



A Study on the Safe and Educational Plans of Field Experience Learning such as School Trip: A Study on the Safety Manual for Field Experience Learning in Sejong City Office of Education

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ABSTRACT

Although field experience learning such as school trips is emphasized at the school site through the 2015 revised curriculum, it often ends with customary events due to problems such as safety issues. Accordingly, this study attempted to explore alternatives to that. A lot of accidents, such as the Sewol ferry accident in 2014, occurred during the field experience study operation. Therefore, by analyzing the “Safe and Educational Operation Manual of Field Experience Learning such as School Trips” of the Sejong City Office of Education, we explored student safety measures that ensure the safety of field experience learning. As a result, in order to ensure the safety of field-experience learning, it is necessary to additionally allocate experts in charge of experiential learning to the (South and North) School Support Center to perform school support work. Also, field experience learning should be operated in a small-scale and tema-type to proceed safely and educationally. Finally, local governments and 17 provincial superintendents' councils should work together to develop and disseminate field experience learning programs.

Key words: field experience study, school trip, safety manual, sejong city office of education

Introduction

In unit schools, field experience learning such as field trips are conducted to practice knowledge acquired through subject learning. Field experience learning is an educational activity conducting outside the school, and is classified into excursion learning such as school trips and training activities, and one-day field experience learning. Field experience learning is referred to as excursion conducted to broaden one's perspective through field experience

in various ecology, society, security and literature which are linked to the curriculum. Training activities are activities to experience through group activities such as community consciousness and teamwork spirit that should be nurtured during the youth period in link with the school curriculum. In addition, there are field experience activities excluding field trips and training activities which are carried out during a certain period of non-stay time.

According to Lee (2015), the history of field experience learning at the educational site of unit schools in South Korea began in mid to late 1980s when modern education system launched. The

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term of “School field trip” was first used by newspaper company in 1901, when field experience learning were simply used as an opportunity for students to refresh their mind and experience new cultures regardless of the curriculum.

In general, school trips conducted on a grade basis in primary and secondary schools, and also conducted on each undergraduate or department basis in universities within the name MT. Although the period and destination of field trips are not specifically fixed, previously extensively operated picnics were generally one-day trip by food or vehicles, but field trips, but school trips are field experience learning trips that utilize vehicles, trains, ships and aircraft for around three to a week. Adolescent leisure activity are the opportunity to develop their potential abilities and talents, and to enhance an amicable social relationship and mutual understanding when they become adults, and furthermore, to cultivate their personality as democratic citizens with comprehensions and concessions. However, there are several concerns required to be considered. The judgement of being temporarily away from schools rules and acting freely could lead to aberrant or cause problems due to student group action. In addition, it is critical for teachers to aware the risk of safety accidents including traffic, health issues, and school violence while educating students.

The educational significance has often faded due to the issues of securing safety and ended up as a perfunctory experience events despite the emphasis on field experience learning, such as school field trips at educational sites. In the past, several safety accidents occurred during school field trip including Tae-an Marine Camp accident in 2013 and Ferry Sewol accident of Ansan Dawon High School in 2014. The Ministry of Education suspended school field trips for a while after the Ferry Sewol accident (2014) due to security issues. Since then, the Ministry of Education has supplemented and distributed safety manual (2016) for school field trips to Metropolitan and Provincial Offices of Education in order to enhance safety and educational aspects after the Ferry Sewol accident. The Metropolitan and Provincial Offices of Education prepared and implement measures to prevent safety accidents on school field trips that suit their own situation by referring to the safety manual for school trips. Accordingly, this study aims to verify the effectiveness of the safety manual for school field trips, so called field experience learning, at the site of unit school level. The study also focuses on analyzing the contents of the 「Safety Manual for Field Experience Learning such as School Field Trips or Training Activities」(19.3) by the Sejong Office of Education to investigate student safety measures to ensure that school field trips and other activities are suitable for educational activities.

Field experience learning from an educational perspective

Concept and necessity of field experience learning

In the past, the activities of field experience learning were used as the term picnic, but from the revised curriculum 2017, the term “Field Trip” was revised to “Field Experience Learning” by emphasizing the educational aspect. However, in unit school sites or in prior studies, the term “Field Trips” is used to emphasize direct field experience through the field rather than using the term “Field Experience Learning”. According to 「Safety Manual for Field Experience Learning such as School Field Trips or Training Activities」 by the Ministry of Education, field experience learning is defined as “all curricula conducted outside of school” and it divided into excursion including school filed trips and training activities and one-day field experience learning. The learning activities of excursion include school field trips, training activities and experience activities for a certain period of time such as volunteer activities, cultural and artistic activities, career experience activities, scientific experiments, youth organization activities and club activities. The one-day field experience learning includes simple tourism, lecturers, spectatorship, and field trip that take place non-stay activities. Field experience learning is one of the most active courses in unit schools in recent due to the fact that it allows student to experience various aspects which is hard to learn in school and furthermore it encourages student to release their dreams and talents along with the promoting students' internal growth. However it is also widely believed that field experience learning without safety can have no educational significance. Field experience learning is a practical experience education at school sites as student-centered field experience activities are valued throughout the 7th curriculum which was implemented since 2000.

