
Editorial: the inaugural issue (IJMLO)

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Biographical notes: Jason C.H. Chen is a Professor and the Coordinator of the MIS programme at Gonzaga University in Spokane, WA. He received his PhD in Management Science and Information Systems from the University of Texas at Austin. He designed and implemented an MIS system for a Chinese government agency working on a World Bank project during 1992–1994. He was a Faculty in Beijing International MBA programme in 1999 and 2003 at Peking University, China. He was a Senior Consultant for an e-commerce and knowledge management firm in Taiwan. His research interests include revenue management, mobile learning, as well as the development of model and strategy for knowledge reuse to the enterprises. Professor Chen serves on many editorial boards and is the Editor-in-Chief for three journals: *Int. J. Revenue Management*, *Int. J. Mobile Learning and Organisation* and *Int. J. Business and Systems Research*. He has published numerous papers in journals such as *Management Science*, *Decision Support Systems*, *Industrial Management and Data Systems*, *ACM Transactions on Mathematical Software*, *Int. J. Technology Management* and *Human Systems Management*.

1 Introduction

It is an honour to have been invited to edit the *International Journal of Mobile Learning and Organisation (IJMLO)*. It is also with pleasure to welcome all of you to the inaugural issue of the *IJMLO*. The *IJMLO* is a refereed, multidisciplinary journal for bridging the latest advances in mobile learning and organisation. It provides a global forum for presenting authoritative references, academic rigorous researches and case studies. The journal publishes well-written and academically validated manuscripts on both theoretical development and applied research.

With constant connectivity and the volume of information that new mobile devices can deliver, mobile learning will shape the new landscape for organisational training and lifelong learning as well as imprompt information gathering for problem-solving. The *IJMLO* intends to establish an effective communication channel among decision- and policy-makers in business, government agencies and academic and research institutions, which recognise the important role that mobile learning may play in organisations. Specifically, the *IJMLO* aims to be an outlet for creative, innovative concepts, as well as effective research methodologies and emerging technologies.

Although the *IJMLO* is devoted to the main area of mobile learning and organisation, it also expands its scope to broadly cover any issues overlapping or related to learning and organisation with mobile devices. The subject of coverage includes:

- globalisation of mobile learning
- lifelong learning for changing demographics
- assessment, authentication and security in mobile learning
- synchronous/asynchronous m-learning, m-coaching and m-training
- collaborative GDSS and mobile learning
- pedagogy and design methodology in mobile learning
- Learning Management Systems (LMS) and Learning Content Management System (LCMS)
- decomposability and modular design of course contents
- time modularisation, time management in mobile-learning design
- mobile life
- learning and knowledge creation in a mobile organisation
- virtual collaboration in the workplace
- virtual communities and universities
- value-based m-learning in commerce
- integrated mobile marketing communication
- knowledge and learning strategy in the mobile organisation
- methodologies for effective learning in the mobile organisation
- ubiquitous and pervasive learning
- emerging technologies for mobile learning and organisation
- managing sustainable change and learning in the m-organisation
- innovative case studies in the mobile organisation
- trust issues in mobile learning and organisation
- tools for mobile educational presentation and delivery
- mobile tools and devices for e-learning
- corporate universities and new approaches/models to mobile-learning content diffusion
- technologies and standards for developing tools for mobile learning
- mobile tools to enhance field study
- creating learning communities for mobile learning

- efficacy and effect of mobile learning
- ethical and copyright issues in mobile learning
- cross-cultural issues in mobile learning
- problems and challenges in mobile learning and
- any other topics relevant to mobile learning and organisation.

2 Inside this issue

This inaugural issue of the *IJMLO* contains six papers related to mobile learning and organisation fields.

The first (Keynote) paper, ‘Developing Knowledge and Learning Strategies in Mobile Organisations’ by Jay Liebowitz, examines various considerations of developing knowledge and learning strategies in mobile organisations. He argues that part of the challenge for future mobile organisations is: how can they better communicate and collaborate among their employees, customers and stakeholders? The social network analysis is presented as a technique that can be used to identify and map these knowledge flows. He also states that as the world becomes more fluid, networked and complex, organisations will continue to be more mobile, agile, competitive and learning-oriented than ever before.

The second paper, ‘Studio-based learning via wireless notebooks: a case of a Java programming course’ by Miri Barak, Judson Harward and Steven Lerman, describes Studio-1.00, a project aimed at enhancing active learning techniques, interactive programming and the exploration of software development, through the use of mobile notebooks and electronic classrooms at the Massachusetts Institute of Technology (MIT). The results indicated that Studio-1.00 had a positive effect on students’ achievements, especially for the intermediate/low academic level students or those who had no or some prior knowledge in Java programming.

The third paper, ‘The mobile society: effects of global sourcing and network organisation’ by Milan Zeleny, explores the five stages of business focus evolution, with a special attention paid to the current, the fifth, stage of business evolution. He addresses that *global sourcing* is the key factor to attain global competitiveness and sustainability at the same time. It is becoming the interest of all network participants to maintain their relationships as competitive, sustainable and stable on a global scale. The focal point of the paper is that *mobile knowledge* and learning are brought forth by the underlying global forces of mobile business and society.

The fourth paper, ‘Array-based logic for realising inference engine in mobile applications’ by Reggie Davidrajuh, depicts a logic technology called array-based logic that guarantees applications developed by this technology which fulfil the three criteria: array-based logic operates on a linear (compact) space, the operations on it are faster (takes linear time) and it is also easy to use this tool. A case study is presented to show how easy it is to use array-based logic for realising inference engine in mobile applications.

The fifth paper, 'Knowledge transformation for education in software engineering' by Cat Kutay and Aybüke Aurum, examines the industrial SECI model of KM and how it is applied to the educational area, such as mobile learning. The authors further investigate Nonaka's SECI model, how it applies to education and how the model suggests improvement to KM in education. Their results showed that the SECI model was an incomplete representation of KM in this context. Therefore, a further understanding of the technology, which supports each aspect of the model, would contribute to knowledge management and hence the constructive aspects of learning at universities as they move to mobile modes of learning.

The last paper, 'Activity theory for designing' mobile learning using by Lorna Uden, elaborates on activity theory as a social and cultural psychological theory that can be used to design a mobile-learning environment which involved a complexity of relationships. The author presents the use of activity theory as a framework to describe the components of activity system in the designing of context-aware mobile-learning application. A case study for the design of a mobile-learning application is described using activity theory. The article concludes with suggestions for further research.

Acknowledgements

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