

A Study on the Direction of Improvement Based on the Survey of the Status of Field Practice

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ABSTRACT

This study attempted to grasp the current status of field training in the Department of Library and Information Science and the training institutions of the students of the Department of Library and Information Science and to propose a development plan based on this. To this end, a questionnaire survey and survey were conducted on the status of field practice in the Department of Library and Information Science at 4-year and 2-year colleges. As a result of the study, first, it was analyzed that field training has an effect on the employment competitiveness and employment competency of students, and the field training environment has an effect on career decisions of students in the Department of Library and Information Science. Second, it was found that the library with the most field training was found to be a public library, and it was investigated that in order to allow students to experience various institutions and choose their career path, it was necessary to jointly discover and use field training institutes. Third, the evaluation contents or evaluators of the field training did not show a big difference by school, and it was found that most universities are evaluating the field practice using various scales. Lastly, in order to maintain the level of on-the-job training to some extent, it is necessary to develop a training manual and distribute it to each university.

1. Introduction

The field practice education has largely been regarded as an essential curriculum to help future librarians develop their self-awareness, confirm their identity for the information profession, and inspire in themselves a sense of mission (Cha, 2015; Jung, 2011; Koo, 2018). Hence, academia has recognized the importance of practical education and has proposed not only selecting this course as a required one rather than an elective course, but also reorganizing it as a specific and standardized program to help enhance the quality of the experience gained during the practical course (Kwak, 2011; Noh, 2005; Noh, 2009; Noh, Ahn, & Choi, 2011; Cha, 2011; Koo, 2018).

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Furthermore, field practice seems to influence the employment rate, and while the analysis that the employment rate has significantly decreased due to the abolition of field practice (Sun, 2018) has emerged, the field practice appears to indirectly influence the employment rate of students. That is, the practical competency, career path resilience, career path insight, and career path identity's potential averages of the group of students who experienced the field practice education turned out to be significantly higher than those without the experience, thereby causing a positive influence (Sun, 2018).

It is apparent that it is necessary to carefully select the institutions where students of the Department of Library and Information Science will go to practice, which is evident from the fact that several studies show that the field practice environment influences the employment decision related intention. That is, it turned out that the field practice related satisfaction factors such as self-development, business work, and major studies have a positive (+) effect on the field practice related satisfaction, and the field practice related satisfaction significantly influences the employment decision related intention in the major field in a positive (+) direction. In conclusion, similar results have been found in several studies that increasing field practice related satisfaction increases employment decision related intention for the major field (Jung, Yang, & Choi, 2011; Cha, 2014; Cho, 2018)

As such, it may be said that the field practice is operated with a focus on the field, and that it has contributed significantly to cultivating the ability of practitioners to perform their practice based on theories. Accordingly, the Department of Library and Information Science has claimed that field practice ought to be made a mandatory subject (Noh, 2005; Noh, 2009; Noh, Ahn, & Choi, 2012), and in fact, the Council of Professors of the Library and Information Science and the Korea Library Association issued a statement focused on the fact that the field practice courses were required courses, and research results were also announced in this respect (Hong, Noh, & Kim, 2021).

When examining the studies on field practice at libraries and related institutions, it turned out that, while the status survey and awareness survey based on the field of libraries were conducted, there were no studies which examined the actual operational status of field practice targeting the Department of Library and Information Science.

Hence, in this study, the purpose and actual conditions of the Department of Library and Information Science's field practice education at 4-year and 2-year universities in Korea were identified, and the current status of practical education was analyzed to explore and propose the directions for improvement related to the field practice education.

2. Literature Review

The Department of Library and Information Science's glossary (Department of Library and Information Science Glossary Compilation Committee, 2010) carries the terms such as "library internship" and "practicum," and library internship is defined as "a curriculum (97), which is evaluated after a certain period of practice, as a professional practice course required to complete the Department

of Library and Information Science's course at a library or information service institution," while the practicum is defined as "a department of the curriculum with the purpose of experiencing the actual work and services based on research and learning of theory (216)" (Koo, 2018). Numerous similar terms related to library internship are used interchangeably without making the distinction of meaning and use. In a study by Lee and Kim (2012), and according to a survey of the current status of the Departments of Library and Information Science and library internship courses opened for the undergraduate level at 34 4-year universities nationwide, it is claimed that various terms are in use including 'library internship', 'practicum', 'Department of Library and Information Science internship', 'library information center internship', 'librarian internship' and 'practical training'.

Koo (1983) introduced various types and characteristics of library internship education of the United States while examining the operational status of library internship in Korea, and in the process of introducing it through what form in Korea among such various types, a confirmation and classification were made such that there was a clear difference in terms of the meaning of related terms (Koo, 2018).

Meanwhile, previous studies related to library internship in the Department of Library and Information Science in Korea have examined the educational environment for library internship and proposed alternatives to improve such (Koo, 1983; Lee & Kim, 2012), other studies examined the effectiveness and satisfaction of the library internship and the analysis of major factors influencing such satisfaction (Yoo, 2012; Cha, 2015; 2016; Park & Park, 2017), and other studies were linked to the Department of Library and Information Science's curriculum and proposed the directions for the library internship education (Kwak, 2011; Noh, 2006; Noh, 2009; Noh, Ahn, & Choi, 2012; Cha, 2016). There was also a study which recommended the directions and methods of practical education reflecting practical experience and opinions (Cha, 2017).

When analyzing the previous studies in the above, it may be said that they agreed on the importance of library internship education, selected it as a mandatory subject, and claimed that the contents and method of the education ought to be substantial, yet they lacked any proposal of actual cases along with specific discussions thereto. Furthermore, previous studies concluded their discussions by examining in detail the partial factors through the questionnaire method regarding the satisfaction or dissatisfaction of the practical interns, such as the library internship environment, educational contents, and operation method (Koo, 2018).

Meanwhile, the field practice related educational content is in use under the representative name of library internship. If the focus is placed on learning the field practice without being limited to the library, it is appropriate to use the name 'field practice'. In this study, the name of 'field practice' is used to encompass various fields into which librarians enter, such as library internship, related institutions, and similar institutions.