Since creative educational activities are based on the direction of the 7th curriculum in terms of self-directed learning ability enhancement, the curriculum, special activities and discretionary activities can be operated in a complementary and integrated aspects. In particular, discretionary activities were added so that direct field experience learning or creative activities suitable for unit schools could be carried out. However, it has been discontented that it is hard to expect active activities at school sites in that discretionary activities and special activities are the main point of disruptive and perfunctory operational activities rather than experience-focused activities in school education. As a measure to improve this, the revised curriculum 2009 has been revised to integrate “discretionary activities and “special activities” which are extra-curricular activities

of the unit school curriculum into “creative field experience learning activities. This revision was to strengthen field experience activities for students and to emphasize the activities for consideration and sharing, focusing on autonomous activities, club activities, career activities, and volunteer activities. Furthermore, field experience learning is line with the overall trend of the 7th educational curriculum and the 2009 revised curriculum. It presents that the education in South Korea is reinforcing self-directed learning capabilities and field experience learning in that it requires that the educations of Sout Korea go beyond from “Only teaching education” to “self-discovering education”.

According to 『Safety Manual for Field Experience Learning such as School Field Trips or Training Activities』 by the Ministry of Education (2006), the aim of field experience learning is to foster creativity and autonomy for each student by utilizing various field experience learning. It is also stated that it improves a sense of community and character and foster students as democratic citizens who practice consideration and sharing through educational activities outside of school. It is highlighted various direct and indirect field experience learning to foster creative human beings and self-directed learning capabilities. Through this, it seems to give an opportunity for students' field experience to cultivate the basic qualities of democratic citizens who participate with pride and responsibility as member of the school education community.

Theoretical background of field experience learning such as school trips

The core of field experience learning is educational activities. Field experience learning allows students to make direct contact with their class-based contents through creative activities and increase their understanding and interest in different people. Also, it is critical in terms of education due to the fact that it enables various learning activities which is limited in schools. Although the operation of filed experience learning is actively implemented at the site of the unit school in superficial, it faces the difficult realities that investigate on the educational significance and principal and procedures for the safe field experience learning. This is due to the fact that it only emphasizes the operation without providing specific educational materials and teaching/learning efforts to establish and present the theoretical background and grounds clearly.

Kim (2017) presented the significance of field experience learning by dividing theoretical argument into a phenomenological approach, experience- oriented approach, constructive approach and humanistic approach. First, field experience learning is an integrated combination of knowledge, function, attitude and value. According to

Dewey, the judgement and results of the birth of the knowledge presented emphasize the intellectual aspect. With responsibility through participation, Lewin and Rogers focused on the attitude of creating human values by taking into account internal characteristics such as emotion, desire, sentiment and motivation. Kolb emphasizes the functional aspects of seeing, thinking and conducting physical activity through direct experience (Park, 2015). Considered previous discussions, field experience learning should be conducted not by pursuing one side but including all the knowledge, attitudes, and functional aspects that students are required. Second, field experience learning focuses on active and dynamic participation between individuals and others and further self-directed experience process itself. As field experience learning focuses on activities and reflections, students are able to participate on the process of researching and exploring realistic problems that directly affect life through interaction between individuals and groups within more active perspective rather than passive one. Additionally, the field experience learning includes the behavior, personality, attitude and the environment surrounding individuals as important characteristics. Thus, it is possible to voluntarily and actively engage in activities from the realistic interests of the individual students and build personal and social interaction based on the new values and significance. Third, field experience learning is a process of learning new knowledge, acquiring functions and creating meaningful aspects through value composition. The knowledge that students learn from field experience learning is difficult to connect to wisdom unless it connected to the actual flow of learning. The knowledge, skills and values generated from field experience learning increase the ability to enhance students' life, thereby making them grow into a balanced human being. Fourth, field experience learning includes behavior reflection and is a mutually systematic combined with “experience” and “learning”. In terms of “experience” in field experience learning, it is an activity that solves realistic problems facing students, and as a results, one's presence and reflection should be followed. Fifth, according to Kim (2008), mutual interaction occurs when the element of students' desire and realistic condition of experience is actively connected. From the perspective of students, they have curiosity, interests and imagination of field experience learning and it becomes a desired object for field experience learning. In recent, various experience information is obtained before field experience learning using smart phones, and therefore, a process is required to provide organic connection between these experience information and practical activities. In realistic aspect, the desire, which students possessed, becomes more concrete leading the growth of self-consciousness through the process of situational field experience, and it leads to further growth of life. Sixth, field experience learning cumulative incorporates significant factors into

overall field experience by students. Field experience learning is the process of creating new significance and values through active participation and relationship in real life situations. Thus, it is possible for student to fuse into the field experience learning along with cognitive structures, values, attitudes, behaviors and thoughts which are obtained by mutual interaction by students themselves, giving them a new perspective and allowing them to converge in real life. Through this theoretical discussion of field experience learning, it consists of a cycle process including “encounter, experience, self-flection, introspection, life values and understanding of significance”. According to Kim (2007), field experience learning helps the inner growth of learners by emphasizing active and dynamic participation and leading experience processes between individual and others. Also, the significance can be found in that it emphasizes the creation of meaning by organizing knowledge and values associated with the actual context. In this regards, field experience learning requires to be used as one of the various teaching methods to broaden the understanding of the curricula subject. It is important to secure the safety while conducting field experience learning activities inside and outside the school. Only then can the educational significance emerge. For safe and educational purpose, it is critical that field experience learning activities should be carried out at unit schools securing the essence and true meaning of them.

