A Study on the Student Perception Survey to Improve the Quality of Field Practice

Younghee Noh*

ARTICLE INFO

Article history:
Received 15 March 2023
Revised 29 June 2023
Accepted 29 June 2023

Keywords:
Field Training,
Library,
Department of Library and Information Science,
Student's Perception

ABSTRACT

The purpose of this study was to propose ways to improve the library field practice of Department of Library and Information Science to improve the field environment and educational content, enhance students' field practice, increase efficiency, and increase students' satisfaction. To this end, a survey and interview survey were conducted on students who were going to do field training, and the results are as follows. First, students were well aware of what preparations should be made at school before going to field training. Second, students showed high awareness of their rights guarantees and requests for action in the event of problems at field training institutions. Third, students showed a high demand that field training should guarantee the minimum hourly wage. What is an issue in this regard is that policies that can satisfy both the burden of universities for continuous student guidance and evaluation, the burden of training institutions to conduct education while paying practical expenses, and the rights of students to be protected. This study was aimed at students, but it seems that realistic field practice policies should be presented from various angles as research on government ministries or university authorities is added.

1. Introduction

In the field practice semester system introduced by the revision of the Higher Education Act in 1997, the recent topic is the introduction of the standard field practice semester system by the Ministry of Education. The key point of the policy is to divide the practical semester system into 'in-school practical semester system' operated by school companies and 'out-of-school field practice semester system', and to systemize the out-of-school field practice semester system into 'standard field practice semester system' and 'autonomous field practice semester system'. The standard field practice semester system is a system that operates in accordance with the standard operating standards, and standardized standards such as mandatory payment of training support expenses, training requirements, and operating procedures and forms are prepared and complied with. In particular, the standard field practice semester performance will be disclosed for university information disclosure and used

* Professor, Department of Library and Information Science, Konkuk University, Korea (irs4u@kku.ac.kr)
International Journal of Knowledge Content Development & Technology, 13(2): 89-104, 2023.
http://dx.doi.org/10.5865/IJKCT.2023.13.2.089

as various evaluation indicators such as financial support projects to induce university participation in finding and managing high-quality field practice institutions. In the case of the autonomous field practice semester system, the school's autonomous standards are operated under the responsibility of the president, but the field practice semester system, which has a strong 'work' character due to work-load, must comply with the standard operating standards.

Field practice is closely related to the department of Library and Information Science. Currently, 25 departments, or 76% of 33 Library and Information Science departments nationwide, are offering field training courses (Noh, 2020). In addition, the Library Information Policy Committee is attempting to make field practice subjects mandatory, and a study was conducted (Noh, Ahn, & Choi, 2011) that insisted on making field practice subjects mandatory.

Therefore, the standard field practice semester system, which took effect on July 1, 2021, should be carefully examined by the Library and Information Science academia, and measures should be sought to cope with this. In particular, in the case of the standard field practice semester system, training institutions are required to pay more than 75% of the minimum wage to participating students in consideration of educational hours, and the key is whether libraries in the public sector can secure a separate budget in consideration of trainees. Even if efforts are made to secure a budget based on the Higher Education Act and education policy, it will take a considerable amount of time to secure all various practice institutions to accommodate students from the Department of Library and Information Science across the country.