3. Research Questions

The purpose of this study is to examine and understand the current status of field practice of the students of the Department of Library and Information Science, and to propose the developmental

directions of field practice based on the results. In this connection, the research questions which may be raised in this study are as follows.

RQ 1. *What is the difference between the field practice institution and the field practice institution's selection method?*

RQ 2. *Which institution offers the most field practice?*

RQ 3. *To What extent are the field practice evaluative contents and the evaluators different for each school?*

RQ 4. *What are the ways for increasing the efficiency of field practice operation?*

To address the research questions in the above, a questionnaire was developed and a current status survey was conducted, and based on which, a direction of improvement for the field practice operation was sought to be proposed.

4. Research Design and Methodology

4.1 Research procedures

The purpose of this study is to examine and understand the current status of field practice of the students of the Department of Library and Information Science, and in this process, the current status of universities which offer field practice courses via the Department of Library and Information Science's curriculum were identified. Furthermore, a survey was conducted for the purposes of surveying the current status of the Department of Library and Information Science nationwide with a questionnaire.

The research procedure and research contents are presented in detail as follows. First, all courses of the Department of Library and Information Science at 4-year universities across the nation were surveyed to investigate the opening status of field practice courses. The survey was conducted approximately every 7 years from 1991 until 2020 (Noh, 2020). Second, the institutions which are sending their students for field practice targeting the Department of Library and Information Science nationwide were surveyed, and classified them into public libraries, university libraries, school libraries, national libraries, small libraries, and other related institutions for statistical analysis. Third, a current status survey was conducted targeting the Department of Library and Information Science across the nation, and the purpose of field practice, field practice institution's selection method, grades, and evaluation method, etc., were surveyed.

4.2 Status survey of the education for library internship

The purpose of this study was to present the direction of library internship education for the prospective librarians of the Department of Library and Information Science, and analyze the current status of practical education by identifying the contents and actual conditions of the library internship

education. The current status survey of library internship education was conducted with the Departments of Library and Information Science at 33 4-year universities, and the Departments of Library and Information Science at 5 2-3-year universities nationwide. As for the survey method, the contact information of the department office was secured for the Department of Library and Information Science at 38 universities selected, and the purpose of the survey was explained and directly surveyed through the department office and Kakao Talk, email, phone calls, and personal visits. The detailed survey contents are as illustrated in <Table 1> below.

Table 1. Status survey form for field practice

Classification	Contents of questionnaire	Form of response
Purpose of field practice education	Purpose of field practice education	Multiple choice
	Field practice institution	Single choice
Practice institution	Field practice institution's selection method	Multiple choice
	No. of practical courses	Single choice
No. of credits and field practice hours	Practice credit	Single choice
	Whether elective or required	Single choice
	No. of practical courses	Single choice
Other questions such as field practice year and number of students	No. of interning students by practice institution	Single choice
	Practice period	Single choice
	Practice advising professor	Multiple choice
Practice advising professor and practice evaluation	Practice evaluative contents	Multiple choice
	Field practice evaluator	Multiple choice
	Field practice evaluative questions	Multiple choice

5. Results of the Status Survey

In this study, the contents of the field practice status survey are largely classified into 3 categories. First, the status of field practice courses of the Department of Library and Information Science at 4-year universities nationwide, second, the status of field practice institutions, and third, the perception survey for field practice and the status of field practice by each university.

5.1 Status of the field practice courses

As for the field practice courses related opening status, reanalysis was carried out approximately every 7 years from 1991 until 2020 based on the data of the 2020 Korean Department of Library and Information Science curriculum (Noh, 2020), and as a result, the number of opening schools increased, and excluding 1991, it was surveyed that over 20 schools were offering field practice

courses. Furthermore, the number of subjects was also found to have continuously increased, which decreased in 2020. It seems to have been a result of the closing of the Department of Library and Information Science at Gangnam University and Nazarene University.

Table 2. Current status of practice course offering

Year	Opening school	No. of subjects
1991	18	22
1997	23	24
2004	21	25
2011	26	37
2017	27	47
2020	25	40

Table 3. Current status of practical courses (1991, 1997, 2004)

Opening school \ courses	1991		1997		2004	
	Name of course	No.	Name of course	No.	Name of course	No.
Gangnam University			Practicum	1	Field practice	1
Konkuk University						
Kyonggi University	Library internship	1	Library internship	1	Library internship	1
Kyungpook National University			Library internship	1	Library internship	1
Kyungsung University	Librarian internship	1	Library internship	1		
Keimyung University	Library practicum, typing practice	2	Library internship	1	Library internship practice	1
Gongju University			Library practicum	1	Library practicum	1
Gwangju University			Librarian internship	1	Librarian internship	1
Nazarene University						
Daegu Catholic University	Librarian internship	1	Librarian internship	1		
Daegu University			Information center field practice	1	Information center field practice	1

Opening school	1991		1997		2004	
	Name of course	No.	Name of course	No.	Name of course	No.
Daejin University			Library internship	1	Library internship	1
Duksung Women's University						
Dongduk Women's University	Library internship, typing practice	2	Library internship	1	Information center field practice	1
Dong-Eui University	Library internship	1	Librarian internship, community service level 2 field practice	2	Librarian internship	1
Myongji University	Library internship	1	Library internship	1	Library information center practice	1
Pusan National University	Librarian internship	1	Librarian internship	1	field practice	1
Sangmyung University						
Seoul Women's University	Librarian internship	1				
Sookmyung Women's University	Library internship	1	Library internship	1	Information center, library, publishing practice, field practice I, field practice II, field practice III, field practice IV	5
Shilla University	Library internship	1	Librarian internship	1	Librarian internship	1
Yonsei University						
Ewha Women University	Library internship	1	Library internship	1		
Incheon National University			Specialized work practice	1		
Chonnam National University	List typing practice, specialized work practice	2	Librarian intership	1	Specialized work practice	1
Chonbuk National University	Librarian internship	1	Librarian internship	1	Librarian internship	1
Jeonju National University			Library education practice	1	Information center field practice	1

