

Editorial

We are very pleased to welcome you to the first edition of *Reflective Professional*, an open access student-based journal in information science and information related disciplines, providing research, theoretical perspectives and reflective professional practice accounts connected to students' academic and practical work.

The experience students gain as part of their Masters research project forms a core aspect of their learning journey with diverse skills developed, including academic writing, research data collection and analysis, interpersonal skills, critical evaluation, communication, data management, knowledge organisation, presentation and ethics. However, Master's research projects do not usually form part of the research outputs of an academic institution, except for those that are selectively published in academic journals or presented at conferences. As a result, a lot of impactful, interesting and valuable research is never fully discoverable by a global community of scholars and practitioners. To address this issue, Information Management academic staff at the School of Creative and Cultural Business have collaborated with Robert Gordon University Library to launch this innovative student-led journal.

The journal aims to provide students with a platform to publish their own work in a fully open access journal using an open journal hosting service. *Reflective Professional* publishes master and doctoral students' work, critical reviews and short opinion/reflective articles on contemporary information science related issues and developments. The journal is supported by Robert Gordon University academic faculty and current students, who provide support for content development, reviewing, editorial work and publication.

We are delighted, therefore, to launch this inaugural edition of what will become an annual series. We are very grateful to Dr Audrey Sutton (Executive Director of Communities and Education at North Ayrshire Council and alumna of both the postgraduate course and the doctoral programme) for her foreword reflecting on learning and professional development. This edition contains much else that of interest. Jackie Coroon (librarian at Live Life Aberdeenshire and past graduate of the course) considers her own professional journey, and current student, Ayzel Calder, reflects on the value of extra-curricular activities to her studies.

This edition contains four main articles. Clare Hunter considers how academic libraries can support students' mental health and wellbeing. Arleen McCombie explores, through a comparative study, approaches to collection development for English literature in academic libraries. Lynne Robertson's work examines the place of information literacy in graduate attributes and employability. Emma-Louise Lamont investigates secondary school teachers' perceptions of information literacy.

Our work as editors would not have been possible without the generous support of George Bray and Colin MacLean of Robert Gordon University Library who have made so much of the journal possible through the hosting service. Similarly, much valuable work was undertaken by our two students interns, Sulaima Iquebal Golam and Alastair Fairman who, for their professional placement, worked on the preparations for this edition between January and April 2021. We are immensely grateful to everyone who has assisted us. The editorial panel welcomes submissions exploring a range of topics in library and information sciences but also in other related /overlapping disciplines, including communication and media, digital marketing, journalism, and data science.

We hope you enjoy this first edition of *Reflective Professional*.

Dr Konstantina Martzoukou & Professor Peter Reid