Special Theme Issue on Mobile Computing Behavior: Connecting Anywhere, Anytime, and Anyone

Robert Atkinson, Arizona State University, USA

Zheng Yan, University of Albany, USA

The special issue on Mobile Computing Behavior: Connecting Anywhere, Anytime, and Anyone is completed. We thank all authors and reviewers who completed their good work on time and made possible the completion of this special issue in just three months. Taking this opportunity, we would like to briefly make two special points after editing the special issue.

First, this special issue is special because it focuses on a special topic, mobile computing behavior, for the very first time. Mobile computing behavior can be defined as any physical, social, and/or mental activities that humans engage in the use of mobile computing technologies such as smartphones, tablets, and eReaders. Mobile computing technologies are increasingly impacting our daily behavior and are responsible for shaping our digitally connected lives where we are connected anywhere, anytime, and with anyone. The use of mobile computing devices is rapidly expanding with the number of mobile-connected devices might exceed the world's population by the end of 2012. In light of this rapid expansion, a strong empirical, theoretical, and methodological foundation is urgently needed to understand the behavioral, psychological, and learning implications surrounding the use of mobile computing technologies and to build a new field of study, mobile behavior science. This special issue is intended to provide a platform for publishing research on this timely and relevant topic, synthesize current understanding of mobile computing behavior, contribute and extend the current literature, and advocate effective research-based policy and practices on mobile computing technologies. As a result, it consists of seven articles, one theoretical overview (overall), two literature reviews (past), two empirical studies (present), and two technical articles (future). Instead of having all empirical articles for a special issue, we included four different types of articles to represent the overall, past, present, and future status of the field of mobile computing behavior research.

Second, this special issue is special because this is the first issue for both of us (Robert Atkinson and Zheng Yan) as the co-Editors-in-Chief. We started our editorship with a special issue based on several considerations.

First, since mobile computing behavior is an emerging, ubiquitous, important, and complex area of research, the journal will continue to publish articles in this area after the special issue. Second, besides regular issues, we plan to publish at least one special issue per year to cover some important areas (e.g., cyber data collection and cyber data analysis). Thus, we welcome scholars to propose and guest-edit special issues. Third, we deeply appreciate Robert Zheng, the founding editor of the journal, for his vision and dedication to start the journal (coincidently, his full name is a combination of our first names). By starting our editorship with a special issue, we both wish him all the best and will work hard together to continue his excellent editorship. Among many tasks, we plan to actively solicit manuscript submission, to speed up the peer review process and shorten the turnaround time, to enhance communications among editors, associate editors, and editorial board members, and to make the journal indexed by more index services (e.g., SCI and SSCI) and databases (e.g., PubMed and PsycInfo) so that we will gradually make the journal one of the best in the field,

Robert Atkinson
Zheng Yan
Editors-in-chief
IJCBPL

Robert K. Atkinson is an Associate Professor with a joint appointment in the School of Computing, Informatics and Decision Systems Engineering in the Ira A. Schools of Engineering and the Division of Educational Leadership and Innovation in the Mary Lou Fulton Teacher's College. He earned in Applied Cognitive Science PhD degree from University of Wisconsin – Madison with a minor in statistics and research design. His current research foci include the design of personalized learning environments, educational applications of social media, mobile learning, learner analytics and data mining. He has obtained—both independently and collaboratively— over $20 million dollars in grant support from a variety of sources including the National Science Foundation, Office of Naval Research and the Intel Corporation. His research appears in a variety of highly respected academic journals, including Journal of Educational Psychology, Applied Cognitive Psychology, Learning and Instruction, Review of Educational Research *and* Educational Psychologist.

Zheng Yan is Associate Professor of developmental and educational psychology at University at Albany since 2007. He graduated from Harvard University Graduate School of Education with a doctoral degree in Human Development and Psychology in 2000. His research mainly concerns dynamic and complex relations between contemporary technologies and human development as well as research methodology of human development. He is currently investigating children's understanding of the Internet as a complex artifact and human behaviors in the cyber space as an emerged field of research.