Opening school \ courses	1991		1997		2004	
	Name of course	No.	Name of course	No.	Name of course	No.
Jungbu University					Library education practice 1	
Chung-Ang University						
Cheongju University	Library education practice 1				Library education practice 1	
Chungnam National University	Librarian internship, typing practice	2	Librarian internship	1	Librarian internship	1
Hannam University	Library practicum	1	Library practicum	1	Library practicum	1
Hansung University	Library practicum	1				
No. of opening schools	18 in total	22	23 in total	24	21 in total	25

Table 4. Current status of practical courses (2011, 2017, 2020)

Opening school \ courses	2011		2017		2020	
	Name of course	No.	Name of course	No.	Name of course	No.
Gangnam University	Practicum	1	Internship	1		
Konkuk University	Internship	1	Library internship, Internship	2	Internship	1
Kyonggi University	Library internship	1	Library information center practice	1	Library internship, Internship	2
Kyungpook National University					Library and information center practice	1
Kyungsung University	Library information center practice	1				

Opening school	2011		2017		2020	
	Name of course	No.	Name of course	No.	Name of course	No.
Keimyung University	Department of Library and Information Science internship, Department of Library and Information Science semester internship	2	Department of Library and Information Science internship 1, Department of Library and Information Science internship 2, Department of Library and Information Science entrepreneurship field practice (1), Department of Library and Information Science entrepreneurship field practice (2), Department of Library and Information Science entrepreneurship field practice (2), Department of Library and Information Science semester internship, Department of Library and Information Science field practice, Department of Library and Information Science field practice 1, Department of Library and Information Science field practice 1, Department of Library and Information Science field practice 1, Department of Library and Information Science field practice 2, Department of Library and Information Science field practice 2, Department of Library and Information Science field practice 3,	10	Department of Library and Information Science entrepreneurship field practice (1), Department of Library and Information Science Startup entrepreneurship practice (2), Department of Library and Information Science semester entrepreneurship field practice, Department of Library and Information Science semester field practice, Department of Library and Information Science field practice 1, Department of Library and Information Science field practice 2, Department of Library and Information Science field practice 3, Department of Library and Information Science field practice 4	8
			Gongju University			
Gwangju University	Librarian internship	1	Librarian internship	1	Librarian internship	1
Nazarene University	Field practice 1, field practice 2	2	Field practice 1, field practice 2, Braille practice 4 1, Braille practice 2			
Daegu Catholic University						
Daegu University	Information center field practice	1	Information center field practice	1	Library practicum	1
Daejin University	Library internship	1	Library internship	1	Library internship	1
Duksung Women's University					Department of Library and information Science field 1 practice	

Opening school	2011		2017		2020	
	Name of course	No.	Name of course	No.	Name of course	No.
Dongduk Women's University	Library and information center field practice	1	Library and information center field practice	1	Library and information center field practice	1
Dong-Eui University	Library internship	1	Library internship	1	Librarian internship	1
Myongji University	Library internship	1	Library internship	1	Library information center practice	1
Pusan National University	Public library internship, University library internship, Specialized library internship, School library internship	1	field practice	1	field practice	1
Sangmyung University			Internship	1		
Seoul Women's University	Library and information center internship	1	Information center internship I , Information center internship II	2	Field practicum I , Field practicum II	2
Sookmyung Women's University	Information center, library, publishing practice, field practice I , field practice II , field practice III	4	Information center, library, publishing practice	1	Information center, library, publishing practice	1
Shilla University	Library internship	1	Librarian internship	1	Librarian internship	1
Yonsei University			Information management practice	1	Information management practice	1
Ewha Women University			Capstone design library internship, field practice	2	Library internship, Field practice I	2
Incheon National University	Library practicum	1				
Chonnam National University	Web publishing practice, Specialized work practice, Librarian and teacher education practice	3	Specialized work practice, Legal and patent information practice	2	Legal and patent information practice, Specialized work practice	2
Chonbuk National University	Librarian internship	1	Cultural contents experience and exploration, Librarian internship	2	Cultural contents experience and exploration, Librarian internship	2
Jeonju National University	Library practicum	1	Field practicum	1	Field practicum	1
Jungbu University	Library education practice	1	Library internship	1	Library internship	1

Opening school \ courses	2011		2017		2020	
	Name of course	No.	Name of course	No.	Name of course	No.
Chung-Ang University	Library internship	1	Specialized work practice 1		Public library internship, University and specialized 2 library practice	
Cheongju University	Library education practice 1	1	Library education practice1, Library education practice2, field practice	3	Library education practice I , Library education practice II	2
Chungnam National University	Librarian internship1, Librarian internship2	2	Librarian internship1, Librarian internship2	2	Librarian internship	1
Hannam University	Library practicum	1	Library practicum	1	Field practice	1
Hansung University	Librarian internship	1	Cultural resource practice 1			
No. of opening schools	26 in total	37	27 in total	47	25 in total	40

5.2 Status of the field practice institutions

In this study, the institutions sending their students for field practice at each university were surveyed, and it was conducted targeting 33 4-year universities and 5 community colleges. As a result, a total of 20 universities (52.63%) responded to the questionnaire, and as for the responsive institutions for the field practice institutions, a total of 21 universities (55.26%) responded, yielding an average response rate of 53.95%, respectively. The contents of the survey and analysis were classified into practice institutions by university, practice universities by institution, and the number of students.

1) Number of practice institutions and the number of students by university

First, the number of practice institutions and the number of students for each university were surveyed, and the types of practice institutions were classified into the 7 types of university libraries, public libraries, school libraries, specialized libraries, national libraries, small libraries, and related institutions and companies. As demonstrated in the table below, the ratio of students going to practice at public libraries turned out to be the highest at 66.76%, followed by university libraries at 9.38 and national libraries at 6.70, each respectively.

