This is the first official issue of the *International Journal of Cyber Behavior, Psychology and Learning* (IJCBPL), which naturally invites some comments on the reasons for founding it and its expected role in the development and research of an emerging field pertaining to online related behavior, communication and learning. IJCBPL comes at a time that the research on cyber behavior as a field appears to be ripe and cyber behavior as a social, psychological and learning phenomenon has increasingly drawn attention of a growing body of researchers from multiple disciplines and fields. The research community seeks to understand what it means to be a cyber citizen in the 21st century, how it affects personal and interpersonal relationships, what makes cyber behavior differ from face-to-face behavior, how cyber experience would seed the ways of thinking that are valued in face-to-face environment, and so forth. IJCBPL is intended to be the scientific forum for researching new ideas and approaches, developing theoretical framework, and generating new knowledge about cyber behavior, psychology and learning.

IJCBPL covers important topics in the research on cyber behavior, psychology and learning which include but not limited to:

- Cognitive and information processing related to online learning including cognitive architecture and online information processing.
- Motivation.
- Online behavior such as online gaming, online addiction, and Internet predation.
- Online training, online instructional design, and development with a focus on cognitive and psychological processes.
- Psychological aspects of online learning and instruction, including individual differences and psychological and personal traits.
- Social aspects of online learning including online social communication and relationship formation.

The journal encourages the exploration of emerging areas in cyber learning such as online social communication, individual differences, cognitive and metacognitive learning, etc. to generate deep understanding about the behavior, information processing, and psychological orientations of online learners. IJCBPL offers a multi-disciplinary approach that incorporates the findings from brain research, biology, psychology, human cognition, developmental
theory, sociology, motivation theory, and social behavior. This journal welcomes both quantitative and qualitative studies using experimental design, as well as ethnographic methods to understand the dynamics of cyber learning. Impacting multiple areas of research and practices, including secondary and higher education, professional training, web-based design and development, media learning, adolescent education, school and community, and social communication, IJCBPL targets school teachers, counselors, researchers, and online designers.

This issue presents four papers that query the theoretical foundation of the field, explore adolescent behavior in the online community and the relationship between self-esteem and problematic Internet use, all of which share a feature that we hope will become the distinctive hallmark of the journal, that is, a multi-dimensional approach to understand the behavior and psychology of cyber community.

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