Analyzing safety manual of field experience learning from Sejong City Office of Education

The Ministry of Education developed a safety manual for field experience learning and other field trips (14.7) consulting with the Metropolitan and Provincial Offices of Education to strengthen safety measures in the field of education after the Ferry Sewol accident (April, 2014). Based on this manual, each city and provincial educational office has prepared and implemented safety measures to prevent accidents in field experience learning in accordance

with their local circumstances.

In this study, focusing on the ‘Safety manual for field experience learning, such as school trips and training activities’, to review the effectiveness of the safety manual for field experience learning, the safety field was analyzed mainly by dividing the operation standards and directions according to the situation of Sejong City Office of Education into the following stages: Preparation, operation and post stage of field experience learning. The details are as following.

Operation direction and criteria of field experience learning

Operation direction

According to basic operation direction of field experience learning (Sejong City Office of Education, 2019), first, it is required to conduct field experience learning considering the educational effect of school trip and social concern. Second, special attention need to be paid to safety management in the process of formulating and implementing the plant, and field experience learning in areas where detrimental environment for the youth and vulnerable to safety is prohibited. Third, it is important to organize and operate the commission “Field Experience Learning (school field trips) and Training Activities”, and the opinions of parents and students are actively reflected in the operation of field trips. Fourth, it is necessary to disclosed the time, place and satisfaction survey results on the integrated portal site (Korea Foundation for the Advancement of Science and Creativity, Crezone). Fifth, it is required to set standards based on theses guidelines in scholarship activities, inspection and processing of various issues. The common requirements of field experience learning are as follows in <Table 1>.

In the basic operation direction, the existing safety manual (before 2014) emphasizing safety of field experience learning and particularly highlighting on safety rules and terms of compliance for excursion such as school field trips or training activities rather than one-day field trip.

<Table 1> Field experience learning safety common compliance

- ▶ The use of licensed and registered educational facilities
- ▶ The use of ‘certification’ program by the Korea Youth Activity Agency
- ▶ Pre-examination of teachers and students by moving Path
- ▶ Teachers duty to instruct on-site presence
 - * Compliance with the code of conduct and the service regulations of public officials, such as the breakaway of work places and prohibition of drinking
- ▶ Verify whether they are insured for business compensation
- ▶ Conduct on-site training, such as checking safety evacuations after arrival of the site (residence) and action tips in the event of a situation

It is mandatory to disclose excursion including school field trips and training activities except one-day field trips on the webpage “Open-room of Field Experience Learning” by Sejong City Office of Education. In addition, mandatory safety education for each mobile route was added as a common requirement for operation, and safety education for transportation ways included contents such as ships, trains and aviation. Furthermore, it is included the following items: “Mandatory registration of student and leader insurance and confirmation of business compensation insurance” and “Education such as confirmation of evacuation routes and action tips in the event of a situation after arriving at the accommodation”.

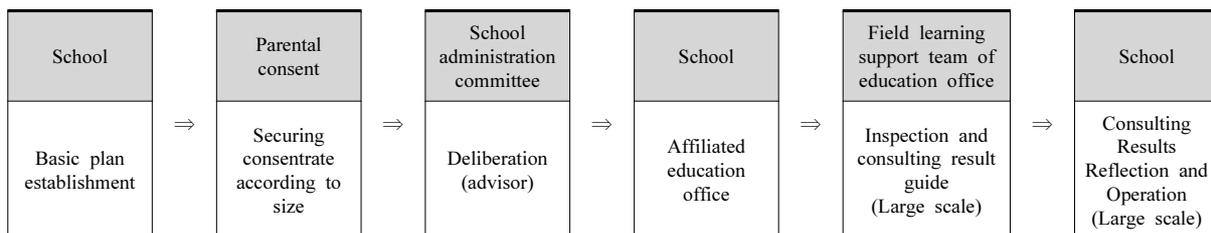
Operational Criteria of field experience learning

The operational criteria of field experience learning are largely divided into excursion and one-day field experience learning. Excursion can be classified into school field trip, other excursion, field trips and training activities. First, as a Operational criteria and terms of compliance for excursion including school field trips and other excursion (Sejong City Office of Education, 2019), in principle, school trips and other excursion shall be operated in a small-scale or theme-type (less than 100 people) in connection with the school curriculum.

However, if it is necessary to operate a medium or large-scale operation for safe and educational effects, safety and scale of the field experience learning can be finally decided and operated by the principal after deliberation and consultation by the school management committee. In the case of small-scale of operation (less than 100 people),the school can operate autonomously after strengthening safety measures. However, the medium-scale (100 to 149 people) shall be reported to the releevnt education office, and in the case of large-scale field experience learning (more than 150 people), students and parents' prior consent shall be passed. However, if the consent is more than 80 percent standard is set by the Ministry of Education in consultation with each Metropolitan and Provincial Office of Education. It is necessary to secure at least one safety officer for every 50 students who have completed

safety education through the Republic of Korea National Red Cross. In case of large-scale operation, safety measures and educational meaning of programs can be conducted after inspection and consulting by the related education office. The operational principle procedure is as follows in <Figure 1>. Second, it is stipulated that field experience learning such as school trips operated separately at domestic and overseas trips for the same grade and excessive expenses for parents are sublatng, which are highly likely to cause a sense of incompatibility between students and schools. Third, it was intended to prevent the possibility of safety accidents in overseas field trips by refraining them, except in cases where it is difficult to achieve through the operation of domestic field trips and except in cases where there is special educational significance. Fourth, field experience learning safety personnel are assigned and operated. In case of a large-scale school trip (more than 150 people), at least one of safety personnel who have completed safety education through the Republic of Korea National Red Cross should be assigned per 50 students. Medium and small scale shall be operated in consideration of the securing of safety personnel. The school shall collect evidential documents for safety education, such as certificates of qualification and training certificates for safety education by specifying matters relevant to safety personnel as mandatory conditions for contracts with field experience companies.