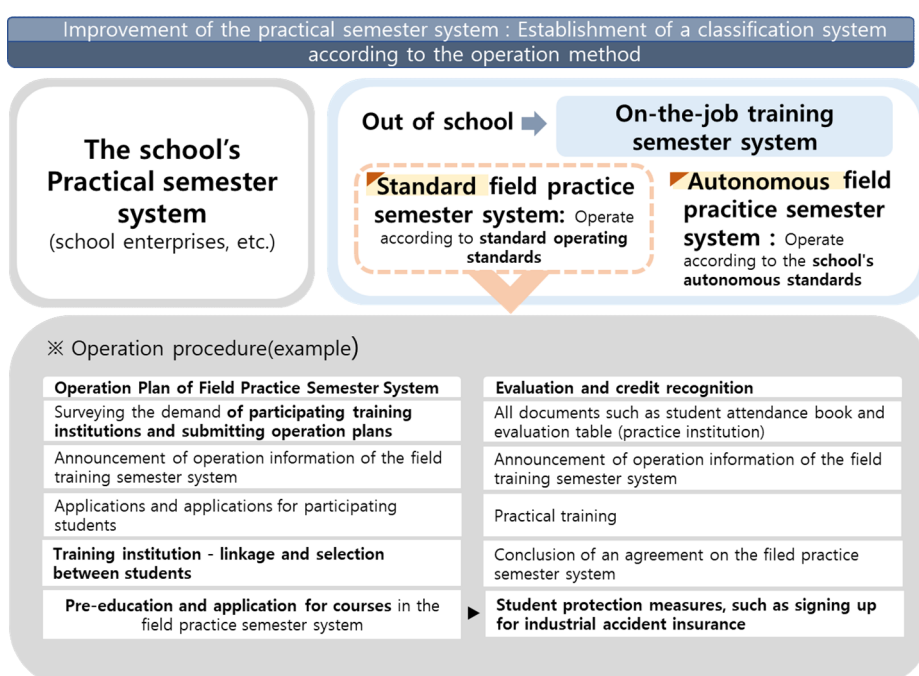

Fig. 1. Improvement of the practical semester system: Establishment of a classification system according to the operation method (photo = Ministry of Education)

Of course, in the case of the autonomous field practice semester system, unpaid operation is possible if the requirement is met to provide sufficient opportunities for practical education according to the purpose of student education and academic schedule and not to grant simple and repetitive daily tasks, but in principle, paid is required.

This study was conducted to improve the field practice environment and educational content, improve the efficiency of students' field practice, and increase the satisfaction of students. Therefore, the purpose of this study is to derive and propose the improvement direction of library field practice in the Department of Library and Information Science.

2. Previous research

In Korea, concerns about field training go back to the 1970s. Since researcher Kim, Kwang-young went to the American library for librarian practice in 1975, research on practical practice has begun to derive implications applicable to Korean university libraries based on his experience. This is different from the student's field practice. Twenty years ago, in 2002, researcher Lee Man-soo conducted a study on the education practice room of the Department of Library and Information Science, but this is also different from field practice.

Since then, a considerable number of studies related to educational practice have been conducted. Kim, Seong-jun (2011) analyzed the causal relationship between variables affecting the educational practice of librarians to find an effective direction for the development of educational practice, and to investigate the effectiveness of educational practice as a method of enhancing the professionalism of librarians. To this end, two research models were constructed. In the first model, the causal relationship between variables was analyzed by selecting pre-education, practice programs, guidance teachers, practice environment, and organizational atmosphere of practice institutions, and in the second model, how much role recognition and job performance are affected. As a result of the study, it was found that the variable that had the greatest influence on the educational practice of librarians was the practice program, and among the paths of professional development, educational practice had a positive effect on job performance competency. Based on the above analysis results, it was suggested that educational practice has a practical effect as a process of enhancing the professionalism of librarians, and that it requires awareness of educational practice, development of high-quality practical programs, sufficient preparation, and efforts by instructors. In the same year, he argues that educational practice is a major curriculum to enhance professionalism as a librarian teacher, and suggests a systematic educational practice program to effectively develop the educational practice of pre-librarian teachers. To this end, the content elements of educational practice were extracted based on the professional standards of librarians by the Korea Institute of Curriculum and Evaluation, and the importance of 32 practice contents extracted for librarians who completed educational practice at the school library was investigated. 13 practice contents and 28 elements were selected based on the selection criteria of the practice content, balancing the expertise of librarians, emphasizing practical competencies, suitability of general courses and procedures for educational practice, and reflecting the survey results. Through the above process, this study proposed

an educational practice program for prospective librarians consisting of practical goals, guidance methods, educational materials, and guidance points (Kim, 2011).

In addition, Jung, Jong-ki (2011) developed a journal feedback program to be applied to the library practice course of preliminary librarians and tried to find out whether the journal feedback of preliminary librarians participated in library practice helped library practice. Based on the principle of journal writing and abstract writing, the journal's quality evaluation, questionnaire survey, and individual interviews have shown that the cognitive thinking level has improved significantly after a certain level of feedback, and is effective in solving library practice and library practice problems.

A study was conducted on the development of educational practice programs for prospective librarians (Kwon & Park, 2014), and this study aims to examine in-depth individual experiences felt while experiencing the curriculum and to understand all environments surrounding it. To this end, in-depth interviews were conducted by selecting research participants who experienced educational practice, and data were analyzed using Giorgi's phenomenological analysis method. As a result of the analysis, the components of the pre-library teacher's experience in education practice were summarized as 'formation of library and librarian through growth process', 'concern of self-growth through practical experience', 'understanding organizational culture and communication relationship recognition', and 'realization of library and librarian teacher'. It was argued that the experience elements of these study participants are phenomena that can be understood in the context of time flow.