Table 5. Number of practice institutions selected by each university

Type of institution		Public library	University library	School library	Specialized library	National library	Small library	Related institution and company	Total
No. of practice institutions	N	249	35	22	22	25	6	14	373
No. of practice institutions by university	%	66.76	9.38	5.90	5.90	6.70	1.61	3.75	100.0

It was intended to examine such in greater detail, and first, it was surveyed that over 80% of libraries received interns from one or two universities, with 57.83% of public libraries taking interns from one university the most, and 24.1% of libraries taking interns from two institutions, respectively. Receiving interns from multiple universities would be burdensome to manage, yet it is also necessary to consider providing the students with opportunities to meet and collaborate with students from other universities in the field.

Table 6. Number of institutions selected for interns for public libraries

Public library	No. of universities		No. of practice institutions	
	N	%	N	%
February 28th Democratic Movement Memorial Hall (Library), Garam Library, Gayang Library, Galma Library, Galsan Library, Gangnam-gu Open Library, Gangseo-gu Deungbit Library, Gangseo English Library, Gyeonggi Gwangju Education Library, Gyeonggi Gimpo Education Library, Gyeonggi Central Education Library, Gyeongsangnam-do Office of Education Masan Library, Wisdom Sea Branch, Gyeongsangnam-do Office of Education Changwon Library, Gyeongsangbuk-do Office of Education Gumi Library, Gyeongsangbuk-do Office of Education Sangju Library, Goyang Municipal Madu Library, Goyang Municipal Samsong Library, Gwangmyeong City Cheolsan Library, Gwangju Mudeung Library, Gwangju Municipal Sajik Library, Gwangju Municipal Sansu Library, Gwangju Buk-gu Unam Library, Gwangju Buk-gu Ilgok Library, Gu-gu San-dong Library Village, Gumi City Central Library	1	0.40	144	57.83
Gususan Library, Guam Library, Geumcheon-gu Geumnarae Library, Gimpo-shi Tongjin Library, Kumtle Library, Nowon Children's Library, Noeun Library, Dalseo-gu Dowon Library, Dalseo-gu Bible Library, Dangjin City Central Library, Daegu Metropolitan City Western Library, Daegu Metropolitan City Central Library, Daegu Metropolitan City Buk-gu Dachyeon Library, Daelim Information and Culture Library, Daejeon Dunsan Library, Daejeon Student Education and Cultural Center Affiliated Sanseong Library, Daehwa Library, Dobong Cultural Information Library, Dong-gu Guan Ansim Library, Dongdaemun Gudapsimni Library, Dongjak Sangdo Gukju Library, Dongjak Children's Library, Rainbow Yeongdong Library, Barefoot Dongmu Library, Mokpo City Library, Barunsam Library, Bongdam Library, Boogae Library, Busan Gudeok Library, Busan Saha Library, Busan Library, Bucheon City Sangdong Library, Sangnok Library, Seoul Metropolitan Office of Education Gangdong Library, Seoul Metropolitan Office of Education Gangseo Library, Seoul Metropolitan Office of Education Nowon Continuing Education Center,				

Seoul Metropolitan Office of Education Dobong Library, Seoul Metropolitan Office of Education Mapo Lifelong Learning Center, Seoul Metropolitan Office of Education Songpa Library, Seocho-gu Banpo Library, Seonyu Information Culture Library, Seongbuk Gilbit Library, Seongsan Libraries, Sejong Library, Sokcho Education & Culture Center, Songpa City Library, Songpa Gulmaru Library, Songpa Wiryae Library, Songhwa Library, Suyeong-gu Library, Suwon City Gwanggyo Green Forest Library, Suwon-shi Gwanggyo Hongjae Library, Suwon-shi Daechugol Library, Suwon-shi Taejangmaru Library, Suwon-shi Homaeshil Library, Sunchang-gun Library, Seulgisam Children's Library, Asan City Central Library, Ansan City Gamgol Library, Anseong City Central Library, Anyang City Gwanyang Library, Yangsan Ungsang Library, Yangpyeong County Children's Library, Yeonggwang Public Library, Yeongdo Library, Yeongdong Education Library, Osan City Dreamdure Library, Osan City Central Library, Lake Ochang Library, Wanju-gun Central Library, Yongsan Dream Tree Library, Yongin City Giheung Library, Yongin Central Library, Ulsan Nambu Library, Ulsan Eastern Library, Ulsan Central Library, Wonju City Central Library, Wolgye Cultural Information Library, Yuseong Library, Eunpyeong-gu Library, Uiwang City Central Library, Uijeongbu Information Library, Iksan City Library Madong Branch, Incheon Metropolitan Office of Education Gyeyang Library, Incheon Metropolitan Office of Education Training Library, Incheon Metropolitan Office of Education Central Library, Incheon Metropolitan City Subong Library, Incheon Michuhol Library, Jangdeok Library, Jeollabuk-do Education and Culture Center, Jeonju-shi Songcheon Library, Jeonju-shi Wansan Library, Jeonggwan Library, Jeju Siudang Library, Jungnang Forest Children's Library, Jinjam Library, Jinhae Miracle Library, Cheonan City Cultural Library Office Dujeong Library, Cheonan City Cultural Library Office Central Library, Cheongsu Library, Cheongju Golden Library, Cheongju Miracle Library, Cheongju Sangdang Library, Cheongju City Library, Cheongju Sinyulbong Children's Library, Cheongju Ochang Library, Cheongju Heungdeok Library, Chungju City Library, Chungcheongnam-do Office of Education Nambu Continuing Education Center, Chungcheongnam-do Hongseong Education Support Office Hongseong Library, Pyeongtaek Municipal Baedari Library, Pyeongtaek City Jangdang Library, Haenam Public Library, Sunrise Library, Haeundae Humanities Library (Jesong Children's Library), Happy Library, Hongcheon Education Library, Hwarang Library, Heemang Saem Library

