# Editorial: Special issue on "Black Screens"

A strong and emerging topic in the contemporary media landscape is the question about what happens in online teaching when students turn their cameras off. In the academic discourse about this phenomenon, various terms are used: "Camera off", "Blank screens", "Black screen". Our desire was to publish a special issue of Seminar.net in which we invited scholars to publish results of their academic achievements in this area.

The special issue invited contributions that addressed how students and teachers interacted in various online teaching contexts today. A rich field of experiences has developed during the pandemic. In the economic backlash that follows during the recovery from the pandemic – but also due to the crisis caused by the Russian war against Ukraine, and environmental concerns, it is likely that hybrid and online teaching will remain as a "normal" context for teaching in higher education. A commonly addressed problem has been the assumption by teachers that students will remain visible for teachers during teaching, but students refuse or half-heartedly comply with teachers' urge for audiovisual responses to their teaching. The research on this phenomenon is in its early stages and what we present here is a contribution to academic knowledge on the topic. The contributions aim at building knowledge about how teaching and studying with media has altered the "teaching game". Lecturing by means of software like ZOOM and Teams, induces new genres like "flipped classroom", and opens up new resources such as documentaries, triggers, gaming and podcasts.

We think the papers presented here give critical and well-founded presentations of how this phenomenon is being applied to various contexts, the methods and expressions used, as well as what directions future developments might go.

Bjornsen et al. suggest that digital teaching should be offered with some modesty. Their study show that students crave for support from an active learning environment, which is hard to induce in a purely digital environment. Schofield's article displays how the project presented tried to produce a good learning environment, and how they reached many of its goals during the pandemic. Breiby et al.'s article gives a strong impression on how teachers reacted to the students' rejection of a direct visual interaction and claim that abstaining from visual contact did not stimulate them to become better teachers by itself. Finally, Hermanrud et al. dives into the reasons student give for leaving centerstage with the teachers and presents their good arguments for doing so. This is a good introduction for starting a dialogue about how students and teachers might cope with these challenges in the future.

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