In addition, it is important to maintain flexible and cooperative relationship between students, leader and safety personnel. Also, to prevent unethical incidents, it is necessary to conduct education with the council in advance. In terms of safety personnel, the characteristics of educational institute were reflected by referring the competent authorities for sex crimes against children and adolescents. Fifth, a certificates within the last year of safety inspection, such as fire protection, gas, sanitation and electricity shall be submitted and verified by the company. Sixth, it is essential to verify the youth activity certification status through “The Youth Activity program (www.youth.go.kr)”. Thus, safety factors are being strengthened in field experience learning such as school trips and other excursion.



<Figure 1> Accommodation type field experience learning operation procedure

Main principles and compliance in operating procedures

Detailed procedures for the operation of field experience learning such as school field trips at unit school are carried out as shown in <Table 2>, which includes eight stages; (1) stage of basic planning establishment, (2) Stage of formation and operation of the 「Committee for the promoting school filed trips and training activities」, (3) Preliminary survey, (4) Stage of deliberation by the 「School Steering Committee」 and approval by the principal, (5) Contract phase, (6) Steps to prevent safety accidents and school violence (sex crimes), (7) Operating stage, and (8) stage of evaluation and post-information disclosure for field experience learning.

The existing manual (2014) conducted a field survey in advance and was reviewed by the activation committee. The revised manual have rationalized the procedure and order so that field survey can take place after that, as the activation committee discusses the location and period and participates in field trips. Based on the procedures and stages of operation for field experience learning, this study focuses on step-by-step review of safety-related activities.

Pre-preparation stage for field experience learning

The preparation stage is largely divided into planning and contracting field experience learning according to the 「Safety Manual for Field Experience Learning such as School Field Trips or Training Activities」 by Sejong City Office of Education (2019). Firstly,

preparing and planning are the important steps not only in operating field experience learning but also in most of tasks. This is the main reason behind that it will be the core of determining the actual activities that will take place in the future. A master plan for field experience learning shall be prepared in advance in the stage of formulating a master plan. It is important to establish the basic plan dependent on characteristics of activities considering the following areas; purposes, methods (scale/ year unit), timing of implementation, places of education, accommodation, transportation, methods of prevention and response to expected safety accidents, and integrity education utilizing relevant activities information provided by government ministries and local government such as Korean Foundation for the Advancement of Science and Creativity (Crezone). The field experience learning should be planed and operated in connection with the curriculum and focus on student-led project. Furthermore it should promote small-scale and theme-type field experience learning so that each student can have a specialized experience. Secondly, the survey should be conducted which includes parents' consent and students opinion. The survey of student opinion shall investigate the location and timing of training activities, and shall be included in the details of the experience learning plan, if necessary. The expense, place and other important issues regarding field experience learning should be guided in advance to receive a prior consent form with sufficient opinions from the student or parents and if the student (guidance or parents) consent is not obtained above the standard, the plan itself shall

<Table 2> 8 Step in field trips

| | |
|--------|---|
| 1 step | Basic plans: time, purpose, method (small/grade unit) etc. • Parents' agreement and preference survey |
| 2 step | The organization and operation of the school trip and training activity activation committee • It consists of parents, teachers, and contract staff, and deliberates on timing, place, program, activity expenses, etc. • It operates in various functions according to small-scale and theme-type school trips, contract methods, etc. |
| 3 step | Pre-examination • Experiential course and program schedule check, accommodation and experience facilities, etc. (recommended including parents and contract staff) • Check and inspect the safety status of accommodation and experience facilities (places to evacuate in case of rain, toilet and restaurant hygiene, collection place, harmful environment, etc.) |
| 4 step | Deliberation and approval of principal of school steering committee • Including contract staff in the process of approval |
| 5 step | Contact • Contracting(confirming the requirements of the contract, etc.) according to the on-site experiential learning plan |
| 6 step | Pre-safety education: safety accidents and prevention of school violence (sexual crimes) • Experience facilities such as transportation, accommodation, prevention of sexual crimes (violence), and other safety accident prevention education. |
| 7 step | Operation • Prepared safe and systematic program implementation |
| 8 step | Field experience learning evaluation and post release of information • expense execution and making a statement of accounts • Sharing the results of student-centered experiential activities • Post-activities (writing experience activity reports, making ucc, and laughing photo contests) are recommended • Satisfaction survey, implementation process and evaluation result install in the information disclosure room of the field experience of the education office |