Garak Mall Library, Gangnam-gu Motgol Library, Gyeongsangnam-do Office of Education Gimhae Library, Gwanak Central Library, Gwangmyeong-shi Soha Library, Eunpyeong-gu New Town Library, Jeungsan-gu Information Library, Geumjeong Library, Dongdaemun-gu Informatization Library, Dongtan Complex Cultural Center Library, Mapo-gu Seogang Library, Myeonggok Library, Busan Metropolitan Gupo Library, Busan Myeongjang Library, Busan Metropolitan City Bujeon Library, Busan Metropolitan City Central Library, Sadang Solbat Library, Seoul Metropolitan Office of Education Gocheok Library, Seoul Metropolitan Office of Education Dongdaemun Library, Seoul Metropolitan Office of Education Seodaemun Library, Suseong-gu Beomeo Library, Anyang City Seoksu Library, Eungam Information Library, Iksan Municipal Mohyeon Library, Jayang Hangang Library, Jungnang-gu Myeonmok Information Library, Cheongju Seowon Library, Cheongju Osong Library, Cheongju Cheongwon Library, Pyeongtaek Anjung Library	2 0.80 60 24.10
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Gwangjin Information Library, Nowon Information Library, Mapo Central Library, Busan Municipal Citizens' Library, Busan Yeonsan Library, Seoul Library, Seoul Metropolitan Office of Education Namsan Library, Seoul Metropolitan Office of Education Jeongdok Library, Siheung City Central Library, Yangsan City Library, Cheonan City Cultural Library Office Ssangyong Library	3 1.20 33 13.25
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Busan Metropolitan City Haeundae Library, Seodaemun-gu Lee Jin-ah Memorial Library, Anyang City Pyeongchon Library	4	1.61	12	4.82
			249	100.0

Next, the number of university libraries taking interns from one university turned out to be very high at 88.66%, and only 4 universities took interns from two universities (refer to <Table 7>).

Table 7. Number of practice universities for university libraries

University library	No. of selected institutions		Total	
	N	%	N	%
Catholic University Sacred Heart Correctional Library, Gangnam University Library, Konkuk University Sangheo Memorial Library, Konkuk University Jungwon Library, Kyonggi University Central Library, Kyungpook National University Library, Daegu University Library, Daelim University Library, Daejeon University Central Library, Daejin University Central Library, Duksung Women's University Library, Dongyang University Academic Information Service, Myongji University Library, Mungyeong University Library, Pukyong National University Library, Pusan National University Library, Sangmyung University Cheonan Campus Academic Information Center, Seoul Women's University Library, Seowon University Library, Wonkwang University Central Library, Ewha Women University Libraries, Inha University Jeongseok Academic Information Center, Chonnam National University Library, Jeonju National University Library, Chosun University Library, Changwon University Library, Chungnam National University Library, Korea Institute of Science and Technology Library, Korea Transportation University Library, Hannam University Central Library, Honam University Library	1	2.86	31	88.66
Chonbuk National University Central Library, Gyeongsang National University Library	2	5.71	4	11.42
Total			35	100.0

Next, 100% of the school library takes interns from only one university. This seems to be the case because in many cases, there is only one librarian at a school library, and there are limitations in terms of the size of the school library and the contents of services.

Table 8. Number of practice universities for school libraries

School library	No. of selected institutions		Total	
	N	%	N	%
Guseong Elementary School Library, Geumchon High School Library, Daegu Seobu High School Library, Dongguk University Teachers' College High School Library, Mubong Elementary School Library, Muntae High School Library, Culture Elementary School Library, Bakdal Elementary School Library, Sanui Elementary School Library, Seoul Myungshin Elementary School Library, Seoul Visual High School Library, Sejong High School Library, Songgok Girls' High School Library, Yongin Dunjeon Elementary School Library, Incheon Haewon Elementary School Library, Jeongpyeong Elementary School Library, Jungang	1	4.55	22	100.0

Girls' High School Library, Changdeok Girls' High School Library, Cheorwon Girls' Middle School Library, Cheongmyeong Middle School Library, Pyeongchon High School Library, Hanil Elementary School Library		
Total	22	100.0

Twenty two universities sending their students for internship to specialized libraries, at the rate of 72.8% for taking interns from one university and 27.27% for taking interns from two universities, respectively. It seems that this is the case because there are many single person librarians and there is also the issue of size, as with the school library.

Table 9. Number of practice universities for specialized libraries

Specialized library	No. of selected institutions		Total	
	N	%	N	%
Gwangju Institute of Science and Technology, Asia Culture Center, National Diplomatic Academy Library, Rural Jincheong Agricultural Science Library, Seoul Archives, St. Francis Monastery Library, Arko Art Museum Arko Archive, Arko Art Archive, Ministry of Foreign Affairs Archives, Jeonbuk Provincial Government Library, Korea Development Institute, Korea Arts Archives of the Arts Council, Korea Electronics and Telecommunications Research Institute Library, Korea Braille Library, Library of the Constitutional Court, LG Sangnam Library	1	4.55	16	72.8
Literary Translation Institute of Korea's Translation Specialized Library, Korea Central Research Institute's Korean Studies Library, Korea Intellectual Property Research Institute's Intellectual Property Specialized Library	2	9.09	9	27.27
Total			22	100.0

Next, the number of universities and the number of participating students going to the national library for internship were surveyed, and it turned out that the most universities send the most students to the National Library of Korea for internship and the number of participating students also turned out to be large.

Table 10. Number of practice universities for national libraries

National library	N	%
National Library of Korea	12	48.00
Library of the National Assembly	11	44.00
Court Library	2	8.00
Total	25	100.0

There are a total of 6 universities which send their students for internship to small libraries, whose rate turned out to be lower than those of other libraries and companies. This seems to be due to the limitations of the size and service aspects of the library, as with schools and specialized libraries. In many cases, they take interns from one university, and only one institution takes interns

from two universities.