On the other hand, the evaluation study on the field practicality of literature informatics subjects (Noh, Ahn & Choi, 2011) proposes to provide on-site librarians with required or core subjects and optional subjects. In a study conducted in 1983, before this study (Koo, 1983), 16 out of 27 universities in Korea (Library Department) were investigated and problems were identified. As a result, the entire department conducted library practice and 11 of them announced that they were completing their major.

If so, studies were also conducted to understand how satisfied students were with these field practices and what problems they thought were. First, Yoo, Sa-ra (2012) conducted a job-observation internship to reduce the difficulties of field practice for undergraduate literature information and the burden of internship education for practitioners. In 2014, she diagnosed the problems recognized by intern institution (library) practitioners. As a result, it was found that internship practitioners have positive opinions on internship programs, but do not recognize or tend to take them seriously that their influence plays an important role in trainees' field trips.

In addition, Lee, Soo-young and Kim, Yoo-seung (2012) investigated the current status of library training courses in the four-year literature information department and 42 public libraries, analyzed the needs of students and field librarians between S Public Library and C University. In addition, Cha, Sung-jong (2015) also conducted a survey by dividing it into environmental satisfaction, timing and period satisfaction, leader satisfaction, program satisfaction, evaluation satisfaction, pre-preparation satisfaction, and field practice satisfaction (Cha, 2014). As a result, it was reported that the satisfaction with the practice leader was the highest at 3.92, and the satisfaction with the practice preparation items was the lowest at 3.50. In addition, it was argued that a follow-up study was needed to

derive specific action plans to improve the educational effect of field practice by improving the satisfaction of field practice in literature information science.

As discussed above, it can be seen that a considerable number of studies have been conducted on field practice institutions and field practice students, and various angles have been conducted and development plans have been proposed. This study attempted to investigate students' perceptions based on the contents of the recently announced Ministry of Education's revised regulations on the operation of the field practice semester system for college students.

3. Research Questions

This study aims to show various perspectives so that desirable policies for field practice, which have long been an issue in the literature and informatics world, can be found, and to propose improvement directions from a different angle from previous studies. In this regard, the following research questions may be raised.

- RQ1. What do you think students should prepare at school before going on a field trip?
- RQ2. How do students perceive students' rights guarantees?
- RQ3. To what extent are students aware of the requests for action in the event of a problem at a field training institution?
- RQ4. What do students think should be improved most about field practice?

In order to solve the above research questions, a questionnaire was developed, a recognition survey was conducted on students, and related literature and the Ministry of Education notice were reviewed.

4. Research Design and Methodology

4.1 Research Procedures and Contents

The research procedure for achieving the purpose of this study is as shown in Figure 2. First, the research conducted on library field practice was investigated and analyzed, and the research related to field practice (including internship subjects) completed by all students in the Department of Library and Information Science (including librarian teacher education practice) was intensively analyzed. Next, based on this, a questionnaire was developed and a survey was conducted online for 35 students who went to field practice, and a total of 35 responded, showing a 100% response rate.