be canceled or revised. Thirdly, the 「Committee for the promoting school field trips and training activities」 shall be organized and operated which consists of parents and faculty members. Only school field trips and training activities during field experience learning shall be subject to examination by the Committee. The contents are mainly stipulated to deliberate on as following details: the contract method, opinions of parents, students, and faculty members, results of field trips, operation plans for the previous year, timing and location decisions, expenses, educational activities programs and scale of the program. Fourthly, field survey should be conducted for excursion such as school field trips and training activities. When conducting field survey in advance, it is necessary to aware the critical categories in order to secure the safety for the excursion. In addition, a preliminary survey shall be conducted at least once, and the timing (before or after the contract), number of times, methods and targeted shall be carried out in comprehensive consideration of the contract method and the school situation. Regarding one-day field trip, the filed survey shall be conducted once. However, if the safety measures for field trips were fully secured, they could be omitted under the responsibility of principal of the school or operator mainly by the person who in charge of the actual work. In particular, the preliminary survey focused on the prevention of students' safety accidents. However, the checklist inspection items are separately established in the building safety field, the internal facility safety sector, the living safety sector and the sanitary safety sector. Fifthly, after the survey, there should be deliberation by the 「School Steering Committee」. All field experience learning must be reviewed or advised by the 「School Steering Committee」. In addition, Promotion Committee under the 「School Steering Committee」 shall deliberate the agenda for conducting field experience learning, prioritizing contracts, and overall matters concerning the progress and implementation of it. The principal of the schools is required to respect and follow the deliberation from the 「School Steering Committee」. In addition, the operating school establishes a project plan for field experience learning and a budget execution plan in the “Contracting field experience learning” stage. The principle of the contract shall be general bidding by deciding the method of contract, and the essential reflections of accommodation, travel, restaurant and etc. in contracts shall be stipulated in the safety protection measurers, such as hygiene of students. In the event of a safety, disaster, or sanitation accident, the measures, the location of responsibility, and the scope of the responsibility must be included in the contract. Furthermore, the contract must utilize the standard terms and conditions and ensure that the leader and students are insured and that the company is insured against operating compensation. The contract details shall be carried out for each determined filed experience learning

method, and the matters of mutual agreement shall be specified as other matters to be noted at the conclusion of the contract. The relevant measurers shall be verified in the event of a safety and hygiene accident. The additional checks should be made to ensure that the accommodation capacity of the facility and the protection of students are covered by the company's insurance policies (including coverage and type). Additionally, the transportation service contract stipulates that excessive schedules are prohibited for preventing drunk driving, drowsy driving and safe operation of the driver. The safety education is required depending on the subject. The student are required to the education program while using facilities and means of transportation and the expected accident prevention field. Teachers shall conduct the fire aid, emergency escape method, safety equipment use method, safety guidance method, evacuation route after arriving the accommodation, and education in the order of action when the situation arises. Compared to the previous manual in 2014, the safety factors of domestic and overseas travel are added. The content presented that it is basically avoided the school trips that can cause a sense of incompatibility between students and schools. However, it is allowed overseas filed trips only if they have special educational effects that are difficult to achieve through domestic school trips. It is recommended to establish an emergency contact network for related agencies such as the local embassy (the consulate and travel agency) and to receive services from the consular call center in case of an accident or an emergency. In addition, a step-by-step action guidance services is provided for overseas travelers by dividing the risk levels in countries and regions around the world; Navy for caution of travel, yellow for restricted travel and black for banned travel.

Operation phase

The first step in operating the filed experience learning is to pre-provide educational materials and information related to field trips, and conduct prior education. Specifically, education for the prevention of safety accidents is required to be conducted during the creative activity hours linked to the curriculum before conducting field experience learning. In addition, when the student who required protection participate in field experience learning, safety guidance measures shall be established after mutual consultation in advance by informing training facility and consignors of their names and the degree of protection. Also, student who are physically vulnerable or who need protection in the operation of educational activities should be identified ad managed. Principal of the schools shall provide safety guidance, first aid and emergency escape tips in case of an accident. Furthermore, education should be provided to prevent safety accident by means of transportation in field experi-

ence learning courses. At this time, education and safety experts are invited to receive education which includes the Fire Insurance Association, the Fire Department, the Life Rescue Association, the Republic of Korea National Red Cross, and the Fire Safety Association. The next step is to examine group vehicle at unit schools, where compliance is more emphasize than in the previous manual (2014). It is required to check the results of the traffic safety information inquiry collected from the transportation company in order to confirm the qualification of group driving vehicle and driver (Add relevant information if there is anything specific in the general opinion column). Comprehensive measurers for traffic safety were taken, including requests for cooperation in the breath-analyzer test of students' transportation buses. Specifically, it will be possible to omit the driver's alcohol detection. if the school plans to use its own alcohol detector and if the transportation business operator confirms the driver's drinking status before departure in the garage and submits a record sheet recording it. It also included the possibility of asking the local police agency or the traffic safety department of the local police station for cooperation in the detection of alcohol.

The next step is to operate filed experience learning and conduct safety education, while students actually engage in the activities at field trips. This activities is important in order to achieve the goal of field experience learning and to broaden perspective based on direct and specific experience dependent on individual student's knowledge and experiences. The teacher of field experience learning conduct education through a safe and educational program prepared in advance. It is important to operate the education program to achieve the educational purpose of field experience learning, such as school field trips and training activities, through consultation between training institutions and consignment companies. It is also recommended to secure at least two people per bus including school trip teachers, safety personnel, volunteers or parents. It is necessary to check the following components: safety issues, education contents, student stratification and etc. at the educational activity site. Furthermore, it should be prepared for emergency situations such as safety accidents.

Evaluation and post-information phase

Evaluation and post-information phase is an activity that is carried out after the field experience learning, and it is an activity that shows great learning effect in enhancing student's dreams, talents, creativity and imagination by recalling and reconstructing the contents based on field experiences.

