

Editorial

We are pleased to introduce the fourth Edition of Reflective Professional. For the preparation of this year's journal content, we are grateful to Alan Evans for his contribution as Student Editorial Intern. As part of this year's Edition, Alan, in a reflective article, offer an insightful account of both the technical and the transferable skills he developed contributing with work tasks that involved using the journal's Online Journal System (OJS), requesting and receiving submissions from contributors, editing and formatting submissions and using workflows to upload the edited submissions to the OJS.

In addition, Alan had the opportunity to share his reflections in a recorded video presentation, as part of the annual conference of The Association of British Theological and Philosophical Libraries, which took place in Edinburgh (on 22nd March 2024). This talk, presented by Dr Martzoukou, offered an overview of current teaching and learning creative and innovative initiatives that, overall, form part of The MSc Information and Library Studies online course at the Robert Gordon University. In the past few years, the course has evolved to include several external partnerships, research and practical hands-on project opportunities for students that allow them to develop library related and transferable skills, showcasing externally their achievements and gaining confidence as emerging creative and innovative information professionals. Co-creation and active learner involvement lie at the heart of most of the course initiatives with close collaboration taking place between learners and educators, welcoming learners' perspectives, and enhancing their feelings of engagement, ownership, empowerment and belongingness.

Other co-created work with students includes the yearly New Voices RGU Series: <https://www.cilips.org.uk/category/new-voices/> organised by the Chartered Institute of Library and Information Professionals (CILIP) in Scotland Students & New Professionals Community. During the academic session 2023-24, students presented critical reflections on the impact of generative artificial intelligence (GenAI) and the role of information professionals in developing information and digital literacy skills. Co-creation and active learner involvement lie at the heart of most of the course initiatives with close collaboration taking place between learners and educators, welcoming learners' perspectives, and enhancing their feelings of engagement, ownership, empowerment and belongingness.

Furthermore, a number of student subject bibliographies, exploring the role of information professionals in generative artificial intelligence (GenAI) within different library contexts and services, was again, published this academic year, via 'OneHE Mindsets: Information, Digital, Media Literacy' community of practice, showcasing the excellent work of students with GenAI themed resources aimed at health, school, university and public libraries.

This year, we were also very pleased to see our alumna, Emma Grey, School Librarian at Forfar Academy, being nominated for Scotland's Library and Information Professional of the Year (2024) <https://www.cilips.org.uk/cilips-awards-winners-2024/>, an excellent outcome based on Emma's incredible commitment to having a positive impact on young people, facilitating nursery children's engagement with the school library through a paired reading program. Emma has also been previously included on the CILIP 125: The next generation of Leaders list [CILIP 125: The next generation of leaders - CILIP: the library and information association](#) who will help lead the sector into a new age of information.

Another student success this year was the bursary won by Ana Williams, one of the students on the MSc Information and Library course, to attend the Librarians Information Literacy Annual Conference (LILAC) which took place in Leeds in March. <https://www.lilacconference.com/lilac-2024> Ana is

currently working within a healthcare library and is also a new member of the CILIP Information Literacy Group (ILG) New Professionals Sub-committee.

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 two students who studied the MSc in Business Analytics, continuing to extend the relevance of the journal to close related areas and themes of current interest for Information and Library Science, such as data governance and health information management. The Editorial team is grateful to Dr Ebuka Ibeke, Course Leader of the MSc Business Analytics course at the Robert Gordon University, for his collaboration regarding these valuable additions.

The first research project featured has been conducted by Chioma Ameze Adeomi, graduate of MSc Business Analytics. It offers an analysis of data governance job postings on LinkedIn to identify the most frequent terms in the job titles and descriptions and to identify the region, city, company, and industries with the highest number of job postings. The categorisation of the most frequent terms across the top five industries indicated a focus on the data governance “implement” action in the job descriptions.