Table 11. Number of practice universities for small libraries

Small library	N	%
Gaegol Gaegol Library	1	16.67
Sori Maeul Library	1	16.67
Eeunpyeong Children's English Library	1	16.67
Jeonju Chaekmaru Children's Library	2	33.33
Join English Small Library Opo	1	16.67
Total	6	100.0

Lastly, it turned out that there are more cases of selecting companies for the field practice institutions than the small libraries, and newspaper companies, broadcasting companies, publishers, DB development companies, library automation companies, and big data companies, etc., were surveyed to take interns in connection with their employment thereafter.

Table 12. Number of practice universities for related institutions and companies

Related institution and company		Practice university	
Name of practice institution	Type of industry	No. of universities	Ratio
KBS Archives	Broadcasting company	1	7.14
Gaon	Publisher	1	7.14
Darakwon Publishing	Publisher	1	7.14
Knowledge Information Team of Dong-A Ilbo	Newspaper company	2	14.29
Big Mark	Library books arrangement and data registration	1	7.14
Inter Meta	MARC company	1	7.14
Joeun Gultoe	Publisher	1	7.14
iPaprika Co., Ltd.	DB development company	1	7.14
Shiseido Korea Co., Ltd.	Big data	1	7.14
Hyokwang Co., Ltd.	Semi conductor	1	7.14
Knowledge Contents Research Institute	Research institute	1	7.14
Terra Screen	Interior	1	7.14
Future Nuri	Library automation company	1	7.14
Total		14	100.0

2) Practice institutions by university

Next, examining the status of practice institutions by university, most of the universities demonstrated the highest rate of sending their students for internship to public libraries, while Jeonju National University was surveyed to be sending their students to various institutions very evenly. Chungnam National University (42 institutions), Sangmyung University (38 institutions), and Daelim University (35 institutions) are the universities which send their students for various internships to the most institutions. Other than which, Konkuk University (27 institutions), Kyonggi University (25 institutions), and Pusan National University (26 institutions), etc., are sending their students to over 20 institutions.

Table 13. Practice institutions by university

Type of institution		Public	University	School	Specialized	National	Small	Related institution and company	Total/ratio
Gangnam University	N	5	1	1	1	2	0	0	10
	%	50.00	10.00	10.00	10.00	20.00	0.00	0.00	100.0
Konkuk University	N	18	2	2	1	1	0	3	27
	%	66.67	7.41	7.41	3.70	3.70	0.00	11.11	100.0
Kyonggi University	N	14	1	8	0	2	0	0	25
	%	56.00	4.00	32.00	0.00	8.00	0.00	0.00	100.0
Nazarene University	N	10	0	0	0	2	0	0	12
	%	83.33	0.00	0.00	0.00	16.67	0.00	0.00	100.0
Daegu University	N	10	3	0	1	1	0	0	15
	%	66.67	20.00	0.00	6.67	6.67	0.00	0.00	100.0
Daelim University	N	21	2	4	0	1	0	7	35
	%	60.00	5.71	11.43	0.00	2.86	0.00	20.00	100.0
Daejin University	N	1	1	0	0	1	0	1	4
	%	25.00	25.00	0.00	0.00	25.00	0.00	25.00	100.0
Duksung Women's University	N	5	1	0	3	1	0	1	11
	%	45.45	9.09	0.00	27.27	9.09	0.00	9.09	100.00
Myongji University	N	10	1	0	1	2	0	0	14
	%	71.43	7.14	0.00	7.14	14.29	0.00	0.00	100.0
Pusan National University	N	21	4	0	0	1	0	0	26
	%	80.77	15.38	0.00	0.00	3.85	0.00	0.00	100.0
Busan Women's University	N	10	0	0	0	0	0	0	10
	%	100.0	0.00	0.00	0.00	0.00	0.00	0.00	100.0
Sangmyung University	N	27	0	5	1	2	3	0	38
	%	71.05	0.00	13.16	2.63	5.26	7.89	0.00	100.0

Seoul Women's University	N	13	1	0	3	3	0	0	20
	%	65.00	5.00	0.00	15.00	15.00	0.00	0.00	100.0
Shilla University	N	13	0	0	0	0	0	0	13
	%	100.0	0.00	0.00	0.00	0.00	0.00	0.00	100.0
Ewha Women University	N	9	1	1	3	1	0	1	16
	%	56.25	6.25	6.25	18.75	6.25	0.00	6.25	100.0
Incheon National University	N	5	0	0	0	0	0	0	5
	%	100.0	0.00	0.00	0.00	0.00	0.00	0.00	100.0
Chonnam National University	N	10	3	0	3	2	0	1	19
	%	52.63	15.79	0.00	15.79	10.53	0.00	5.26	100.0
Chonbuk National University	N	2	2	0	0	0	1	0	5
	%	40.00	40.00	0.00	0.00	0.00	20.00	0.00	100.0
Jeonju National University	N	8	2	0	2	1	2	0	15
	%	53.33	13.33	0.00	13.33	6.67	13.33	0.00	100.0
Cheongju University	N	11	0	0	0	0	0	0	11
	%	100.0	0.00	0.00	0.00	0.00	0.00	0.00	100.0
Chungnam National University	N	26	10	1	3	2	0	0	42
	%	61.90	23.81	2.38	7.14	4.76	0.00	0.00	100.0
Total/ratio	N	249	35	22	22	25	6	14	373
	%	66.76	9.38	5.90	5.90	6.70	1.62	3.75	100.0

5.3 Result of the status survey for field practice

The current status of the university's field practice was surveyed, and field practice courses, field practice operation, field practice institution's selection and operational proportion, and the field practice evaluation method, etc., were classified and surveyed.

1) Field practice courses related

When the purpose of field practice courses was surveyed, fostering the librarian role's performance ability and understanding library work characteristics turned out to be the highest, and the acquisition and performance of knowledge and attitude towards the Department of Library and Information Science turned out to be 19.40%, respectively. The number of practice related courses was only in the universities which offered one or two, and those which had 3 hours or longer for the practice hours per credit turned out to be the highest. 70% of the universities offered field practice as an optional major, and 30% of universities designated it as required. Most of the universities offered the field practice courses for 3 credits, and it was surveyed that there was one university each

offering it for 6 credits and 5 credits, each respectively. The practical year was the highest at 65.22% among the seniors. 55% of universities claimed that it is a departmental graduation requirement.

