Editorial

We are pleased to introduce the third Edition of Reflective Professional. For the preparation of this year's journal content, we are very grateful to Duncan Jaffrey and Gurinder Bhinder for their contribution as Student Editorial Interns.

In this Edition, we are delighted to have contributions from students who have graduated from the MSc Information and Library Studies at Robert Gordon University, but also from current students on the course. This Edition further introduces a new direction for the journal, with the addition of a research project from the area of Business Analytics, continuing to explore connections and intersections between different disciplines and areas of study.

This Edition contains four main articles that have been selected, presenting both national and international perspectives. Three articles address the effect of the COVID-19 pandemic and the loss of physical provisions in public libraries with different perspectives on library engagement. The fourth article deals with a topic of ongoing interest for academic librarians involved in digital provision, with an emphasis on learning analytics within the Higher Education environment. All four articles present interesting primary and secondary data analysis research methodologies as well as insightful results connected to digital literacy and engagement issues. The ideas and recommendations presented are transferable and will be interest to librarians and information professionals working in different contexts.

Chloe Hartley offers an exploration into the impact of user engagement that hashtags and folksonomies can have when applied in Instagram. The study was conducted in the summer of 2021 during the global pandemic and used a passive ethnography method to collect data. The results identified a positive correlation between the use of emotive hashtags and user comments, with a higher volume of comments found on posts containing this type of hashtag.

Suzanne McLean offers a Canadian perspective to investigating the effects of the COVID-19 pandemic on readers' advisory services (RA), provided by Southern Ontario public libraries. The research explored changes in patron demand for readers' advisory and library offerings, collecting data via a questionnaire survey and conducting interviews with library users. The study found that most libraries experienced changes in demand for RA services during the pandemic with more patrons asking for books to be chosen for them when they were unable to visit the library during lockdowns or restrictions. Most libraries also implemented some type of new RA service during the pandemic. Recommendations were made for public libraries to continue to adapt their RA services to better serve their patrons with improved RA training for staff, fostering a culture of "booktalking" and advertising RA services more effectively.

Victoria Le also offers a Canadian perspective around library services during the COVID-19 pandemic, exploring the impact and benefits of in-person and Virtual Storytime programs on children, parents and caregivers. The study examined how the the pandemic influenced program delivery and the response from the community. The study was a case study of Mississauga Library in Ontario, and it was conducted by means of a mixed-methodology approach, using a questionnaire survey targeting library patrons and program attendees, and one-on-one interviews with educators and Mississauga Library staff. The study offers recommendations for improvement in future library programming for both virtual and in-person storytime, for collaboration between education and library organisations and for investing in the training of library staff to better address the needs of their communities.

Moving away from the public library content and turning to the Higher Education learning environment, the fourth article by Tolanitoluwa Awoliyi, explores the use of learning analytics

methods in Virtual Learning environments that offer new affordances for students, instructors and administrators. The study sought to understand and explore different data, including age, gender, location, course module, course presentation and education qualification, affecting students' academic performance from data extracted from a learning analytics dataset. The findings revealed a significant relationship between students who had a high number of clicks and their academic performance.

This edition further contains an article written by Helen Blackwell, current student and one of the Class Representatives of the MSc Information and Library Studies, who offers an insightful account of her learning experience as part of the Professional Skills Enhancement module in the course. Helen writes on her virtual placement experience, and her excellent contribution to work developed by a special interest online community of practice, OneHE Mindsets Information, Media and Digital Literacy.

During the academic year 2022-3, MSc Information and Library Studies students had the opportunity to engage in several other events and online placements with different libraries across the U.K. Some indicative examples include a project on Green Libraries with CILIPS, a collection of books around the theme of 'Diversity Matters' with a school in the Scottish Borders, a project focusing on designing and populating library libguides, a project on accessible signage to navigate a workplace library and a collaborative project across South Ayrshire schools that encourages students to read diverse and inclusive books to learn about social justice issues.

An additional event that engaged our students directly included an online research showcase which took place in April 2023, were current and recently graduated students from Glasgow University, Napier University and Robert Gordon University participated as key speakers. As part of the event, two students from the Robert Gordon University were able to showcase their research work, including Chloe Hartley, one of the alumni contributors in this Edition, and Fiona Johnson, a current MSc Information and Library Studies student, who presented a proposal on a practical research project, addressing 'Creating Zinemaking resources for Scottish librarians working with young people'.

The event was organised by OneHEmindsets and the Scottish Academic Libraries Cooperative Training Group (SALCTG) to provide students with an open platform to talk about their research to representatives from Scottish and wider library communities and attendees gained insight into current research and emerging topics of interest from the LIS academic community. Supported by all major academic libraries in Scotland, and the National Library of Scotland, SALCTG aims to respond to the training and development requirements of all library staff by presenting a range of opportunities, training courses and mini conferences. 'OneHEmindsets Mindsets: Information, Digital & Media Literacy' is an online community of practice (available via OneHE, a global network for educators) that is led by Robert Gordon University academics and Glasgow Caledonian University librarians. The event was introduced by the Head of CILIP in Scotland, Sean McNamara, who discussed the importance of research in library and information studies and particularly the value of new professionals undertaking research, followed by an introduction to the role of the CILIPS Students & New Professionals Community. A recoding of the event is available.

Further to the work presented in this Edition, the RGU academic team is again proud to have sustained an ongoing collaboration with the Chartered institute of Library and Information Professionals in Scotland (CILIPS) on the basis of the 'New Voices' blog, with the establishment of the 'RGU Student Series':
 https://www.cilips.org.uk/category/new-voices/.

A total of fourteen students contributed to the 'New Voices' blog during academic session 2023-23, with topics addressing the role of information professionals in supporting the development of

information and digital literacy skills in the context of Primary, Secondary and Higher Education, and in relation to the unemployed, to older adults and to newly arrived immigrants and refugees in the community.

Furthermore, a number of student subject bibliographies, exploring the role of information professionals in the development of information/digital/media literacy were, again, published this academic year, via 'OneHE Mindsets: Information, Digital, Media Literacy' community of practice, showcasing the excellent work of students.

The editorial team would like to thank all the student contributions but also the Robert Gordon University Library that supports the journal, by means of managing its hosting service. Excellent technical support, guidance and training was offered to our Student Editorial Interns by the Robert Gordon University Repository and Metadata Assistant Librarian, George Bray, empowering again our students with useful editorial skills and awareness of the value of open access.

The editorial panel will continue to welcome submissions exploring current issues of interest in library and information work and expanding to other related/overlapping areas, such as Business Analytics (in this and in future Editions), as well as to other areas of interest, including communication and media, digital marketing, and journalism, embracing an interdisciplinary research ethos and direction.

We hope that you find the third Edition of Reflective Professional interesting and stimulating with ideas that could be implemented in practice or further research, and we welcome your feedback and ideas.

Dr Konstantina Martzoukou
Professor Peter Reid

Aberdeen, June 2023