Firstly, a satisfaction survey and evaluation of results are conducted for students, parents, and teachers to seek ways to improve

field experience learning in the future through self-evaluation meetings, after conducting field experience learning for post-evaluation and utilization of the results. In addition, the school shall utilize the results of evaluation and satisfaction as data such as plan for operation of field experience learning for the next year, selection of businesses and places, and developing programs, and record and manage the results of field experience learning in the field of autonomous activities (event activities) in the Transcript of Highschool Record. In the case of on-day field trip, the follow-up evaluation and information disclosure can be omitted, so that it is feasibly managed. Meanwhile, after the creative experience activity Edu-pod (the Ministry of Education) which is an electronic information program that records and manages students' own records, was abolished, eliminating the opportunity for student to manage it one their own.

Secondly, information on operation of field experience learning is transparently disclosed to stakeholder through prior and post-information disclosure. Also, it is important to improve the responsibility and enhance the quality of operational program by disclosing the results of the reliability and satisfaction assessment of educational administration in the open room of the web-site, for example Sejong City Education web-page. Therefore, the disclosure of the results of the field experience learning assessment is significant to enhance safety and accountability for both the school and the experience learning center.

Measures on improvement for the operation of field experience learning such as safe school trip

Problems in the current safety manual

Safety manual with limited effectiveness

There are tremendous amount of principles and workloads for the schools and teachers to follow and to complete in the field trip safety manual. It is recommended as compliance with operational guidelines rather than as efficient operation. It is true that safety-related content is more specific compared to many previous presented safety manuals. However, these areas are subject to compliance at unit schools, leading to the burden of administrative tasks. Specifically, the Sejong City Audit Committee issued a warning and recommendation to the Sejong City Office of Education for compliance with field experience learning trip and other field trip

manuals in In this regard, the safety manual for field trips has the traits of the guidelines corresponding to the administrative rules, not the traits of the manual or guidebook. According to a study by Kim (2012), several schools operate irregularly or perfunctorily at front-line school sites in parallel with other event activities. This operation status is that the safety manual of field experience learning is not effective. Also, there is a high possibility that it will minimize experience activities or induce irregular operation and formal operation in parallel with other event activities. It is not much difference in content between the safety manual (2016) presented by the Ministry of Education and the safety manual presented by the Sejong City Office of Education. Thus, it is significant for the Sejong City Office of Education to develop and operate manuals on its own according to local characteristics, rather than presenting manuals as part of local administrative affairs.

Excessive safety guidelines and compliance

According to the safety manual of field experience learning, there are too many contents to check and collect from the other party at the unit schools related to safety. It appears to be a work-relevant to ensure safety rather than a safety aspect of itself. For instance, field experience learning using mobile vehicles involves drivers and vehicles. So far, there have been several accidents during the field experience learning due to lack of safety awareness among drivers and vehicle detects. The following examples presented this safety-relevant accidents; A bus for school trip carrying middle school students from Chung-nam Office of Education crashed down a cliff in Yang-gu, Gan-won Province, causing 41 serious and minor injuries in 2012; a bus for a school trip carrying a middle school students belonging to the Gyeongsangbuk-do Office of Education was injured when it collided with a truck on a highway near Sang-ju in 2019; a school trip bus collided with an primary school students and 12 students were injured in 2019; about 30 primary school students belonging to the Daejeon Office of Education constantly experienced safety accidents in the field of transportation and hygiene, including cases of food poisoning during training activities in 2018. In terms of prevention of such safety accidents, the following various certificates or forms are required and determined; Forms related to the transportation company's traffic safety information at the time of contract and whether the driver is qualified (driving license, driving license disqualification, and qualification acquisition status); charter bus information (vehicle inspection results); a copy of vehicle insurance policy' relevant documentation such as a comprehensive vehicle diagnosis sheet. The competent authority is required to collect a certificate of health risk verification within one year of the experience intuition. However,

it seems difficult to secure safety in the case of following cases which including requesting the Korea Transportation Safety Authority to inquire information on the safety of vehicles and drivers for field trips during the pre-inspection of group vehicles and safety inspection on the day of the field trip, or whether the measurement of bus drivers' drinking or inducing vehicles should be carried out at the unit school. In addition, the Ministry of Education's strengthened safety measures after the Ferry Sewol accident in 2014, increasing demand for safety personnel who have obtained qualification through the Republic of Korea National Red Cross during School trips. The current safety manual obligate that a large-scale field trips (more than 150 people) are required to deploy at least one safety officer for every 50 students. According to the manual by Ministry of Education (2016), safety personnel for field trips will assist teachers, will be in charge of guiding students, and will be assigned to large-scale field experience learning trips and will be expanded sequentially to small-scale filed trips. However, it is not feasible to comply with the standards of the Ministry of Education due to the small number of field experience and learning companies, although the Ministry of Education made it mandatory to deploy safety personnel. Also, the cost of hiring safety personnel is a burden on parents or on unit schools. Currently, safety personnel are eligible after completing 14 hours of safety education courses from safety education institutions such as the Republic of Korea National Red Cross, which is difficult to secure students' safety areas through 14 hours of safety education. In addition, the obligations and guidelines of Ministry of Land, Infrastructure and Transport's for establishing a comprehensive traffics safety net, limiting the size of travel and deploying safety personnel are increasing. However, many of them are passed on to the responsibility of unit schools. The Ministry's efforts can be seen as a formality for shifting responsibility, if a stable and highly effective institution foundation is not secured.