The second research project has been conducted by Ekenechukwu Philip Ocan, also graduate of MSc Business Analytics. It involves an analysis of health prescription information using data-driven methods to detect fraud and errors, investigating the landscape of prescription fraud within the healthcare system, leading to improved patient care, atopic that would be of interest to health libraries, and health information services. Ocan’s research adopted a structured approach, comprising data understanding, preparation, and modelling phases, emphasizing the importance data literacy and expert insights for refining fraud detection strategies in the healthcare sector.

This Edition further introduces two research projects from the MSc Information and Library Studies course, both of which used mixed methodological approaches to conduct research with different foci of interest for libraries. Beulah Lowry conducted a mixed methods study to explore practitioner self-censorship in Scotland’s secondary school libraries. The research was undertaken in response to a recent consultation on intellectual freedom conducted by the Chartered Institute of Library and Information Professionals (CILIP). The study was conducted by means of a questionnaire survey and semi-structured interviews with secondary school library staff. Bianca Hill explored the role of public libraries in preserving and revitalising endangered languages (Scots and Scottish Gaelic) within the context of Scotland to gain insight into Scotland’s librarians’ views on the value of this work. The research followed an inductive, qualitative design, employing a multimethod approach to data collection which included semi-structured interviews and secondary resources. Five librarians and library-adjacent staff from a variety of Council Areas and library types across Scotland were interviewed.

During the academic year 2023-4, MSc Information and Library Studies students had the opportunity to engage in several other activities in the form of virtual placements with diverse libraries in Scotland and across the U.K. Some indicative examples include a) a project with CILIPS to support their advocacy work in key areas, such as censorship, book banning, misinformation and climate change, carrying out additional research and developing materials such as infographics. b) work with Aberdeen City Libraries to contribute towards a project that developed resources to support learning & teaching of children and young people aged 3-7yrs, 8-11yrs and early secondary, within a newly developed learning platform which brings together 3D models and videos on a number of curricular topics; c) work with The James Hutton Institute to support the re-classification of their collection from UDC to Dewey, and d) work with an NHS library on Realistic Medicine programme, a national agenda to improve care where health information plays a crucial role in its core principles.

An additional event that engaged our students directly, included an online research showcase which took place in April 2024, where current and recently graduated students from Edinburgh Napier University, Strathclyde University and Robert Gordon University participated as key speakers. The event was organised by OneHEmindsets and the Scottish Academic Libraries Cooperative Training Group (SALCTG) and was introduced by Amina Shah, National Librarian and Chief Executive of the National Library of Scotland. Amina emphasised the importance of research and collaboration and taking the 'messages' of research back to society. As part of the event, Palika Vithana, PhD student at Robert Gordon University and Academic Librarian at Uva Wellassa University in Sri Lanka, presented her research on 'Acceptance by users of mobile augmented reality (MAR) applications for academic library services'. Palika has used grounded theory and case study strategies, to systematically explore and enhance theoretical constructs related to user acceptance and engagement with MAR technology in libraries. Palika's work is supervised by Dr Alan MacLennan and Professor Simon Burnett. A recording of the event is openly [available](#).

This summer sees the retirement of Dr Alan MacLennan who has taught on our information and library studies courses here for over thirty years. Alan has been a magnificent colleague to us all, his hard-work, sense of humour, commonsense, knowledge and expertise have been highly prized by everyone. He has taught cataloguing and classification, and knowledge organisation to countless cohorts of students who will recall his patient guidance and support with much affection. We wish Alan all the very best for his retirement.

The academic team of the MSc Information and Library Studies course was also pleased this year to present two student prizes: The CILIP SCOTLAND MEDAL for best student in the PG Diploma stage of the MSc Information and Library Studies course which is awarded to Nicola Alice Carter (PG Diploma Information & Library Studies with distinction) and the JAMES ORR MEMORIAL AWARD for a student in the MSc Information and Library Studies who has consistently performed highly across all modules which is awarded to Fiona Johnston (MSc Information & Library Studies with distinction).

The editorial team would like to thank all the student contributions and the team at the university library which supports the production of *Reflective Professional*. We get amazing support and guidance from George Bray, the University Repository and Metadata Assistant Librarian, who also goes out of his way to train, mentor and support our student interns.

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 fourth 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