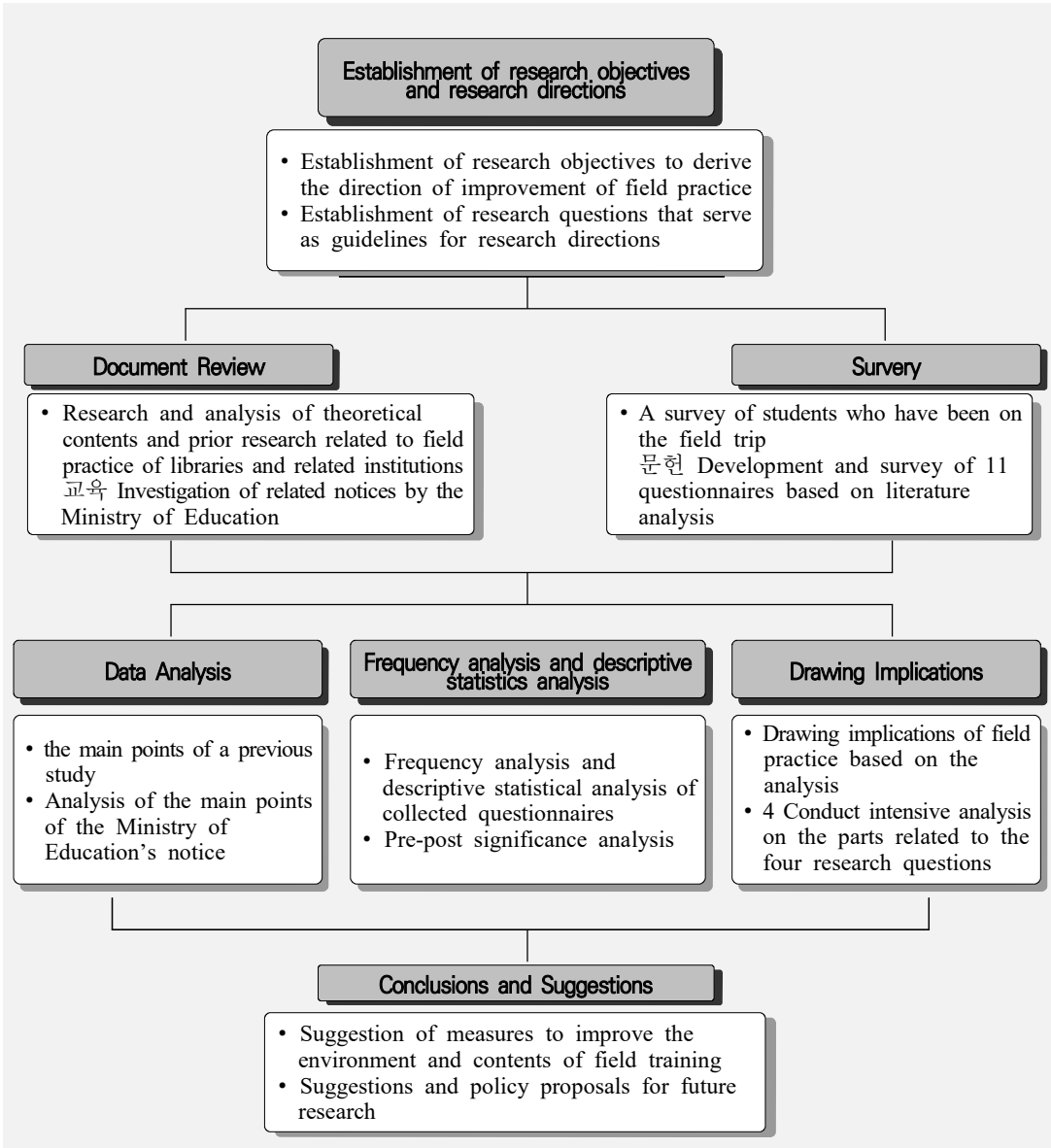

Fig. 2. Research Design

4.2 Questionnaire design and analysis methods

In order to achieve the purpose of this study, a structured questionnaire was developed for students who have been to field practice, and a survey was conducted after 5 hours of experience sharing and discussion time. Questionnaires were distributed to a total of 35 people, and a total of 35 people responded, showing a 100% recovery rate. The questionnaire is based on the contents shown in the Ministry of Education Notice No. 2021-103, but consists of questions that are considered

necessary to achieve the purpose of this study. As a result, the questionnaire of this study consisted largely of student requirements, matters to be observed by students, guarantee of students' rights, and protection of students, and the details are as follows.

Table 1. Questionnaire Structure Chart4

major category		subdivision/subdivision	number
demographic characteristic		gender	3
		age	
		Major (major, major)	
recognition survey	student requirements	Requirements for classes, such as application for courses under the field training semester system, must be met.	4
	student's requirements	Compliance with procedures and standards in accordance with the regulations related to the field training semester system	
		Compliance with safety management regulations and standards of training institutions	
		Complies with standards such as prohibition of leakage of confidential information by institutions acquired during field training.	
	guarantee of student rights	The right to receive education and guidance on the implementation of the field training semester system.	
		Rights to be protected and compensated in the event of health and industrial accidents, accidents and disasters	
		The right not to be disadvantaged in relation to the implementation of the field training semester system.	
		The right of the operation plan to be taken care of in the event of other matters.	
	student protection	If the training institution gives, instructs, or forces outside the scope of work, it can request correction, suspension, or reinstatement of school.	
		In case of violation of standards such as training hours and period, request for correction and request for suspension or reinstatement of school may be made.	
		If the training support fee is not paid or paid below the standard, a request for correction and a request for suspension or return to school may be made.	
		Request for correction, suspension, or return to school may be requested if it is judged that there are problems or problems in industrial safety, health and hygiene, sexual harassment, or disaster.	
		In addition, it is known that in the event of arbitrary change or adjustment of the operating conditions of the field training semester system, a request for correction and a request for suspension or return to school may be made.	
Recommendations for the Field Practice Semester System		recommendations for school administration	4
		recommendations to practice organizations	
		Recommendations for the University Field Practice Support Center	
		additional suggestions	
total			11

5. Results of participating students' perceptions survey related to the field training semester system

5.1 Demographic Characteristics

In this study, a survey was conducted on undergraduate students who completed field training, and 35 students responded. Mainly, 3rd to 4th graders went to field training, 97% of them majored in literature and informatics, and 1 major in multi-major. The subject of the survey in this study is K University, and field training courses are mandatory subjects, and graduation is possible only when completed.

