# Human Computer Interaction in Education

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## Message from the Guest Editors

Dear Colleagues,

Technology-enabled education and pedagogy has, in recent times, gained ascendancy due to the advancements in digitisation and the overall acceptance of blended forms of learning. Learning mechanisms driven by technology provide a number of overarching benefits to the learner's experience (such as engagement, proficiency, etc.). Gradually, the mediation between teacher, student and technology has extended beyond 2D mediums to 3D and physical embodiments such as humanoid robots and agents. With the uptake of such novel forms of interaction both in the classroom and at home, several key questions are now being raised related to their effectiveness, particularly due to saturation, technical considerations, cultural differences, ensuing isolation of the teacher and learner distraction amongst others. Therefore, in order to discuss these and many other similar interesting viewpoints; in this Special Issue we call for submissions related to the entire spectrum of educational technology, specifically related to the design, implementation and evaluation of such forms of digital advancements.

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