

## Editorial

We are delighted to introduce the second edition of Reflective Professional. For the preparation of this year's journal content, we are very grateful to Ayesha Jamal, for her excellent work and contribution as our Editorial Intern. Ayesha is currently studying in the MSc Information and Library Studies course and is also the Class Representative for the part-time students. In this edition, Ayesha is also directly contributing with a reflective article discussing creating communities and connections in a digital age, offering an insightful overview of her experiences of studying online. This edition further contains an article written by Ayzel Calder, MSc Information and Library Studies alumna, who reflects back on the experience of studying remotely and its connection to professional practice. Ayzel gained an Engagement and Partnership award in 2021 for her work on enhancing student partnership as Class Representative in session 2020-21.

This Edition pays tribute to the life and work of Michael (Mike) Head, who, through his teaching, his professional work, and his generosity, made an incalculable contribution to the library world in Scotland and beyond.

There are four main articles that have been selected for this Edition, presenting an interesting mix of thematic directions with an emphasis on school and public libraries in the UK and abroad. Ayzel Calder examines the impact of controlled vocabularies on the exchange of data and information in Canadian museums, exploring the level of interoperability within and between museums and how controlled vocabularies, either universal and unchanged or personalised, impact the success and ability of data sharing and exchange. Ashley Count explores the views of school librarians on the topic of censorship, in a comparative study of secondary school libraries in the United States of America and in the United Kingdom. Sarah Lantry, in an analysis of social media content collected from urban public libraries across Canada, investigates the role of social media on public library resilience during the COVID-19 Pandemic. Finally, Sarah McCann considers public library outreach aimed at young adults, aged 16+, making recommendations for targeted communication with schools.

Further to the work presented in this Edition, the RGU academic team is proud to have some additional student work published by the Chartered Institute of Library and Information Professionals in Scotland (CILIPS) in the 'New Voices' blog: <https://www.cilips.org.uk/category/new-voices/>. The blog is managed by the CILIPS Students & New Professionals Community (SNPC). In 'New Voices' blog LIS students and new career professionals have the chance to share their perspectives. The aim is to create a space, where those new to the profession, can connect with and support each other through sharing experiences and advice. Furthermore, a number of student subject bibliographies exploring the role of information professionals in the development of information/digital/media literacy were published this year via 'OneHE Mindsets: Information, Digital, Media Literacy community of practice', which is accessible via the global network [www.onehe.org](http://www.onehe.org)

The editorial team is grateful for all the student contributions this year but also for the ongoing support of Robert Gordon University Library, managing the hosting service and, particularly, for the guidance and collaboration of George Bray.

The editorial panel will continue to welcome submissions exploring current issues of interest in library and information work, also aiming to further expand in other related / overlapping disciplines, including communication and media, digital marketing, journalism, and data science.

We hope you enjoy the second edition of Reflective Professional and we welcome your feedback and ideas.