Overweight of safety-related tasks

Field experience learning is an educational activity outside of school, which posses safety issue and a burden of expenses and adds to the administrative work of guidance teachers. Although the current contract and operation procedures of field trip are intended to ensure the safety of field experience learning. However, the reality is that there are various unnecessary or excessive procedures for securing safety. This could be a requirement to limit the activation of safe and educational field experience learning. Most of tasks and responsibilities of field experience learning are held at the unit schools in the current safety manual for field trips. However, it is questionable whether the safety task of front-line schools,

which are recommended in the safety manual for field experience learning, should be carried out at the school level. Regarding the cases, it is necessary to ensure the safety and education effects of students in the eight-step process of school field trip and field experience learning. However, in the planning stage, it seems that the use of information by related agencies or checking documents and membership in signing contracts is not a tasks of the schools' priority. Specifically, a unit school is charge of all responsibilities to the front-line schools to check safety and health and sanitation areas such places (facilities), restaurants, transportation and accommodation business. It should be done at a unit school for field experience learning is not to verify certificates and conduct safety checks on group vehicles, but to provide educational materials and information for students so that they can become educational and safe field trips, and to provide progress programs and safety accident prevention education. The over-weight tasks of such safety is not only a problem that occurs during excursion such as school field trips or training activities, or when large-scale filed trips (more than 150 people) are operated, but also the same is true of one-day field trips. In other words, it is required to conduct a preliminary survey to verify the safety of the facility, and the work is being expanded by having the instructor in charge of the tasks to do it. Furthermore, as it is now, there is a limit as a non-expert in reality that facility safety should be examined directly through field trips to ensure the safety of students at a time when information and communication is developed. Thus, it is necessary to seek other ways to identify how to secure safety instead of neglecting the safety work that guarantees the safety of students. For example, it is possible to verify the facility safety verification certificate of the experience center or to verify it with such a written certificate.

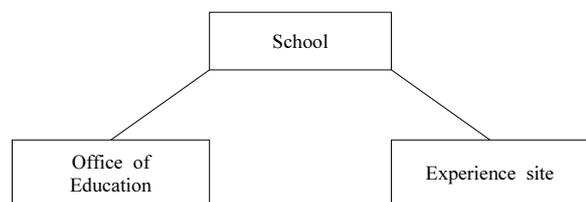
Improvement measures

Introduction of a support system for field experience learning

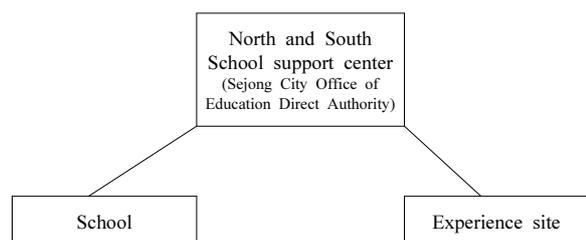
The current operation system of field experience learning operation has many practical difficulties in order for field trips to be conducted as a safe and educational curriculum. It is hard to expected that both safety and education to be supplemented by the Ministry of Educations' safety manual. There are no significant problems with operating standards and procedures to ensure safety, but what is important is that there are many difficulties in operating them efficiently while following the principles and guidelines of safety manuals in unit schools. It is particularly difficult for large-scale (ore than 150 people) field trips to conduct operation procedures.

There is a problem in terms of the field experience learning operation system, if guidance teachers who need to think about and study the quality of the curriculum focus on these procedures and safety tasks. The necessary procedures should change the role sharing with the main body in charge of safety work through changes in the operating system rather than simplification, in order to ensure the safety of field experience learning. According to the current filed trip safety system, almost all safety tasks are covering by the unit schools, and all of these processes must be carried out in order for the schools to secure the safety of field experience learning. However, in reality, it is not necessary for the verification entity to proceed in the unit school in all processes. From this point of perspective, the study would like to propose a transition to a new safety system for field experience learning, such as safe and educational field trips, at the level of the Sejong City Office of Education. The below <Figure 2> shows the current operating system in a brief description: The following <Figure 3> schematizes the proposed new operational field experience learning system.

The difference between the current safety system and the improved safety system is that the school support center (the northern and the southern divisions) under the direct control of the Sejong City Office of Education, which supports the unit schools, will establish a support system for field experience learning. The unit schools carry out all procedures and responsibilities for the safety area of field experience learning under the current safety system. Recently, creative activities of field experience learning from unit schools have been actively operated, and the free semester system has been fully implemented in middle schools since 2016. Thus, the educational demand for field experience learning will increase day by day, and the unit school shall plan various field experience



<Figure 2> Current safety system



<Figure 3> Improvement safety system

activities and enable learners to experience them. In that case, it will be necessary to determine whether all schools in Sejong City are capable of running safe and education field experience learning trips. Field experience learning outside of school can enhance educational effects only if safety is the top priority, but if any of these factors are neglected, they can face major accidents. It is necessary to change the system to establish the role of the School Support Center (the northern and the southern division), which can support these high-burden schools rather than only taking responsibility for them. The Ministry of Education will also have to leave the authority and responsibility for field experience learning of unit schools to the autonomy of Metropolitan and Provincial Offices of Education.