Table 14. Results of the responses related to the Department of Library and Information Science's field practice courses

	Contents	N	%
Purpose of operation of field practice courses	Learning concepts and theories related to the Department of Library and Information Science	6	9.00
	Acquisition and performance of knowledge and attitude towards the Department of Library and Information Science	13	19.40
	Cultivation of skills for performing the role of librarian	17	25.37
	Understanding the nature of library work	17	25.37
	Practical application based on the Department of Library and Information Science's theories	7	10.45
	Learning communication skills with information consumers	7	10.45
No. of courses	1-2	20	100.00
	3-4	0	0.00
	5-6	0	0.00
	7 or more	0	0.00
Hours of practice per credit	0.5 hour	0	0.00
	1 hour	4	20.0
	2 hours	7	35.0
	3 hours or longer	9	45.0
Major requirement and elective	Choice of major	14	70.0
	Required for major	6	30.0
	General elective	0	0.00
	Liberal arts	0	0.00
No. of course credits	1 point	1	5.00
	2 points	3	15.00
	3 points	14	70.00
	4 points	0	0.00
	5 points	1	5.00
	6 points	1	5.00
	7 points or more	0	0.00

Major department graduation requirements	Yes	11	55.00
	No	9	45.00
Person in charge of practice instruction	Full time professor	20	95.24
	Lecturer for practice time	0	0.00
	Assistant for practice	1	4.76
	None	0	0.00

2) Operation of the field practice

As a result of investigating the field practice institution’s selection method in connection with the field practice operation, it turned out in various ways, such as discovering and providing students by the department, requesting by the institution scheduled for practice, and providing discovery and provision at the school. The number of interning students per institution turned out to be 95% from 1 to 4 students. As for the number of field practice operations, it was surveyed that 70% accounted for once, and 30% accounted for twice, while there was no university which operated three times or more.

Table 15. Results of the responses related to the Department of Library and Information Science’s field practice operation

	Contents	N	%
Field practice institution’s selection method	Discovery of students	13	26.00
	On campus discovery and provision	10	20.00
	Request by the institution scheduled for practice	11	22.00
	Discovery and provision by academic department	16	32.00
No. of practice students per institution	1-2 people	11	55.00
	3-4 people	8	40.00
	5-6 people	0	0.00
	7-8 people	0	0.00
	9 people or more	1	5.00
No. of practice students per course	Less than 10 people	2	10.00
	11-20 people	7	35.00
	21-30 people	3	15.00
	31-40 people	7	35.00
	41 people or more	1	5.00
No. of annual operation of field practices	Once	14	70.00
	Twice	6	30.00
	Three Times	0	0.00
	Four times or more	0	0.00

	None	0	0.00
Period of practice	Less than 2 weeks	0	0.00
	2-less than 4 weeks	7	65.00
	4 weeks or longer	13	35.00
On campus department offering field practice	Department of Library and Information Science	19	82.61
	Field practice center	4	17.39
	Other departments	0	0.00

Other that which, the field practice institution's selection and operational proportion were surveyed, yet there is a slight difference from the previously analyzed contents of the actual practice institutions.

Table 16. Field practice institution's selection and operational proportion

Institution	None		1-less than 20%		20-less than 40%		40-less than 60%		60-less than 80%		80-100%	
	N	%	N	%	N	%	N	%	N	%	N	%
National library	5	25.00	9	45.00	6	30.00	0	0.00	0	0.00	0	0.00
Public library	1	5.00	3	15.00	4	20.00	2	10.00	7	35.00	3	15.00
School library	10	50.00	7	35.00	2	10.00	1	5.00	1	5.00	0	0.00
University library	3	15.00	10	50.00	5	25.00	1	5.00	1	5.00	0	0.00
Specialized library	3	15.00	10	50.00	5	25.00	0	0.00	1	5.00	1	5.00
DB development company	11	55.00	6	30.00	2	10.00	1	5.00	0	0.00	0	0.00
MARC company	17	85.00	3	15.00	0	0.00	0	0.00	0	0.00	0	0.00
Library automation company	17	85.00	3	15.00	0	0.00	0	0.00	0	0.00	0	0.00
Publisher	16	80.00	4	20.00	0	0.00	0	0.00	0	0.00	0	0.00
Other institutions	11	55.00	8	40.00	0	0.00	0	0.00	0	0.00	1	5.00

3) Evaluation of the field practice

Meanwhile, the field practice's evaluative contents were surveyed, and they were evaluated based on various scales such as practice attitude, attendance rate, and diligence. As for the evaluators, there was a high rate of the fact that evaluation is conducted by the practice institutions and professors simultaneously. It was surveyed that as for the items of practice evaluation, attendance, report, and presentation matters in their order, and while 65% of them produced and distributed the educational guidelines for field practice at school on their own, 25% of them did not.

Table 17. Results of the responses related to the Department of Library and Information Science’s field practice evaluation

	Contents	N	%
Field practice evaluative contents (multiple responses)	Practice attitude (activeness, participation, readiness, and dress code, etc.)	17	21.79
	Understanding and adaptability to practice contents	14	17.95
	Presentation and report	12	15.38
	Practical performance skills	12	15.38
	Accuracy of practical skills	6	7.69
	Rate of attendance and diligence	17	21.79
	Practical test	0	0.00
	Others	0	0.00
Field practice evaluator (multiple responses)	Professor’s evaluation	16	2.86
	Institution’s evaluation	3	45.71
	Institution and professor’s evaluation	3	45.71
Field practice evaluative questions (multiple responses)	Report	15	33.33
	Presentation	8	17.78
	Practical test or quiz	0	0.00
	Attendance	16	35.56
	Others	6	13.33
Field practice educational guidelines	School’s own production	13	65.00
	Book purchase	0	0.00
	None	5	25.00
	Others	2	10.00

6. Conclusion and Recommendations

In this study, the field practice operational status of the Department of Library and Information Science and the practice institutions of the students of the Department of Library and Information Science were surveyed, and based on which, the development plans were proposed thereto. Towards this end, literature analysis, interviews and surveys were conducted targeting the Department of Library and Information Science across the nation. Through this, the current status of field practice courses, the institutions where the Department of Library and Information Science is sending their students for field practice, the purpose of field practice of the Department of Library and Information Science, the method of selecting field practice institutions, credits, and evaluation methods, etc., were surveyed and analyzed.

