is constantly undergoing change and we have become a global learning society. In regard of distance learning change is the development and perfection of existing concepts and practices. Much of it depends upon technology, but we mustn't forget the human side either as a lot can be added [3; 6; 7].

The aim and objectives of the article. The aim of the article is to study and describe one of the aspects of Web-based education namely time management for online teachers or facilitators. As to the objectives, a special accent is made on the development of practical recommendations to use while distributing time for various types of online and offline activities.

The main research material presentation. A frequent complaint from online instructors and course designers is the amount of time it takes to develop and then facilitate a Web-based course. The issue of development is one that is true of any quality curriculum development, traditional or online. The amount of time it takes to develop a course is

reflective of the adherence to good learning principles and teaching strategies. Certainly a Web-based course takes some additional time, as there is a learning curve for using the technology and then the implementation of multimedia aspects of a course. However, with technology permeating the classroom environment, some of this is also inherent in any course design today. Now we will focus on the time management aspects of teaching or facilitating a Web-based course.

The first problem that arises in Web-based courses is the inundation of student need for contact. Many instructors report that they seem to be always answering e-mail and thus have little time for providing quality feedback on homework assignment. Then, past the e-mail dilemma, are complaints about the time it takes to read all the discussion forums in which students participate.

It is certainly true that the Web-based environment creates significantly more reading requirements for both teachers and students. It is also true that the immediacy of Web communication sets expectations of instant response that many facilitators initially try to meet. They then tire quickly of Web-based learning environments and the toll it takes of their time. The only way to alleviate this situation is to have an effective time management plan, to clearly articulate your plan to your students, and then to faithfully adhere to the plan. There are five basic tenets you need to include in your time management plan.

Firstly, plan specific activities for the time you would have normally allocated for classroom attendance in the course.

Secondly, plan specific days and times that you will be available for office hours.

Thirdly, set aside specific days and times allocated for evaluating student homework, discussion board participation, chat transcripts, etc.

Fourthly, at the beginning of the course, make it clear to students what your availability plan is so they have clear expectations of your feedback and turn-around time.

Fifthly, key your homework turn-around time to specific due dates (if it is a time-dependent course) instead of to the date the homework is received by you.

The key is to schedule specific times, let your students know what those times are, and then stick to your plan.

In the online environment, you plan to spend your "classroom" time (equal to the classroom time you would spend in a specific full-time day course given to students attending classes at university on a regular basis) in answering student e-mail and reading student discussion board and chat transcripts. You might schedule the regular classroom hours for those activities as though you had your classes in the classroom at university with

full-time students. It is important, therefore, to let your students know that these are your days for answering e-mail for this particular class so they don't have an expectation of immediate answers when they have sent their message at midnight on Sunday. This would then constitute those regular hours per week that you would normally schedule for the class. In addition, you would select hours (according to the program) per week for chat office hours. It is advisable that you select times that are most likely to match with the majority of your students. If your students are working adults who normally log on to the course at night and on the weekends, then it is important for you to digress from the regular school hours and select corresponding office hours (like it is done for non-Web-based distance part-time students during their university sessions). Finally, determine and articulate what your turnaround time will be on home assignments. For example, you may state that all homework feedback will be returned within one week of the final due date for the assignment. Again, if you do not specify your turnaround time, students will expect feedback within twenty-four hours. This can create havoc when you have some students handing in assignments two weeks before they are due and the others waiting until the last moment, depending on their individual learning schedules. There will always be students who are high achievers and immediately turn in work, participate well in discussions, and take an active role in learning. This is true in traditional classrooms as well as Web-classrooms. Likewise there will always be students who seem to struggle to manage their time, turn in their assignments late or not at all, and either do not show up for discussions or stay in the background letting others speak for them.

It is important to design a time management plan that lets you maintain your sanity and meets the needs of your students. Though many teachers may initially feel the desire to answer e-mail every day and turn around homework within forty-eight hours, they would soon find themselves overwhelmed – particularly if they have more than one course to teach at a time online. Just because the Internet allows us the luxury of communicating twenty-four hours a day, seven days a week it is not reasonable to expect immediate reply or fulfillment. It is best to establish the right and sound habits and set student expectations early on. That way, as you take on more online courses you will not find yourself among those instructors who beg to return to the classroom simply because they have overloaded your time.

Conclusions. Though as easy and sound the above recommendations may look, they are not always easy to fulfill. The first rule in Web-based education is that the online educators must push beyond our comfort zone. They must venture beyond the known, acceptable, and conventional. Their current frames of reference, boundaries, and assumptions must be challenged at every turn. They must take fundamental change in the way

they think about educational patterns. The same goes for time management while preparing and conducting online courses. Take, for example, the endeavor of trying to keep conventional schedules and balance them with irregular hours that probably most of adult students can use for their online work. Think of the amount of emotional and physical pressure it might bring. Though if online educators stick to only what is comfortable, they will likely fail.

The second rule in Web-based education is plan, plan, plan, and then do more planning. When beginning to plan for an Internet course, in addition to all the usual problems of planning a class that must fit within a curriculum and an entire course of study, one must also plan for the added factor of the Web-based delivery environment. It goes without saying that the underside and the essence of planning process is time management.

The third rule Web-based education is that interactive communication is paramount. Interaction cannot be emphasized enough. Unfortunately, too many developers have taken it to mean provide a quiz every third screen or force students to log in every day and count the number of logins in their grade. Neither of these seems to be a good example of interaction especially seen in the perspective of Web-based education time management. Effective interaction requires communication – not over saturation or useless repetition.

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