Establishment of role for supporting field experience learning activities of the school support center and placement of professional resources

It is essential that the establishment of the role of the school support center to aid the operation of field experience learning trips in unit schools. The main role of the school support center can be seen in three ways. First, it is to secure the resources of the community so that unit schools can actively use community creative resources for field experience learning. Second, the unit school supports the work in the entire process from the establishment of a basic plan process for field experience learning to the final satisfaction survey. Third, if student from other regions come to the Sejong city area for field trips, such as Jeju Island Safe Travel Service or Jeon-buk School Travel Call Center, they will provide support including preliminary inspections of accommodation and facilities and support for the leaders. This is part of the requirement for organic educational cooperation with the school support center and Sejong City Council. In addition, the school support center should deploy the following department: professional support personnel such as experienced learning program designers, field experience study coordinators, school trip instructors and safety prevention and inspection personnel. For example, according to the current Sejong City Manual (2019), when establishing a basic plan for field experience learning at a unit school, the school utilizes creative information provided by government ministries and local governments such as the “School Trip Support Group based on the Nature of Educational Activities” and “Korea Foundation for Advancement of Science and Creativity” (Crezon). In addition, the following contents shall be determined through extensive gathering of students and faculty members: The purpose of the experience activities, area, theme, accommodation, means of transportation, educational programs, student-specific roles. The prevention and response of

possible safety accidents, integrity education shall be planned. However, it is a demanding task for guidance teachers to search for relevant information, collect opinions, and even plan measures to prevent and deal with possible safety accidents in unit schools. The system that can support such task is the support of field experience learning at the school support center in Sejong Office of Education (the northern and the southern divisions). At this point, the main body of plan is the student and faculty of the school, but after determining the purpose, target, scale and period of the activity at the unit school, the project manager of the unit school requests the coordinator of the Nambu School Support Center, a field experience learning support center. Then the coordinator belonging to the center shall actively utilize the information provided in the safety manual to support the optimal site and education programs for field experience learning by reflecting the needs of the operation purpose, safety and theme of the unit school. In this way, the center will be able to reduce the burden of experience plans at unit schools and enhance the safety effects by performing the essential tasks of field experience learning promotion. In addition, professional personnel who can exclusively support field experience learning at unit school sites are required, in order to promote the increasing number of field experience learning under safety. It is also true that safety-related tasks such as field trips and training activities related to safety issues have increased significantly. However, if the free semester system for middle schools is fully implemented and the free semester system is expanded to other schools, creative experience activities will continue to increase. Current school staff alone cannot afford to handle the increasing operational tasks. In order to successfully implement the free semester system and operate educational field experience learning, experts in charge of field learning tasks are essential in the center, and the role of the School Support Center for field experience learning is as shown in <Table 3>.

Development and dissemination of small-scale and theme-type field experience learning with Metropolitan and Provincial Office of Education

Currently, field experience learning such as school field trips are concentrated in large-scale and specific areas such as Gyeongju and Gangwon-do area. Creative experience activity program at

<Table 3> Role of school support center in north and south

- Support for training of safety personnel and self-training
- Support for the whole course of the Ministry of Safety in the activities of Creative experience activities
- Development of Creative experience activities
- Support for field experience learning in other regions

front-line schools are planned to be temporally operated at a certain time in spring and fall at once, limiting conditions for small-scale and the thematic field trips. Small scale and theme-type school trips apply programs suitable for students' curricula and have advantages in terms of safety. According to a survey conducted by the Ministry of Education on faculty and staff (2014), small and themed school filed trips are more suitable fore the curriculum than large-scale (more than 150 people), and students are more likely to individualized and effectively respond to safety accidents. Although there is a serious problem in terms of the number of filed experience learning operation and the expense burden, the Sejong City Office of Education provides field trip expenses to unit schools every year through the superintendent's pledge, which will reduce the parental burden. It is believed that field experience learning can be conducted to ensure safety if it is conducted in a small-scale themed set. Thus, efforts should be made to develop and disseminate various experience learning program models that can simplify verification procedures, such as implementation of safety measurers, so that small-scale and theme-type filed experience learning can be activated at the level of 17 metropolitans and provincial office of educations.

Overall strengthening of social safety education

It is important to promote safety awareness throughout the society in order to field experience learning to proved more safely. Safety education should be strengthened not only for filed experience learning in unit schools but also for all in society to promote safety awareness. The safety education for field experience learning in unit schools can be carried out at all times, and it is necessary to provide preventive education in preparation for safety accidents on a regular basis, particularly before creative activities and field trips. In order to secure efficient preventive education, safety education experts should provide safety education to students and faculty members by entrusting them to various safety education institution such as the Republic of Korea National Red Cross and the Korea Transportation Safety Authority. Also, it is possible to invite structures that should be supported by the School Support Center (the northern and the southern divisions).

Results

As the study have investigated so far, field experience learning will be able to achieve its original goals when the preparation of basic plan and operation of faculty members and active partic-

ipation of students are secured under safety guarantees. The role of Ministry of Education is to encourage the Korea Youth Activity Promotion Agency's certification program when learners participate in field experience learning for safe educational activities. It is important for the unit school to have prior confirmation of the relevant company and its operation program. Also, it shall add and disclose the provisions in the manual, such as confirmation by the center official whether the field experience activities company and the qualified safety personnel are assigned to the experience learning activities. The field of safety of field experience study has become an important issue at the front-line school site. However, in order to ensure safety, additional professional personnel must be assigned to the school support center (the northern and the southern divisions) to exclusively support the operation of field experience learning for the efficiency of experience learning operation. In order to operate field experience learning, such as safe and educational school trips, small-scale and themed classes should be conducted. To apply this to the educational site, efforts will be made to being join in discovering and distributing safe experience sites at the level of 17 metropolitan and provincial education councils as well as cooperation with local governments in terms of size and programs of field experience learning.

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