Table 2. Demographic Characteristics5

distinction	questionnaire content	N	%
gender	male	6	17.14
	woman	29	82.86
age	22 years old.	12	34.29
	23 years old.	12	34.29
	twenty-four years old	9	25.71
	25 years of age or older	2	5.71
major status	major	34	97.14
	major	1	2.86

5.2 Awareness of the Field Practice Semester System

In this study, a pre-post survey was conducted to find out the change in perception in investigating the perception of the field practice semester system. However, due to the high pre-awareness overall, there was no significant difference in almost all items compared to the post-results, and each item rose to an insignificant level or decreased slightly. Therefore, I would like to present incorrect implications for the analysis results, focusing on the results of the pre-investigation before the field practice.

5.2.1 Recognition of the teaching requirements (application for courses, etc.) of the field training semester system

We asked if they knew about the class requirements of the field training semester system, and as a result, 94% of them were found to be high, and 2 students said they did not know well. The teaching requirements of the field training semester system are presented in the notice, and it is questionable whether the student is well aware of the details of the notice. Although orientation has been conducted, more in-depth education is needed on the specific content, and based on this, it is necessary to guarantee students' rights and right to learn.

Table 3. Recognition of the teaching requirements (application for classes, etc.) of the field training semester system.6

distinction	questionnaire content	N	%
Recognition of the requirements (application for classes, etc.) for field training semesters	to be aware of	33	94.29
	I don't know.	2	5.71

5.2.2 Awareness of matters to be observed by students

On average, the perception of what students should follow was very high. This is also because the survey was conducted immediately after the field training orientation, and it seems that some of the field training courses have been operated as essential courses over the past 20 years and have been learned from seniors. As shown in <Table 4> below, it can be seen that they are well aware of the standards such as compliance with the school's on-site practice semester system, compliance with safety management regulations and standards, and prohibition of leakage of confidential information.

Table 4. Awareness of what students should follow7

distinction	I have no idea.		I don't know.		be normal		I know.		be well aware of		M	std
	N	%	N	%	N	%	N	%	N	%		
It is known that the procedures and standards in accordance with the regulations related to the school's field training semester system should be observed.	0	0.0	2	5.7	5	14.3	14	40.0	14	40.0	4.14	0.879
It is known that safety management regulations and standards of training institutions must be observed.	0	0.0	0	0.0	3	8.6	14	40.0	18	51.4	4.43	0.655
It is known that standards such as prohibition of leakage of confidential information by training institutions acquired during the field training semester system should be observed.	0	0.0	0	0.0	3	8.6	15	42.9	17	48.6	4.40	0.651
average	0.00	0.00	0.50	1.90	3.67	10.50	10.75	40.97	16.33	46.67	4.32	0.73

5.2.3 Awareness of student rights guarantees

The guarantee of students' rights is also very important. Therefore, since students should also be aware of the guarantee of students' rights shown in the Ministry of Education's notice, it was attempted to determine whether they were aware of this. This also showed a high recognition of

an average of 4.21 points. The right to be protected from health and industrial accidents and compensation in the event of an accident is 4.34, followed by the right to not be disadvantaged in relation to the implementation of the field trip system.

Table 5. Awareness of student rights guarantees8

distinction	I have no idea.		I don't know.		be normal		I know.		be well aware of		M	std
	N	%	N	%	N	%	N	%	N	%		
I know about the right to receive education and guidance on the implementation of the field training semester system.	0	0.0	4	11.4	2	5.7	16	45.7	13	37.1	4.09	0.951
We know that among the field training semester system, there is the right to be protected from health and industrial accidents, and the right to be compensated in the event of accidents and disasters.	0	0.0	0	0.0	4	11.4	15	42.9	16	45.7	4.34	0.684
I know that I have the right not to be disadvantaged in relation to the implementation of the field training semester system, except for cases where I intentionally or grossly negligent during the field training semester system.	0	0.0	0	0.0	5	14.3	17	48.6	13	37.1	4.23	0.69
It is known that the operating standards for the field training semester system or the field training semester system operation plan has the right to take action in the event of other matters.	0	0.0	0	0.0	6	17.1	17	48.6	12	34.3	4.17	0.707
average	0.00	0.00	0.80	2.85	4.25	12.13	13.00	46.45	13.50	38.55	4.21	0.76

5.2.4 Recognition of requests for action in the event of a problem

None of the students responded that they knew nothing about the measures that could be requested in situations that could occur during field training, and overall, they showed high recognition. Among them, it can be seen that requests for correction and suspension or reinstatement can be made if there are industrial safety, health and hygiene, sexual harassment, or disaster problems, or if there are any other changes or adjustments to the operating conditions of the field training semester.

