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Special Issue on: "Unveiling Myths and Misconceptions About Human-Technology Interaction"

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In the labyrinth of modernity, the intertwining of humanity and technology has emerged as a defining feature of our existence (Oksanen et al., 2020; Thüring & Mahlke, 2007; Verbeek, 2008), revolutionising processes, decision-making, and outcomes, with an effect on individual and organisational performance (Kitsantas et al., 2019; Leoni et al., 2022; Masudin et al., 2024; Rapp et al., 2021). In fact, in both firm and educational contexts, integrating humans and technologies can enhance efficiency, effectiveness, and innovation (Chen et al., 2020; Hwang et al., 2020; Mariani et al., 2023; Sullivan & Wamba, 2024).

From the advent of the wheel to the age of artificial intelligence, the journey alongside technology has been marked by moments of awe, progress, and – inevitably – misunderstanding (Fuchs & Reichel, 2023). Myths and misconceptions merge into our collective consciousness, distorting our perceptions of the intricate human-technology relationship (Dragomir, 2023; Mishra & Kern-Stone, 2023). These myths, often entrenched in popular discourse, influence public opinion, policy decisions, and the trajectory of technological innovation. They may obscure the true nature of human-technology interaction, impeding our ability to navigate its complexities and harness its full potential. Hence, it becomes imperative to embark on a quest to unveil these myths, to peel back the layers of misinformation, and to illuminate the path towards a more enlightened understanding of our relationship with technology.

Therefore, exploring and dispelling myths and misconceptions about human-technology interaction can provide valuable insights into any organisational reality operating in the current socio-economic scenario.

All of the above is even more important in educational settings where technology adoption intersects with pedagogy and student welfare (Abulibdeh et al., 2024; An & Oliver, 2021; Luan et al., 2020; Yaras & Öztürk, 2022). Educational contexts represent fertile ground for new technology adoption, with the potential to personalise learning experiences, enhance pedagogical effectiveness, and expand educational access (Han & Prybutok, 2012; Perrotta & Selwyn, 2020; Zuckweiler & Cao, 2009). Thus, by empowering educators and learners to understand and embrace technologies properly, they can create more tailored, effective, and equitable learning environments (Adigüzel et al., 2023; Luckin et al., 2022). However, the successful integration of new technologies is based on educators' and learners' understanding and acceptance of these technologies. Misconceptions, such as fears of job displacement or concerns about privacy and autonomy, can hinder adoption efforts and undermine the transformative human-technology interaction potential.

This special issue invites scholars, researchers, and practitioners to embark on this intellectual journey, venturing into the realm of human-technology interaction, armed with critical inquiry and scholarly rigour, to confront the myths that shroud our understanding. By unravelling misconceptions, we aim not only to elucidate the nuances of the intricate human-technology relationship but also to lay the groundwork for informed discourse, ethical innovation, and societal progress, forging new pathways towards a future where humans and technology co-exist in harmony, positively co-evolve, and co-create value for all (Applin et al., 2015; Caputo et al., 2019; Einola & Khoreva, 2023).

Furthermore, this special issue aims to highlight the implications of prevailing myths and misconceptions for individuals, societies, and the broader technological landscape, seeking to empower humans to better navigate the challenges and opportunities presented by the rapid pace of technological change.

We invite contributions that challenge assumptions, push boundaries, and illuminate the path towards a more enlightened understanding of human-technology interaction.

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Subject Coverage

Suitable topics include, but are not limited, to the following:

- Cognitive biases and heuristics in technology adoption
- Digital divide and access to technology
- Ethical considerations in technology design and implementation
- Fears of technology addiction
- Gender and diversity in technology adoption
- Human-computer interaction
- Impact of social media on the mental health and well-being of students and workers
- Privacy and security in the digital age
- Socio-cultural influences on human-technology interaction
- Technology adoption in education

Notes for Prospective Authors

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All papers are refereed through a peer review process.

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Important Dates

Manuscripts due by: *16 September, 2024*

Notification to authors: *30 November, 2024*

Final versions due by: *30 January, 2025*