Among the research results, it is intended to focus discussions on some of the research results in connection with the research questions. First, what is the difference between the field practice institution and the field practice institution's selection method? As a result of the survey performed, it is apparent that the practice institutions are quite diverse, and the types of library are also very diverse. The selection method is broadly classified into 4 categories, and is manifest as student discovery, on campus discovery and provision, request by the institution for which practice is scheduled, and discovery and provision by the department, etc. While the response is made for the discovery of students, it begins with discovering students, yet it is a result of actively reflecting student preferences as the advising professor and the department jointly proceed with the agreement.

In fact, practice institutions may be discovered in various ways, and it is recommended to build and utilize the discovered institutions as a database for each region and institution. As a matter of fact, the Department of Library and Information Science of K University built a database for field practice institutions and allowed their students to select institutions they wanted to go to on the relevant website, and added any practice institution missing and wanted. Given the effectiveness of this system, there are cases in which the university has expanded its operation to ensure that it may be used by all students. If this is implemented at the library association level, it is expected to become a website specialized for the Department of Library and Information Science, and in the future, this database of institutions will be used by the students to find employment institutions. An excellent example of effective practice guidance through securing and cooperation with excellent practice institutions is the Nursing Education Certification Evaluation Criteria, which, examining the section on securing practice institutes, it is provided that the department's practice operation regulations and agreements with practice institutions ought to be prepared in detail, such as the materials which can confirm the results of cooperation between the university and the practice institution.

Next, field practice was surveyed for the institutions which offered field practice the most, and the library which offered field practice the most turned out to be public library. In fact, as the types of library are very diverse, and recently, big data and IT companies and DB development companies are rapidly emerging as the place of employment for the new students of the Department of Library and Information Science, various companies would need to be discovered as field practice companies to ensure that the students can experience various institutions and choose their career path. The subjects of field practice discovery are diverse and evenly distributed such as professors, departments, and students, and hence, it is deemed to be a desirable field. Furthermore, it seems that it would be necessary to consider a method for the universities to jointly discover field practice institutions, develop them as a database, and execute MOUs for their joint use by universities.

Furthermore, when examining how different the field practice evaluative contents and evaluators are by school, it turned out that the field practice evaluative contents and evaluators do not demonstrate much difference by school, while most universities evaluate field practice based on various scales. However, it seems that it would be necessary to validate as to how it is evaluated and how its fairness is secured. This is viewed as a question which needs to be analyzed in order to maintain the quality of field practice.

In this study, based on the literature analysis and current status related survey results, a method to increase the efficiency of field practice operation is proposed.

First, as demonstrated in the previous studies, field practice has been demonstrated to have an effect on improving various competencies which are helpful for the students' employment competitiveness, and it is also apparent that it has such a positive effect on the employment rate (Jung, Yang, & Choi, 2011; Cho, 2018). Hence, it seems that the Department of Library and Information Science ought to actively consider making field practice a mandatory subject. In the course related status survey, when only 4-year universities were surveyed, 25 offered it as of 2020, and the number grew from 18 universities which offered it in 1991, which then has almost been maintained consistently since 2011. Naturally, the number of subjects seems to have continuously increased, and this seems to be given the fact that a specific university sub-classified field practice subjects and increased the number of subjects. Examining which, the academic community recognizes the need for field practice, and since it is proven by the research results, it is necessary to fully recognize this situation and make policy decisions in terms of improving the librarian qualification system, such as by making field practice course a required course.

Second, the field practice environment was surveyed to have an effect on the career path decisions of students, which included work in the field, theory based practice, various library management related system experiences, and the participation in the actual operation of various services and programs provided by the library would likely influence the students on their career path decision making. Hence, it is necessary to select a field practice institution which can increase the students' satisfaction, and a method for jointly constructing and using it would be necessary. The students' evaluation of field practice institutions is also important, and it seems to be very important to meet the students from other universities in advance and form a cooperative relationship in the process of joint use. Furthermore, it seems that it will be very necessary to develop the field practice manuals for each type of library to ensure that the field practice education takes place above a certain level.

Third, the survey results demonstrating such a variety of differences seem to be caused by the lack of a field practice manual. It would be necessary to develop practice manual for each type of library internship manual by considering the students who go to intern for related companies, such as various companies, and distribute them to each university for reference.

The purpose of this study was to complete the overall survey, but despite the long survey for one month, the survey's response rate secured approximately 53%. If it had been done at the level of the Ministry of Culture, Sports and Tourism or the library association, rather than as an individual, it would have demonstrated much greater performance results. Hence, in the future, it is expected that formal research studies can be conducted at and by such institutions as in the above. Furthermore, as mentioned in the above, it is expected that the studies on the effects of field practice performance in other fields or field conditions on the employment rate will be carried out at and by the libraries and the field of Department of Library and Information Science as well. It is further hoped that it will be used as a basis for policy, and that each university can use it to select field practice course as a required course.

Recently, the employment rate has become such a high standard for evaluating specific departments at universities, and the employment rate of specific departments is also influencing the acceptance rate for admission. Considering that the employment rate influences the acceptance rate for admission which determines the survival of a university given a sharp decline in the population, and one of the factors influencing this employment rate is field practice, it cannot be taken so lightly. While there are various circumstances at each university, it seems that the Department of Library and Information Sciences across the nation will have to accelerate in turning field practice into a required course.

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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 from '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.