Table 6. Recognition of action requests in the event of a problem9

distinction	I have no idea.		I don't know.		be normal		I know.		be well aware of		M	std
	N	%	N	%	N	%	N	%	N	%		
We know that if a training institution gives, instructs, or forces a task outside the scope of the recognition of the field training semester system, a request for correction and a request for suspension or return to school may be made.	0	0.0	2	5.7	3	8.6	18	51.4	12	34.3	4.14	0.81
I know that if you violate the standards such as practice time and period, you can request correction and request for suspension or return to school.	0	0.0	1	2.9	5	14.3	17	48.6	12	34.3	4.14	0.772
I know that if you do not pay the training support fee or pay it below the standard, you can request correction and stop or return to school.	0	0.0	0	0.0	6	17.1	18	51.4	11	31.4	4.14	0.692
We know that if there are industrial safety, health and hygiene, sexual harassment, or disaster problems, or if it is judged that there are related problems, we can request correction, suspension, or return to school.	0	0.0	0	0.0	6	17.1	17	48.6	12	34.3	4.17	0.707
In addition, it is known that in the event of arbitrary change or adjustment of the operating conditions of the field training semester system, a request for correction and a request for suspension or return to school may be made.	0	0.0	0	0.0	6	17.1	17	48.6	12	34.3	4.17	0.707
average	0.00	0.00	0.50	1.72	5.20	14.84	14.50	49.72	11.80	33.72	4.15	0.74

On the other hand, other opinions were divided into suggestions for school administrative agencies, suggestions for practice institutions, and suggestions for the university field training support center, and students are demanding a minimum wage for all subjects.

Field practice is a period of improving students' field practice skills and confirming their aptitude and job suitability during the training institution, and is a learning to grasp their career path thereafter. And despite the fact that credits are given and that it is an on-the-job training conducted for educational purposes, students should be paid the minimum hourly wage, and whether or not they reflect this in their policies, they should respond and develop policies.

6. Discussions and Policy Recommendations

This study was conducted to improve the field practice environment and educational content, improve students' field practice, and increase students' satisfaction with field practice, so the purpose of this study is to derive and propose the direction of improvement of library practice.

To this end, various papers discussing standard field practice, including notices related to the introduction of the standard field practice semester system, were investigated and analyzed. In addition, a survey was conducted on students who are actually conducting field training to find out the requirements that students must meet, what students should follow, what is related to student rights guarantees, and what is related to student protection. Based on this, in order to derive specific measures to increase field practice satisfaction, it was intended to derive the direction of improvement of field practice from the perspective of students.

As a result of the study, students first identified what they thought they should prepare before going to field training, are well aware of the requirements for the field training semester system (e.g., application for classes), and show a very high perception of 4.32 on average. From this, students know the importance of procedures and standards according to the regulations related to the field training semester system, safety management regulations and standards of training institutions, and to comply with them.

Students tried to understand how they perceive students' rights guarantees, and research shows a high perception of students' rights to be protected by schools or practice institutions, which should be carefully examined by universities and practice institutions. First of all, it can be seen that students consider the right to receive education and guidance on the implementation of the field training semester system important. Schools also need to educate, guide, and educate, but they recognize that they need to receive education related to practice even during practice. In particular, it seems that field training institutions and universities should be aware that the right to be taken care of is very high if it is not implemented as educated. In addition, it should be noted that students recognize that safety is the most important thing, as 4.34, the right to be protected from health and industrial accidents, and the right to be compensated in the event of an accident.

It was also asked how much students were aware of the request for action in the event of a problem at the field training institution. This is also a matter for the protection of students' rights and interests, and each one is meaningful. First of all, it is highly recognized that the training institution, including the contents of the library's field training manual (Noh, 2022), is requested to correct the work outside of the orientation, and if the practice time and period are not accepted, it can be requested to return to school. It can be seen that this is the level at which students can claim their rights and protect themselves. Currently, the Department of Library and Information Science is not an institution subject to standard field training, so field training institutions do not have to pay training fees, but it also shows high recognition that if it becomes a standard field training institution in the future. In particular, the awareness of coping with cases where industrial safety, health and hygiene, sexual harassment and disaster problems have occurred, or related problems is also very high at 4.17. This high perception may be due to the influence of pre-education in

schools, but it may also be because these topics are dealt with very much in the media as social issues.

Lastly, students were asked to present their opinions on what they thought should be most improved in relation to field training, divided into school administrative agencies, practice institutions, and field training support centers, and all three organizations said that they must receive a minimum wage. This part is very suggestive. First, in the case of universities, field training expenses are not provided to students. Because I paid tuition, I think I should return the three credits to students or give them to field training institutions, but in fact, universities give more than three credits to universities. For example, classes must be designed, contacted, exchanged official documents, and signed MOUs, and these field training institutions account for an average of 20 institutions per semester. In addition, monitoring and receiving work reports throughout the field training institution should be conducted, and when students return from the field training, the contents of the field training should be verified through presentation evaluation and exhibition evaluation. In addition, the grades of individual students must be evaluated finally, and this series of courses requires more time and effort than other three credits.

Second, from the perspective of the practice institution, students with no practical work experience should be educated, no achievements can be expected through practical work, and students should be careful and careful about their safety. In these situations, if students are required to pay 80% of the minimum hourly wage, perhaps no institution will try to receive field trainees. What this means is that students will be deprived of the opportunity to take field training before graduation, and will not have the opportunity to check if they are qualified in advance before graduation. It also means that it may be an obstacle to achieving the original purpose of field practice. In the case of K University in 2021, about 1,300 students went to field training annually, but the number of students decreased to about 100 after the introduction of the standard field training semester system. Of course, 20 students will receive high quality practice, but the opportunities of the remaining 1,200 students have disappeared. Practice institutions should change to show entrepreneurship to give students opportunities for field training for the future society and pay education fees, but in fact, it is also related to the life and death of companies, so they need to understand it.

With the minimum hourly wage demanded by students, it will not be easy for universities and businesses to find directions that will satisfy everyone, especially local and local universities. No one can force sacrifice and no one can say that rights and obligations must be waived. It can be said that the current government is required to develop policies that benefit everyone.

7. Conclusions and Future Research

Field practice is an educational program recommended to improve college students' practical skills and provide opportunities to explore jobs that suit their aptitude in advance before graduating from college. The government has supported the university headquarters to provide students with high-quality field training opportunities, and has allowed them to support training expenses through

the work-study parallel system or the industry-academic cooperation leading university project (LINC). As a result, it was possible to change from theory-oriented education to practice-oriented education, and through this, it can be said that existing theoretical education is also producing synergistic results that shine. Some universities have designated field training courses as mandatory subjects, resulting in higher employment rates for students before graduation, which has been reported through papers (Yoo, 2012; Cha, 2015; 2017; Park & Park, 2017).

However, in 2021, the Ministry of Education revised all the regulations for the operation of the college student field training semester system (Ministry of Education Notice No. 2021-103). In other words, it is said that it is intended to develop into student-centered field practice that strengthens qualitative internalization and student rights and stability. The main focus is systematization of the field training semester system and preparation of standardized operating procedures, strengthening student rights and establishing a safety net, making it mandatory to pay field training support costs, and flexible field training in preparation for national disasters.

The problem is the effectiveness of this system. A survey of practice institutions conducted in early 2022 showed very low awareness of the introduction of standard field practice, standard field practice operation and agreement, standard field practice support costs, and standard field practice labor contracts. In addition, the demand for the autonomous field practice semester system, which is different from standard field practice, showed low demand, and the number of trainees' acceptance doctors and acceptable students was very low. On the other hand, considering that the biggest issue in the perception of students revealed in this study is the guarantee of the minimum wage, it is required to find a joint solution by the Library and Information Science academia, book relations, government and university headquarters.

Effective field training is recommended by universities in consideration of major suitability and qualification requirements, and training institutions have been and will be required to select students who meet the standard field training semester system. However, the key is to overcome the gap between the reality of universities and industrial and practice sites. Future studies require interviews and surveys with policymakers and university headquarters operators to grasp perceptions and seek directions for improvement, and only when these studies are conducted can the direction of true library field practice be properly presented. This researcher believes that the efforts and policy proposals of several researchers, not just approaches, should be carried out from various angles in one or two aspects, and thus hopes that research from various perspectives should be conducted.

References

Cha, S. J. (2015). Comparison of Factors Influencing Satisfaction of the Field Practice Program in Library and Information Science between College and University Students. *Journal of the Korean Library and Information Science, 49*(2), 355-379.

Cha, S. J. (2017). A Study of Practical Instructors' Recognition on the Field Practice Program in Library and Information Science. *Journal of the Korean Library and Information Science, 51*(2), 133-156.

Cho, A. (2018) *The Effect of the Service Quality of the Field Training Internships on Student Satisfaction, Will for Employment and University Loyalty*. Master's thesis. Chonbuk National University Graduate School of Business.

Hong, H. J., Noh, Y. H. & Kim, D. S. (2021). A Study on Status and Necessity of the Curriculum for the Department of Libraries and Information Sciences in Korea. *Journal of the Korean Library and Information Science, 55*(1), 5-36.

Jung, J. K. (2011). A Case Study on the Development & Application of Journal Feedback Program in Pre-librarians' Library Field Experience. *Journal of Korean Library and Information Science Society, 42*(2), 277-297.

Koo, B. Y. (1983). P.O. training in library science curriculum. *Seoul Women's University Paper Collection, 12*, 219-241.

Koo, B. Y. (1983). A Research on the Actual Conditions of Library Practice Education in Korea. *Journal of the Korean Society for Library and Information Science, 10*(2), 3-37.

Korean Library Association (2010). *Dictionary of Library and Information Science Terms*. Seoul: Korean Library Association.

Kwon, S. Y. & Park J. S. (2014) A Phenomenological Study of the Pre-service Teacher Librarian During Student Teaching Practice, *Journal of Korean Library and Information Science Society, 45(3), 331-348.*

Lee, S. Y. & Kim, Y. S. (2012). A Study on Library and Information School's Practical Training Program: Focused on a Case of S Public Library. *Journal of the Korean Library and Information Science, 46*(4), 147-168.

Noh, Y. H, & Kwak, W. J, (2020). A Study on the Graduate School Curriculum of the Department of Libraries and Information Sciences in Korea. *Journal of the Korean Library and Information Science, 54*(4), 123-146.

Noh, Y. H,, Ahn, I. J. & Choi, S. K. (2011). A Study on Evaluating the Practicalness of Library and Information Courses in Korea. *Journal of Korean Library and Information Science Society, 42*(4), 5-29.

Noh, Y. H. (2015). A Study on the Characteristic Changing of the Library and Information Science Curriculum. *Journal of Korean Library and Information Science Society, 46*(4), 79-107.

Noh, Y. H. (2020). *Korean Library and Information Science School Course*. Seoul: Jo eun Glitter.

Noh, Y. H. (2022). A Study on the Introduction of Standard Field Practice Based on the Awareness Survey of Field Training Institution. *Journal of the Korean Library and Information Science, 56*(3), 153-179.

Noh, Y. H. (2022). A Study on the Proposal of Improvement Plan based on the Field Practice Status Survey of the Department of Library and Information Science. *International Journal of Knowledge Content Development & Technology, 12*(2), 1-21.

Park, Z. Y. & Park, S. J. (2017) Enhancement of Library Internship Reflecting Participants' Opinions based on Activity Theory, *ournal of Korean Library and Information Science Society, 51(1), 307-332.*

[About the authors]

Younghee Noh has an MA and PhD In Library and Information Science from Yonsei University, Seoul. She has published more than 50 books, including 3 books awarded as Outstanding Academic Books by Ministry of Culture, Sports and Tourism (Government) and more than 120 papers, including one selected as a Featured Article by the Informed Librarian Online in February 2012. She was listed in the Marquis Who's Who in the World in 2012-2016 and Who's Who in Science and Engineering in 2016-2017. She received research excellence awards from both Konkuk University (2009) and Konkuk University Alumni (2013) as well as recognition by "the award for Teaching Excellence" from Konkuk University in 2014. She received research excellence awards form 'Korean Y. Noh and Y. Shin International Journal of Knowledge Content Development & Technology Vol.9, No.3, 75-101 (September 2019) 101 Library and Information Science Society' in 2014. One of the books she published in 2014, was selected as 'Outstanding Academic Books' by Ministry of Culture, Sports and Tourism in 2015. She received the Awards for Professional Excellence as Asia Library Leaders from Satija Research Foundation in Library and Information Science (India) in 2014. She has been a Chief Editor of World Research Journal of Library and Information Science in Mar 2013 ~ Feb 2016. Since 2004, she has been a Professor in the Department of Library and Information Science at Konkuk University, where she teaches courses in Metadata, Digital Libraries, Processing of Internet Information Resources, and Digital Contents.